

INSPECTION REPORT

HMP Belmarsh

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

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

HMP Belmarsh

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Belmarsh is situated in southeast London and was opened in 1991. It is a category B local prison, which also houses a number of category A prisoners. It contains a high security unit (HSU), which acts as a special secure unit (SSU) when required. The operational capacity is 889 and the current population is 899, of whom 841 are local prisoners with 45 on remand, 73 are awaiting sentence, 395 are detained for other reasons, including awaiting trial and under detention orders, and 365 are convicted. There are 27 young offenders between the ages of 18 and 21, and 31 prisoners in the HSU, one of whom is a woman. The average length of stay in the prison is approximately 10 months. Approximately 200 prisoners attend education classes and 232 participate in work activities. Education provision is subcontracted to a college of further education. Education classes include basic skills and key skills, English for speakers of other languages (ESOL), cookery, food hygiene, pottery, art, music and information and communications technology (ICT). The only vocational training leading to qualifications is in industrial cleaning for up to 12 prisoners. There are no courses leading to qualifications in physical education (PE). Work activities include cleaning, gardening, kitchen work and light assembly workshops. The library is contracted to the local authority library service. ICT, visual and performing arts and foundation programmes were inspected and reported on.

2. The head of activities is responsible for managing the education and library contract, PE, contract workshops and other work activities in the prison. The education provision is managed by a manager and deputy manager and is supported by two administrative staff. There are six full-time lecturers, two lecturers on a 0.75 contract and 12 hourly paid lecturers. Five volunteers assist with literacy skills.

3. The library is managed by a local authority and is situated within the education department. It has adequate staffing levels, budget and range of books. There are no video resources, but there is a small stock of talking books. Many books are old and there are few to support ICT and catering, but books may also be requested from the wider library stock from the local authority. The library contains books in approximately 19 European, middle eastern, far eastern and oriental languages. Prisoners have access to legal texts which are stored on a computer with printing facilities in the library. The book stock has been increased considerably over the previous eight years. This library is open for four and a half hours a day, Monday to Friday. It has the potential to meet the required number of visits each week. However, prisoners no longer receive an induction into the library as part of the prison induction. Access to the library is restricted to only those prisoners attending education. Learners who attend classes where tools are used are not allowed access to the library due to re-counting tools and prisoner searches. Approximately 10 per cent of the prison's population have access to the library. Vulnerable prisoners have access to the library for only 15 minutes a week during the break in their one morning in education. Others in education have access to the library four times a week for 15 minutes. Prisoners are able to withdraw four books at each visit

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for a duration of two weeks. Since 2001, access to the library has decreased significantly. There is no access to the library from houseblocks and the high security unit is supplied only by a trolley of books selected at random. Stock losses are high and many books circulate around houseblocks, outside the control of the library.

SCOPE OF PROVISION

Information & communications technology

4. There are 65 learners on ICT courses leading to accreditation at levels 1 and 2. Most learners attend ICT training as part of a wider programme of education. Training is provided in one room, which is divided into two by partition screens. Attendance is part-time from one to eight lessons a week in morning and afternoon sessions. There are no evening classes. ICT training is provided by one full-time co-ordinator, one part-time tutor and two tutors engaged on an hourly basis. Most ICT training takes place in the education department with some training in the health care unit.

Visual & performing arts & media

5. There are 70 learners who attend classes in art and music. The provision is designed to provide a creative outlet for learners, to develop their skills in the arts and to support basic skills learning. Subjects include painting and drawing, ceramics, music theory and music practical. All classes take place in the education centre in timetabled morning or afternoon sessions. There is provision for vulnerable prisoners on one morning a week. There are five hourly paid tutors. Two Open College Network (OCN) qualifications are offered, but most of the courses do not lead to recognised qualifications.

Foundation programmes

6. Training is provided in literacy, numeracy, communication, social and life skills and ESOL. There are four full-time co-ordinators who are responsible for basic skills, ESOL, induction and social and life skills. There is a part-time numeracy lecturer and several hourly paid teaching staff. There are currently 54 learners attending literacy classes, 90 attending numeracy, 48 attending ESOL, 24 attending social and life skills and 59 attending communication skills. Some learners attend more than one subject. Most learners attend education on a full-time basis and attend foundation classes as part of their programme. Vulnerable prisoners attend for half a day a week with some additional classes on their house block. Some classes are provided to prisoners in the segregation and high-security units. Outreach classes in basic skills are provided for prisoners working in contract workshops.

ABOUT THE INSPECTION

Number of inspectors	5
Number of inspection days	18
Number of learner interviews	64
Number of staff interviews	52
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

7. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, the leadership and management of education and training at HMP Belmarsh are very weak, as are the arrangements for quality assurance. Equal opportunities are satisfactory. The quality of training in ICT and visual and performing arts is satisfactory, but the foundation programmes are unsatisfactory.

KEY FINDINGS

Achievement and standards

8. **There is inadequate data to determine overall levels of achievement on art and foundation programmes and retention on all programmes.** In ICT, learners achieve adequate skill levels. Achievement of full qualifications at level 1 has improved from 20 per cent in 2001 to 39 per cent in 2002, and at level 2 from 12 to 17 per cent in the same period. Effective use is made of accrediting learners with part achievement of qualifications at level 1. A further 31 per cent of learners achieved part awards in 2001 and 40 per cent in 2002.

9. **In visual and performing arts, learners achieve a good standard of creative work,** which demonstrates progressive skill development. Learners recognise their achievements and peer discussion of work is encouraged. In music, learners develop good practical skills in keyboard, guitar and percussion and reach a good performance standard. Most of the work in this area does not lead to qualifications. In 2002, only five learners achieved qualifications in art and ceramics.

10. **In foundation programmes, learners make satisfactory progress towards learning goals.** In 2002-03 targets for achievements of qualifications were not met at entry level and level 1, but were met at level 2. The pass rate of those learners entered for examinations has recently improved. Of the 22 entered for examinations since December 2002, 18 have passed. This however, represents a small proportion of those taking foundation programmes.

Quality of education and training

11. Eighty-eight per cent of learning sessions observed by inspectors were satisfactory or better and 50 per cent were good or better.

12. **There is good teaching in ICT and art.** Good individual support is provided and tutors are sensitive to the wide range of needs and abilities of learners. Tutors are enthusiastic and develop an atmosphere that is respectful and supportive. In foundation programmes, there is good individual support in learning sessions. **In all areas attendance is poor and** only 40 per cent of basic skills classes which support contract workshops have been run since March 2003.

13. **Equipment and learning resources in ICT are poor.** Computer equipment is unreliable and some machines are not fully operational. Some software is outdated and is not used in industry. Workspace is cramped and some chairs are unsuitable for use with computers. The range of resources for foundation programmes is inadequate. There is an over reliance on worksheets and text books and insufficient practical resources. Creative use is made of resources in art and music.

14. **In ICT there is particularly frequent monitoring of learners' progress. However, in art, progress reviews are poor.** In the few situations where learning goals are set there are no clear targets or recorded reviews of progress.

15. **In foundation programmes, planning of learning is poor.** Initial assessment is not used to form the basis of an overall learning plan and there are no clear short-term targets. There is no planning of learning for prisoners who attend basic skills classes in the production workshops.

16. **There is insufficient access to ICT training for some prisoners.** These include vulnerable prisoners who are only able to attend education classes for one morning a week, and those in the health care unit where equipment and resources are inadequate.

Leadership and management

17. **There is responsive operational management by prison managers.** Senior managers have put education and training at the centre of the regime. Changes have been introduced which are leading to improved access to, and attendance at, education, but attendance and operation of provision remains poor in some areas.

18. **The strategy for the development of education and training is insufficient.** An annual needs analysis and business plan for education are in place, but they do not link to self-assessment, nor do they provide a clear, long-term strategy for development. Where business plan targets are related to development, there is little indication of how it will be carried out or how the outcomes will be monitored.

19. **Curriculum management is inadequate.** Communication in and across curriculum teams is inadequate and co-ordinators have insufficient time to carry out managerial and

development activities. Appraisal does not include all staff and some staff development needs are not met.

20. **There are insufficient vocational training opportunities.** The staff are well qualified and the resources in PE are good, but none of the training leads to a qualification. Work in well-equipped kitchens and gardens is not accredited. Training in amenity horticulture is being planned.

21. Equal opportunities is satisfactory. The prison and education departments have clearly written and widely promoted equal opportunities, complaints and anti-bullying procedures. There is poor access to education, PE and the library for prisoners. Approximately 200 prisoners participate in education out of a population of nearly 900. There is no access to the library for prisoners who do not participate in education. Access to PE is poor and many sessions are cancelled due to PE officers being re-deployed across the prison to cover for staff shortages.

22. **Basic skills support is inadequately managed.** Results of initial assessment are not systematically used to place learners on appropriate courses or provide support in the workplace. Tutors are not routinely given the results of initial assessments to allow them to identify individual learning needs. There is no overall basic skills strategy to prioritise and guide the development of basic skills training across the prison.

23. **Resources are not managed effectively.** A significant amount of time is lost due to operational failure to ensure prisoners are able to get to education, contract workshops and PE. Also, time is lost due to contractor failures where the education department does not always provide staff to run the courses. There is no vocational training in PE, the kitchens and horticulture. There is poor access to the library resources for all except those in education.

24. **Quality assurance is poor.** The arrangements for the education department are out of date and are not implemented consistently. There is little monitoring of the quality of teaching and feedback from learners is not used as a basis for making improvements. There is insufficient sharing of best practice. Internal verification is adequate.

25. **Self-assessment has not been established across all activities in the prison as yet.** The education department, gardens and contract cleaning course have produced separate reports, but there is no overall self-assessment process. The reports contain few evaluative statements and most of the staff are not aware of the self-assessment report and its preparation.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- responsive operational management

Weaknesses

- no comprehensive strategy for development of education and training
- inadequate curriculum management
- poor arrangements for quality assurance
- insufficient vocational training opportunities
- poor access to education, library and PE

Information & communications technology

Strengths

- effective use of unit accreditation
- good training in ICT
- particularly frequent monitoring of learners' progress

Weaknesses

- insufficient range of qualifications
- poor equipment and learning resources
- insufficient access to ICT training for some prisoners

Visual & performing arts & media

Strengths

- good level of attainment of creative skills
- good teaching to meet individual needs
- good tutor team work to enhance support for learners

Weaknesses

- poor progress reviews
- inadequate curriculum management

Foundation programmes

Strengths

- good individual support in teaching sessions

Weaknesses

- inadequate range of learning resources
- poor planning of individual learning programmes
- weak management of foundation programmes

WHAT LEARNERS LIKE ABOUT HMP BELMARSH:

- supportive tutors
- the chance to gain new skills and qualifications
- the structure and constructive use of time provided by education

WHAT LEARNERS THINK HMP BELMARSH COULD IMPROVE:

- the quality of computer equipment and access to computers
- learning resources in ICT, art and foundation
- access to the library
- availability of education to more prisoners and categories of prisoner
- reduce the number of shutdowns which affect attendance at education

KEY CHALLENGES FOR HMP BELMARSH:

- improve attendance at education, PE and the library
- improve equality of access to education, PE and the library
- develop individual learning plans based on accurate initial assessment
- develop a consistent system for reviewing learners' progress towards their qualification aims, including setting and monitoring of short-term achievable targets
- improve ICT and foundation equipment and learning resources
- improve curriculum management and development
- develop a coherent strategy for the development of education and training
- implement a system for regular collection and analysis of data relating to learners
- develop and implement a quality assurance system which covers all education and training activities across the prison

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

26. The leadership and management of the education and training is very weak, as is the quality assurance. The approach to equal opportunities is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- responsive operational management

Weaknesses

- no comprehensive strategy for development of education and training
- inadequate curriculum management
- poor arrangements for quality assurance
- insufficient vocational training opportunities
- poor access to education, library and PE

27. The operational management of education and training is responsive. The governor and senior management want to make education and activity the centre of the regime, and are working quickly to achieve this. The newly appointed head of activities is providing strong advocacy for education and work activities with other regime managers. A proactive approach is being taken to identify problems related to providing education and training and taking action to deal with them. Regime changes have been introduced to enable better access to, and attendance at, education. These include a newly structured core day and split morning session to enable prisoners to participate in a wider range of classes. There has been a quick response to deal with shortcomings identified in resources to support learning. Measures have started to have an impact on attendance, which has improved over the last couple of months. Monitoring of attendance at classes has started and is revealing where house blocks are failing to send prisoners. Attendance overall has been very poor with only 60 per cent of contract hours provided last year and attendance at classes rarely over 50 per cent. Provision levels have recently increased to around 80 per cent, but this is not consistent in all areas. For example, only 40 per cent of basic skills classes in the contract workshops operated in the two months leading up to inspection. Attendance at many classes remains low.

28. There is no comprehensive strategy for the development of education and training. Some planning is taking place but there is no comprehensive strategy for future development as yet. An annual needs analysis is carried out by the education department which supports the prison's annual business plan, but it does not lead to any

clear long-term strategy for development. The prison business plan identifies a range of targets and performance indicators for education, but most of them relate to compliance with contractual or prison service order requirements. Where they are related to development there is little indication of clear targets for action and how development will be carried out across the prison or how the outcomes will be monitored. For example, the current business plan states that education will include classes for all categories of prisoner, but there is no strategy to determine how this will be consistently and effectively carried out. There are no clear links between the needs analysis, business plan and the self-assessment process.

29. Curriculum management is inadequate. Communication in and across curriculum teams is not always effective. Staff are insufficiently involved in curriculum development activities and quality assurance arrangements, including the self-assessment process. There is insufficient guidance and support for staff to help them carry out their roles effectively. Managers and co-ordinators do not have sufficient time to carry out managerial and development tasks. The appraisal scheme does not include all staff, and hourly paid staff are excluded. Some staff development needs are identified, but opportunities to take training are not always made available. There is little training for part-time staff. Collection, analysis and use of data to monitor retention and achievement and to monitor the effectiveness of learning programmes is poor. Data are collected on retention rates for each class but these are not yet sufficiently analysed to make judgements. The prison has recognised this and has set up a system recently to measure the retention rates more effectively.

30. There are insufficient vocational training opportunities. Prisoners have access to a well-equipped and spacious gymnasium where they are given recreation time to keep fit. Until a year ago a full programme of vocational training leading to recognised qualifications in PE was offered, but due to staffing constraints this has now stopped and the emphasis is placed on trying to maintain a basic recreational programme. The kitchen is clean and similarly, well equipped. The prisoners in this area enjoy their work and are learning new skills. All prisoners are qualified to basic food hygiene standards although no vocational qualifications are being taken. Staff are not qualified assessors. The gardens are appropriate and are adequately resourced to offer vocational training in amenity horticulture. Plans are in place to train staff to offer NVQ level 1 for up to 12 learners. Shorter, modular qualifications which may be appropriate for short-stay prisoners have not yet been investigated.

31. Basic skills support is not well managed. Results of initial assessment are not systematically used to place learners on appropriate courses or offer support in the workplace. Tutors are not routinely given the results of initial assessments to help them to identify individual learning needs. There is no overall basic skills strategy across the prison to prioritise the development of basic skills training.

32. Resources are not managed effectively. A significant amount of time is lost due to operational failure to ensure prisoners are able to get to education, contract workshops and PE. Also, time is lost due to contractor failures where the education department does not always provide staff to run the courses. There is no vocational training

provided in PE, the kitchens or horticulture, even though the resources are appropriate and available. There is poor access to the library resources for all except those in education.

Equality of opportunity

33. The prison has a clear equal opportunities policy. The education department has their own policy and staff who are involved in training and education have a reasonable understanding of equality and diversity issues. There are posters around the prison to help reinforce anti-bullying and racial awareness, and the kitchen has menus translated into five different languages. Harassment, bullying and complaints procedures are clearly reinforced by all prison staff. Full-time staff in the education department are given basic training on equality of opportunity and diversity, but there is insufficient emphasis on training for part-time staff. Learners who attend education have a brief induction which includes equal opportunities, but there is insufficient reinforcement. The prison offers training for all learners who speak English as an additional language, although only 1 per cent of prisoners are foreign nationals. Although some data are collected on equality of opportunity, it is limited to the breakdown of prison population by age and ethnicity. There is inadequate analysis and use of equal opportunities data relating to retention and achievement rates to be able to guide decision-making about the range and suitability of provision. The education department has recently started to record and monitor attendance to classes by house block.

34. The prison labour board uses clearly recorded procedures to determine the criteria for employment or training for learners. This includes security risk, health and social aspects. However, prisoners are not always given appropriate information to allow them to make a clearly informed decision. Access to education is unsystematic, often due to the restrictions of the regimes. Access for prisoners to the library and physical education is also poor. Prisoners are often unclear about what happens to requests for education. Their names are put onto a waiting list, but there is no systematic approach to ensure that many prisoners get any further than this. There are only 200 prisoners participating in education out of a total prison population of approximately 900. The prisoners who do not attend education classes have no access to the library or learning materials other than newspapers, television, and books or magazines from other prisoners. There is insufficient access for vulnerable prisoners to use the library who are limited to 15 minutes library access a week during a break period. Education in the HSU is not always available due to too few suitably qualified staff or the limited availability of the teaching room. However, during the inspection, an action plan was produced to remedy this. Access to the gym in HSU has not been good, although it has improved over the last month.

Quality assurance

35. The prison does not have a quality assurance policy or procedures to monitor the quality of education and training. The education department has clear quality assurance arrangements which are written by the college. However, the policies and procedures for the annual appraisal and staff development are up to a year out of date. The policy

and procedures document used for the monitoring of the quality of teaching, learning and assessment is over 18 months out of date and has not been reviewed since November 1999. This document refers to the quality arrangements of inspectorates which no longer exist. None of the policies are consistently implemented. There are no observations of teaching by the education management. Surveys are carried out every three to four months to gather the views of learners, but the results are not used to make improvements. Learners on short courses such as food hygiene are not given the opportunity to feed back, unless the course is running at the time a feedback survey is carried out. Internal verification, where it is required, is adequately carried out.

36. There is insufficient sharing of best practice between departments involved in education and training. For example, in some areas of learning there is a scheme to encourage, coach and mentor prisoners through the use of learning champions. However, this has not been extended across all areas. Self-assessment is new and has not yet been established across all activities in the prison. Separate reports have been produced by the education department, gardens and contract cleaning course, but no overall prison self-assessment has been carried out. The reports contain few evaluative statements and most staff are not aware of the self-assessment report and its preparation.

AREAS OF LEARNING

Information & communications technology

37. ICT learning is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- effective use of unit accreditation
- good training in ICT
- particularly frequent monitoring of learners' progress

Weaknesses

- insufficient range of qualifications
- poor equipment and learning resources
- insufficient access to ICT training for some prisoners

Achievement and standards

38. Learners make satisfactory progress towards achieving their learning aims and achieve adequate skill levels. Achievement rates for full qualifications is satisfactory, and the trend is improving. In 2001, 20 per cent of learners achieved a level 1 qualification and this improved to 39 per cent in 2002. Achievement of level 2 qualifications is not as good but it improved from 12 per cent in 2001, to 17 per cent in 2002. Most learners achieve a level 1 qualification before moving to level 2. Classes are over-enrolled, as there is a high turnover of learners due to transfers and discharges. Attendance and retention rates are satisfactory. Data are not collected to show progression from one level to another.

39. Effective use is made of accrediting individual units of level 1 and 2 qualifications. This has a significant impact on the achievement of learners and a further 31 per cent achieved individual units at level 1 in 2001 and 40 per cent in 2002. This increases overall achievement and progression levels of full and part achievement to 51 per cent in 2001 and 79 per cent in 2002.

Quality of education and training

40. Most of the teaching is good. There is a strong focus on individual teaching and small group work to demonstrate and explain software functions. Lessons are supported by satisfactory schemes of work and lesson plans. The range of learners is diverse.

Some have ESOL needs and many have varying abilities in ICT. Tutors are sensitive to this and treat learners appropriately. One tutor is also a qualified ESOL tutor. Courses are provided on a modular basis, which enables learners to work at their own pace. Tutors are enthusiastic and develop an atmosphere which is respectful and in which learners are responsive to learning. Learners work well independently. Although courses are appropriately structured, individual learning plans are not used effectively. Plans do not reflect the full objectives of the programme and training needs are not sufficiently detailed. Learning plans are not updated to show when learners progress from one level to another.

41. There is frequent monitoring of learners' progress. Learners complete a daily self-evaluation of their achievements and give their opinions on their training. Learners are knowledgeable about their progress. Records of work done and progress towards examinations are closely monitored by tutors. This system has been established for at least two years. Some tutors use a computerised monitoring system, where they input details of progress and support given to learners after each lesson.

42. Guidance and support for learners is satisfactory. Group sizes are small and tutors give good individual support. One member of staff is qualified to teach basic skills and another to teach ESOL. They are able to provide support for learners, which is complementary to that provided in basic skills and ESOL classes.

43. The progression opportunities are restricted beyond level 1 and 2 for learners who have a higher level of ability. Skills development is restricted to a limited range of applications. ICT qualifications are limited to the old format due to the level of equipment and software currently being used. Resource and regime restrictions limit development of skills in applications such as e-mail.

44. Equipment and learning resources are poor. The computer equipment is unreliable and there is insufficient memory and speed to support all the applications used. Some software is outdated and is not used commercially. Some of the machines are not fully operational. There are insufficient learning resources to support all applications and to support skills development beyond the current qualifications being provided. However, one tutor has introduced training material for programming and a web-design application, but is unable to use it widely because of unreliable equipment. Learners do not have access to learning resources for independent study. The education department has been waiting for new computers for some time but a timescale has not yet been agreed for the replacement and installation of networks. In one room, some of the chairs are not suitable for use with computers. Workspace is cramped, there is insufficient space between machines for written work and there is inadequate ventilation. Teaching staff are well qualified and experienced in teaching a wide range of learners.

45. Some prisoners do not have access to ICT training. Vulnerable prisoners are only able to attend education for half a day a week, but this is insufficient to practise and consolidate skills learned. Security issues limit the number of category A prisoners who may attend education at one time. There is limited provision and access to ICT training in healthcare. A tutor gives ICT support on one morning a week to two learners.

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Equipment is restricted to two machines and accommodation is not appropriate. Delays in getting computer equipment have led to one printer being out of action for three weeks. There is no access to ICT training for prisoners in the HSU.

Leadership and management

46. The structure of programmes is clearly defined and is supported by lesson plans which broadly show how the programme will be taught. Data are collated manually. There is no overall management system to analyse retention and achievement rates. Tutors are not given specific targets which relate to learners' achievements and some of the objectives from appraisals are outside their levels of responsibility and influence. There is no appraisal of hourly paid staff. Currently, there is no system to quality assure teaching and assessment. The ICT co-ordinator carries out regular course appraisals, but problems around resources have remained outstanding for considerable periods of time. A learner feedback system has recently been introduced. Tutors in ICT have insufficient opportunity to meet together to discuss ICT issues.

Visual & performing arts & media

47. Learning in visual and performing arts is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good level of attainment of creative skills
- good teaching to meet individual needs
- good tutor team work to enhance support for learners

Weaknesses

- poor progress reviews
- inadequate curriculum management

Achievement and standards

48. Learners achieve a high standard of creative work. There is a good range of painting, drawing and ceramics, which display a range of techniques and styles. Learners' work clearly demonstrates skill development. Learners show good development in illustration and painting techniques and move from basic approaches to more subtle creative work. Learners recognise their own achievements and are proud of their new abilities. They are critical of their own and others' work and peer discussion is encouraged. Learners encourage each other and are supportive of new learners. Eighty per cent of the provision is non-accredited, but there are two OCN accredited courses, in ceramics and in painting and drawing. In 2002, five learners achieved units in art and painting and ceramics. In music, learners develop good practical music skills in keyboards, guitar and percussion and reach a good standard of performance. Learners who have not played music before perform confidently in groups.

Quality of education and training

49. Teaching is good and meets individual learning needs. Tutors support a variety of projects in the same lesson and give clear instruction across different styles using a range of materials. Tutors are aware of learners' aims and encourage them to pursue their creative projects and stay on the programmes. Tutors adapt their teaching styles to accommodate learners working towards qualifications and those working on projects which develop their creative practice. They provide good source material, which represents a very wide range of cultural traditions. Tutors spend time with individuals and carry out clear critiques of their work and discuss their next steps. The projects which tutors set are appropriate for the level and interests of the learners. Tutors

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monitor learners' progress very carefully. They provide useful tips and anecdotes, which relate to the learners' experience and ensure that the learners feel fully included and are not alienated by difficult language or terminology. There is however, poor attendance at many of the classes. Learners do not arrive at sessions on time due to delayed movement from the house blocks.

50. Tutors work well as a team to support each other and learners. They are aware of what is being taught across all the art programme and respect one another's expertise. They co-operate fully when there are room or regime changes, and share resources. They frequently exchange views on learners during break time and at the daily informal briefing sessions. They support each other to deal with behavioural problems.

51. Tutors extend this good support to learners and are readily available to listen when learners want to discuss educational or personal issues. There is strong mutual respect between tutors and learners in which professional boundaries are well maintained. Tutors manage the learning environment well and there is little disruption during teaching hours. They are clear about the rights of learners and what they can expect from the provision.

52. There are adequate resources in the art and music classes. Tutors make the best use of the resources available and are very creative in identifying and extending the range of projects that can be achieved. There is a very good range of art source materials including books and catalogues from a diverse range of cultural practices and traditions. The ceramics and art rooms provide good learning environments. Some of the learners' work is displayed in the department, but not in other areas of the prison. The room in which music classes are held is too small to accommodate amplified instruments and the lack of soundproofing causes disruption to other classes. Computers are not used for art or to access electronic art libraries. There are some broken amplifiers and musical instruments. There is no fault reporting system and no recent audit of equipment. A satisfactory range of sheet music is available. Equipment for textiles and lino cutting is available, but is not used due to security issues. Learners in music are not able to make sound recordings of their progress or record performances. Learners are not always able to take their art materials or instruments back to their cells to practise or carry out independent study.

53. Approximately half of the art and music sessions are programmed to support basic skills development. In practice, art and music are used to encourage learners into education and then to introduce basic skills once learners are enjoying the learning experience. Tutors are not always informed of learners' basic skills test results. While tutors have informal discussions about the implementation of literacy and numeracy through the creative classes, there is no systematic development of basic skills through art as part of an overall strategy. Development of basic skills is incidental and tutors use opportunities as they occur, such as through counting rhythmic beats, looking at lyrics, calculating enlargements of pictures and using graphic drawings and measurements.

54. Progress reviews are poor. When learners first start in education they have a brief interview and a timetable is created for them. In a few cases, specific learning goals are

recorded on a learning plan, but they do not include clear targets or timescales. There are no recorded follow-up reviews or checks on progress. Tutors are aware of progress through keeping their own records or by storing learners' work. There is no system in music to record learners' work through recordings.

Leadership and management

55. The curriculum management is inadequate. There is no clear strategy and development of the creative arts and music programme. There is no specialist member of staff to lead the planning and development of the art courses, neither is there any planning time for tutors to develop learning resources or prepare lessons. While there are many good ideas and much enthusiasm among the staff, there is no system for gathering ideas to create a development plan. There is no formal system to review the courses and to promote the activities to other areas of the prison or to other potential learners. There is no lesson observation and tutors are not given feedback on their performance. Hourly paid tutors do not have an appraisal and do not have the opportunity to attend training which is relevant to their area of learning. There is a high turnover of arts tutors. The records are poor and data are difficult to analyse. There are many different lists of learners and registers, which contain conflicting information about learners' programmes and timetables.

Foundation programmes

56. Foundation learning is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good individual support in teaching sessions

Weaknesses

- inadequate range of learning resources
- poor planning of individual learning programmes
- weak management of foundation programmes

Achievement and standards

57. Learners make satisfactory progress in most of the teaching sessions and their work demonstrates satisfactory progress towards overall learning goals. Coursework is appropriate to the level of learners' ability. Achievement is measured by the number of qualifications achieved, but it is not linked to the number of learners who participate. In 2002-03, targets for achievement of qualifications were not met at entry level and level 1, but were met at level 2. There have been recent improvements in the achievement of qualifications. For example, in January 2003 seven learners were entered for the key skills test in communications at levels 1 and 2 and six passed. In December 2002, three entered and two were successful. In March 2003, 12 learners took the examination for numeracy at entry level and 10 passed. There is a high turnover of learners due to transfers and discharges. Classes are over-subscribed to account for this, but attendance rates only average 50 per cent for literacy and numeracy, and 70 per cent for ESOL.

Quality of education and training

58. There is good individual support for learners in teaching sessions. Tutors have a good knowledge of learners and are sensitive to their needs. Tutors are enthusiastic and supportive, and engage learners effectively in activities. Learners are encouraged to try new activities which motivate them to learn more. Staff are able to support a wide range of abilities from entry level to level 2 and individual activities challenge learners. Six lessons were observed, four of which were satisfactory and two were unsatisfactory. The better lessons are structured to meet the individual needs of learners. Learners are assessed on a regular basis and are given clear and frequent feedback on their progress. Literacy and numeracy support is available for prisoners who are employed in production workshops and takes place in a separate classroom. Classes are often cancelled due to shutdowns, staff holidays and in order to cover for other staff in the education

department. Of the 34 scheduled classes between March and May 2003, only 13 took place. The start of sessions are often delayed by up to 45 minutes to allow for movement of prisoners and roll check. This time is sometimes used to discuss literacy and numeracy progress with learners as they arrive.

59. The range of foundation courses available from entry level to level 2 is adequate. Recent division of the morning teaching period into two sessions has enabled more individual classes to be provided, particularly in ESOL. Outreach basic skills support is available in production workshops, but none is available in PE, kitchens, and farms and gardens. Comprehensive information is given during induction about classes available and attendance criteria.

60. The planning of learning for individuals is poor. As part of the induction, learners complete an initial assessment of literacy and numeracy needs, but the results are not used to form the basis of the overall learning programme. An individual learning plan is prepared by the induction co-ordinator without consultation with subject tutors. Plans are based on the interests of learners and availability of classes and not necessarily on what is most appropriate for their needs. Overall achievement targets are set but they are not based on information about learners' abilities. Subject tutors prepare their own individual learning plans for learners and these are made up of a list of modules for learners to work towards. Some plans are cross-referenced to the core curriculum. A record is made when activities are carried out against the plans, but modules are insufficiently broken down into short-term targets to review progress over time. Learners are unable to assess their progress and do not always know what they need to do next. Some learners do not know whether they are following a course which leads to a qualification. There is no overall co-ordination of the learning plan. Separate plans are developed for each module a learner attends. Learners on practical courses are given literacy and numeracy support as problems arise, but the support is not planned across the individual's learning programmes. There is no planning of the learning programme for learners who are having basic skills support in production workshops. The education department has identified that more work is required to develop learning plans.

61. There is an inadequate range of resources to support literacy and numeracy learning. Tutors support teaching sessions with handouts and textbooks, but there are insufficient practical resources. Computers in some classes are broken and have been for some time. Other classes with computers do not have the appropriate basic skills software. Some classrooms are inappropriate, such as an art room which is used for a key skills communication class. There are insufficient resources to support a range of learning styles, and teaching methods are limited. Full-time staff are well qualified and many have specific basic skills qualifications.

Leadership and management

62. The management of the foundation programmes is weak. Debrief meetings take place every day to discuss problems which have arisen during the day. This is also an opportunity for staff to get feedback from the daily governor's meeting which is attended by the education manager. However, there is insufficient structured communication and

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sharing of good practice. Staff meetings do not take place regularly and there is no coherent approach to programme development. Tutors develop their programmes individually and a range of systems and documents are in place. All staff have a job description, but some are unclear of their roles and responsibilities. All full-time staff have attended core curriculum training, but hourly paid staff do not have the same opportunities to take part in staff development. Policies and procedures are in place but staff are unfamiliar with their content or current practice. For example, staff are unclear about how often progress reviews should take place and who is responsible for them. There is no basic skills strategy or direction on how courses should be provided. Basic skills are not an integral part of other subjects. Course reviews are carried out three times each year and staff provide an analysis of performance and recommendations to the education manager. The reports are used to identify areas for improvement, but staff are unfamiliar with how this links to the self-assessment process.