

# INSPECTION REPORT

## HMP Leeds

04 July 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 Leeds

### Contents

#### Summary

Description of the provider	1
Scope of provision	1
About the inspection	3
Overall judgement	3
Key findings	3
What learners like about HMP Leeds	9
What learners think HMP Leeds could improve	9
Key challenges for HMP Leeds	10

#### Detailed inspection findings

Leadership and management	11
Equality of opportunity	13
Quality assurance	15
Information & communications technology	17
Hospitality, sport, leisure & travel	20
Hairdressing & beauty therapy	23
Visual & performing arts & media	26
Foundation programmes	29

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Leeds, built in 1847, is a category B local prison for men situated in West Yorkshire. The operational capacity is 1,254 and the prison is fully occupied. There are 680 cells of which most have double occupancy. Over 40 per cent of prisoners serve less than two years with nearly 19 per cent of these serving less than six months. Of the convicted and sentenced prisoners, 60 per cent stay for less than three months before being released. There are currently 20 prisoners serving life sentences. Approximately 60 per cent of the population are aged between 21 and 29 years of age. The minority ethnic population of the prison is approximately 16 per cent. All convicted and sentenced prisoners are required to work, although at the time of inspection approximately 450 prisoners of the total population were without work or education. Those prisoners who are employed work in prison workshops, the kitchens or as orderlies around the prison.

2. Responsibilities of the governor for regimes and resettlement include the education department, the library, the gymnasium, kitchen, and workshops throughout the prison. A regional college currently holds the prison's education contract. The education department is managed by an education manager who is supported by a deputy education co-ordinator, nine team leaders and an administration team. Education is voluntary and offered both full and part time. The education department offers 250 prisoner places each week over five days. All prisoners are allowed one rest day each week as well as weekends. Prisoners who do not wish to attend education can obtain support in the workshops through contact with outreach staff. The education provision concentrates mainly on those with literacy and numeracy (basic skills) needs and basic and key skills provision is incorporated into a number of curriculum areas. The education programme also includes two vocational courses in hairdressing and industrial cleaning at levels 1 and 2. Courses are also offered in information and communications technology (ICT) and visual arts from entry level to level 3, business studies, and physical education (PE). Catering national vocational qualifications (NVQs) at levels 1 and 2 are also offered in the main kitchen. The prison workshops are managed by the head of enterprise who is supported by two managers. There are five production workshops including textiles, food packaging, one for ICT teaching and one for contract services. Some qualifications are offered in the workshops. There are two libraries in the prison located on different wings, managed by a part-time librarian who is supported by three full-time prison staff and five orderlies. The library is open five days a week and also on Saturdays and the contract for this is held by the Leeds city library.

### SCOPE OF PROVISION

#### Information & communications technology

3. There are currently 14 full-time learners in the ICT department. All learners are able to use the computers to either complete course work and/or work towards an ICT

qualification. Many learners follow a computing qualification for beginners. Qualifications are available from entry level through to advanced level and include a basic computer literacy course at level 1 and an internationally accredited exam-based computer course.

### **Hospitality, sport, leisure & travel**

4. Learners can participate in a range of PE activities including basketball, volleyball, football, weight training and other sports. Accommodation comprises a sports hall, two weight training and fitness rooms, and an external hard court area. The activities form part of a structured PE programme. Recreational PE is organised on a weekly timetable that includes evenings and weekend sessions. Learners can apply to work towards a variety of short course qualifications in volleyball and basketball, sports leader awards, British weightlifting qualifications and NVQs at level 1. The department has recently attained centre status approval for NVQs.

5. Catering training is provided for the NVQ at level 1 and 2 in food preparation alongside several health and hygiene awards. Staff responsible for training are all qualified assessors and two are internal verifiers. There are currently 17 learners working towards qualifications with two working towards an NVQ at level 2. Thirty-five kitchen orderlies work in the kitchen, none of whom are following qualification courses.

### **Hairdressing & beauty therapy**

6. There are 15 learners allocated to the hairdressing courses. The courses comprise NVQs in hairdressing and key skills in communication and application of number. All learners complete NVQ at level 1 before progressing to level 2. The prison training salon is situated in the education department. All sessions are practical classes with other prisoners and staff attending as clients. The NVQ theory and knowledge work and key skills are carried out in the salon during these sessions. The prison has had awarding body centre approval for hairdressing qualifications since October 2002.

### **Visual & performing arts & media**

7. All courses in visual arts are accredited and are available at levels 1, 2 and 3 in drawing, painting and ceramics. Arrangements are in place for learners to progress across all levels. Classes take place on two of the wings and in the main education centre, which include one session a week in both key skills communication and numeracy.

### **Foundation programmes**

8. There are 134 full-time learners and approximately 65 additional learners receiving basic skills and key skills support in workshops. A wide range of courses from pre-entry to level 2 are taught across the prison. There are two English for speakers of other languages (ESOL) classes. Learners are encouraged to work towards a range of accredited learning either in portfolio or exam form. An initial assessment is carried out to determine the basic skills needs of each learner shortly after arrival at the prison.

## ABOUT THE INSPECTION

Number of inspectors	8
Number of inspection days	26
Number of learner interviews	162
Number of staff interviews	77
Number of employer interviews	28
Number of subcontractor interviews	1
Number of locations/sites/learning centres visited	1

## OVERALL JUDGEMENT

9. The quality of provision is not adequate to meet the reasonable needs of those receiving it. More specifically, foundation programmes are good and ICT, art and design, hospitality and PE are satisfactory. Hairdressing is unsatisfactory. Leadership and management and equality of opportunity are unsatisfactory. Quality assurance is satisfactory.

## KEY FINDINGS

### Achievement and standards

10. **Achievement rates in ICT are satisfactory.** Although learners are unable to gain access to the internet, the awarding body has given permission for part of the work for the e-mail module to be carried out on CD-ROM. Individual learning plans do not contain specific targets or dates for completion. Some learners do not progress at an appropriate pace. Learners can progress on to different levels of ICT courses. However, many learners have only a short stay at the prison and are not able to progress to or achieve full qualifications.

11. **Learners make slow progress towards the completion of full qualifications in catering and PE.** There is no basic cookery course for learners before going into the main kitchen. Learners who achieve a level 1 in catering can progress to level 2. In PE there is insufficient dedicated time given to the understanding of the theory and knowledge content. Learners in PE are given good encouragement to progress at their own pace but their individual learning plans do not contain sufficient target-setting and are often incomplete.

12. **The standard of barbering skills in hairdressing is good and learners make good progress towards achievement of accredited units.** Achievement of units is satisfactory, with each learner achieving at least one unit in the past year. There is good support for learners from their peers who have already gained either units or the full qualification.

13. **There is a good standard of finished practical work in art and design.** Achievements are satisfactory and learners make good progress towards their qualifications. Learners develop high levels of practical skills and demonstrate a good understanding of the theory aspects of their work. Good celebration of learners' work helps to motivate learners as well as promoting the course to other prisoners.

14. **There are good levels of achievement in foundation programmes for those who are able to access the support in literacy and numeracy.** Many learners develop their reading and writing skills over relatively short periods of time and progress through the different levels at an appropriate pace. Many learners progress on to key skills and computer classes. However, a large number of the prisoners are either not aware of their support needs or are unable to access this support due to prison capacity and planning issues.

### Quality of education and training

15. **There are good ICT resources.** Although these are used to support all the subject areas, not all tutors have the knowledge and skills to include ICT into their teaching. Learners are able to work at their own pace with appropriate individual support from their tutors. Although most teaching is effective, tutors do not use appropriate teaching strategies for the wide range of ability levels of the learners to gain their imagination and interest in the work.

16. **Teaching and training in catering and PE are good.** Learners receive strong support and guidance with good discipline measures. In catering, the tutor uses the learning resources well to highlight health and safety issues. Learners are given frequent praise for good work and are provided with appropriate support. In PE, individual support and group sessions are managed well. Tutors use a range of teaching methods to help learners understand both the theory and practical aspects of their course. Individual learning plans in PE and catering are poor and many learners do not have one. Monitoring of learners' progress is good in catering but is poor in PE.

17. **Hairdressing tutors effectively use a good range of learning resources.** These are used to enable the learners to develop their practical skills. The salon is poor and does not demonstrate commercial standards. Training sessions are poorly planned and often do not take account of the needs of the learner or the qualification.

18. **Teaching in art and design is satisfactory.** Tutors are highly skilled and use their experience and expertise well to motivate learners. Learners work well with tutors who encourage them to complete their work. There are good enrichment activities for learners with the installation of new ICT equipment. **The monitoring and recording procedures of learners' work and their achievements is unsatisfactory.** Tutors do not use effective teaching strategies to take into account the different needs of individual learners.

19. **Teaching on the foundation programmes is good.** Tutors make good use of group work and individual support. Resources are satisfactory with good access to computers. Many individual learning plans are not completed correctly and are not used to plan short-term targets for learners. Assessment is satisfactory, although some learning materials are poor.

20. In ICT, basic and key skills teaching are satisfactory. Learners are provided with separate sessions by specialist tutors. In catering and PE, many learners do not have access to the results of their tests and do not know what help they need to develop their literacy and numeracy skills. In art and design, learners have one session a week dedicated to raising their levels of literacy and numeracy skills and use the finished work as evidence for their key skills work. There is insufficient basic skills support in hairdressing.

### Leadership and management

21. **There are effective links with local employers and organisations.** Many of these visit the prison to improve their understanding of the skills learners develop. They also examine possible employment opportunities for prisoners on their release.

22. **In education there is an effective staff development programme.** Good working relationships between tutors and the staff in the library help to enhance the prisoners' learning experiences.

23. The range of qualifications in education is satisfactory. The department focuses on learners claiming individual units rather than whole qualifications, as many are only in the prison for a short time.

24. **There is no prison strategy for short-term prisoners and the current arrangements for the education and training of these prisoners are unsatisfactory.** There are insufficient short education or training programmes to meet the individual needs of these learners or to develop the most basic skills required by industry.

25. **The range of qualifications in the workshops is poor.** Not enough purposeful activity is carried out by learners and does not lead to any recognised qualifications in the workplace.

26. **Access to education is poor across the prison.** Access for prisoners is dependent on which wing they are located, as different education programmes are only offered on certain wings. Some sessions either start late or finish early and disrupt learners. Many prisoners remain unemployed and do not enrol on courses during their stay at HMP Leeds.

27. Quality assurance is satisfactory, although the procedures are incomplete and are not consistently adhered to. There is poor monitoring and recording of learners' progress. Observations of learning are linked to professional development and to staff appraisals. There are unsatisfactory arrangements for quality assuring much of the



## HMP LEEDS

workshop. Quality assurance in PE and catering is poor. Internal verification is generally satisfactory, although it is not adequate in hairdressing.

*The following strengths and weaknesses were identified during this inspection:*

### **Leadership and management**

#### **Strengths**

- effective staff development in education and workshops
- good links with local stakeholders and employers
- good liaison between the library and the education department
- good approach to monitoring education and training

#### **Weaknesses**

- no education or training strategy for short-term prisoners
- poor access to education
- poor range of qualifications in industries
- incomplete quality assurance procedures

### **Information & communications technology**

#### **Strengths**

- very good resources
- good progression routes to further qualifications

#### **Weaknesses**

- inadequate range of teaching and learning strategies
- poor individual learning plans

## **Hospitality, sport, leisure & travel**

### **Strengths**

- good range of learning programmes in PE
- good teaching and individual training in PE and catering
- effective systems in catering to monitor learners' progress and achievement

### **Weaknesses**

- insufficient capacity for learner progression in catering
- inadequate PE facilities
- poor collation and use of data

## **Hairdressing & beauty therapy**

### **Strengths**

- good barbering skills achieved by learners
- good support for practical skills development

### **Weaknesses**

- insufficient basic skills support
- poor salon layout
- insufficient planning for training and assessment
- poor salon practices
- insufficient assessment and internal verification
- slow progress to deal with identified weaknesses

## **Visual & performing arts & media**

### **Strengths**

- good standard of learners' finished work
- effective provision and use of ICT resources
- good enrichment activities

### **Weaknesses**

- inconsistent use of monitoring and recording procedures
- insufficient range of teaching and learning strategies

## **Foundation programmes**

### **Strengths**

- good achievements
- good teaching
- wide range of basic skills and key skills provision

### **Weaknesses**

- inconsistent use of monitoring and recording procedures

## **WHAT LEARNERS LIKE ABOUT HMP LEEDS:**

- they have considerable regard for tutors' skills and experience
- being able to write about their practical work in art key skills sessions
- working at their own pace
- being treated with respect and provided with good support by tutors
- working on collaborative projects
- the skills they are acquiring
- the access to the library
- the good access to PE

## **WHAT LEARNERS THINK HMP LEEDS COULD IMPROVE:**

- the access to education for all prisoners
- the choice of options in education
- the training on the use of the internet and e-mail
- the access to and variation of activities in PE
- the variety of work across the prison
- the amount of noise in shared classrooms
- the variety of clients in hairdressing
- the hairdressing facilities
- the access to information on courses
- the time available for training

## **KEY CHALLENGES FOR HMP LEEDS:**

- develop a strategy for education and training to improve employment opportunities for short-term prisoners
- develop more purposeful activities in training for work and industries to increase employment opportunities
- better access to education and training for all prisoners
- develop more effective strategies in moving learners to ensure maximum use of their time
- improve quality assurance practices to raise standards and improve consistency in teaching and learning
- improve the use of management information to help long-term planning and the setting of challenging targets
- develop effective monitoring procedures for all education and training
- prompt action to deal with issues raised through education and training
- increase PE facilities
- improve the procedures to share good practice to raise standards in teaching and learning

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

28. Leadership and management are unsatisfactory. Quality assurance is satisfactory but equality of opportunity is unsatisfactory.

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- effective staff development in education and workshops
- good links with local stakeholders and employers
- good liaison between the library and the education department
- good approach to monitoring education and training

#### Weaknesses

- no education or training strategy for short-term prisoners
- poor access to education
- poor range of qualifications in industries
- incomplete quality assurance procedures

29. Staff development is effective in education and workshops. Staff appraisals, which take place annually and are reviewed every six months, evaluate staff performance and effectiveness and identify training needs. There is an annual staff development schedule relevant to the specific needs of individual staff identified in appraisals, together with more general education and training needs. There are good arrangements for new staff to shadow more experienced tutors before they begin teaching. The staff development budget is well managed and training and development opportunities are supported and encouraged by management. Staff attend in-house training or external training events in order to improve their competence and further their contribution to the work of industries and education at the prison.

30. There are good productive links between the prison, local stakeholders and employers. The prison has been represented at a number of external exhibitions to promote the employment opportunities it is seeking for prisoners due for release. A successful initiative was recently launched and attracted 10 key employers in the area. They visited the prison to talk to prisoners with a view to possible future employment. The prison works well with a national charity to create links between offenders and the community. It has recently participated in an inter-prison exhibition to promote prisoners' employment skills. Released prisoners who have gained employment and opened businesses within their local communities return to the prison and talk to

prisoners about their experiences. These meetings help to motivate prisoners to complete their chosen qualifications.

31. There is good liaison between the library and the education department. Staff from these departments meet regularly to discuss new initiatives to help learners in their studies. Access to the library is good, with morning and afternoon sessions and Saturday opening. Attendance records indicate a significant number of learners use the library each week. For example, during the week of inspection there were 259 visits to the library. There is a minimal loss of books. A comprehensive range of resources is available including books, journals and tapes, which are also available in community languages. There is good provision for learners with poor literacy skills. Tutors in education ensure that the library is kept up to date regarding the required text for their subject areas. There are two libraries located in separate wings of the prison and resources and facilities are replicated to ensure prisoners gain similar access to resources.

32. Education managers deal effectively with prisoner complaints. Although there are few complaints each year, there are good records of the process and outcomes. Complaints generally involve issues about prisoners' pay and also a few about education classes. All are thoroughly investigated and satisfactorily resolved. However, not all staff fully understand the procedures for complaints or where to access sufficient information to keep them sufficiently informed of the progress made.

33. The management information system in education is satisfactory. The education department collects and analyses data on retention and achievement. However, it does not always use this effectively to check whether absences from classes are short-term or whether places can be taken by another learner. In each subject area data are recorded according to the subject and the units claimed against each award. The department sets targets for unit achievement according to its contract and, in most cases, targets are well exceeded. Class registers do not always record the correct information and it is sometimes difficult to confirm class retention rates. Data in education and PE are not used sufficiently to monitor the quality of education and training or guide management decisions.

34. There are satisfactory arrangements for the celebration of success of prisoners' work. At key achievement events the prison governor presents prisoners with their awards. A number of prisoners are entered for external awards. In 2002, an art student won a first prize and there were a number of commendations. There is regular representation by the prison art students at local and national exhibitions. A prison magazine regularly promotes learners' achievements, although there is not enough formal recognition of prisoners' achievements in other areas of the prison.

35. There is no strategic direction for education, training or the work of short-term prisoners, who comprise over 60 per cent of the current prisoner population. Most of these prisoners serve less than three months before being released. The prison's operational plans include this high level of short-term prisoner population. The education department provides an appropriate range of learning programmes and concentrates on accreditation of units rather than long qualifications, due to the short-

term profile of the prisoners. However, there are not enough short courses offered to prisoners relevant to the basic work requirements in industry. Not enough work has been carried out to improve the range of learning activities in the workshops. The observation, classification and allocation (OCA) board meets every week to allocate work across the prison. If literacy, numeracy and language support needs have been identified, the board gives this priority. However, all prisoners have to complete a probationary period of 12 weeks in education and training. Many short-term prisoners are unable to access and complete their chosen work or education course. Only 10 per cent of sentence planning is completed with learners across the prison and, of these, many do not have records of agreed targets and there are no links to the education department. The education department and the board work well together on an informal basis but there is no education representation on the board, although this is currently under review.

36. Prisoners work full time in workshops or education, or work throughout the prison. Short-term prisoners are allocated work but many are locked in their cells for long periods. This had recently changed due to prisoner complaints. Prisoners are now able to access PE and some courses in education. Some classes in education start late and finish early due to the movement of prisoners to and from classes. For example, some classes are reduced by up to two hours in any one day. The education department has identified the detrimental effect this has on learners' achieving their targets. However, the department has been unable to fully rectify this.

37. There is a poor range of relevant qualifications to help prisoners build a portfolio of achievements relevant to industry. Prisoners in workshops complete repetitive tasks that do not enable them to learn new skills or build on existing abilities. Many of the activities do not lead to any formal qualifications. Those which do, such as NVQs in textiles, require study time that is too long for most prisoners to complete. The prison has recently had its plans agreed to build learning pods in the workshop areas to help learners develop their literacy and numeracy needs. However, staff do not fully understand how this development will be used effectively as part of the overall prison approach to education and training. A painting and decorating team has recently been established but currently there are no qualifications for learners to achieve. There are plans to rectify this through industries and education working together for accreditation of an award. Eight learners are working towards a qualification for industrial cleaning and are making slow progress. However, the course has been suspended due to the absence of the tutor whose return has not been confirmed. A small team of prisoners work in the gardens but there are no qualifications to accredit the skills gained.

### **Equality of opportunity**

38. Staff receive an induction before the start of their employment and are allowed initially to shadow more experienced staff. Learners receive an appropriate induction to the education, industries and PE all of which include references to equal opportunities. In education, learners sign an equal opportunities document to confirm their commitment to equal opportunities. A team of advice and guidance staff in education discusses the agreement with learners, particularly with those who have literacy needs.



## HMP LEEDS

Although this confirms the learners' commitment it does not significantly raise learners' awareness of equal opportunities issues. Learners receive some equal opportunities training in the preparation for work programme later on during their sentence. Before starting work, prisoners receive an induction which covers health and safety.

39. Data on ethnicity and faith are collected and analysed through the prison race relations monitoring group. Data are used by the education department to plan study programmes, particularly for minority ethnic groups, which currently make up over 28 per cent of the education department's learner population. There is no prisoner representation on the race relations committee and none is planned for the new diversity group. However, the consultative committees on the prison wings do have prisoner representation and equal opportunities is a standard agenda item and issues are passed to the race relations committee for action. Minutes of these meetings are pinned to the wing notice boards. The prison has recently published a staff diversity training schedule for the year with training taking place weekly and education staff have been invited to attend.

40. There are appropriate arrangements for prayer. There is a multi-faith centre run by a multi-faith team, whose members work effectively together as representatives on a number of policy committees. This centre has held a multi-faith day and also a black history month. Appropriate faith services are held each week. The application system for prisoners to attend is inadequate and some prisoners have difficulty gaining access. The design and build of the prison is not conducive for prisoners with restricted mobility.

41. Staff work well with prisoners and understand their learning and other needs. Learners on inappropriate courses are moved to another without having to complete the formal application. There is insufficient promotion of equal opportunities in some classes. For example, in some classes bad language and unacceptable behaviour are not dealt with by the tutors.

42. There is poor access to education for many prisoners. Education is provided in different wings of the prison as well as the education block. There is good access on most wings to foundation classes and there are two good ESOL classes within the education department. Although the education department provides an adequate range of subjects, not all subjects are available on an equal basis. There is different access from some of the wings to a different profile of courses. On one wing there are currently no prisoners in education as they are in full-time employment. The more vulnerable prisoners receive only a maximum of six hours of education a week. This is taught on an individual basis in their cells as there is no suitable accommodation, and access to other parts of the prison raises security issues. The application process for education is inadequate. Prisoners often have to wait for a considerable time before starting their course. During this time outreach workers and advice and guidance staff from the education department visit prisoners in their cells to complete the initial assessments and provide advice on courses.

43. Approximately 72 per cent of the prisoners require some literacy, numeracy and language skills support compared with 24 per cent nationally, but there is no strategy to

ensure all receive it. Of these, 62 per cent have had an initial assessment. However, less than 20 per cent of these learners are able to access basic skills. The education department keeps good records on those learners who receive this support. The prison is currently operating at double its normal occupancy and the education department is unable to accommodate all learners needing this support. Approximately 70 per cent of the prisoners are not first-time prisoners and many choose to not complete a literacy, numeracy and language skills programme. Also, many of these prisoners serve very short-term sentences and do not stay long enough to start education classes. The extension of part-time classes and a rest day for all prisoners has helped improve the situation. The education department is currently developing plans to rectify this situation. The education department keep good records on those learners who receive key skills and basic skills support in the workshops and libraries but there is no prison strategy to ensure that all prisoners who need this support get it.

### **Quality assurance**

44. There is a good systematic approach to monitoring education and training. There is a documented system for quality assuring of training. There are standardised procedures that cover the business contract and provision of education and training. These are accessible to staff and are standard agenda items at management and staff meetings. The education programmes are discussed at these meetings with areas of responsibility for monitoring clearly identified. The development of these procedures is ongoing and the quality assurance manual and paperwork are annually reviewed and updated.

45. Assessment practice is generally satisfactory. It is planned and encourages learners to make progress towards their qualifications. There are procedures in place for the administration of internal verification, although it does not guide education and training practice in some learning areas of the prison. Most education and training areas have appropriately qualified and competent staff who co-ordinate internal verification activity and liaise with awarding bodies. There is a documented system for monitoring learners' completion of units and appropriate procedures for sampling learners' work. However, practice varies across areas of education and training with some poor individual learning plans and poor target-setting. Learner questionnaires and evaluation forms are used to monitor the provision. However, the results of these are not used sufficiently to raise the standards of teaching and learning or improve learners' experience.

46. Staff contribute to curriculum review as part of the self-assessment process. The current self-assessment report provides a commentary of provision in each area of education and makes judgements on the quality of provision. There was no self-assessment report for industries, catering or PE. The self-assessment process is still developing and is currently not sufficiently self-critical. Inspectors found weaknesses that were not identified in the report. Learner data are used for auditing requirements and to keep management up to date. However, there is not enough evidence available on how this information is used to influence and improve the provision. There is not enough setting of targets for learner achievement beyond those for basic and key skills and the subject areas, to enable the education department and training to measure progress as part of a strategy of continuous improvement. The prison, through the education

department, met and exceeded its key performance targets for basic skills in 2002-03.

47. The procedures for monitoring learning are not complete across all learning programmes. Where the observation of staff is an established process, this is used to give feedback on performance to improve effectiveness and practice. However, some areas of learning have not completed lesson observations to the guidelines and the monitoring of teaching and learning relies on informal arrangements with insufficient staff feedback. Sharing of good practice is not consistent across the provision. At team and staff meetings it is a regular item on the agenda but the meetings concentrate on issues within a curriculum area. Where good practice is identified it is not formally recorded. There is no check to ensure that good practice is shared with other staff teams. Some staff have not read a file on quality assurance and some aspects of the quality assurance procedures remain incomplete.

## AREAS OF LEARNING

### Information & communications technology

48. Training is satisfactory in ICT.

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- very good resources
- good progression routes to further qualifications

#### Weaknesses

- inadequate range of teaching and learning strategies
- poor individual learning plans

### Achievement and standards

49. Achievement rates are satisfactory. In 2002-03, 120 learners achieved a total of 251 units towards a qualification. The education department had set achievement targets for 50 units against budget. Learners achieved 113 units of an internationally accredited exam-based computer course.

50. There are good progression rates to further qualifications. Courses are available from beginner through to intermediate and advanced level. On completion of a beginners course or a basic computer literacy course at level 1, learners can take an internationally accredited exam-based computer course. However, due to security issues learners cannot access the internet and have to complete their work through use of a CD-ROM and paper exercises. Recently, learners have been allowed to use an electronic simulation for the module. This requires knowledge of e-mail use. Learners who progress through all the ICT courses can then work towards level 3 qualifications in a business or training qualification. Once they have completed these courses they are eligible to become classroom assistants in the ICT department. The ICT department provides a number of short courses for learners on short sentences.

### Quality of education and training

51. The ICT facilities have recently been upgraded to a high standard and have up-to-date industry standard software. There are four ICT rooms and at least one computer in each subject class. Some of the wings also have dedicated ICT rooms and on two wing landings there is a learndirect computer for learners. There are plans to extend the ICT

facilities, and the ICT co-ordinator has a clear plan for using these resources as an effective teaching aid in all subjects to raise standards of teaching and learning.

52. All ICT teaching staff are well qualified with relevant industrial or commercial experience and a teaching or training qualification. Most also have relevant degrees. Tutors use their experience and knowledge well to encourage and promote learning. Learners work well with the tutors. For example, one learner who is in prison for the first time, has been supported well by his tutors and has achieved a number of information technology (IT) qualifications and is now an ICT orderly. He is currently planning his employment on release from prison.

53. Teaching takes place in ICT workshops with an average class size of 10 to 12 learners. Schemes of work are satisfactory and some clearly identify where particular learners need support. Classes can be dedicated to a particular qualification or a mixture of courses. Some sessions are reserved for learners who are following other courses and they have access to the ICT rooms up to three times a week. Learners can progress at their own pace and are supported well by staff. In some ICT classes, prisoners who have achieved a teaching qualification are used to support learners and act as role models.

54. Learners complete a basic skills assessment before starting an ICT course. They are also assessed for their computer literacy levels as there is a minimum requirement for beginning a course. Tutors are give individual support to learners to help them reach the required entry level. Basic and key skill teaching takes place in the ICT rooms but learners also have separate sessions with specialist tutors. However, current software is not suitable to meet learners' basic key skills needs. Tutors are sourcing more appropriate packages.

55. Assessment is satisfactory. It is ongoing, frequent and appropriate to the qualifications being provided. The internal verification system is managed well and there are no outstanding external verification issues.

56. Staff use an inadequate range of teaching strategies. Teaching is carried out on an individual basis at the request of the learners. However, more able learners are not adequately challenged by some of the learning tasks. Most classes are of mixed ability and many involve the teaching of a number of different qualifications. Tutors do not use appropriate teaching strategies to ensure all learners are involved effectively.

57. Individual learning plans are poor. They are not used to plan learners' work or record their progress. They do not describe detailed objectives or targets. Targets are planned to be reviewed monthly. However, this practice is carried out inconsistently and many staff do not record progress reviews. If a learner is not ready to start a recognised qualification, learning plans contain no details of any other work. Objectives are concerned mainly with the end dates of the course and do not record the short-term targets to contribute to the end achievement. Target dates are not sufficiently specific. Achievement of units is not recorded.

58. There is not enough promotion of equal opportunities among learners. However, learners understand key aspects of discrimination. Some of the policies and course materials have been translated into languages other than English and there are plans to train learners from minority ethnic groups as classroom assistants. Although feedback questionnaires are used, they are not used to develop more effective learning strategies.

59. The ICT co-ordinator has plans to ensure that all learners have access to computers. Not all staff understand where computers fit into their subject area and have not yet received appropriate training. Access to good resources has improved the learning experience and skills of learners. However, the education department has not yet analysed the use or impact of the resources.

60. The self-assessment report identified some of the strengths and weaknesses found by inspectors. However, it did not adequately identify issues relating to the learners' experience.

## Hospitality, sport, leisure & travel

61. Training in hospitality, sport, leisure and travel is satisfactory.

*The following strengths and weaknesses were identified during this inspection:*

### Strengths

- good range of learning programmes in PE
- good teaching and individual training in PE and catering
- effective systems in catering to monitor learners' progress and achievement

### Weaknesses

- insufficient capacity for learner progression in catering
- inadequate PE facilities
- poor collation and use of data

## Achievement and standards

62. In catering and PE, achievement of NVQs and progress towards completion is slow. Many learners are not working towards NVQs. In PE there are currently five learners working towards NVQs in sport at level 1. Of these, three learners have nearly completed their awards and two have just started. Four other learners have completed their NVQs. There is insufficient time for learners to study. Some learners are employed in other activities and make slow progress. Learners work at their own pace and can join the programme at any time. There are 18 additional vocational courses, such as volleyball and basketball leader awards, which have very good achievement rates. Recreational PE is well attended, with large group sizes regularly participating in weight training. The standard of individual learner performance is high. There are not enough specialist sessions to cater for particular learner groups, such as remedial and mature learners. There are insufficient data to identify non attendees, and not enough celebration of basic level achievements.

63. In catering there are 35 learners working in the main kitchen, of whom 18 are not working towards any qualifications. The remaining learners are working towards an NVQ at level 2 in food preparation and many are making good progress. A new training system that has dedicated support has recently been established and analysis indicates significant progress towards achievement. Portfolio evidence is comprehensive and demonstrates a high level of skill, and in-depth knowledge and understanding of the requirements of working in a busy kitchen. Many learners have no experience of catering before starting their learning programme. There is no basic cookery skills class to help learners build initial skills before working in the kitchen. One learner with considerable catering experience successfully achieved an NVQ at level 1 in food preparation and is about to start on level 2. Most learners are competent at their

assigned tasks but are not routinely able to vary their skills through placement in other sections in the kitchen. Two learners are highly skilled and are competent in all sections. Learners are unable to progress to other aspects of catering because of prison limitations. For example, learners cannot acquire skills for dealing with paying customers. Although learners are able to get involved in catering for special events, there are not enough of these events to allow learners to improve their skills to advanced level.

### **Quality of education and training**

64. There is a good range of learning programmes in PE. The PE department operates a modular and discrete system for all courses that successfully accommodates prisoners, including the large number that are serving short-term sentences. There are no barriers to learners' participation or entry requirements. Planned courses are incorporated effectively into the recreational PE programme. Where possible, learners can take part in matches against visiting teams at the end of their course. Some teams also participate in local leagues and with other groups. Some minority sports are not provided as adequately as more popular sports such as football. Staff are well qualified but do not use these qualifications adequately. There is no access to an appropriate outdoor sports area. In PE, the recreational session activities are decided by individual trainers. These sessions are not recorded.

65. Teaching and individual training are good in PE and catering. Staff provide learners with good support and guidance. They set and maintain appropriate personal standards and demand the same of the learners. Health and hygiene standards are good in the kitchen and any issues are tackled effectively. Recently designed learning materials in catering are very good and additional resources have been well matched to the course requirements. Useful and relevant information and skills practice are an integral part of most PE training sessions. Staff work well to emphasise health and safety aspects and promote enjoyment and maximum participation. In recreational PE sessions there is not enough promotion of equality of opportunity. Tutors do not adequately cover basic and interpersonal skills through activities such as individual and small group work, informal presentations or leadership roles. There is insufficient monitoring of learners' progress.

66. In catering there is an effective monitoring system for recording and planning learner progress and achievement. A formal record sheet is used to record learners' activities, including past work experiences and qualifications, expected achievements, planned training and assessment, and unit accreditation. These records are easy to use, available to all key personnel, and are accompanied by a good user guide. Some members of the catering staff hold the full basic skills qualification. Monitoring of learner progress and achievement in PE is not effective. Many learners do not work towards agreed and appropriately demanding targets or develop an individual learning plan. Most learners do not have access to their initial assessment results. Those identified as having literacy and numeracy needs do not receive specialist help within the context of PE.



## HMP LEEDS

67. PE facilities are inadequate. The outdoor hard court area is unsuitable for any PE activities. It has very poor drainage, an uneven surface and numerous health and safety hazards, such as concrete plinths, sharp protrusions and many unprotected grates. The main fitness suite is well equipped but does not have enough space for large numbers of users. Cardiovascular equipment is too close to the free weights and there is insufficient space for warming up or cooling down. There are not enough staff to operate the second smaller fitness suite. There are insufficient shower facilities to cope with the number of learners attending PE in any one session. Theory sessions are taught in a shared classroom that is not adjacent to the sports facilities. In catering, the training room is small, hot and poorly ventilated. Both catering and PE have satisfactory resources for small equipment and teaching aids.

### **Leadership and management**

68. Management of both departments is good. Staff teams work effectively to meet operational demands. Roles and responsibilities are clear and understood by staff. In both departments significant operational changes have taken place to ensure learners receive a good learning experience. There are good working relationships between staff. Assessment procedures and verification arrangements are satisfactory. Training staff fully understand how to administer national standards. Learners are provided with additional basic skills support. However, this is not integrated with their vocational training.

69. The quality assurance procedures are not used consistently by management. There is insufficient evaluation at the end of learning sessions to measure learners' progress and, if necessary, modify delivery. Accurate registers are not kept of those attending PE. Equal opportunities is not discussed during training sessions. A system to allocate PE time operates but this is not used to identify those learners who do not attend. There is poor collation and use of data. Retention and achievement information is incomplete. There is an over-reliance on informal procedures. Session registers record details of learners' attendance but there is no analysis of trends or actions to remedy problems. Course information is not collected to analyse performance or training. Data collected are not used effectively to identify areas of improvement or to share good practice.

## **Hairdressing & beauty therapy**

70. Training in hairdressing is unsatisfactory.

*The following strengths and weaknesses were identified during this inspection:*

### **Strengths**

- good barbering skills achieved by learners
- good support for practical skills development

### **Weaknesses**

- insufficient basic skills support
- poor salon layout
- insufficient planning for training and assessment
- poor salon practices
- insufficient assessment and internal verification
- slow progress to deal with identified weaknesses

## **Achievement and standards**

71. Learners achieve good barbering skills. Staff provide good individual support to help learners develop their practical skills. Experienced learners help other learners and also demonstrate techniques. The tutor visits learners to provide individual support and mark work. Learners work on a good range of hair types. Many learners have weak literacy skills. There is insufficient basic skills support. Support is carried out by specialist staff during practical sessions. No time is set aside from practical work for specific support apart from in the time available between clients. Many learners have identified learning support needs but the work they carry out does not enable them to develop their spelling and grammar. Tutors do not help learners assess and improve their work.

72. Achievement information is not accurate. The current self-assessment report states that there have been 70 NVQ at level 1 units achieved and 18 NVQ at level 2 units. However, some of these achievements included portfolios that are anticipated to be ready for the next internal verification visit in September 2003. In the past 12 months, three learners have left level 2 NVQ training before the end of their course. Staff check prisoners' sentences before they enrol on a learning programme, to ensure they have time to complete the award.

73. There is good support for practical skills development by the tutor and more experienced peers. Good use is made of a range of training videos, and learners use the good range of hairdressing textbooks. Comprehensive learning packs are used to support learners' individual studies. The tutor provides individual support in the time between dealing with clients. New learners complete the health, hygiene and safety pack before starting to work on clients. Prison staff arrange for approximately 12 prisoners to attend each session as clients in the salon.

74. The salon is poorly designed and laid out. New resources comprising barbering chairs and backwashes have been added to the salon without a review of the way sessions will operate. There is inadequate storage for large hairdressing equipment. The middle of the salon is cluttered and reduces the area required for practical work. The two new computers are not used as a booking system for clients. The salon layout does not have separate areas for different activities to take place and the waiting area is generally full. Health and safety are not monitored adequately and it is difficult for learners to complete written work or to read textbooks.

75. Salon practice is poor. Hairdressing learners wear either their own clothes or prison clothes and they do not change out of these when they leave the salon. This practice risks the transport of cut hair and traces of salon preparations outside the salon area. Many learners do not wear protective salon aprons. Client care by learners is poor. For example, one learner had haircutting mistakes rectified by another learner in the dispensary. These issues are not dealt with by the tutor. Learners and clients in the salon use inappropriate language. Cut hair is not promptly swept up and some clippers are returned without cut hair being appropriately removed. Jars for disinfecting tools on workstations are not used systematically between clients, despite relevant signs in the salon. There is no reception area for learners to develop associated skills in client care and customer service.

76. There is insufficient planning of training and assessment. Sessions are not managed effectively. Each session offers a mix of client treatments, training activities, knowledge and related written work. Learners do not fully understand what they are to achieve by the end of the session. Sessions are based on clients' requirements, but learners work on the theory if necessary. Some clients do not get their hair cut if the session time runs out. Some learners work well with minimum attention from the tutor, others do not use their time effectively. Some practical work is not checked either during or on completion of the task, generally because the tutor is providing support to other learners. Specialist staff visit the salon for key skills work. Learners then try to complete tasks either during salon opening times or in their cells. Occasionally there is a short time at the end of a session when learners do not have clients in the salon. However, music in the salon makes it difficult for the tutor to be heard. The sessions are not effectively concluded and learners' achievements are not celebrated. The subcontracting college's schemes of work have not been adjusted to take into account the learners' needs. Key skills communication and application of number skills are not sufficiently related to salon activities.

77. There is insufficient assessment and internal verification. Many practical tasks are

not assessed. Marketing of the salon to the prison population is poor and there are sometimes not enough clients for workers to carry out work required for their NVQ. All learners take the NVQ at level 1 before progressing to level 2 regardless of their ability. Although learners have taken literacy and numeracy tests during the prison induction, these do not contribute to individual learning plans. Assessment planning and progress reviews are inadequate. Some learners do not make adequate progress. The internal verification visits focus on learners' work and not the wider support issues required for continuous improvement of the provision.

### **Leadership and management**

78. There is insufficient management and monitoring of the hairdressing provision for continuous improvement and to assure the quality of the provision. There has been slow progress to deal with identified weaknesses. For example, a recommendation in 2002 for a salon-based washing machine and tumbler dryer was only recently implemented. The prison has been slow in installing other essential facilities such as shampoo basins. New stock from the main stores is not always delivered on time. Internal and external verifiers' action points are not fully implemented. Assessment monitoring records of learners' progress are not up to date and do not contain sufficient detail. Guidelines for teaching observations are not adhered to and many planned observations have not been carried out. The monitoring of occupancy on the provision is inadequate and places are not used effectively. There are inadequate arrangements for qualified hairdressing learners to maintain their skills ready for employment on release.

## Visual & performing arts & media

79. Training in visual arts is satisfactory.

*The following strengths and weaknesses were identified during this inspection:*

### Strengths

- good standard of learners' finished work
- effective provision and use of ICT resources
- good enrichment activities

### Weaknesses

- inconsistent use of monitoring and recording procedures
- insufficient range of teaching and learning strategies

## Achievement and standards

80. The standard of learners' finished work is good in both two- and three-dimensional visual arts. Learners' work demonstrates good understanding and appropriate technical expertise in a range of processes and techniques. Some learners have progressed from level 1 to level 3 in both two- and three-dimensional work. Some learners have won major awards in an annual national exhibition of prisoners' work. An exhibition of learners' work took place in a local gallery. There are good enrichment activities for learners. For example, visual arts groups have been involved in a number of projects where the finished work has been exhibited and displayed in areas of the prison as well as in local galleries and community venues. Learners understand the advantage of having their work exhibited alongside professional artists. Learners have been involved in collaborative art projects which have helped improve the general environment of the prison and the local community. For example, the visual arts groups produced a jungle mural now situated in the visiting area. One group recently produced a series of large canvasses to be used in a local primary school play. Learners are able to send their work home. One learner produced a plaque to be placed on the headstone of his father's grave and another had made a commemorative plaque for his son's First Communion. Learners use good visual language skills to describe their work.

81. Achievements are satisfactory. Learners make good progress towards their individual targets. In the last year, 160 individual units were achieved by 96 learners. However, the number of whole programme accreditations is low as many learners are serving short sentences.

## Quality of education and training

82. There is effective provision and use of ICT resources. At least one computer is available in each classroom. Specialist art software packages have been installed. Some learners are using the resources to gain IT qualifications in word processing alongside the visual arts programmes. Some learners use information gained from their visual art studies as the material for their text exercises. For example, one learner in an art group used PowerPoint slides to produce a book which he had written and illustrated on the computer. In some rooms access to printers is inadequate and work has to be printed elsewhere. A video camera is used in ceramics to record learners presenting their work in order to complete some of the requirements of the key skill in communication.

83. Accommodation is satisfactory. Most of the rooms in the main education centre are clean, bright, and well equipped. The main art room has a wide range of drawing and painting materials available with good storage space for both materials and artwork. All learners are allocated a portfolio for storing their work. The ceramics room is well equipped and well maintained. There are good health and safety working practices. Most classrooms have the capacity to display work and other forms of visual stimulus. Examples of previous learners' work are used effectively in the ceramics room and some of the art rooms. The classrooms on the wings are satisfactory, although noise from one wing can disrupt learning. Learning is often interrupted by prisoner movements and other activities. One room in the education centre is awaiting conversion from a product design workshop to a kitchen and is poorly resourced for visual arts activities, with only basic drawing and painting materials available.

84. Working relationships are good between staff and learners. All tutors have a relevant degree and most are practising artists with a good understanding of current art practice. Tutors use their experience to involve learners in professional practice projects.

85. Key skills and basic skills, training and assessment are satisfactory. Visual arts courses in the main education centre are full time with learners attending four out of five days each week. One session each week is allocated to communication and numeracy skills. Tutors help learners build on work that has been carried out in the practical sessions to provide material for the key skills exercises. For example, learners are encouraged to write about their work in free-writing tasks, and spelling exercises use words relating to their visual studies work, training and employment activities.

86. When new learners join a group, some of them complete an exercise from which the tutor can make an informed assessment of their ability. The tutor can then plan work appropriate to the learners' individual needs. On other occasions learners have a free choice in all of the work that they carry out. Learners do not always fully understand how their work relates to the requirements of the qualification they are working towards. Learners receive ongoing individual guidance and support from their tutors.

87. There is inconsistent use of monitoring and recording procedures across the visual arts programmes. The use of learning journals and action plans has recently been

introduced but staff do not fully understand how to use them. The use of these documents alongside other records and plans has not been fully implemented. In some learner groups the learning journals have not been completed. Where entries have been made, comments are largely reflective and do not contribute to future learning or set targets for further development. Tutors generally respond to learners' own comments rather than make a judgement about completed work. Visual arts tutors meet on a regular basis to internally moderate their learners' work before an external moderation visit. Some staff have recently attended verifiers' training. There is some formal and informal sharing of good practice.

88. Tutors use an insufficient range of teaching and learning strategies. There is too much reliance on the use of secondary source materials with work copied from books and magazines. Although there is a wide range of visual stimuli available from the library, only the more advanced learners use the materials as a starting point for their own ideas. Learners are not encouraged to move away from copying stereotypical images and icons. Not enough use is made of direct observational drawing as a means of acquiring the fundamental elements of visual studies, such as line, tone, form, texture and composition. Although there are examples of good finished work, these generally show natural ability rather than skills acquired through learning. Tutors use a basic lesson plan which does not take account of the diverse range of ability, interests and stage of learning within the groups. Tutors mostly use individual training within a workshop setting. Not enough group discussion of new techniques takes place. Learners are not required to work at a demanding pace. Most lessons are not formally structured especially at the start and end of the sessions. Learning sessions are often disrupted by movement between rooms and because of long periods when no work is carried out.

### **Leadership and management**

89. At the time of the inspection, the absence of three members of teaching staff, including the full-time co-ordinator, was a key issue for the department. Over 50 per cent of the sessions were being covered by substitute tutors who were not art and design specialists or were tutors covering a class that they had not been timetabled to deliver. Staff have not yet received training in the use of the ICT equipment. A large amount of learning time is taken up with late arrival and early removal of learners.

## Foundation programmes

90. Training in foundation programmes is good.

*The following strengths and weaknesses were identified during this inspection:*

### Strengths

- good achievements
- good teaching
- wide range of basic skills and key skills provision

### Weaknesses

- inconsistent use of monitoring and recording procedures

## Achievement and standards

91. Learners' achievements are good. In 2002-03, over 90 per cent of learners achieved their targets on both accredited and non-accredited learning programmes, and retention was over 84 per cent. Learners are encouraged to gain qualifications on accredited courses such as key skills level 1 to 3 and literacy and numeracy exams from entry level 1 through to level 2. Many learners make good progress in their literacy and numeracy skills. These accreditations are in the form of an exam or portfolio-building. There is good individual achievement. One basic skills learner has been encouraged to develop his creative writing skills and has written a screenplay. He has now been linked to the writer in residence and is joining a creative writing group. There are good progression routes from basic skills. Learners can progress from basic literacy and numeracy to key skills and on to computer courses and business studies.

## Quality of education and training

92. Teaching is good. Tutors make effective use of various teaching methods including group work and individual support. As many learners can only attend for a short period of time, there is a strong emphasis on individual support. Learners are well motivated to improve their basic skills. Topics are chosen which are interesting and relevant to the learners' needs. Good use is made of discussion. Some tutors are using well-produced home-made materials, although some worksheets and assessments are poorly copied and out of date. A good handbook has been produced for key skills learners which supports them particularly well through the initial stages of their learning. There is some disruption to classes at the end of the session when learners are collected and some classes do not start on time.

93. There is a wide range of basic and key skills provision and progression is good.



## HMP LEEDS

There are many courses to choose from within the social and life skills programme, which provides nine courses at level 1 and 10 courses at level 2. These comprise subjects such as citizenship, drug awareness, parentcraft, budget and money management, healthy living, and working with others. These courses concentrate on helping prisoners learn how to behave appropriately in different circumstances. In 2002-03, 100 per cent of those who started the level 1 course achieved their certificate and 70 per cent of these progressed to level 2. Over 31 per cent of learners from the social and life skills programme were placed on to one of the four Gateway options available through the education department or were successful in gaining employment on release. Where some prisoners have difficulty in accessing learning programmes, a team of advice and guidance workers visit prisoners in their cells and in the workshops to carry out the initial assessment and to help them choose an appropriate subject before joining a course. The new adult core curriculum has been fully integrated. Literacy, numeracy and key skills are offered up to level 2. Key skills are successfully linked to other courses within the education department such as art, three-dimensional design, pottery, ICT, business studies and social and life skills classes. This support is also available in vocational areas such as catering and PE. The prison's targets for entry level, level 1, level 2 and key skills were all exceeded during 2002-03 with over 700 certificates awarded. Learners can also attend reading and writing sessions within the department through a writer in residence programme. Approximately six learners are studying an Open University courses with both class and individual support from tutors. Learners appreciate this support which helps them to gain in their self-esteem and confidence. The education department works well with the learndirect unit in the prison to promote further learning opportunities.

94. Resources are satisfactory. There is good access to computers. All basic skills learners can access an up-to-date computer suite and there is a computer in every classroom where basic skills takes place. However, currently, there is not enough use of these facilities. Most teaching takes place in suitable accommodation, although there are some poor classroom facilities with two classes meeting in one room. Good use is made in ESOL of atlases and reference materials relating to the culture and background of some of the learners.

95. There is inconsistent use of monitoring and recording procedures. Paperwork is in place to record individual learning plans and learners' progress but it is not used consistently in all groups. Some individual learning plans do not refer to short- and long-term aims. There are insufficient schemes of work and detailed lesson plans to enable long-term planning. Lesson plans are used to record what learners have done rather than as a tool for forward planning. However, this recording is thorough, and is measured against the literacy and numeracy initial assessment which is done as soon as the learner starts a new course. Some prisoners do not know of their requirements as they have not received the results of their screening tests, and there are delays in receiving support for others who have been informed of their results and requested support. Some assessments which are being used for key skills are out of date and poorly copied. Staff training in the new basic skills agency diagnostic assessment material is planned to take place soon.

## Leadership and management

96. Equality of opportunity is satisfactory in basic skills, ESOL and key skills. A statement is given to learners on arrival and posters are prominently displayed on the walls of classrooms. ESOL classes make good use of atlases to refer to other cultures and religions and new multicultural material have recently been purchased. Magnifying glasses are available for learners with poor sight. There is access to specialist dyslexia support twice a week but this is insufficient to meet learners' needs. Quality assurance is satisfactory. Regular monthly staff meetings take place and tutors are encouraged to communicate about any problems which may arise. Work has been carried out to encourage tutors to use monitoring and recording paperwork but this system is not consistently applied. Some overlarge groups in ESOL have led to group management issues.