

INSPECTION REPORT

HMP Long Lartin

18 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
- 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 Long Lartin

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Long Lartin is a high security prison for adult men situated six miles east of Evesham, Worcestershire. It is one of five high security dispersal prisons. The prison's usual occupational capacity is 522 and its certified normal accommodation (CNA) is 599. Two wings are closed for refurbishment and with a current CNA of 442 the prison is almost full. The vast majority of the prisoners have been sentenced, although the prison has recently started to take unconvicted high security prisoners. There are nine high risk category A prisoners, 99 category A and three category C prisoners. All other prisoners have category B status. Half the prisoners are serving life sentences. Some prisoners have had their sentences extended because of the risk they pose to the public. Only about 70 prisoners are serving sentences of less than 10 years. Most prisoners move on to other establishments from HMP Long Lartin. The prison holds many of the country's most dangerous adult prisoners. It does not specialise in dealing with vulnerable prisoners. About 28 per cent of the population is from minority ethnic groups.

2. The head of resettlement and regimes is the senior manager responsible for sentence management, education, the library, industries workshops, physical education (PE), regimes, resettlement and probation. The head of estates is responsible for health and hygiene, prisoners' catering, gardens and waste management. They both report directly to the prison governor. The governor reports to the deputy director general of the high security estate. The prison has an link-adviser from the Offenders Learning and Skills Unit (OLSU, previously the PLSU).

3. The education provision is subcontracted to a local further education college, and the library to the local county library services. Two other external organisations are involved in providing qualifications in PE and catering. The education department provides full-time and part-time courses in a wide range of subjects. Vocational qualifications are offered in PE, catering, woodwork and graphics. In addition, there is training for work in metalwork and woodcrafts, and in making dolls' houses, repairing bicycles, print enlargement of books, assembling of light fittings, and laundry. Prisoners are also employed in other areas of the prison, such as the kitchens, gardens and yards, and work as cleaners and orderlies. They cannot gain qualifications in these areas.

4. The areas of learning inspected were hospitality, sport, leisure and tourism, information and communications technology (ICT) and foundation studies, including a range of subjects in the education department. Training for work in the industries workshops and prison employment areas was inspected and included in the leadership and management section of this report. Inspectors from the Adult Learning Inspectorate were invited by Her Majesty's Chief Inspector of Prisons to inspect alongside her team.

SCOPE OF PROVISION

Information & communications technology

5. The education department offers courses at levels 1, 2 and 3 in office applications of ICT. There are also courses in web design and C++ programming at levels 2 and 3. There are three members of staff who teach ICT, one full time and two in substantive part time posts, all of whom are appropriately qualified. There are 56 learners, 14 of whom attend full-time study in the education department. The prison runs a print workshop for 20 prisoners in the industries area. This is in partnership with an international charity, and the prisoners transcribe children's books into large print for the visually impaired. Prisoners in this workshop are able to take a level 1 text processing qualification, although none is doing so.

Hospitality, sport, leisure & travel

6. There are nine learners on catering programmes. In food preparation, eight are working towards a national vocational qualification (NVQ) at level 1 in food preparation, and one towards an NVQ at level 2. In PE there are three learners working towards a level 1 NVQ in sport, recreation and allied occupations. Fourteen learners are following distance learning courses. Two are working towards a health and fitness instructor diploma and 12 towards a diploma in clinical nutrition. All prisoners complete a course in essential food hygiene for food handlers as part of their prison induction programme. Those who work in the prison kitchen complete the basic food hygiene award.

Foundation programmes

7. There are 33 full-time learners and 119 part-time learners on foundation programmes. This represents 36 per cent of the prison population. Approximately a third are studying for qualifications in literacy, numeracy and the use for language (literacy and numeracy). Programmes operate for 46 weeks of the year, and there are nine sessions a week, a total of 22.5 hours. The courses range from basic literacy and numeracy to degree level. Literacy and numeracy support is also given to learners in healthcare, in two workshops, and on demand in the security, care and control unit.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	22
Number of learner interviews	79
Number of staff interviews	34
Number of locations/sites/learning centres visited	18

OVERALL JUDGEMENT

8. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. Foundation studies and ICT are satisfactory. Catering and PE are unsatisfactory. The leadership and management of education, vocational training and

training for work are unsatisfactory, as are the contributory areas of equality of opportunity and quality assurance.

KEY FINDINGS

Achievement and standards

9. In PE, five learners achieved NVQs at level 1 in 2001, and four in 2002. Three learners are working towards a level 1 NVQ at present. No learner has yet completed a distance learning course. Eleven learners successfully completed a course in coaching weight lifting in November 2002, and five completed a weight lifting instructor award in January 2003. Training for the NVQ at level 1 in food preparation is new, and there are no retention and achievement data yet.

10. **Learners acquire good practical skills in PE and catering**, where they are able to practise regularly and demonstrate their skills. In the gym the learners lead coaching sessions and instruct other prisoners. They also work with an adult special needs group which visits the prison weekly, and they lead prisoners' rehabilitation sessions. One learner has produced a nutrition plan that can be used by other prisoners and staff. The plan demonstrates a good understanding of the subject as well as good computer skills. Currently there is a slimming challenge between staff and prisoners. This has particularly motivated the learners on the distance learning courses in health and fitness and nutrition. The standard of portfolios in catering and PE is good. They include good use of a range of evidence sources.

11. The achievement rate for foundation studies and courses in the education department is satisfactory, although data are not available to show how achievement and retention rates have varied over time. The prison's key performance targets were not fully met last year, and this was identified in the self-assessment report. Learners are encouraged to work towards external accreditation. The qualifications available match the national curriculum, and learners can either take an exam or build up a portfolio of evidence. There are eight learners studying English for speakers of other languages (ESOL). They recently gave effective presentations for a speaking and listening examination, and all passed, several with a credit or distinction. One ESOL learner said that the good support he received from education staff means he can now communicate with English speakers without an interpreter. Learners on social and life skills courses are achieving credits at entry level, level 1 and level 2 and others are making good progress towards their learning goals. Between May 2002 and April 2003 there were 289 full achievements and 12 partial achievement of literacy and numeracy awards. Of the 19 learners who started the woodwork course in October 2002, nine have left without completing.

12. **Achievement rates for learners on ICT courses are good.** Excluding learners who have been released, transferred to other prisons, or moved out of education for prison operational reasons, the achievement rate on level 1 ICT courses was 91 per cent in

2002-03. On higher-level courses it was 93 per cent. Most ICT learners make satisfactory progress. Some have made particularly good progress, achieving qualifications at levels 1 and 2 in one year. Many learners progress to level 3 courses in office applications. A few achieve technical qualifications in programming or web design at level 3.

13. **Prisoners working in the print workshop are not registered for qualifications.** The standard of their work is good, and many have personal successes, which improve their self-confidence and their attitude to learning. One prisoner learned to spell his own name as a result of transcribing a popular children's book into large print.

Quality of education and training

14. **There is effective work-based learning in both catering and PE.** The facilities for practical activities are good. The staff are occupationally well qualified and experienced. They are very enthusiastic about vocational training qualifications, but have insufficient knowledge about the management requirements for the awards. There are no qualified internal verifiers in the PE department or in the kitchen. There are no qualified assessors in the kitchen, although two staff are working towards the assessor award. Staff from the external organisations that provide internal verification, do not visit the prison often enough to support the prison staff.

15. **Most teaching is satisfactory or better. The better teaching is in ICT and taster classes where teaching and learning methods and resources are used in a stimulating way to motivate learners.** The literacy and numeracy classes rely too much on worksheets and paper-based materials, many of which are often poorly photocopied. The education department classrooms are pleasant and airy. The two new computer suites are good. The e-mail facility required by some learners to complete their qualification has now been ordered by the prison. The ICT learning materials are impressive both in content and presentation. Many have been specifically written for the prisoners by staff, and transcribed by a prisoner using desk-top publishing software.

16. **The kitchen is well equipped,** and catering learners can move between work areas to gain a broad range of skills. There is a classroom in the kitchen area which has good resources, including a computer and learning resources in several languages.

17. **There are insufficient PE staff. This limits the range of programmes available, and restricts use of the facilities.** There is no classroom, and the only computer does not have a CD-ROM drive, so the prison cannot use its vocational CD-ROMs for teaching and learning.

18. More prisoners are recruited to literacy than numeracy classes. Literacy skills are needed for prisoners to attend offending behaviour programmes. Many prisoners have successful attendance at offending behaviour programmes as targets on their sentence plans. Prisoners who are employed in the prison have to choose between part-time education classes and gym attendance. Prisoners are often allocated computer courses

which are inappropriate for their abilities. Staff then have to move them into appropriate groups after the courses have begun.

19. **PE and catering learners do not receive literacy and numeracy support.** They cannot combine vocational training with literacy and numeracy classes. If prospective PE learners have weak literacy and numeracy they have to improve these before joining PE courses. Kitchen staff are allocated as mentors to the catering learners and give them good individual support. Prisoners can work in the kitchen without taking NVQs, although they do have to take the basic food hygiene award. All prisoners take the essential food hygiene course during the prison induction. Despite this, the wing kitchens where they can cook their own food are untidy and dirty, and left-over food is left lying around for many hours.

Leadership and management

20. Eighty-seven per cent of prisoners are allocated to either education, vocational training or work activities. Unfortunately, this does not necessarily mean that they are occupied. **Education and training sessions are often cancelled for operational reasons.** New monitoring reports are now giving clear data for analysis and evaluation. These show that while disruption caused by the refurbishment work accounts for many cancellations, this is by no means the only problem. Not enough discipline staff are allocated to workshop security duties and this significantly hampers the effective management of the activities. Progress in the education department is disrupted both by class cancellations and learners' late arrival at classes. Many of the disruptions are avoidable. Closures also affect the literacy and numeracy teaching given in the workshops by education staff and negatively affect efficiency targets.

21. **Poor communications across the prison mean that wing staff do not always know when workshops re-open and do not always send prisoners to work.** The education staff who are responsible for the initial assessments of prisoners' literacy and numeracy do not pass the information to the instructors and work-supervisors. When a prisoner starts in the workshop, the supervisors do not know whether he can read safety notices and work instructions, or carry out numerical calculations. Inspectors saw staff using hand signals to communicate with one prisoner who did not speak English, although he had been in the workshops for about six months.

22. **There is insufficient analysis of prisoners' needs when making decisions.** The education department does not contribute to sentence-planning. Prisoners' qualifications, training and work experience are recorded on initial sentence plans, but not systematically used in reviews or to set targets and make decisions about the prisoners' allocations to activities. Although there are only about 80 places a year on offending behaviour programmes, most prisoners' targets include attendance on them. Occasionally targets also include literacy and numeracy, PE for health reasons, and improving their behaviour to remain adjudication-free. There is insufficient recognition that education, PE and work have secondary benefits in improving learners' behaviour and attitudes.

23. There is no strategy for the development of vocational training in the prison.

Decisions are made in a piecemeal and reactive way. The new resettlement policy document is not based on an adequate analysis of the prisoner population. It seems to be a collection of information about activities and processes. The responsibility for resettlement has recently been moved, and a new head of resettlement and regimes appointed. He is aware of the shortcomings of the policy and the need for change.

24. The new, structured activities allocation process provides central control and co-ordination over the allocation of places and is aimed at improving equality of opportunity. For example, responsibility for allocating wing cleaners has been transferred from wing staff to the allocation board, as ethnic group monitoring has shown that few prisoners from minority ethnic groups are working as wing cleaners.

25. The standard of prisoners' work in the industrial workshops is good. Their skills development is well supported by occupationally experienced and well-qualified staff. There is some good use of external agencies to provide work for prisoners. These include workshops that can provide work bonuses. Some are valued more than others by management and this is reflected in the number of sessions cancelled. Managers do not fully use the many resources and opportunities at the prison to offer vocational, basic skills and key skills qualifications.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good development of learners' practical skills in the industrial workshops
- some good use of external agencies
- useful new system of data monitoring to contribute to management decisions

Weaknesses

- under-use of resources to enable prisoners to gain qualifications
- inadequate use of information on prisoners' needs
- no strategy for the development and implementation of vocational training
- insufficient prisoner participation in education and training
- poor communications across the prison
- insufficient focus on, and promotion of, equal opportunities issues
- inadequate quality assurance arrangements

Information & communications technology

Strengths

- good achievement and retention rates

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- good teaching
- impressive learning materials

Weaknesses

- insufficient initial assessment of learners' computer and keyboard skills
- insufficient monitoring and use of achievement data to identify trends
- frequent disruptions to learning for operational reasons

Hospitality, sport, leisure & travel

Strengths

- good practical skills development
- good facilities for practical activities
- good individual support for learners

Weaknesses

- insufficient PE resources for learners to gain qualifications
- no literacy and numeracy or key skills support by specialist staff
- inadequate internal verification and insufficient support for assessors
- insufficient management of the vocational qualifications

Foundation programmes

Strengths

- some good teaching and effective individual support for learners
- useful, detailed individual targets and action-planning that learners really understand
- good curriculum development for a wide range of subjects

Weaknesses

- narrow range of teaching and learning strategies used in literacy and numeracy teaching
- frequent disruptions to learning for operational reasons
- inadequate recording and analysis of achievements to identify trends

WHAT LEARNERS LIKE ABOUT HMP LONG LARTIN:

- being treated well, and the respect and support given by staff in the PE, education and rehabilitation areas
- the good teaching in the education department by attentive teachers who plan their lessons well
- the improvement in their self-confidence from learning new skills
- the help given to be able to speak English without an interpreter
- the opportunity to carry out work they enjoy
- doing courses and qualifications that will be useful on release
- 'being able to work at my own speed in computer classes'
- the opportunities for personal study
- the way that literacy and numeracy teaching is flexible and operates around work in the workshop
- 'that attending education has helped my behaviour and kept me adjudication free'

WHAT LEARNERS THINK HMP LONG LARTIN COULD IMPROVE:

- the amount of time allocated to education classes - there should be more
- the number of books in the library to support PE distance learning studies - there should be more
- the number of workshop closures - there are too many
- the availability of internal e-mail and internet access to enable learners to study and complete their qualifications
- the number of disruptions to education classes - there should be fewer cancellations and fewer hold-ups to prevent learners not getting to classes on time
- the amount of access to computers and laptops in the cells for study
- the availability of progression to degree level study
- the opportunities to study German - they would like more
- the organisation of induction and other sessions so that learners do not have to repeat them

KEY CHALLENGES FOR HMP LONG LARTIN:

- keeping the workshops open and minimising disruption
- using the activities capacity more effectively
- learning more about vocational training in order to recognise opportunities
- better use of information and analysis of prisoners' needs to contribute to management decisions
- improvement of communication systems across the prison
- accreditation of the learning and skills that prisoners develop through work
- using PE and work activities to encourage behavioural change in prisoners
- promoting and reinforcing equality of opportunity
- designing and implementing quality assurance processes

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

26. The leadership and management of education, vocational training and training for work are unsatisfactory. Quality assurance and equality of opportunity in these areas of prison activity are also unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good development of learners' practical skills in the industrial workshops
- some good use of external agencies
- useful new system of data monitoring to contribute to management decisions

Weaknesses

- under-use of resources to enable prisoners to gain qualifications
- inadequate use of information on prisoners' needs
- no strategy for the development and implementation of vocational training
- insufficient prisoner participation in education and training
- poor communications across the prison
- insufficient focus on, and promotion of, equal opportunities issues
- inadequate quality assurance arrangements

27. There is good development of learners' practical skills in the industrial workshops. The workshops are well resourced with industry-standard machinery and equipment. Instructors are well qualified, with many years' experience in the industry and up-to-date knowledge of their occupational areas. Some instructors have appropriate further education teaching qualifications. Many are qualified NVQ assessors and a few are also qualified internal verifiers.

28. Learners have the opportunity to work on a wide range of projects. They gain experience of working in a commercial environment and of working under pressure to meet production targets. Instructors are sensitive to learners' needs when they first start work. There is good individual training and instructors use demonstrations effectively to teach learners new skills in the use of tools and equipment. There is close monitoring and support for learners until they are able to perform tasks competently and produce good-quality work. In one workshop learners can design and build dolls' houses and have made a range of children's furniture.

29. There are good arrangements with outside agencies to make effective use of the

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various workshop areas. For example, there are contracts with five prisons to supply clean laundry. One workshop assembles fluorescent lamps for a national company. Learners in the light engineering workshop manufacture security gates, grilles and pallets for the prison service. In the bike shop, learners work on behalf of a charitable trust repairing bicycles for use by doctors and nurses in developing countries. There is a good partnership with a local college of further education for the supply of engineering kits for use in primary schools. The print shop is working in partnership with a charitable trust to provide large-print reading books. Some workshops have been disrupted by closures, and this adversely affects the progress of work.

30. Forty per cent of prisoners are allocated to work activities, 36 per cent to education classes, and 11 per cent to vocational training. However, over the past three months, 74 per cent of prisoners' activity hours have been lost either through the cancellation of sessions or because places have not been filled. A new hairdressing salon is being fitted out, but it will only take six learners. The prison plans to make education classes part time from September 2003, in the hope of increasing participation.

31. There is a useful new system of data monitoring which is used to contribute to management decisions. It has revealed the extent to which the prison's education and training resources are under-used. Workshops are often closed, leaving instructional staff under-employed, and prisoners in their cells for long periods of time. Forty-two per cent of workshop sessions have been cancelled over the past three months. This has had a negative affect on the progress of learners and on the achievement of key performance indicators. During June 2003, a third of educational classes were cancelled. Education department staff teach literacy and numeracy to some learners in the workshops. This teaching has been disrupted by the cancellation of workshop sessions. The reasons for cancellations have been recorded and analysed, and management data reports show that while the refurbishment work at the prison has had an adverse effect, it is not the only cause of disruption. The absence of a member of staff on long-term sick leave has reduced the participation rate in vocational training from 11 per cent to 8 per cent. Learners often arrive late at classes after being held up on the wings for prison operational reasons. This reduces teaching time and affects learners' progress. There are too few discipline staff in the workshops, and this makes it difficult for the activities manager/head of resettlement to manage activities effectively.

32. The prison's education and training resources are not sufficiently focused on enabling learners to gain qualifications that will help them on release. There are good, up-to-date resources in the workshops, and the instructors have extensive occupational knowledge and skills. Many hold assessors and internal verifiers awards. These resources are not being used effectively to promote and deliver planned training programmes. Learners are given in-house certificates listing their occupational competences, but this achievement is not being accredited towards vocational, literacy and numeracy or key skills qualifications. Managers do not fully recognise the value of qualifications in raising learners' self esteem, and improving their behaviour.

33. Many workshops display photographs, extracts from local newspapers and letters of thanks from satisfied customers to celebrate learners' work and achievement. This is

effective in demonstrating to new learners the standard of work that can be achieved. However it is restricted to the workshops and not used to promote the workshop activities, or celebrate the good standards of work elsewhere in the prison.

34. There is inadequate use of information on prisoners' needs when making decisions about them and the prison. The education department is not involved in sentence-planning. The qualifications, training and work experience recorded on prisoners' initial sentence plans are not used systematically in progress reviews, target-setting or making decisions about their allocation to activities. Although there are only about 80 places a year on offending behaviour programmes, most prisoners' targets include attending them. Targets sometimes include literacy and numeracy, PE for health reasons or staying adjudication-free. There is insufficient recognition that education, PE and work can also help to reduce risk by improving behaviour and attitudes. The self-assessment report identifies that sentence management gives too little consideration to learning and skills.

35. The prison's self-assessment report acknowledges that there is no overall strategy for the development of education and training, and that the prison's business plans do not recognise education and learning as a high priority. The new resettlement policy document is not based on analysis of the prison population. Instead it is a description of activities and processes. The responsibility for resettlement has recently been re-allocated and a head of resettlement and regimes has been appointed. He is aware of the shortcomings of the policy and the need for change.

36. There is poor communication between different areas of the prison. Wing staff are not always told when workshops re-open after periods of closure. This results in them failing to send prisoners to work, adding to the under-use of resources. The governor's vision of being able to offer a mix of activities appropriate to prisoners' needs, is not being implemented. The education staff who are responsible for assessing prisoners' literacy and numeracy do not pass on the results of the assessments to the instructors and work-supervisors. The supervisors do not know whether a prisoner who starts work with them can read safety notices and instructions, or carry out numerical calculations. Inspectors saw staff using hand signals to communicate with one prisoner who did not speak English. He had been in the workshops for about six months. Another prisoner told inspectors that he had not been told why his application to work in the kitchen had been refused.

Equality of opportunity

37. There is poor promotion of equality of opportunity. The prison has policy statements on equality of opportunity and race relations and a detailed procedure for dealing with racial inequality, but there are no explicit strategies or arrangements for promoting wider equality of opportunity within the prison or education department. The race relations procedures are prominently displayed in many areas of the prison. The same is not so for the equality of opportunity statement. Prisoners are given information on racial discrimination at induction, but have little recall of this. No reference is made at induction to sexual orientation, gender or disability. Equality of opportunity is not effectively promoted or reinforced among prisoners attending education and training, or

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working in industries. Learners have a poor understanding of equality of opportunity. One-third of staff have received training in diversity, but the target date for all staff to have attended is not until 2005.

38. The education department uses the equal opportunities policies both of the college and the prison. However, neither equal opportunities or quality assurance are agenda items in the education contract meetings. Education staff meetings are not used to update staff, raise awareness or ensure adequate monitoring of equal opportunities and quality assurance. There is insufficient sharing of ideas on such topics as differentiated learning or the appropriate use of learning resources.

39. During induction, all prisoners are given a literacy and numeracy assessment. Where needs are identified, additional literacy and numeracy support is available in the education department and some of the workshops. There is a good range of large-print books, audio tapes and videos in the library. However there is no induction loop in the prison or access to signers for learners with hearing difficulties. If a learner is identified as having dyslexia there is appropriate access to specialist assessment and resources. There is no system for advising new prisoners on their suitability for, and opportunities to attend, the gym, kitchens, workshops or other prison activities. A copy of the regimes document listing activities and other prison information is kept on each wing, but it contains out-of-date information.

40. The prison monitors participation rates in education and industries by prisoners from different ethnic groups. Prisoners from minority ethnic groups make up 28 per cent of the prison's population, with 48 per cent of these taking part in education. There is also a disproportionate number of prisoners from minority ethnic groups in one of the workshops. Managers do not know the reason for this, or what they should do to counter it. There is no monitoring of the retention and achievement rates of learners by ethnic group.

41. Analysis of ethnic monitoring reports has prompted a recent change in the way prisoners are allocated to activities. The new system provides for central control and co-ordination by the activities allocations board which includes representatives from education, psychology, health care, residences, industries, probation and security. The board is responsible for responding to prisoners' requests for work activity or education. Information is made available to the board on ethnicity profiles in work activities and education, sentence plans, where they are available, and job vacancies. However, information is not always available on waiting lists for particular activities, or on prisoners' application forms, previous experience, length of stay in the prison and personal officer reference. Although minimum eligibility criteria have been developed for the different activities, they are not yet used by the board when making decisions. When requests are turned down prisoners are not always informed of the reason.

42. There is a clear prison requests and complaints procedure which is well understood by prisoners. There is an anti-bullying strategy and an effective listener service to support prisoners in crisis. There is an appeals procedure in the education department, but prisoners are not made aware of this unless they are unhappy with an assessment. There

are no appeals procedures available to prisoners in other areas of the prison where training takes place.

43. A full-time race relations liaison co-ordinator has been in post for eight months. At the time of his appointment there was a backlog of over 200 complaints concerning racial inequality. There are now 33 complaints outstanding. The co-ordinator is supported in his role by the diversity action team, chaired by the prison governor. Prisoners are not represented on the diversity action team. There are race relations liaison officers on each of the prison wings. Plans to establish prisoner representation through prisoner forums on each wing have not yet been implemented. The diversity action team has encouraged the establishment of a support group for staff from minority ethnic groups. There no similar arrangement for minority ethnic prisoners.

44. There are opportunities for prisoners to practise a variety of religions, and menus cater for cultural and religious needs. There are good resources to support the needs of foreign nationals including a register of staff who can speak foreign languages, a translation service and library resources. There is a lift to the first floor education department for prisoners with restricted physical mobility.

Quality assurance

45. There is a general lack of understanding about quality assurance and the benefits it could bring to the prison. Many of the prison's systems focus on compliance auditing and the demands of external bodies. Analysis from the new monitoring reports is providing better information to support management decisions. There have been monthly meetings of the quality improvement group between January and May 2003. The minutes are clear and detailed and all the meetings have focused on the inspection. The new self-assessment report accurately identified weaknesses, and the staff have produced useful development plans. However, most staff in the industries workshops do not understand their role in the self-assessment process. Teachers were involved in the self-assessment process and were given extra time for this by the prison management. The self-assessment is very detailed, but many area of learning sections are extremely similar. Much of the report is descriptive rather than evaluative. There is insufficient monitoring to ensure that the prison's policies on health and safety are enforced.

46. Quality assurance processes are not operating effectively. The education section in the regimes document is dated September 2001. It is poorly presented, with various font types and sizes, hand-written amendments and out-of-date information. The quality assurance framework requires regular observations of staff teaching. This is linked to a professional development review. However not every teacher has been regularly observed and one told inspectors that he had not been observed teaching in the past six years.

47. The format and completion of prison documents, and processes are not adequately quality assured. For example, sentence-planning files are passed to caseworkers whether or not all the requested written contributions have been received. Too many prisoners are being given attendance at an offending behaviour programme as a target, when

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there are insufficient places for the programme to accommodate them. It had not been noted that no contribution to sentence-planning was requested from the education department. The comprehensive regimes document held on all wings to inform prisoners about prison life includes much out-of-date information. The document held in the education section is dated September 2001, and has shoddy hand-written alterations and poorly photocopied text. Other sections, such as PE and catering, contain lively graphics. There is no overall consistency of quality, style or layout.

48. There are regular contract monitoring meetings with the two subcontractors for education and library services. These focus on meeting contract targets. Prison managers do not systematically receive information from the subcontractors' own quality assurance arrangements. There is a lack of understanding of vocational training requirements by prison managers. Relevant documents and awarding body information are not given to managers or used to help assure the quality of the prison provision. The problems in PE and catering are prime examples of this situation.

49. There is little sharing of good practice between staff in the education department, and inadequate links with curriculum groups at the college. Course reviews are not effectively using the information available. Regular surveys of learners' perception of courses are carried out and acted upon. For example, some learners complained about poor acoustics in the languages room and they were relocated to a better room.

AREAS OF LEARNING

Information & communications technology

50. Overall, the computer courses in the education department and the computer work in the print workshop are satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement and retention rates
- good teaching
- impressive learning materials

Weaknesses

- insufficient initial assessment of learners' computer and keyboard skills
- insufficient monitoring and use of achievement data to identify trends
- frequent disruptions to learning for operational reasons

Achievement and standards

51. Retention and achievement rates are good for ICT courses in the education department, although this was not recognised in the self-assessment report. Learners' progress is generally satisfactory. A number of learners have made particularly good progress, achieving qualifications at levels 1 and 2 within one year. Many learners progress to office applications courses at level 3, and a few progress to more technical courses such as C++ programming or web design at level 3.

52. Prisoners working in the print workshop are not registered for qualifications. The standard of their work is good, and many have personal successes which improve their self-confidence and their attitude to learning. One prisoner learnt to spell his own name while transcribing a popular children's book into large text.

Quality of education and training

53. ICT teaching in the education department is good, although this was only partly identified in the self-assessment report. Eighty per cent of lessons observed by inspectors were good, and the remainder were satisfactory. Most teaching takes place in computer suites, and teachers manage these well. Teachers monitor learners' work well, frequently checking their progress during sessions. They give good individual assistance ensuring that the learner has clearly understood what they have been shown. Where necessary,

learners are taken away from their computer for appropriate individual support. There is a very good rapport between teachers and learners. Learners work with enthusiasm, some choosing to work through their tea break. Teachers agree termly targets with learners, although these are not always clearly focused. Shorter-term targets are not set.

54. The ICT staff use impressive teaching and learning materials. Some of these materials are commercially produced, but a number have been developed by the ICT teaching team. They are well presented, attractive and are adapted to the prison context. They progress in small steps, allowing the learner to learn at his own speed with the minimum of assistance from the teacher. This strength was not recognised in the self-assessment report. The team determines the content of the materials, and they are then transcribed onto a computer by a learner using desktop publishing software. He is gaining desktop publishing skills, working on real tasks and meeting very high standards of presentation.

55. The computers in the education department, which have been recently been installed, are of industry standard and up to date. The self-assessment report published in April 2003 stated that the computer hardware and software were 10 years out of date, and managers have acted to remedy this. There are sufficient computers to meet the demands of learners, and they are located in pleasant, well-lit rooms. However, the ICT rooms have little specialist equipment for learners with a disability. There are no computers with a large screen for those with a visual impairment and no large or colour-coded keyboards. There is no internal e-mail facility and the level 3 learners are unable to complete their qualification without this facility. The prison is aware of this and the appropriate equipment has been ordered. Staff are also aware that many distance learning courses will move onto the internet by 2005. The prison has no internet access for prisoners. Staff are investigating how this can be arranged as the prison wants to continue to offer these courses, which are especially popular with prisoners serving life sentences. Teachers are appropriately experienced and hold qualifications ranging from a degree in computing to a secretarial qualification at level 3.

56. There is insufficient technical support for the computers and network in the education department. The prison management is aware of this, and has recently agreed a contract with an external company to provide maintenance. In the print workshop the computers are owned by the charity and not the prison. Most are out of date, and they use a variety of different word-processing packages. There is no technical support and if a machine breaks down the charity sends it away to another prison for repair. This can take several months.

57. There is insufficient initial assessment of learners' ICT skills when they apply for or start an ICT course. They are taken through a short induction programme but this includes little discussion of their ICT qualifications or previous experience of using computers. Learners are sometimes enrolled on courses which are not at an appropriate level and then moved to other courses when staff have identified their abilities. This gives learners a poor start and wastes time. Assessment practices are satisfactory. All marked scripts are checked by representatives of the awarding body, reducing the need for internal moderation of marking. Learners receive a report three times each year

commenting on their progress and identifying targets for the next term.

58. The range of ICT courses is narrow. Most are office applications such as word processing, spreadsheets and data bases. The ICT team has an internal website to inform learners what they can expect from each of the courses. This is being reconstructed to take account of the new qualifications which will be on offer from August.

Leadership and management

59. There is insufficient monitoring and analysis of data by the ICT team, and this weakness was identified in the self-assessment report. Although levels of achievement are good, achievement data are not regularly recorded and there is no analysis to identify trends and contribute to management decisions. Similarly, retention data are not recorded or analysed in a systematic way. Targets are not set for retention and achievement rates. The ICT team is small and meets regularly, usually on an informal basis. Communications within the team are good. The ICT section's self-assessment process is broadly satisfactory and recognises many, but not all, of the strengths and weaknesses identified by the inspectors. Staff reviewing courses do not effectively use the information and data available to identify improvements needed and plan action.

60. The education department's ICT self-assessment report identified that non-attendance and lateness for learning sessions disrupts learners' progress. Learners are often late for sessions at the start of the day and after the midday break, and inspectors were told that this is because they are held on the wings for prison operational reasons. It is not uncommon for them to arrive up to 45 minutes late. It is difficult for teachers to make up this lost time and it slows learners' progress significantly. Teachers are not told in advance about delays so they cannot plan appropriately. During June, 30 per cent of ICT classes were cancelled for prison operational reasons. On one course, 40 per cent of the classes were cancelled between April and July 2003. Teachers are not always told about the closures in advance.

61. The print workshop has a separate self-assessment report, although courses are run in conjunction with the education department. The report identifies that there are no training records, and that no prisoners are registered on literacy and numeracy, or key skills courses although support is available. This workshop suffers fewer closures than many of the others, as allocation of discipline staff for its security is shared with the offending behaviour programme area, and this is regarded as a high priority by prison managers.

Hospitality, sport, leisure & travel

62. The vocational training in catering and PE is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good practical skills development
- good facilities for practical activities
- good individual support for learners

Weaknesses

- insufficient PE resources for learners to gain qualifications
- no literacy and numeracy or key skills support by specialist staff
- inadequate internal verification and insufficient support for assessors
- insufficient management of the vocational qualifications

Achievement and standards

63. In PE, five learners in 2001 and four in 2002 achieved NVQs at level 1. There are now three learners working towards a level 1 NVQ. No learners have yet completed the distance learning courses. Learners are offered a number of coaching courses. In 2002-03, 11 learners successfully completed a weight lifting leader award, and five an instructor award. The catering learners have only just started the level 1 NVQ in food preparation and there are no retention and achievement data available yet. The level 2 NVQ portfolio compiled during a pilot of the programme is awaiting internal verification.

64. Learners acquire good practical skills. In both PE and catering they are able to practise and demonstrate good skills. In the gym the learners lead coaching sessions and provide gym instruction for other prisoners. They also work with an adult special needs group that visits the prison weekly, and they lead prisoners' rehabilitation sessions. One learner has produced a nutrition plan that can be used in weight management for other prisoners and staff. The plan demonstrates a good understanding of the subject as well as good computer skills. Currently there is a slimming challenge between staff and prisoners. This has particularly motivated the learners on the distance learning courses in nutrition and health and fitness. The standard of portfolios in both catering and PE is good. They include good use of a range of evidence sources.

Quality of education and training

65. There is effective on-the-job training in both catering and PE, by staff who are occupationally well qualified and very enthusiastic about their work. The facilities are good for practical activities. The kitchen is well equipped and learners can move between the work areas to gain a broad range of skills. There is a classroom in the kitchen area that is well resourced, with a computer and learning materials in a number of languages. The gymnasium has a fitness room, sports hall and an outdoor football pitch. However, the pitch is only used on Saturday mornings because of a shortage of security staff. The basic food hygiene course used is the prison service catering resource package, which offers a good learning resource.

66. There are insufficient resources for PE learners to gain qualifications, and too few staff for the broad range of courses available. Opportunities for prisoners to gain qualifications are severely restricted. There is no classroom available for the teaching of background knowledge sessions. There are plans, for which funds have been secured, to build an extension to the PE facilities which would include a classroom, but there is no target date for this to be done. Photocopying and binding have to be done in the main administration block which is time-consuming and takes staff away from the gym. There is one computer available to learners but it has no CD-ROM facility. This means that many learning resources are not accessible to learners. This resource is also inadequate for the 14 learners on distance learning courses who are required to complete assignments. There are insufficient specialist books in the library to support the distance learning courses.

67. There is no literacy and numeracy or key skills support by specialist staff. Prospective learners in the gym are required to complete an application form and a statement giving reasons why they want to join a particular course. Many learners have weak literacy skills. Applications are often poorly written with illegible handwriting and weak spelling. Learners with poor literacy and numeracy have to complete literacy and numeracy courses in the education department before they can join a PE course. There is no arrangement for a combined programme which would relate literacy and numeracy to the vocational area. There are no arrangements for learners in the kitchen to gain literacy and numeracy. Work in the gym and kitchen provides many opportunities for learners to gain key skills, but these are not accredited.

68. There is good individual support for learners. The catering NVQ programme is very new, but there is a well-structured training plan in place. All learners have been allocated a member of staff to be their mentor. The mentor is responsible for providing off-the-job training and assessment on two half-days a week. Catering staff do not have teaching or assessor qualifications. Two members of staff have been working towards their assessor awards since late in 2002. The PE learners feel that they are well supported in their distance learning courses and are able to use the knowledge and expertise of the staff to support them. Assignments are marked and returned quickly by the distance learning college, and brief feedback is provided to learners. They feel able to approach prison PE staff and feel that they are treated with respect. The PE staff all have teaching and coaching qualifications. Six members of PE staff have assessor awards. There is a good

rapport between learners and staff in both areas.

69. There are no formal reviews of learners' progress. The only initial assessment is the literacy and numeracy test given during the prison induction. PE staff are not sent information about their learners' literacy and numeracy abilities. Neither are they sent up-to-date health information about prisoners. There are few targets set to ensure good rates of progress towards qualifications. Learners do not have individual learning plans and there is inadequate monitoring of their individual progress or planning of dates for completion.

Leadership and management

70. There is insufficient management of the vocational qualifications in both catering and PE. Both areas are operationally distant from other activities. The staff are well qualified and occupationally competent, but they lack knowledge of the requirements of the vocational qualifications. They are very enthusiastic and keen to develop vocational qualifications but have received inadequate guidance on implementation. Staff are unclear about budget allocations for vocational qualifications and have sometimes used maintenance budgets to provide courses and qualifications. There are no service level agreements with the two external organisations involved with PE and catering qualifications to indicate areas of responsibility or quality of provision.

71. There is a general lack of understanding about equality of opportunity. Prisoners' requests for healthy food options are not always met. However, the menu choices do cater for vegetarian, vegan and religious diets. There are PE sessions with a group of people with disabilities who visit the prison, and classes for the over-40s. The access to and from the gym area is through a walkway with two blind bends. It provides insufficient security and leaves prisoners and staff vulnerable. Learning materials are not systematically monitored to ensure they include and promote equality of opportunity.

72. There is inadequate internal verification in both catering and PE. No prison staff have internal verifier qualifications. No kitchen staff are qualified assessors. A kitchen staff member is due to start the verifier award soon. There is no evidence of any verification of the level 2 NVQ portfolio which the learner and staff think is finished. This portfolio has been assessed by a member of staff who is working towards the assessor award. However, assessment decisions have not been countersigned by a qualified assessor, in accordance with awarding body requirements. Staff assessors and catering learners are registered for their qualifications with a local further education college, and believe the college is providing the internal verification for the catering qualifications. The PE department uses an internal verifier from the central prison PE services. Internal verification takes place at the end of the programme, and no feedback or written reports are provided. No internal verification strategy or sampling plans are kept in the kitchen or gym. There is no observation of assessors' practice, no standardisation, and no learners' interviews. Assessors do not receive adequate support, although many are inexperienced in most aspects of assessment. There is poor communication between the education department, senior management and the catering and PE departments. The NVQ management for prison staff operates totally separately from that for prisoners'

NVQs. There is inadequate sharing of good practice and use of specialist skills to support colleagues.

73. There is insufficient quality assurance of the food hygiene, catering and PE training programmes. The PE programme is incomplete and poorly recorded. Prisoners attending the essential food hygiene course are sometimes sent to the same session more than once, as happened during inspection week. Food hygiene standards on the prison wings are monitored by the prison hygiene co-ordinator. A recent prison service standards audit found deficiencies, and during inspection week inspectors found untidy and dirty wing kitchens, with unwashed utensils and food trays and left-over food on display.

Foundation programmes

74. Overall, the foundation studies and related courses in the education department are satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- some good teaching and effective individual support for learners
- useful, detailed individual targets and action-planning that learners really understand
- good curriculum development for a wide range of subjects

Weaknesses

- narrow range of teaching and learning strategies used in literacy and numeracy teaching
- frequent disruptions to learning for operational reasons
- inadequate recording and analysis of achievements to identify trends

Achievement and standards

75. Achievement is satisfactory. Between May 2002 and April 2003 there were 289 full achievements and 12 partial achievement of literacy and numeracy awards. There are no data on achievement and retention over a longer period of time. The prison's key performance targets were not fully met last year, and this was identified in the self-assessment report. Learners are encouraged to work towards external accreditation. They are offered a range of awards which match with the national curriculum, and literacy and numeracy learners are able to take an examination or build up a portfolio of evidence. Eight learners are studying ESOL. They have recently given effective presentations to the group on a topic of their choice for a speaking and listening exam, and all have passed, several with a credit or distinction. One ESOL learner said that the good support from education staff means that he is now able to speak English without an interpreter. Learners on social and life skills courses are achieving credits at entry level, level 1 and level 2, and others are making good progress towards their learning goals. Of the 19 learners who started the woodwork course in October 2002, supported by education staff, nine have left without completing the course.

Quality of education and training

76. There is some good teaching, particularly in the general certificate of secondary education (GCSE) taster courses. These are being offered to give prisoners an insight into the curriculum before they choose next year's study. In the better learning sessions,

teachers use a variety of teaching methods and materials. Learners participate well in discussions. In a geography GCSE taster course, learners did a quiz to reinforce their learning and each had an Ordnance Survey map to work from. A detailed scheme of work was available and the teacher gave the group clear aims and objectives for the session. However, there is a narrow range of teaching strategies in literacy and numeracy teaching, and too much reliance on worksheets and paper-based materials. There is insufficient group and pair work to stimulate learning. There is no use of computers to aid independent learning, but inspectors were told that three computers have been bought for use in literacy and numeracy classes.

77. Teachers give learners particularly strong individual support. Reviews of progress take place after each period of 30 hours' teaching. These effectively review targets, using clear language understood by the learners. Extra classes help learners with their literacy needs, and there are flexible arrangements to provide literacy and numeracy support in two workshops. The education department offers an Open College Network (OCN) woodwork course at level 1, in conjunction with instructors in the dolls' house workshop. One learner has completed the course. There are 10 learners on this course, some of whom started as long ago as October 2002. A teacher provides two sessions a week on portfolio-building and background knowledge in a classroom adjacent to the workshop. Learners are frustrated by their slow progress and their work is frequently disrupted by workshop closures. Literacy and numeracy teachers also visit the woodcraft workshop twice a week. Education is provided on request to prisoners in the security, care and control unit (SCCU, formerly the segregation unit) but none is currently taking place there.

78. Resources are satisfactory. Classrooms are pleasant and airy. Several have good displays on the wall. A number of learners have complained about the drama room, which is in an annexe. The resources consist mainly of books. There is too much reliance on worksheets, many of them poorly photocopied. An excellent new computer suite has recently been installed but literacy and numeracy learners do not yet have access to it. This was identified in the self-assessment report. Staff are qualified but some lack experience. Education staff have very little awareness about vocational training. Literacy and numeracy staff help workshop learners to research workshop skills. There are no teaching facilities in the SCCU, and education staff talk to prisoners at their cell doors with officers present, or in closed visit conditions. Resources for these prisoners are usually writing materials and, if appropriate, distance learning materials.

79. An initial assessment of prisoners' literacy and numeracy is carried out during their prison induction programme. When the learner first attends an education class, this assessment is discussed and detailed individual targets are set, which are useful and written in terms that learners really understand. For example, one learner's short-term aim was to learn to spell the numbers from one to 20. Learners gain increased confidence by achieving targets and accreditations. One learner told inspectors that the education work had helped his behaviour. Assessment procedures are sound, with good feedback from the awarding bodies' external verifiers. There was evidence of well-completed awarding body paperwork, assessment procedures and internal verification procedures.

80. There is good curriculum development for a wide range of courses. These are from basic to degree level. Learners can attend a number of literacy and numeracy groups from pre-entry to level 2 in literacy, numeracy, key skills and ESOL. Other courses include art, GCSEs in general studies, geography and mathematics, and language courses. There are 12 learners working towards university qualifications by distance learning. New courses, such as GCSE tasters, have been introduced to encourage new learners. Five learners completed an OCN accredited parentcraft course and their work was commended by the awarding body's moderator. Each learner prepared a folder of material to be handed to their children at visiting time. This course was very successful, and is to be repeated. Outreach work also takes place, including study towards life and social skills, programmes in healthcare, and OCN qualifications in woodcraft.

Leadership and management

81. The subcontract with a local further education college is managed by the head of resettlement and regimes. The team is led by an education manager, who was promoted to the post approximately a year ago. The head of resettlement and regimes and the education manager have regular meetings and communications are good. There are five full-time staff and 17 part-time teachers employed by the department. The full-time staff include the deputy education manager, ICT co-ordinator, literacy and numeracy co-ordinator and an administrator.

82. The literacy and numeracy co-ordinator is on sick leave, and the morale among the literacy and numeracy tutors is low. There is no system for passing on information about prisoners' literacy and numeracy to the work areas. Prisoners are usually allocated to workshops when they first arrive at the prison, before they have benefited from education staff support. The supervisors do not know in advance whether a prisoner can read safety notices and work instructions, or carry out numerical calculations. Staff were using hand signals to communicate with one prisoner who did not speak English, although he had been in the workshop for six months.

83. There are frequent disruptions to learning caused by non-attendance at classes. There is insufficient continuity of learning, and progress is erratic. Closures take place for a variety of reasons including training events, staff shortages, and the recent major prison building work. There has not been effective planning in advance to reduce the impact on learners. One learner told inspectors that he wanted more German classes, to make up for so many being cancelled. In June 2003, 36 per cent of the literacy and numeracy skills classes were lost. Literacy and numeracy teaching in the workshops is affected by their closure. Learners' late arrival at many education classes causes loss of learning time and affects classroom efficiency targets. The prison's key performance targets for attendance are set at 90 per cent, and are not being met.

84. Learners' achievements are recorded, but not in a way that enables staff to easily identify rates and trends. Non-accredited achievements are not systematically recorded, and achievement is not always celebrated. Managers do not use information effectively in decision-making, planning or continuous improvement.

85. The average foundation class size is 6.55 learners, which is less than full capacity. Performance targets for entry level and level 2 are being met, but level 1 is only at 76 per cent of its target. Literacy classes are easier to recruit to than numeracy as the former help prisoners progress to the offending behaviour courses they need to attend to meet their sentence-planning targets. Prisoners who attend education classes part-time, as they are employed, have to choose between literacy and numeracy classes and gym sessions.