INSPECTION REPORT

HMP Haverigg

09 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
- the University for Industry's **learndirect** 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.

INSPECTION REPORT

HMP Haverigg

Contents

Summary

Detailed inspection findings

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Haverigg is situated on the Northwest coast of Cumbria, north of Barrow-in-Furness. It was opened as a prison in 1967 and is situated on a former RAF camp. Most of the population of the prison is from the Greater Manchester, Lancashire and Merseyside areas. Only 18 per cent of the prisoners are from Cumbria itself. Haverigg is a category C training prison. The operational capacity is 564 and the prison is fully occupied, with an increasing number of prisoners being transferred from prisons in the Northeast. The average length of stay for prisoners at Haverigg is between three and four months. There are currently 12 prisoners serving life sentences. Over 60 per cent of prisoners are aged between 21 and 31 years of age. The minority ethnic population of the prison is approximately 7 per cent. All prisoners are required to work. Most are employed in industrial workshops, the farm, or as orderlies around the prison.

2. The responsibilities of the governor for resettlement and regimes include the education department, the library, the gym and industries throughout the prison. A regional college currently holds the prison's education contract, including the construction programmes. The education department is managed by an education manager who is responsible for nine full-time and two part-time tutors. Education is voluntary and offered part time. The education department offers 138 prisoner places each week over five days, in two and a half-hour sessions in the morning and afternoons. There is no evening provision in education. Most of the programmes are based on key skills and basic skills provided through a foundation course. Courses are offered in art, cookery, information technology (IT), physical education (PE) and construction from entry level to level 2. The prison is accredited to offer national vocational qualifications (NVQs) in catering, but there are no learners studying at the time of inspection. Construction is staffed by three full-time prison instructional officers. Prison industries are managed by a prison governor with one governor assistant manager, 24 civil instructors and two prison officer instructors. The library is situated next to the education department and is managed by two part-time librarians seven days a week. The local county library holds the contract at the prison. The gym is managed by one governor, one senior officer and one PE instructor.

SCOPE OF PROVISION

Construction

3. Thirty-nine learners are taking Construction Industry Training Board (CITB) qualifications in general construction, painting and decorating and industrial cleaning. Each of the three CIT workshops has 13 learners. Construction and painting and decorating learners work towards entry level and level 1 nationally recognised vocational skills certificates, while those learners in cleaning working towards a nationally recognised qualification, or NVQ at level 1 or 2. Most of the training and assessment are carried out in the practical workshops. Painting and decorating and construction each have

dedicated workshops and learners work around the prison to practise their skills. Most of the industrial cleaning takes place within the prison and there is a small practise area. Learners may attend the education department to improve literacy and numeracy skills together with their main qualification.

Information & communications technology

4. The education department offers qualifications in the European Computer Driving Licence (ECDL) and basic computer literacy courses. Thirty-eight learners are following IT courses. One full-time tutor teaches ECDL, and three part-time tutors deliver other courses in the main IT suite. All learners are registered for an IT qualification and at least one key skill. Beginners follow a course designed by tutors to familiarise them with computers before attempting one of the courses.

Hospitality, sport, leisure & travel

5. There is a range of PE activities including basketball, volleyball, football, rugby, weight training and badminton. Accommodation comprises a sports hall, a weight training and fitness room and an external grassed pitch area. Recreational PE is provided throughout the weekly course programme, at evenings and weekends. The department offers separate sessions to cater for learners with specific needs. Learners apply to take part in PE and begin Open College Network (OCN) qualifications during induction, they can progress to a gym instructor award. Special programmes are available to meet the needs of particular learners, such as the over 35s and those needing remedial PE.

6. The main kitchen offers an NVQ at level 2 in cookery, but there is no level 1 course. Currently there are no learners working towards qualifications. Educational cookery classes are organised for one session each day, with an average class size of eight learners. Learners can achieve basic skills and key skills through the 10-week life skills programme.

Visual & performing arts & media

7. Currently, 16 learners are working towards OCN accredited units in two-dimensional painting and drawing and three-dimensional sculpture and clay modelling. There are morning and afternoon sessions in the art room each lasting approximately two and a half hours. Learners can take up to five sessions each week. The amount of time learners spend studying art varies from a few weeks to several months.

Foundation programmes

8. There are currently 48 learners on various foundation programmes. Programmes are provided from entry level to level 3. One full-time member of staff co-ordinates and teaches most of the basic skills, supported by part-time staff who provide the remaining basic skills training, English and mathematics. Key skills are provided as part of progression activities in IT, cookery and art. Learners' literacy and numeracy levels are identified through the prison induction. Most learners attend between one and five lessons each week. Eight learners follow a full basic skills programme.

ABOUT THE INSPECTION

Number of inspectors	7
Number of inspection days	25
Number of learner interviews	83
Number of staff interviews	37

OVERALL JUDGEMENT

9. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. Construction, IT and foundation programmes are satisfactory, but art and design and hospitality and PE are unsatisfactory. Leadership and management are unsatisfactory as are equality of opportunity and quality assurance.

KEY FINDINGS

Achievement and standards

10. **Learner achievements in construction are good.** Most learners who begin the training programme achieve the full qualification, **although many learners make slow progress in reaching this stage.** Learners gain good practical skills that are celebrated both in the prison and at external events. Learners in industrial cleaning do not have a formal learning plan.

11. Achievement rates are satisfactory in basic computer literacy courses to level 2. **Learners' progress is good and many develop skills above the level which they are studying. However, there are no opportunities for learners to progress beyond level 2 qualifications. Learners are highly motivated and would like further qualifications.** The ECDL programme is too new to draw any conclusions from.

12. Achievement rates in PE are satisfactory and learners make good progress. **There are few appropriate awards for less able learners and also too few qualifications to challenge the more able learners. Achievement rates in catering are poor, with few learners following formal qualifications.**

13. Achievement levels in art and design and foundation programmes are satisfactory. Over 50 per cent of learners in art have achieved credits at level 1, 2 or 3. **In 2002-03 the prison achieved its key performance targets for basic skills provision.** Learners in both areas develop a good level of skill and also considerably improve their self-esteem and confidence.

Quality of education and training

14. **Learners develop high levels of confidence and self-esteem** through encouragement and constructive feedback from their tutors. Tutors are skilled at identifying individual

needs and give learners the appropriate amount of guidance and support. **Some learning sessions, although useful in providing information, do not use effective teaching methods** for groups of learners.

15. **There is good teaching in construction** and learners develop a high level of practical skills. Some learners take a considerable amount of time to complete their full qualification. **Instructors do not understand the relevance of key skills** or how these can improve learners' knowledge and understanding of their subject.

16. **There is effective individual teaching in information and communications technology (ICT).** All learners are assessed for their level of IT skill before starting the programme. Staff identify the study needs of each of the learners, who work at their own pace with appropriate support and guidance from tutors. Communication key skills are linked well to IT and learners produce good work. **There are poor resources in the main IT room.**

17. **Lesson planning in PE and catering is unsatisfactory** with insufficient attention to introducing tasks for learners which they can complete successfully in the session. There is insufficient evaluation of learning and lesson plans do not monitor learners' progress. **There are poor health and safety and hygiene practices in catering,** with no formal training for learners.

18. **Learners develop good technical skills in art.** The teaching methods are too narrow and do not allow for the more able students to progress at a faster pace. **There is insufficient structure to the lessons and many of the learners' support needs are not met.**

19. **In foundation studies, staff use their skills well to provide good individual support for learners.** Tutors monitor the learners' work daily and give regular and constructive feedback to help them identify what they can do to improve their work. Not all learners have an individual learning plan and **the tutors' lesson planning does not take into consideration the way that individuals prefer to learn.**

20. The prison farm is currently undergoing major reorganisation, including the closure of many of the livestock areas, the erection of more polythene tunnels and the conversion of redundant buildings into training facilities. Well-qualified and experienced staff support prisoner employment and training to good production standards. The new training qualification in horticulture will provide improved training opportunities.

21. There is a wide range of activities available for prisoners in Haverigg. A recent initiative has begun to assess each activity for its value in providing prisoners with qualifications and experience which will help them on release. As a result, some industry workshops have been closed to provide more space for construction and other industrial workshops offering relevant qualifications. Some of the workshop activities are uninteresting and are of little value in the rehabilitation process. Many workshops offer recognised qualifications in performing manufacturing operations, but some, such as the laundry, do not offer any qualifications. The atmosphere in many workshops is industrious, with learners producing very good-quality products which are sold through the prison shop or at local shows. The qualification offered in woodwork is, however,

not the most appropriate for the type of work learners are doing.

22. **The assessment of literacy and numeracy skills is generally satisfactory.** Basic skills assessment has been introduced, **but it is not well planned for catering, PE, or art and design and students do not receive appropriate support. There is insufficient support for learners who need additional help with their work.** The education department carries out effective testing of ICT learners and construction learners before they are allocated to the workshops.

Leadership and management

23. **Plans to develop education and training through new building work and expanding the range and number of qualifications are well advanced. Staff and prisoners have been fully involved in this process.**

24. **Communications are effective between the education department and the prison.** Staff treat learners with respect and prisoner orderlies fully understand their role and responsibilities. **There are regular staff and management meetings in the education department but instructors in construction are not yet fully involved in these meetings.** Learners complete questionnaires about education and training and their views are taken into account.

25. **The current range of qualifications does not take into account learners' individual needs.** There are too few qualifications, both at entry level and above level 2. Basic skills and keys skills teaching is not yet fully linked to the training workshops. Some courses that the prison can offer are not made available to prisoners, such as desktop publishing. Cover for staff absences is poorly planned.

26. **The arrangements for education and training for prisoners with short-term sentences are inadequate.** Some activities in PE and education have recently been introduced, but there are no short programmes to meet individual needs.

27. **The PE department has responded positively to the need to accommodate more learners because of the increased number of short-term prisoners** and to provide a balance between recreational PE and courses with qualifications. The timetable is well-planned, flexible and takes into account individual needs.

28. **There is poor management of health and safety and hygiene practices in catering.** Learners do not receive training in either of these areas and there are poor links between the prison catering and the education department provision. **There are no learners in the main kitchen, even though NVQs at level 1 and 2 are available.**

29. **The promotion and monitoring of equal opportunities is inadequate.** There is no equal opportunities training for learners in education or in the workshops. Learners do not receive guidance on equality matters after their induction. Staff training has until very recently been poor. Staff do not correct inappropriate and racist remarks in the classroom. There is no monitoring of equal opportunities across the curriculum to help

raise learners' awareness of equal opportunity issues, or to help with course planning.

30. **The quality assurance arrangements used by the subcontracted college that manages education in the prison do not assess the effectiveness of provision.** A number of key quality assurance arrangements have been re-established following a period of poor management of the service. **There are no quality assurance arrangements for workshop training.** Key performance targets are not sufficiently challenging, and targets have not been set for retention rates and progression in education.

31. **The internal verification policy and procedures do not guide education practice in the prison. Some of the internal verification and assessment practice is weak.** Internal verification is unsatisfactory in foundation studies, having outstanding actions from previous reports, and in art and design it is poorly documented. There are no formal arrangements to support improvements through sharing good practice, or for setting standards.

32. **The self-assessment report for education was written in summer 2002, but it was not a thorough analysis of the standards of teaching and learning.** A recent, associated development plan has been updated. The first prison self-assessment report and development plan covering all prisoner employment and training opportunities did not resolve all the issues thoroughly enough, but a much improved update has recently been produced.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths
- good strategic planning for education and training
- good progress in education and library developments
- effective communications

Weaknesses
- poorly co-ordinated education, training and work
- no training strategy for short-term prisoners
- insufficient promotion of equal opportunities
- inadequate monitoring of equal opportunities
- inadequate quality assurance arrangements

Construction
Strengths
- good achievement rate for qualifications

- good practical skills development
- good teaching standards
- good development of learners' self-esteem and confidence
- close monitoring of progress

Weaknesses
- ineffective planning of training provision
- insufficient workshop space
- slow progress by some learners
- weak self-assessment process
- inadequate IT resources

Information & communications technology

Strengths
- good supportive teaching
- good individual learning plans in ECDL
- well-resourced ECDL accommodation

Weaknesses
- no progression beyond level 2 qualifications
- limited facilities and resources in the main IT room

Hospitality, sport, leisure & travel

Strengths
- good range of PE opportunities
- effective initiatives to resolve many PE training issues
- good range of progression opportunities for prisoner orderlies

Weaknesses
- poor resources and facilities in catering and PE
- poor health and safety and hygiene standards in catering
- inadequate lesson planning
- insufficient qualifications available in catering
- poor monitoring of training in PE

Visual & performing arts & media

Strengths

- lively artwork in portfolios, displays and exhibitions
- learners develop a range of key art techniques and processes
- significant growth in learners' aspirations and confidence

Weaknesses

- poor lesson planning
- poor development of objective drawing skills
- narrow range of teaching methods used
- learners not sufficiently challenged
- restricted curriculum

Foundation programmes

Strengths

- rapid development of reading skills
- good individual learner support
- wide range of progression routes

Weaknesses

- inadequate planning of learning
- weak internal verification

WHAT LEARNERS LIKE ABOUT HMP HAVERIGG:

- much more freedom than other establishments
- going to art classes
- plenty of open space and fresh air
- gaining employment experiences to help get employment on release
- staff are friendly and supportive in education
- self-paced learning
- opportunities to develop new skills or consolidate existing skills
- good practical teaching
- courses usually available quickly
- frequent access to the gym

WHAT LEARNERS THINK HMP HAVERIGG COULD IMPROVE:

- food from kitchen
- accommodation of specialist dietary needs
- standards of hygiene in the kitchen
- low pay rates for industrial standard work
- fairness of the allocation of individual learners to job roles
- the choice of courses in education
- the boring and repetitive work in workshops
- passing on of individual learner records to new establishments
- access to the library during sessions
- opportunities to gain qualifications through industry workshops
- the excessively long and boring induction process
- the amount of resettlement activities to help find accommodation and jobs

KEY CHALLENGES FOR HMP HAVERIGG:

- improve the planning of education and training to widen participation and provide better opportunities for short-term prisoners
- improve the co-ordination of training between education, industries and work to develop good practice and raise standards
- improve quality assurance practices to raise standards and improve consistency in teaching and learning
- involve staff in the self-assessment process to develop a more self-critical culture
- develop a management information system to help long-term planning and the setting of challenging targets
- ensure that health and safety and health and hygiene issues are given a high priority to avoid poor practice
- upgrade the IT and resources to help provide a wider range of programmes
- effectively promote equality of opportunity to raise understanding and ensure equal and fair treatment for all learners
- develop effective initial assessment procedures for all education and training programmes
- develop appropriate teaching and learning strategies to improve learner experiences

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

33. Leadership and management are unsatisfactory. Equal opportunities and quality assurance provisions are also unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths
- good strategic planning for education and training
- good progress in education and library developments
- effective communications

Weaknesses
- poorly co-ordinated education, training and work
- no training strategy for short-term prisoners
- insufficient promotion of equal opportunities
- inadequate monitoring of equal opportunities
- inadequate quality assurance arrangements

34. The prison's resettlement strategy clearly sets out the strategic direction for education and training. Actions to improve the range and breadth of training and education have already begun. For example, the weaving workshop has been closed to provide further space for the construction industries. The prison has submitted several bids to improve areas of the prison for training and education. Plans and a bid for a new education department have been submitted. Developments in horticulture are well advanced, with the closure of much of the livestock area and a submission to the awarding body to provide NVQ horticulture qualifications. Funding for classrooms to be built alongside the PE department and every prison workshop has been agreed. These classrooms are designed to enable training instructors and education tutors to link key skills and basic skills teaching to workshop theory and practical activities. A new IT suite for staff training has recently been opened to encourage staff and their families to develop their IT skills.

35. Approval for a new library has been received and building is due to begin in August 2003. The library staff are enthusiastic and committed to improving the service to prisoners and learners. The prisoner orderlies are fully involved in the daily activities and access for prisoners is good. The library will have Internet access to help it improve its current good work in helping prisoners to look for jobs and providing career advice and guidance. Prisoners produce a magazine and the second edition is due for publication.

A resident reader now comes to the prison every other week to support these prisoners with the magazine publication and also provides reading and writing support for prisoners in the quiet area of the library. This has been effective in supporting fathers to develop their reading and writing skills and record story tapes to send to their children to build better relationships with their families.

36. There are effective communications between the education department and the prison. The head of resettlement and regimes meets with managers and staff regularly and issues that arise are reported to the resettlement committee meeting for action. The new education manager works well with instructors and civilian staff to build productive working relationships. For example, she has given constructive guidance to the horticulture staff to help them design and submit their accreditation proposal for NVQs to the awarding bodies. The library staff and the education staff meet regularly, informally and formally, to maintain the high level of support for learners and to develop new initiatives.

37. The management information system in education is satisfactory. The department now collects data about the retention and achievement of learners. These data are used on a daily basis to provide the department with information about the availability of places on different courses. However, this information is often difficult to confirm as there are few statistics about when prisoners start the programmes. Most courses have approximate duration times, but the movement of learners from one course to another is often significant. The current information system does not always record the information correctly and allow the identification of trends over time. Data are not used to monitor the quality of provision and so guide management decisions.

38. Arrangements for celebrating learners' success and achievement are satisfactory. One learner has exhibited work in a local public exhibition. A number of art learners are entered for the Koestler Award each year. The prison has achieved some considerable success with these awards. A learner who entered work for the Koestler Awards and a national prison art competition was one of the prizewinners and has had his work produced in the annual calendar. Prisoner orderlies who have achieved a high level of skill in PE, take prisoners and staff for step aerobics classes. Prisoners receive talks from a member of the public recently released from prison, who now has a responsible position in the leisure industry. This helps to raise prisoner confidence and motivation. The prison is well represented at the local annual agricultural show, displaying the wrought iron work and carpentry skills of the learners. Many orders for work are taken from the public. Learners' art work is displayed throughout the prison, in the wings, education offices and workshops. There is no formal recognition or celebration of achievement for learners who complete a qualification or a training programme.

39. The prison's links with external agencies are satisfactory. It is developing productive links with national, regional and local community groups as part of its strategy to improve the range of education and training qualifications and to support prisoners in looking for work on their release. The jobcentre has agreed a new contract for its work in the library and discussions are well advanced with other groups such as the Citizens Advice Bureau and Connexions. Links are now being established with different training boards, for

instance CITB, local leisure centres and employers, particularly in the construction and IT industries. PS Plus, a prison service project that supports prisoners in gaining skills, qualifications and work, has an office in the prison administration area but is both geographically and managerially isolated and there are few links to the new education and training plans. For example, PS Plus has funded a new ECDL suite, but it is only available to those prisoners who satisfy certain criteria.

40. Support for learners' literacy, numeracy and language needs is satisfactory. Their ability levels are identified through the prison induction. The information is normally passed to the education department, but sometimes this does not occur. Support for learners is good in the classroom, but there are insufficient resources and support for current English for speakers of other languages (ESOL) learners.

41. There is no strategy to ensure that short-term prisoners receive appropriate education and training. Currently, the prison population changes by approximately 20 per cent on a monthly basis, with many of the new prisoners serving short sentences, of whom approximately 11 per cent are serving sentences of less than 30 days. There are no appropriate arrangements for work allocation and they are not considered for training or education. Until recently they have been locked in their cells for most of the day, except for one hour of recreation. The prison has now recognised this issue and responded to prisoners' complaints by arranging appropriate access to the PE facilities, and some education sessions, but there is still no discrete provision to meet their education and training needs.

42. Education, training and work are poorly co-ordinated. A large number of sentence plans have either not been carried out or are incomplete and they do not consistently record the results of initial assessment and interviews. A link worker has recently been appointed to complete the screening process for basic skills, to distribute educational tests and to help complete the sentence plans. The probation time for learners in education and in the workshops is different. It is eight weeks in the workshops and two weeks in education. This does not allow for the transfer of prisoners on a regular basis to either of the areas when learners' first choice becomes available. There are poor links between education and catering in the main prison. Those life skills learners in education cannot progress to NVQs in the main kitchen.

43. The current range of qualifications available to learners is limited. There are opportunities for prisoners to study for higher education qualifications, and study support is provided for them in their cells, but only three prisoners are taking this opportunity. There are no qualifications beyond level 2 and most qualifications concentrate on entry level and level 1. Prisoners are not aware of the full range of accredited courses in the prison. For example, programmes for desktop publishing are accredited, but not offered to those prisoners involved in publishing the prison magazine. Education is offered on a part-time basis and key skills training has recently been introduced to the workshops. But staff in the workshops do not have a clear understanding of key skills or how these skills can help learners to improve their knowledge and abilities.

44. Arrangements to effectively cover staff absences in education and in the workshops

are inadequate. If instructors are absent the prison staff attempt to find replacements, but often the workshop has to close. The education manager has recently issued a statement that no education classes are to be cancelled, but there is insufficient contingency planning. Often the education manager is the only person available to cover the classes, but she is not necessarily subject qualified. Over the past year, staff development has not been given a high priority, although staff have access to all the prison training events. A new staff development plan has been designed to complement the new education and training developments. Because of the location of the prison, the recruitment of suitably qualified and experienced staff is difficult. The prison has taken this into account in the new education and training arrangements and further work is currently being done to extend prison links with the community and promote staff development opportunities for new staff.

Equality of opportunity

45. All prisoners at HMP Haverigg are required to work and most of them access education and training. However, some prisoners are allocated to programmes in education and areas of work which they have not identified as their first choice and have to wait until a place becomes available. In education they must give two weeks' notice before starting another programme. This delay means that many learners do not begin their course at the beginning and have to rely on individual tutor support to catch up with their studies. For example, one learner began a life skills programme in week nine of the course, when more advanced cookery skills were being taught, having missed the key lessons on the basics of cookery. In the workshops learners have to complete an eight-week period of training before being able to transfer to their workshop of choice. The labour allocation board meets weekly and there is a system that monitors the education and training process, but some learners have to wait a considerable length of time before they are informed of a move to a workshop or to education. This has a detrimental affect on learners' attitude and motivation.

46. The prison has attempted to develop parity of pay for prisoners but the base rate is already low and rates remain variable throughout the prison. This, combined with some areas working a 60-hour, seven-day week without a rest day for prisoners, is a contentious issue with many prisoners. The prison recognises this and has recently received some funding which will be allocated to developing pay incentives for prisoners directly related to their achievement of qualifications in education. Access for learners with disabilities is satisfactory, ramps have been installed where appropriate and all training is on ground floors.

47. There are policies, statements and guidelines for race relations and equal opportunities, as well as anti-bullying, but there is insufficient focus on developing diversity throughout the prison and raising awareness and training for staff in the education department. Over the past three years, only 55 per cent of the prison staff have received race relations training. This has improved substantially over the past year, with 109 prison staff receiving diversity training. However, few education staff have received training over the past year and there is insufficient planning to ensure that equality of opportunity is related directly to the programmes. There is a growing

population of short-term and minority ethnic prisoners, but there is no plan to ensure that the particular needs of these prisoners is taken into account. There is no prisoner representation on the prison race relations committee and no diversity training to raise prisoners' awareness of equality of opportunity. Learners receive information about equal opportunities on noticeboards and through their prison induction. Although a high degree of tolerance exists within learner groups, racist remarks are common in some classes and tutors do not correct the learners.

48. Equal opportunities information is collected on age, ethnicity and faith, but it is not used sufficiently to contribute to decision-making about education and training. The education department has recently distributed questionnaires to prisoners in an attempt to identify their education and training needs and preferences. However, some learners and prisoners are unable to complete these as they either do not understand the questions or they do not have the literacy and numeracy skills.

Quality assurance

49. The prison has a self-assessment report and development plan covering all prisoner employment and training opportunities, including the gym, farm and workshops, produced in September 2002. The original report was based on a common set of weaknesses and ignored strengths. A much improved and more thorough update has recently been prepared.

50. The quality assurance arrangements are unsatisfactory. The regional further education college that manages education in the prison has a quality assurance framework covering business operations and teaching and learning. The quality assurance procedures for teaching and learning are based on regular reviews, consisting of a check that the required processes and systems are in place, but the procedures do not validate their effectiveness. For example, the review confirms that individual learners have learning plans, but it does not identify the inconsistencies in the use of these plans by tutors.

51. Before the appointment of the current education manager, some key quality assurance activities had not been completed. The use of a learner survey to gain feedback about the quality of learning has recently been re-established, together with a programme of classroom observations and each is near completion. Inspectors agree with the key weaknesses identified through the lesson observations, which include insufficient recognition of learners' different abilities and needs in lessons, the need for training in equality of opportunity and insufficient awareness of the preferred learning styles of learners. Staff have received useful feedback. It is too early to judge how effective these quality assurance measures will be in improving the quality of the education service. There is an annual prisoner training need analysis, which has led to improvements in the curriculum.

52. The internal verification policy and procedures do not guide education practice in the prison. Some internal verification and assessment practice is weak. In some areas of learning, assessment sampling plans are not available and assessment and internal

verification are not carried out until learners have completed their portfolios of evidence. Although tutors meet to resolve issues of common interest, there are no formal arrangements to support improvements in assessment practice through sharing good practice or setting standards. Action points requested by some external verifiers have not been completed.

53. The education department's self-assessment report was produced in September 2002. Teaching staff were not sufficiently involved and the report did not give a thorough analysis of strengths and weaknesses. Although based on the 'Common Inspection Framework', the report did not grade or make judgements on each area of learning separately, and did not include equality of opportunity. It identified many strengths that inspectors considered to be weaknesses, and did not identify other strengths. There is an associated development plan, which has been updated for the inspection.

54. Despite clear guidance within the contract, there is insufficient evidence that the quality of education services provided by the further education college has been evaluated by the prison service. There are no quality assurance arrangements for workshop training. Key performance targets are set for achievement of entry level, level 1 and 2 and work skills qualifications. There is monthly reporting on attendance and the number of education hours. Although data are being used to identify non-completion rates, which is leading to a redesign of the curriculum, targets have not yet been established for retention rates and progression in education.

AREAS OF LEARNING

Construction

55. Training in construction is to a satisfactory standard.

The following strengths and weaknesses were identified during this inspection:

Strengths
- good achievement rate for qualifications
- good practical skills development
- good teaching standards
- good development of learners' self-esteem and confidence
- close monitoring of progress

Weaknesses
- ineffective planning of training provision
- insufficient workshop space
- slow progress by some learners
- weak self-assessment process
- inadequate IT resources

Achievement and standards

56. Learners in all three training workshops develop good practical skills. Many of them have had little education or training experience, but make significant progress as a result of their time spent in the workshops. All learners work towards recognised qualifications and achievement rates are good, although some have to continue for a considerable time past the expected completion date before succeeding. Since November 2002, 14 learners have achieved their full skills certificate. In the past year, 13 learners have achieved NVQs, 10 learners have achieved other nationally recognised qualifications and 18 have achieved certificates in brickwork. Most learners are able to work around the prison. For example, painting and decorating learners work on projects to refurbish living and dining areas. Construction learners have built training rooms and developed work areas for the prison farm. Cleaning learners work towards their qualification while developing practical skills working around the prison. Standards of work are high, with learners demonstrating good practical skills, considering the relatively short time they have been on their programmes. The activities and quality of training significantly improve learners' self-esteem and confidence. Relationships are good and respectful between learners and staff.

Quality of education and training

57. The quality of teaching and training is good in the workshops. Instructors have good occupational experience and effectively pass on their skills and knowledge to learners. They give good feedback to learners after practical tasks are completed and learners understand when they are being trained and when they are being assessed. Some learners have previously worked in the construction industry. Instructors use the skills of these experienced workers effectively to supervise others in the workshop and to share their experiences.

58. Progress is well monitored. Learners know what they have achieved and understand what they need to do to achieve their qualification. Progress and achievement are well recorded including photographs of learners' work. As well as documented progress there are also visual displays on the workshop walls. Workshop staff keep detailed records which are passed on to other prison establishments if learners are transferred. Communication between prisons has improved and e-mail is now used regularly to share information about learners' progress and achievements. Three full-time members of staff train and assess learners and they are supported by a part-time member of staff in industrial cleaning.

59. Support for literacy and numeracy has improved recently. The education department carries out effective testing of learners' ability to read and write to an appropriate level before learners are allocated to the training workshops. This ensures that they have the appropriate level of basic skills before a place is offered. Many learners attend the education department for help with English, mathematics and IT. One learner who was unable to read on arriving at the prison, has since learned to read letters from his family as a result of the support he has received from education and workshop staff. His confidence has improved considerably which encourages other learners to seek additional support. Some learners work towards key skills qualifications, which are very shortly to be integrated with vocational training in the workshops. However, staff do not fully understand key skills and staff training is planned to help them make the necessary links.

60. Internal verification is satisfactory in building and painting and decorating. The two assessors are both qualified internal verifiers and regularly check portfolios and assessment decisions. A temporary member of staff, who has been responsible for the cleaning workshop for several months, is not qualified to assess learners and currently there is no one available to countersign assessment decisions.

61. The supply of consumable resources in the workshops is satisfactory. Building materials are readily available and tools are in sufficient supply and of an adequate quality to carry out practical tasks. Construction learners also have a dedicated workshop and the use of an outside work area to practise drainage and paving work. However, there is shortage of space in the workshop. The instructors have to split the group, with one group in the workshop and other learners doing work around the prison. This presents potential health and safety problems because there are not enough staff to supervise each group's work effectively.

62. Planning of the training provision is ineffective. Many learners stay in the workshops for a considerable time after achieving their qualifications. Although this is helpful in guiding newer learners and assuming responsibility for work around the prison, it slows the flow of learners through the workshop and leads to significant waiting lists for some activities. The four-week probationary period is not adhered to, and some learners have to stay in the workshops even if they decide the course is not suitable. An eight-week time slot is needed before a learner can leave one of the workshops. This can lead to resentment and frustration if a learner has to remain against his wishes. Learners in industrial cleaning do not have scheduled plans for training. Cleaning of the prison takes priority and training can only be carried out for small groups when the supervisor is available.

63. The cleaning science practical room is new, but does not have enough space to provide different surfaces for learners to practise cleaning techniques. The painting and decorating workshop has eight cubicles for learners to practise, yet there are often 13 learners. Tutors overcome some of the space problems by giving learners projects to do in the prison. These projects are valuable and appreciated by learners, but groups of learners are often left unsupervised and without technical support. There is also a potential heath and safety risk in the workshops for unsupervised groups.

64. Instructors in some workshops do not have adequate access to IT resources to develop learning materials and print information. The one computer available is used on a shared basis and is difficult to access by some staff as it is often in use. Sometimes learners have to be left unsupervised while this is being done. Staff tend to work in their own time at home to develop learning materials.

Leadership and management

65. Leadership and management of the training workshops are unsatisfactory. Staff do not routinely attend education department meetings. The construction training programmes are the responsibility of the education department, but the tutors are prison staff and consequently there is a general lack of understanding of the relationship between prison-run industry workshops and college-run education provision. The new education manager has made significant progress in communicating with training workshop staff. Staff in the workshops benefit from both prison and college development initiatives and are generally well informed.

66. The self-assessment process in the training workshops is weak. Staff have not been involved in discussions concerning self-assessment and they have not contributed to the self-assessment process. Lesson observations have recently been introduced and feedback has been given to tutors, but the process is not yet established and there has been insufficient sharing of good practice as a result of these observations. Learner feedback is collected and instructors have access to the completed questionnaires but there is no thorough, written analysis to help tutors and management plan for future courses.

67. The roll-on, roll-off nature of the programmes has led to difficulties in measuring year-on-year performance. New courses have recently been introduced, which also makes comparisons difficult. A high number of certificates have been awarded in all three workshops, however, with a significant number of learners achieving their learning goals. The atmosphere in the workshops is respectful and learners understand their rights and responsibilities.

68. The prison has difficulty in recruiting staff. There are times when there are too few staff to effectively operate the programmes. When staff are absent learners are returned to their cells if no cover is available, although the prison is reluctant to do this.

Information & communications technology

69. Training in this area is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths
- good supportive teaching
- good individual learning plans in ECDL
- well-resourced ECDL accommodation

Weaknesses
- no progression beyond level 2 qualifications
- limited facilities and resources in the main IT room

Achievement and standards

70. Achievement rates are generally satisfactory. In 2002, 31 qualifications were achieved, 19 in basic computer literacy at level 2 and 12 in IT at level 2. There are no data for the number of learners who started courses in that period. There are no opportunities for learners to progress beyond level 2 qualifications. Learners access classes at different times and teaching is carried out in the IT workshops on an individual basis which helps to support learners' needs. Learners progress well and often develop IT skills above the level they are studying. Learners are motivated and enthusiastic and would like to progress further.

Quality of education and training

71. Learners are well supported by teaching staff . They progress well, at their own pace and with appropriate guidance from tutors, usually on an individual basis. Staff know each learner's level of ability and their preferred ways of learning. Staff help learners to match their study tasks to their own needs, such as writing letters home. Class sizes are small, which ensures that all learners receive the support they need. Basic skills and key skills teaching also takes place in the IT suite. The use of IT is effectively linked with key skills requirements, as a separate key skill and as a means of producing evidence for the communication key skill. As well as supportive teaching there is an IT prisoner orderly in each class. These are learners who have achieved IT skills and have reached a standard that enables them to support other learners. They are also positive role models for the other learners.

72. The ECDL tutor has developed an effective system for recording learning objectives.

The individual learning plans are well structured and regularly reviewed. Tutors meet each prisoner weekly to agree objectives for the next week and the learning plans are updated with outstanding tasks and new objectives. Learners can keep an account of their progress and tutors use these documents well to monitor each learner's progress.

73. The arrangements for assessment are satisfactory. Assessments are frequent and appropriate to the qualifications. Progress towards qualifications is satisfactory, and many learners make very good progress. The good teaching and self-paced learning ensures that the more able learners can progress quickly.

74. The ECDL room is a new, well-resourced facility funded by the PS Plus project. It is a bright, airy room, with new IT equipment and places for 10 learners. This is a welcome addition to the training department but contrasts with the limited resources available in the main IT suite, where machines are old and some of the more basic software is out of date. The use of CD-ROMs is limited because of the age of the technology. There is no suitable software for basic skills and key skills teaching and new software is incompatible with the current computers. Many of the learners resort to paper-based training materials, but these are also outdated and dull and the print is faded because of constant use. Key skills work is hampered by the lack of reference material. This is slowing progress in compiling portfolio evidence.

75. All learners have an initial assessment before starting an IT programme. Learners with identified basic skills requirements are not able to join the IT programmes immediately, and are provided with a suitable programme of literacy and/or numeracy to help them achieve the appropriate level of skill before being transferred to an introductory IT course. This course introduces learners to IT and helps them achieve the basic level of IT skill before registering for an IT qualification. Some basic skills teaching is done through IT. Although tutors are careful to place learners on appropriate programmes there are many learners on level 2 programmes who already have this level of skill or the same qualification. The lack of opportunity to progress to level 3 causes frustration among some learners. There are only two accredited programmes currently on offer in the main IT suite. These courses are limited and cover only the use of basic application software. ECDL is only available to learners eligible for PS Plus funding, for which they have to satisfy certain criteria. Teaching staff have qualifications appropriate to the current courses, but they do not have the required qualifications or expertise to teach higher-level programmes.

Leadership and management

76. The recent appointment of a new training manager is starting to have a positive effect on the recording of learning objectives and the monitoring of progress and achievement. The current programmes are assessed by examination, with only a small amount of internal verification. Management is aware of the training requirements of staff if the training provision is to be extended, but there are insufficient resources available to fill that need.

77. The manager has introduced questionnaires to provide learner feedback. These

have not yet been analysed, but there are clear indications that the results will help the management to recognise learners' training requirements. Many learners had to be helped to complete the questionnaire as they found the language of the questions difficult to understand.

78. The self-assessment report was not written with specific reference to the areas of learning. There was no indication of the main strengths and weaknesses in ICT.

Hospitality, sport, leisure & travel

79. Training in hospitality and PE is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths
- good range of PE opportunities
- effective initiatives to resolve many PE training issues
- good range of progression opportunities for prisoner orderlies

Weaknesses
- poor resources and facilities in catering and PE
- poor health and safety and hygiene standards in catering
- inadequate lesson planning
- insufficient qualifications available in catering
- poor monitoring of training in PE

Achievement and standards

80. The well-structured and flexible PE timetable offers most learners a good range of sports and leisure opportunities. Learners' skill development, knowledge and awareness of major and minor sports and understanding of personal health and safety issues are increased through participation in team games and fitness training. Pass rates on most programmes are satisfactory. In 2002-03, there were 15 gym instructor awards, 12 sports leadership certificate awards, 34 referee qualifications, 73 first aid at work certificates and nine NVQs in sport and recreation at level 1. There are not enough local awards to motivate less able learners and insufficient higher-level qualifications for the more able learners and some elite performers. Progression for most learners is satisfactory, PE sessions have an excellent attendance rate and are rarely cancelled.

81. Catering has a very low completion and pass rate and very few learners. The capacity within the main kitchen is for two learners and there are no learners working in the canteen. Ten prisoner orderlies who work in the kitchen do not take any qualifications. Ten previous learners have worked towards NVQs at level 2 in cookery, but only three have completed the qualification. In the education department there were only 11 OCN passes in cookery at level 1 from a potential target of 50, in 2002-03. Learners studying in the cookery classes demonstrate a range of skills and good application to the tasks set. There is no provision to train learners in health and safety or health and hygiene in either the main kitchen or in education, despite prison audit recommendations to improve hygiene standards.

Quality of education and training

82. The eight gym prisoner orderlies have good access to many qualifications and have a well-structured and progressive work routine. They work towards a variety of qualifications in anatomy and physiology, nutrition and sports. Some orderlies have achieved three separate NVQs in circuits, instructors and exercise to music. These qualifications help them to develop appropriate skills for future employment. They are able to attend the PE department every day and spend as much time there as they wish. They are an integral part of the staff team and make a valuable contribution to the induction process. Each orderly has specific responsibilities, for which they are accountable. They gain a great deal of knowledge about how leisure facilities are managed and are encouraged to teach activity sessions to their peers. For example, one learner has developed a high level of understanding and skills, and has gained sufficient confidence to regularly teach step aerobics to his peers and to staff. The orderlies clearly understand their role and responsibilities and work without close supervision. They are very positive about the amount of support and respect they receive from the staff. Some past orderlies have gained employment and are now taking higher qualifications and degrees. One released learner regularly visits the establishment and takes sessions and gives talks to current learners about his successes.

83. There are poor resources and facilities in both catering and PE. The main kitchen has several serious health and safety issues, including a pitted and dangerous floor, flaking paintwork and poor drainage. Surface water does not drain effectively from the kitchen floor. Most equipment is old and in a poor state of repair. The type of kitchen equipment and the static servery prevent effective cleaning. The accommodation is not fit for the purpose; lighting, ventilation and the ceiling condition are inadequate. The general state of hygiene is poor, with insufficient attention to basic hygiene requirements, such as the wearing of whites, gloves and hats. PE facilities are in poor repair. The sports hall floor is worn and crumbling and the walls temporarily patched. Significantly, there is a long-standing leak from heating pipes that limits the range of training available. Both weights rooms are small, overcrowded with equipment and are inadequately ventilated. There are insufficient sight lines and circulation space for the tutor to safely manage large groups. The equipment is old and restricted in range. There are insufficient bars and no mats, which represents poor practice and a significant safety concern. There are plans to build a classroom next to the existing PE facilities to cover the background knowledge aspects, but currently there is no room available.

84. There is insufficient lesson planning for most teaching sessions. Tutors do not introduce tasks at the beginning of the session and, although there is appropriate individual support, there is insufficient input to help learners complete their tasks successfully within the session time. Tutors use good coaching skills, but there is an overriding precedent to let learners get on with their work independently. During cookery sessions there are no visual demonstrations. The tutor has to deal with repetitive conversations about the same issues on an individual basis. This detracts from other learning opportunities. Learners attending recreational PE tend to arrive

individually over a long period of time and therefore start participating when they are ready. Individual learners are not sufficiently challenged to improve their performance or gain additional knowledge through competition or leagues.

85. Training is poorly monitored in PE. Courses are well prepared and assessment procedures are thorough and comprehensive. However, there is no substantial and detailed session planning to enable easy identification of poor performance or trends. Not enough evaluation takes place and there is insufficient development of key skills.

86. There is no additional support for basic skills within the sessions and some learners have difficulty in reading induction material and cooking recipes. The tutor supports the learners well in these instances and help is positive and readily offered. Learners' work is adequately and accurately marked, with some spelling and punctuation corrections.

Leadership and management

87. The PE department management has recently made some significant changes to achieve an effective balance between time spent on recreational PE and that on educational PE. This has been achieved by increasing the time spent in PE by most learners and a fairer distribution of time to enable access for more prisoners. Learners can attend up to three sessions each week and provision has been made for the full-time workshop learners to attend. Although this has resulted in a complex timetable it maximises use of the gym for the learners. Information is accurately collected on numbers attending PE, but this is not sufficiently detailed to identify gaps in provision or to monitor poor attendance. The self-assessment report written by the prison service was accurate and self-critical. The significant issues were identified and action has already started to deal with the key findings.

88. The prison has not resolved significant health and safety and hygiene issues and is not using its resources fully for learning within catering. There are no links between the cookery provision in education and the main kitchen. The various outlets are not used effectively to develop a range of learning activities and qualifications which will enhance learners' range of skills and opportunities for future employment.

Visual & performing arts & media

89. The provision of training is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- lively artwork in portfolios, displays and exhibitions
- learners develop a range of key art techniques and processes
- significant growth in learners' aspirations and confidence

Weaknesses

- poor lesson planning
- poor development of objective drawing skills
- narrow range of teaching methods used
- learners not sufficiently challenged
- restricted curriculum

Achievement and standards

90. In the past year, eight learners have achieved a total of 15 credits between them, most being at level 1 and 2 and one at level 3. Learners produce attractive, lively work such as murals for public places, local exhibitions and national competitions. They develop a good range of key art techniques and processes. Work in portfolios is of an acceptable standard for the level of qualification. Much of the work relies heavily on inherent talent, rather than acquired skills, but the tutors encourage learners to develop their talent. There are good examples of the use of pencil, pen and ink and a range of colour work in different materials such as clay and paper sculpture. Learners are applying these techniques in both two and three dimensions. Their visual language skills have developed well, but objective drawing skills are poorly developed. Although some learners have good drawing skills, some are allowed to rely too heavily on visual examples in current texts rather than being encouraged to develop and experiment with their own imagination and ideas. Learners enjoy their studies and show a significant growth in aspirations and confidence. Many make significant progress over a short time and they are proud of the work they produce. They are enthusiastic, wish to progress to more advanced units and appear well equipped do this.

Quality of education and training

91. The ratio of staff to learners is good and learners are well supported during their studies. There are good relationships between staff and learners and learners are treated with appropriate sensitivity. Staff have good contacts with current art practice and keep themselves well informed of professional developments.

92. Assessment procedures are satisfactory. Most learners are aware of their progress and what they need to do to complete their full qualification, although formal assessment through the use of structured assignments is not sufficiently well developed. Learners receive regular feedback from their tutors which indicates what they can do to improve their performance. Although there is a formal induction process, many learners feel that they do not receive sufficient information about the course they are on.

93. Learners make slow progress in developing their skills. There is insufficient attention to session planning. It does not effectively allow for the different ability levels of learners. The approach to teaching is unco-ordinated and leaves many learners working too well within their capabilities. The degree of challenge is not sufficient to encourage learners to work beyond their perceived level of ability, or to ensure that they are fully aware of their incremental improvements in their natural and newly acquired skills. There is an over-emphasis on supporting learners rather than ensuring that guided teaching and learning take place.

94. Tutors use a narrow range of teaching and learning methods. They do not develop strategies to avoid those more able and advanced learners from becoming bored and restless. There are learning plans in place, but they do not show that the teaching is structured to meet individual learners' needs. Lessons are planned around schemes of work, but they do not reflect the diversity of learners in the group. Teachers frequently use individual coaching. Although the learners welcome this, there is insufficient structured teaching to ensure that learning of new skills and knowledge takes place. Staff negotiate projects with individual learners and some lively work of a good standard has resulted from this. For example, a mural has recently been painted by learners for the families' and children's' room. A current learner is about to begin a mural for the prison chapel.

95. Most of the work is based in the art studio where workshop activities help learners to develop their skills and work independently. The facilities are basic but adequate to deliver the programme. Supplies of paper and paint and other consumables are readily available. The art room is large enough to accommodate the number of learners, but it is dark and often does not provide sufficient light to help learners develop their skills. There is one computer in the art room which learners can use to help them gather the most appropriate information for their studies through the use of nationally recognised software packages on CD-ROM. However, the IT equipment is not powerful enough to operate the more sophisticated software needed for design work.

96. Learners are not sufficiently challenged. Some learners who have previously achieved general certificate of secondary education (GCSE) and advanced level (A level)

qualifications are studying at too low a level, currently working towards OCN at level 2. Although initial assessments have been carried out and individual learning plans are developed, assessments are not being used effectively to help the learners progress at a realistic pace and on to higher qualifications.

97. Very few learners are developing their basic skills or accessing the support available. A course has recently been introduced linking basic skills to the art curriculum in an attempt to encourage learners to develop their literacy and numeracy skills. Learners' literacy and numeracy levels are assessed during induction, but the take-up of basic skills in art is optional, with seven learners currently on the course. Learners' views are regularly sought. Staff have recently asked them to comment about the course and are beginning to incorporate some of the suggestions. The request for more formal teaching has resulted in an immediate response.

98. Currently the curriculum offered is narrow and does not include the more current range of design or media courses. A range of courses is accredited, but is not being delivered. The courses are appropriate for some learners' interests and requirements, but learners are not aware of them.

Leadership and management

99. The education manager has recently introduced new quality assurance policies and procedures. A strong lead is being provided but the effectiveness of the procedures has yet to be evaluated. A preliminary appraisal of the art provision has been carried out, including lesson observations. Assessment and internal verification records are not well kept and there is insufficient paperwork to support a regular cycle of staff meetings. The two art tutors moderate each other's assessment, and internal verification is carried out by a non-subject specialist. The curriculum has not been managed effectively to meet the needs of the learners, but a review of the provision to look at the potential for course development is well advanced. Staff are encouraged to visit other provisions in other prisons and colleges and they acknowledge that they are working in professional isolation. Opportunities are being identified for staff development, particularly teacher training.

Foundation programmes

100. The foundation programmes are satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths
- rapid development of reading skills
- good individual learner support
- wide range of progression routes

Weaknesses
- inadequate planning of learning
- weak internal verification

Achievement and standards

101. In 2002-03, the prison achieved its key performance targets for basic skills provision and exceeded its targets for level 1 programmes. This is an improvement on 2001-02 when targets were not achieved. However, the methods of collecting and analysing data do not allow for a full analysis of the retention and achievement rates and are not designed for this purpose. Teaching is satisfactory in foundation programmes. Learners make rapid progress in their development of basic skills. For example, one learner learned to read in nine months, attending lessons only three times each week. Learners develop increased self-confidence and work closely with the library staff to make further progress with their reading, writing and numeracy skills.

Quality of education and training

102. Before starting education, all learners have an interview with the education administrator to identify the most appropriate programme. Staff provide good levels of individual support to learners. Group sizes are small, varying from two to seven. Learners benefit from individual tutor support provided in a discrete manner and suitable to adult learners. Many learners, particularly basic skills learners, have not achieved any previous qualifications. They value highly the good levels of support from tutors. Staff are able to support a range of diverse ability levels, such as level 1 to advanced level mathematics. Staff are well aware of learners' needs and abilities and teachers treat learners with respect and with sensitivity. Tutors are able to spend more time with those that need it and leave those who can work independently with more advanced work and selective support.

103. Lessons are planned in a workshop style, with the emphasis on individual work. There is good rapport between teaching staff and learners. Tutors develop an atmosphere which is respectful and one in which learners are responsive to learning. Teaching staff are appropriately experienced and qualified.

104. A wide range of qualifications is available, allowing for progression from basic skills levels to key skills levels 1-3. English and mathematics are also provided at levels 1-3. Two learners have progressed to advanced levels in mathematics. Qualifications are nationally recognised by employers and enhance learners' employment skills. Currently all training takes place in the education department. The need to expand training in basic skills has been recognised and plans for the development of staff teaching skills and the provision of classrooms adjacent to the workshops are progressing well.

105. Learning resources are adequate to support foundation training, there are books and a range of practical exercises, but there is insufficient use of IT. The equipment is old and too slow to cope with many of the latest software packages. Two machines are available in the basic skills training room, but only one machine is working. There are no specific software packages to assist with basic skills teaching and development. Specialist equipment is not available for those with additional support requirements. There are no resources for ESOL learners, such as dictionaries or specialist learning materials. Accommodation is spacious and appropriate.

106. The monitoring of learners' work is satisfactory. Tutors have good systems for recording learners' daily work that ensures that progress is accurately and thoroughly documented. Daily work records are used by some staff to plan what learners need to do next. Learners are given regular and constructive feedback about the quality of their work and their progress. They are positive about the progress they make and understand what they have learned in their lessons. Initial assessment of learners' skills is carried out to determine the most appropriate starting point. The results of this are used to plan suitable development activities to help them compile their portfolios and cope with examinations.

107. The planning of the overall programme is inadequate. There is insufficient planning of learning activities and some resources. Schemes of work and accompanying lesson plans are being developed to reflect the adult core curricula, but insufficient attention has been given to its recommendations which stress the benefits of group teaching. Problems in staff recruitment have hindered this process and created delays in its completion. Lesson plans are generic and do not provide sufficient details of teaching content and methods. Individual learning plans have been introduced recently, but not all learners have one. Where they are in place, the recording of learners' progress is brief and does not reflect the full objectives of the programme. Training needs are not sufficiently detailed in learning plans. The plans are not fully updated to show when learners progress from one level to another and they do not take account of individual preferred methods of learning.

Leadership and management

108. Key quality assurance procedures such as observations of staff and staff appraisals were postponed for a period of time. Although these have recently been reintroduced, they have not yet been used to set standards or improve the quality of teaching. There has been insufficient staff development recently. The planning of course and programme development does not routinely include the performance of different groups of learners. Some staff were involved in previous self-assessment reports, but not with the most recent report. The opinions of learners have recently been gathered, but these have not yet been analysed. Learners are not informed of appeals procedures or equality of opportunity policies and procedures.

109. Internal verification is weak. The education department has experienced staff shortages. There has been a delay in internal verification work and the subsequent accreditation of learners' work. Current internal verification practices are not consistent. There is insufficient detail of the feedback provided to assessors. Some portfolios do not contain written feedback as a result of internal verification activities. There is no current sampling plan for the internal verification of basic skills. There is no clear policy on internal verification to ensure that procedures are understood. Action remains outstanding from an external verifier visit four months previously.