

# INSPECTION REPORT

## **HMP Lindholme**

**17 March 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 **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 Lindholme is a Category C training prison for men, situated on a former RAF airfield outside Doncaster. At the time of the inspection, there were 638 prisoners held at the prison, which has an operating capacity of 649. Most of the prison's education courses provide basic literacy, numeracy, or information technology. There are also courses in citizenship, home maintenance, catering, and a resource-based learning workshop to support prisoners studying for Open University degrees. The prison has workshops offering accredited training in construction trades, furniture craft, horticulture, textiles and computer skills. Training in catering is provided in the prison's kitchen and also in the prison's conference centre. Training is also offered in physical education. Much prison work does not provide accredited training. The prison has a large vegetable preparation and dispatch facility supplying 40 other prisons. Prisoners also work on maintenance of the extensive grounds, in waste management, and as wing cleaners. Inspectors visited the prison as part of an inspection by HM Chief Inspector of Prisons. They inspected the provision in education, physical education, and foundation programmes. Inspectors were unable to make a full inspection of, or make judgements on, the training in construction and catering.

### Overall judgement

The quality of education and training is adequate to meet the reasonable needs of those receiving it. Training is good in physical education and provision in education is satisfactory. Leadership and management of education, training and work are satisfactory. The quality assurance of education and training is unsatisfactory. Management of equality of opportunity in education and training is satisfactory.

### KEY STRENGTHS

- well-managed physical education provision
- good support for learners
- good education provision
- good strategic management

**KEY WEAKNESSES**

- poor facilities for information technology
- inadequate monitoring of the quality of training
- poor links between education and training

## THE INSPECTION

1. Four inspectors spent a total of 16 days at HMP Lindholme in March 2003, as part of a full inspection of the prison carried out by HM Chief Inspector of Prisons. They visited the prison workshops, the physical education (PE) department, and education and training facilities, including the library. They observed 15 learning sessions, interviewed 35 learners and held 40 interviews with prison staff. Inspectors examined a range of documents, including individual learning plans, learner's portfolios, minutes of meetings, verifier reports, schemes of work, and the prison's self-assessment report, which was produced in February 2003.

## THE PROVIDER AS A WHOLE

### Context

2. HMP Lindholme (the prison) is a category C training prison for adult males, situated near Doncaster, Yorkshire. At the time of the inspection, 638 prisoners were held at the prison, which has an operating capacity of 649. Approximately 40 per cent of prisoners are serving sentences of more than four years and nearly all have more than one year to serve at the prison. Education at the prison is provided through a contract with a local college, which also holds contracts at other prisons. There is an education manager, a deputy education manager and two part-time administrators. There are two other full-time teachers and two permanent part-time teachers. Another 28 teachers work on part-time, hourly-paid contracts. Seventy-eight learners attend education, most of them on part-time courses. Thirty-one staff are involved in training. Eighteen of these are full-time trainers and 13 are part-time trainers who have additional duties at the prison. HMP Lindholme has workshops for construction craft training, covering painting and decorating, plumbing, plastering, and carpentry. There are also workshops for furniture making and horticultural machinery repair. More recently, training has been offered in catering in the prison kitchens, in horticulture, information technology (IT), and in food and beverage service in the prison's conference centre. A maximum of 88 training places are available, 84 of which were filled at the time of the inspection. Most training is full-time, however learners on construction programmes attend key skills classes in the education unit for two hours each week. In addition to the above, 82 places are available in work activities which do not have accredited training, such as vegetable preparation and dispatch and beverage packaging. A further 121 prisoners work in areas such as textiles and gardens maintenance, where opportunities for accreditation are limited.

## Education and training in prison

3. Education at the prison is satisfactory. All new prisoners are given a basic skills test, and are strongly encouraged to attend education if their results show that they need help with literacy or numeracy. Most teaching is satisfactory or good. There is good achievement of basic skills qualifications and the department has exceeded its targets, with 402 accreditations for basic skills between April 2002 and February 2003. Almost all learners who complete their courses achieve their target awards. Achievement of the catering national vocational qualification (NVQ) is satisfactory. Of 37 learners who started in the year to January 2003, 16 achieved their award, while 14 learners are still on the programme. Most teaching facilities are adequate but the computer equipment is poor. Staff in the education department are appropriately qualified. There is support for Open University study through a regular resource-based learning session. The department recognises the need to offer more short courses to enable prisoners, whose time at the prison is short, to achieve an award. However, there are very few such courses at present.

4. Management of the education provision is good. There is a clear focus on the achievement of accreditations. Many learners following training programmes attend the education department for part of the week for basic skills and key skills tuition. The education provision for these learners is often not linked to their training and their results are not as good as those on other basic skills courses. There is little educational provision offered outside the education centre.

5. In training, learners achieve very good standards of work, under the supervision of experienced instructors. Training is good in the traditional crafts area. Instructors are very experienced and maintain high standards. Learners work diligently in most cases and achieve good results. In these workshops, the standard of work is often better than that required for the qualification being taken. Instructors provide learners with detailed records of their achievements which they can use to claim accreditation of previous learning after release. There are separate workshops for carpentry, plastering, and plumbing courses. In furniture craft, learners achieve very good standards of work. Twelve learners achieved their target award in the year to March 2003. The assessor has links with a university's furniture studies department and some learners have progressed to courses at the university after release. The prison's kitchens have recently started to offer a catering NVQ. The programme is well planned with good recording of assessment and opportunities for learners to gain experience in different aspects of food preparation. In the vocational computer workshop IT training is well planned and supported with good workbooks, but the computer equipment is very poor and outdated. Thirty learners have achieved a City and Guilds introductory computing award in the year to March 2003. The workshop has recently started to offer an examination-based qualification in IT.

6. There was insufficient liaison between the different workshops involved in training, and between training and education. There is inadequate monitoring of the quality of training. No formal reporting structure exists in this area. Procedures for observing trainers at work had recently been introduced, but are not yet effective. Reviews have

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been carried out on some programmes, but there has been little analysis or use of this feedback. There is insufficient use of data to monitor learners' progression and achievement. Links with the library have been poor but are beginning to develop in a few curriculum areas.

7. The library provision is satisfactory, although access is limited. The service is provided by the local authority's library service. The main room is spacious and welcoming. An additional smaller room, is to be equipped as a learning resource centre with computers, and it is hoped this will help to strengthen links with the education department. Access to the library for most prisoners is during their association time, which amounted to 90 minutes each weekday evening: a total of 7.5 hours per week. Access to the library is available during the day, through a booking arrangement, for prisoners needing to pursue particular studies, but very few prisoners use this facility. There is a section of foreign language books, particularly Asian languages. There are also a good number of large print books and books for adults learning to read. The library provides audio books for visually impaired borrowers on request. There is no careers section in the library. There are few links between the library and the education and training departments, but a start has been made in developing these. The library has recently acquired books on sport and recreation, and on horticulture, following consultations with training staff in those areas.



## LEADERSHIP AND MANAGEMENT

8. The leadership and management of education and training at the prison are satisfactory. Education and training are managed by the head of resettlement and the head of enterprise, both of whom report to the governor of the prison. The head of resettlement also manages the contract for education services, which is held by a further education college, and that for library services, which are provided by the local authority. The education department employs four full-time and 30 part-time teaching staff, two part-time administrative assistants and one part-time support and guidance tutor. The education contract is for five days a week for 50 weeks a year. This provides courses in information and communications technology (ICT), home maintenance, art, cookery and basic skills. There are 31 prison staff involved in the delivery of training. Eighteen of these are full-time trainers and 13 are part-time trainers who have additional duties within the prison. The prison provides vocational training in construction, furniture crafts, horticulture, hospitality, catering, physical education and preparation for work. There are policies and procedures for equality of opportunity and quality assurance. The personnel manager is responsible for equal opportunities and the head of enterprise is responsible for quality assurance. The prison started its first self-assessment report in September 2002 and completed it in February 2003.

### STRENGTHS

- good strategic management
- effective internal and external communications
- good management of the education provision

### WEAKNESSES

- insufficient accreditation of training
- poor links between education and training
- inadequate monitoring of the quality of training

### OTHER IMPROVEMENTS NEEDED

- better promotion and monitoring of equality of opportunity
- more effective self-assessment

9. The strategic management of education and training is good. This strength was identified in the self-assessment report. There is a clear strategic plan for 2001-05, covering all aspects of the provision. Targets have been set for each area of education and training, together with the key steps involved in achieving these targets. Performance targets are also set in the annual business plan for the prison, which is clearly linked to the mission of the establishment. The strategic plan is reviewed by the quality improvement group at least once every three months and it provides a useful

overview of progress in all areas of education and training. The prison has worked closely with local employers to identify employment opportunities in the local area and has secured funding for a major expansion of the construction provision and the building of a food processing plant. The planned changes in the accommodation and programme have been linked with a skills audit of staff to produce a strategy for staff training and development. The prison recognises the need to increase the provision of accredited programmes and has recently appointed an accreditation manager to oversee this development. The importance of education and training in resettlement has been recognised and they now form a key part of the resettlement strategy.

10. Internal and external communications are effective. This strength was identified in the self-assessment report. The senior management group, resettlement team, quality improvement group and middle management team meet each month. Matters arising from previous meetings are dealt with and the minutes are appropriately detailed. Minutes of meetings are circulated to all areas within education and training. They are also available on the prison service's intranet, which can be accessed by all staff. Staff in the education department meet every two weeks. These meetings are held at different times and on different days to allow as many of the part-time staff as possible to participate. There are some additional meetings in most areas of learning. The prison has effective external links with employer groups, guilds of craftsmen and further and higher education institutions and use the links in planning curriculum development and changes to the provision. For example, there are employer representatives on the project teams overseeing the expansion and relocation of construction training and the building of the new food processing plant. The prison also has effective links with Jobcentre Plus, Connexions and various voluntary agencies and has made good use of them in its review of the resettlement strategy. There is insufficient communication between education and training and between the various areas of vocational training.

11. The education provision is well managed. Communication between the education manager and the contracted further education college is good. The head of education attends monthly meetings with the college, which include training on aspects of the provision such as self-assessment and lesson observation. These meetings also give the prison a chance to share good practice with other prisons and with the college. Staff in the education department are appropriately qualified and the quality of teaching and learning are good. Learners appreciate the help and support they receive from the staff. There is good achievement of basic skills qualifications. Opportunities for staff training are good. Quality assurance arrangements are satisfactory and the contracted training provision is closely monitored by the head of resettlement. The education department recognises the need for more short courses and a greater range of level 2 and level 3 courses in general education.

12. Links between education and training are poor. Many learners do a combination of education and training. Most of these are following training programmes, but attend the education department for part of the week for basic skills and key skills tuition. The education provision for these learners is often not linked to their training. For example, exercises in basic skills are rarely made vocationally relevant for learners. There is very

little integration of key skills in the workshops. There is very little sharing of good practice between education and training. Staff from education and training do not meet to discuss courses and learners, or work together to develop and assess knowledge and skills and design coherent programmes. The satisfactory quality assurance in education is not matched in training. There is also insufficient sharing of good practice between the various areas of vocational training.

13. There is insufficient accreditation of training in some areas. This weakness was identified in the self-assessment report. There is no accredited training in vegetable preparation or beverage packing and little in horticulture. Short accredited courses have been planned in textiles and there are also plans to introduce accredited courses in lift truck driving and warehousing. Training staff do not know enough about the possibilities for accredited training in their areas and there are too few qualified staff to assess and verify programmes. An accreditation manager has been appointed to oversee plans to increase the accreditation of training and the need for additional qualified staff is recognised in the strategic plan.

### **Equality of opportunity**

14. The prison's approach to equality of opportunity in education and training is satisfactory. The prison has a comprehensive diversity policy which includes policies relating to equal opportunities, anti-bullying and race relations. The diversity policy is issued to all areas and is reviewed on an annual basis. There is also a complaints procedure relating to the prison as a whole, and satisfactory complaints and appeals procedures specifically linked to education and training. A diversity committee chaired by the prison governor meets once every two months to monitor the diversity action plan. A diversity strategy group also meets once every two months to discuss issues relating to equality of opportunity. The minutes of these meetings are circulated to all staff.

15. The governor of the prison meets a group of prisoners' representatives to monitor equality of opportunity and to discuss amenities in the prison. The prison has a black prisoners' support group and has been involved in several projects aimed at raising awareness of equality of opportunity. These include a black history month and an exhibition about the life of Anne Frank, linked to the issue of discrimination in modern Britain. There is diversity training for all staff at the prison. Staff receive some equal opportunities training during their induction and are also required to attend a half-day training event every three years that covers issues such as homophobia, inappropriate language and bullying.

16. Access to education and training is satisfactory. All prisoners have a diagnostic test to identify their basic skills needs. The results of these tests are used, together with expressions of preference from prisoners and a list of available vacancies, to allocate prisoners to work, training and education. There is no routine screening for dyslexia or for visual or hearing difficulties. There are satisfactory arrangements to provide access for learners with mobility problems. The ethnicity profile of prisoners in education or training is monitored by the senior management group. This is similar to the profile for the prison as a whole. Learners' progression and achievements are not monitored according to ethnicity. Payment scales for prisoners do not encourage participation or achievement in education or training. This has been recognised by the senior management group and a review of the pay system has been planned. There are no evening classes in education and this restricts the access for some prisoners.

## Quality assurance

17. Quality assurance of education and training is unsatisfactory. The prison has a quality improvement framework and the terms of reference cover all key aspects of quality assurance. The quality assurance improvement group meets monthly to discuss quality assurance issues. Quality assurance issues are also discussed at senior management group, resettlement team and middle managers meetings. There is satisfactory quality assurance of the education provision, which is managed by the contracted college and monitored by the head of resettlement. The quality improvement framework has yet to have a significant impact on vocational training.

18. There is inadequate monitoring of the quality of training. Training in all areas has been observed once in the last three months and the quality improvement framework outlines plans for two such observations each year. The forms used for observations include reference to appropriate criteria to judge the quality of teaching and learning. However, the forms simply record whether the criteria have been satisfied. There are spaces for comments, but these are not always completed. There are very few action plans arising from observations and no indication of how actions will be monitored. There has been no formal staff training in conducting observations. Some of the observation forms include comments that are not relevant to the criteria. Course reviews have been carried out on some programmes, but there has been little analysis or use of this feedback. There is insufficient use of data to monitor learners' progression and achievements.

19. The self-assessment process is satisfactory. Most of the self-assessment reports for individual areas in education and training are satisfactory. Some reports are detailed with appropriate supporting evidence and clear development plans. Other reports lack detail, are insufficiently focused on the 'Common Inspection Framework', and do not include a development plan. Training in self-assessment was provided for most staff, but different guidance notes were used in different areas of the prison. The self-assessment report for the whole prison was constructed from the individual area reports. Many staff were consulted during the construction of the report. Inspectors agreed with many of the strengths and weaknesses identified in the self-assessment report. Satisfactory progress has been made on development plans in most areas and for the prison as a whole. Links between development plans and targets in the strategic plan are insufficiently clear in many areas. There are satisfactory arrangements for assessment and internal verification.

### Good Practice

*The governor of the prison regularly meets a group of prisoner representatives to monitor equality of opportunity. These meetings take place one week before the bi-monthly diversity committee meetings so that issues raised by the prisoners can be discussed and appropriate actions identified. The governor then meets the same group of prisoner representatives in the week after the committee meeting to provide feedback and explain any actions resulting from the meeting.*

## AREAS OF LEARNING

### Hospitality, sport, leisure & travel

20. Sport and physical education training at the prison is good. Eight learners are currently working towards a community sports leader award. Once they have completed this award, the learners will progress to an NVQ at level 1 in sport, recreation and related occupations. There are 13 learners working towards the gym instructor's award at level 2 NVQ. Alongside their main qualification, learners gain a number of additional awards in sport as well as key skills qualifications in communications. There are currently eight physical education officers and one sport and games officer. Six staff are involved in training, all of whom have, or are working towards, assessor awards. Three are qualified internal verifiers. Learners attend their courses on a full-time basis during the day. Most recreational physical activity takes place in the evenings and at weekends. The facilities include a four-court sports hall, two fitness rooms (one resistance, one cardiovascular), a small classroom area and outdoor playing fields. The physical education department also offers an emergency first aid course to most prisoners as part of their initial induction into the prison.

### STRENGTHS

- good achievement of accredited courses
- good teaching
- good facilities and resources
- well-managed PE provision

### WEAKNESSES

- insufficient teaching space for theory classes in the gym area

### OTHER IMPROVEMENTS NEEDED

- introduce lesson observation for off-the-job training in PE

21. There are good achievements by those learners who complete their courses. In 2002, 83 learners successfully passed the NVQ at level 1 in sport and recreation, 57 learners successfully passed the NVQ at level 2 gym instructor award. Learner's portfolios are completed well for both of these awards and show appropriate levels of work. These qualifications are recognised in the industry and can help learners to gain employment in the health and fitness industry on release. Several former learners are now employed in the industry following their release from prison. Learners also gain a

number of additional qualifications such as first aid and community sports leaders award, which are useful in the workplace.

22. Most teaching and training is good. Detailed schemes of work are in place for all courses, with well-prepared teaching materials. On the NVQ at level 1 in sport and recreation, teachers have produced a portfolio to simplify the recording of evidence by the learners. There is a full range of learning materials for the instructor award which the learners find very helpful. The teaching is enthusiastic and positive and the learners are well motivated. There is a good working relationship between teachers and learners and learners are given good support on their courses. Learners on the NVQ at level 1 assist in the induction of all new prisoners into the gym as part of their programme. The learners are assessed as they help with the inductions and so are given a realistic on-the-job assessment. Learners have good self-discipline to follow their course and complete the work required of them. Their progress is closely monitored, and they receive clear feedback both verbally and in written form throughout the course.

23. Physical education officers who teach on the accredited courses have gained additional instructor qualifications to enable them to teach recognised qualifications such as the gym instructor award and a football coaching award. Most teachers are also involved with instruction outside the prison, which keeps them up to date with current industry practice.

24. The practical sports facilities and resources are good. The sports hall is used for team sports. There are two fitness areas, one for cardiovascular and one for resistance training, as well as floor space for step-aerobics and spinning sessions. The equipment is of current industry standard. Level 1 NVQ learners are involved in cleaning all areas of the gym and are supported by the five gym orderlies, all of whom have already achieved their level 1 qualification. However, there is inadequate space for background knowledge teaching. There is one small classroom in the gym area, but a second one is needed for teaching background knowledge. Current arrangements involve classes being held in a fitness area while other activities are also taking place. This was recognised as unsatisfactory in the self-assessment report and there are plans to build a new classroom in the gym area.

25. The planning of education in the physical education area is clear and structured and provides good progression routes. A three-day induction process has recently been introduced. Learners who express interest in following a sport course use this three-day induction to examine their interests, needs, and suitability for the courses offered. Learners then sign a learning agreement to complete phase 1 of the programme. There has been a reduction in the number of students withdrawing from the programmes since this was introduced. There are progression opportunities for suitable learners. Phase 1 includes the community sport leaders award, NVQ at level 1 in sport and recreation and emergency first aid. Learners can then progress to phase 2, in which they work towards an NVQ at level 2 gym instructor award and full first aid at work qualification. After this, they can move to study for instructor awards in studio cycling and core stability. Alongside their sport courses, students complete key skills in communication, initially at

adult literacy level 1 or 2. Those progressing to phase 2 follow communication level 2. Clear links are made between this work and their instructor awards. For example, students use their studies of anatomy and physiology to complete assignments and presentations for the key skills award.

26. The physical education section is well managed. The business plan is developed from a yearly evaluation of the department's work. Clear growth targets are set for teaching accredited courses in sport and the development of new courses. There is a simple evaluation form for learners which is used to monitor the effectiveness of each course. Internal verification processes are thorough and careful records are kept of learners' progress in written work and practical assessments. Feedback given to assessors is useful and clear. However, there is no evidence of lesson observation having taken place.

**Good Practice**

*Learners on the community sports leader award use some of their voluntary hours to work with external special needs students who use the facilities in the gym once a week.*



## Foundation programmes

27. Foundation training programmes are satisfactory. A range of foundation programmes is held in the education department. The prison subcontracts responsibility for education to a further education college. Discrete foundation programmes are part time, on five half-days each week. Classes take place in classrooms in the education building. Learners combine two programmes to make a full-time programme. There are 58 learners studying full time and 29 learners on part-time courses. Learners work towards literacy and numeracy qualifications at entry level 1, 2 and 3 and key skills qualifications at level 1 and 2. Learners can also work towards part or full qualifications in social and life skills, citizenship, basic cookery, do-it-yourself, budgeting and money management, and oral presentation skills. Learners can combine foundation programmes with other part-time courses in business studies, computer literacy or art.

28. There is also literacy, numeracy and key skills provision for learners following vocational training programmes. Learners attend one half day each week, and an additional half day every three weeks. Of these, six groups are working towards key skills qualifications in number and communication at levels 1 and 2, with further study beyond this level for some. Each class comprises learners from a particular vocational area, such as plastering, or carpentry. There are a total of 50 learners in these classes. There are a further three classes with a total of 22 learners, working towards literacy and numeracy qualifications at entry levels 1, 2 and 3. Prison staff provide induction, including a one-week preparation for work course for up to 15 learners. Education staff also provide classes in literacy and numeracy in the gymnasium, workshops and the segregation unit. These comprise seven half-day classes a week with a total of 42 learners.

29. There are two full-time and 18 part-time staff teaching on education department foundation programmes. An education manager and deputy are responsible for the day-to-day management of the provision. All new learners receive an induction to the prison, which includes an assessment of their literacy and numeracy skills.

### STRENGTHS

- good achievement of qualifications in literacy and numeracy
- good support for learners in classes

### WEAKNESSES

- ineffective individual learning plans for some learners
- poor IT facilities

## **OTHER IMPROVEMENTS NEEDED**

- better dyslexia support facilities

30. Achievement of qualifications in literacy and numeracy is good. Many learners in the prison work towards these qualifications. In the past 12 months, out of 329 learners who started programmes in literacy and/or numeracy, 276 successfully completed their qualifications, a pass rate of 84 per cent. There is a strong emphasis on accreditation across the foundation area. All programmes on offer to learners lead to accredited outcomes. This provides a useful framework to structure their studies, and tangible recognition of their achievements. Accreditation includes courses with highly practical outcomes such as the basic cookery or do-it-yourself skills. Learners working towards key skills programmes at level 1 and 2 are particularly clear about the qualifications they are working towards, and the value to them of the skills and knowledge they are acquiring. Learners aiming for entry level qualifications speak positively of the progress they have made, and are able to provide specific examples of what they have achieved. HMP Lindhome has already exceeded its key performance targets for literacy and numeracy achievement for the current year. Achievement of most other qualifications is at least satisfactory.

31. There is good support for learners in the classroom. Teachers are generally well qualified and experienced. In many sessions, learners work for substantial periods on tasks individually. During these, teachers move around the classroom, often spending considerable time with each learner and offering useful guidance. They are skilled in identifying when learners require help, or are ready for additional tasks. Teachers quickly build good working relationships with learners, and ensure learners make productive use of part-time programmes often lasting only a few weeks. In the best classes, teachers provide a good balance between individual and whole-class activities to retain learners' interest and enthusiasm. Support for learners in some literacy and numeracy classes is especially strong, with two teachers working together effectively in a large, well-equipped classroom. Learners speak highly of their teachers and clearly value the support they receive.

32. Materials used to support learning are predominantly paper-based, both published and prepared by teachers, and often of a good standard. Where learners are working towards literacy, numeracy or key skills, they have access to reference books. There are good facilities for classes where learners develop practical abilities. For example, learners following do-it-yourself programmes use a well-equipped training room allowing them to gain direct experience of a wide range of skills including bricklaying, plumbing, painting and decorating.

33. There is considerable variation in planning learning for individuals, and for some learners this is ineffective. In one class, learners complete a form in which they state in general terms what they would like to do. Teachers make little practical use of this. In some other classes, teachers carefully prepare a plan for each learner, but this is

narrowly confined to listing the order in which he will cover pre-set topics. There is little opportunity for the learner to discuss or agree any individual learning goals they may have. Teachers regularly review learners' progress towards achievement of accreditation, but these progress reviews rarely lead to any change or development in the learning plan. Where such changes are agreed, teachers do not record them. In literacy and numeracy classes, the use of learning plans is well developed. All learners are assessed when they join the course to diagnose their needs. Teachers prepare detailed plans for each learner, which clearly identify targets. The targets are cross-referenced to the relevant national curriculum but are not specified in terms the learners can easily understand, and they do not receive a copy of the plan. Progress reviews are thorough, effective and make good use of the learners' views, but are insufficiently frequent, at eight-week intervals. Teachers do not formally set intermediate targets or milestones to help the learners chart their progress between progress reviews.

34. There is inadequate provision for learners with dyslexia. Screening to detect dyslexia is only available to learners in the education department. When staff identify such needs, they conscientiously attempt to provide support. However, this is very limited. No staff have received specialist training to support learners with dyslexia. The establishment has very small numbers of learners requiring English for speakers of other languages (ESOL). Staff in literacy and numeracy classes use appropriate paper-based materials to help develop such learners' reading and writing. However there are insufficient arrangements to meet any listening and speaking skills needs ESOL learners have.

35. Foundation learners make very limited use of IT in their programmes. While some computers are available, these are outdated and sometimes unreliable. They are not sufficiently powerful to use most modern interactive software designed for literacy and numeracy development, for example. Staff rarely integrate the use of IT into the courses they plan. The education department has recently carried out an audit of the staffs' skills in using IT. This identifies significant needs for staff development and updating. The current self-assessment report identifies weaknesses in the provision and use of IT. The prison has recently successfully bid for new IT equipment.