INSPECTION REPORT

HMP Garth

06 February 2004

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 Garth

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Garth (the prison) is a category B training prison for adult males situated near to the town of Leyland in Preston, Lancashire. The prison's usual occupational capacity is 653 and its certified normal accommodation (CNA) is 647. At the time of inspection, 636 prisoners were held at the prison. The prison was opened in October 1988 and a new residential unit housing 120 prisoners was opened in July 1997. All prisoners at the prison have at least four years of their sentences left to serve.

2. Approximately 21 per cent of the prison's population is from minority ethnic groups. Just under 2 per cent of the prisoners speak English as an additional language.

3. The governor has overall responsibility for the prison. The head of resettlement reports to the governor of the prison and is responsible for catering, physical education (PE), the library, training and the education contract. The prison has recently recruited a head of learning and skills who is due to start in March 2004. A prison officer has responsibility for the employment services in the prison. An education manager, employed by the local college to which education provision is contracted, works in the prison and is responsible for 20 staff. The education department provides full-time and part-time courses in business administration, information and communications technology (ICT), visual arts, humanities and foundation programmes. Vocational qualifications are offered in seven of the prison's workshops, and training for work in Braille is also provided. Prisoners are also employed in other areas of the prison, such as the painting and decorating workshop, the kitchen and gardens. These areas had too few learners to be included in the inspection report.

SCOPE OF PROVISION

Engineering, technology & manufacturing

4. Accredited training in engineering is provided in seven workshops, including motor mechanics, light engineering, contracts mechanical, contracts electrical, needle trades and the community workshop. The enterprise workshop, where prisoners are trained in electrical assembly techniques, does not provide accredited training. Fifteen learners are working toward qualifications in basic vocational craft skills certificates, 21 in production environments and two in a training workshop. Twenty-three learners are working towards level 2 national vocational qualifications (NVQs) in performing manufacturing operations. Learners attend the education department for sessions in background knowledge. Some learners receive additional support for literacy, numeracy and language skills in training areas in, or close to, the workshops. There are eight occupationally experienced instructors who are qualified assessors or are working towards their assessor qualification.

Business administration, management & professional

5. The education department provides a range of courses in business services from level 1 to level 3. It also provides Open College Network (OCN) qualifications including business studies 'A' and 'B' units, which are short courses that can be certificated individually; book keeping and accounts at levels 1 and 2; and computerised accounts; and Firm Start, a vocational course for those wanting to start their own business, at levels 1, 2 and 3. These courses are provided mainly for part-time learners. A few learners attend specific sessions only. Three members of staff deliver the training and have responsibility for individual courses. A programme leader co-ordinates the programme area and allocates learning sessions, which operate throughout the week and are of three hours' duration. Course outlines and explanations are given to the learners as part of the prison induction process. After applying to join a course, each learner is given an interview by one of the tutors and is placed on the waiting list.

Information & communications technology

6. Sixty-one learners are currently following programmes in the prison's learning centre. All are working towards accredited qualifications. Thirty-two learners are following an introductory computer literacy course and the remaining 29 are following a computer literacy and business technology course. One classroom in the learning centre is dedicated to computer training. Four other computers are available for learners following distance learning university courses. Basic computer literacy sessions, lasting three hours, are programmed each morning and afternoon during the week. Learners attend in groups of 10 for one or two sessions each week. Thirty learners in the workshop learning support unit are following an information technology (IT) key skills qualification at levels 1 or 2.

Visual & performing arts & media

7. The prison provides visual and performing arts and media courses accredited through the OCN visual arts pathway. Courses are available from entry level to level 3 in a variety of modules including drawing and graphics, discovering art and culture and model making. Learners can join programmes at any time, and can progress from one module or level to the next. Eight classes are available during the week and all sessions are three hours in duration. All attendance is part time. Learners wishing to attend more than two sessions must also attend literacy and numeracy classes. The training team consists of a half-time co-ordinator and two hourly paid staff, each covering two or three sessions each week.

Humanities

8. The learning centre offers general certificate of secondary education (GCSE) courses in mathematics and English and a general certificate of education at advanced level (A-level) in general studies. OCN 'A' unit qualifications are available in study techniques, history, sociology and psychology and a 'B' unit qualification is available in history. At the time of inspection, three learners were following a GCSE in mathematics, eight on GCSE in English and eight on A-level general studies. Eight students are completing an OCN 'A' unit in sociology, four in history and seven in study skills. The training team is managed by a team leader who reports to the prison education manager and co-ordinates distance learning across the prison. Six staff members contribute to the training in this subject area, three of whom are employed full-time and three who are part-time training staff. Most of the staff in the humanities team contribute to training in other subject areas in the prison's education department.

Foundation programmes

9. Of the 127 foundation learners, 113 attend literacy courses and 104 attend numeracy courses. Four learners are working towards a GCSE in mathematics and 11 towards a GCSE in English. Most learners attend education part time as part of a wider programme of educational activities and attend employment for the remainder of their time. Learners attend an average of four educational sessions each week. Sessions are held in the mornings and afternoons, and last three hours. Literacy, numeracy and language skills support is also provided in workshops and on one wing of the provision. A full-time programme leader manages the learning area and is supported by 15 part-time members of staff. Accreditation is provided through the production of portfolios and assignments at entry level and through externally tested examinations at levels 1 and 2. The maximum class size is 10.

ABOUT THE INSPECTION

Number of inspectors	9
Number of inspection days	35
Number of learner interviews	180
Number of staff interviews	44
Number of subcontractor interviews	1

OVERALL JUDGEMENT

10. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the prison's leadership and management are satisfactory. Its equal opportunities arrangements are good, but its quality assurance is unsatisfactory. Training is good in engineering and visual arts, and satisfactory in business administration, ICT, humanities and foundation programmes.

KEY FINDINGS

Achievement and standards

11. **Engineering learners produce good standards of work.** The standard of learners' work in the training workshops is particularly good, and they develop good skills in welding and fabrication, motor vehicle and painting and decorating.

12. **Business administration learners produce work of a good standard** and are able to demonstrate a good understanding of the basic business and accountancy concepts. **Retention rates are good on most business administration courses,** standing at 82 per cent for business studies 'A' unit and 71 per cent for Firm Start. **Achievement rates for computerised accounts courses and business studies 'B' units are poor.** The data for 2002-03 intakes showed achievement rates for the several computerised accounts and business studies 'B' unit ranging from 22 to 37 per cent.

13. **Visual arts learners produce a good standard of work.** Work presented for assessment demonstrates good levels of understanding of the basic principles of art and design. ICT learners develop their skills and knowledge and have made satisfactory progress.

14. Data on retention and achievement rates for foundation programmes are unreliable, and judgements on achievement and retention in 2002-03 in this area of learning cannot be made. The standard of learners' work in humanities sessions varies but is generally satisfactory. The department produces some data on achievement rates, but individual learners' progress, achievement or retention cannot be identified.

Quality of education and training

15. **The prison's use of projects to enhance engineering learners' practical skills is good,** and goes well beyond the requirements of the NVQ. **The engineering learning programmes are effective.** Portfolios are comprehensive and evidence is used very well for key skills assessment. **Engineering workshops are equipped well.** The range of hand tools and general equipment is good in all workshops. **Communication between the engineering workshops and the education department is ineffective.** Workshop instructors have very little knowledge of learners' educational programmes and no knowledge of their progress. **Individual learning plans are not used enough** and do not plan the learners' progression through their learning programme. **Not enough assessment takes place in the engineering production workshops.**

16. **Business administration learners have a good learning environment.** The business services classroom is light, spacious, and equipped and ventilated well. **Individual business administration learners receive good support.** Knowledgeable and experienced tutors use practical examples to illustrate subject principles. Tutors work very hard to raise learners' confidence levels and self-esteem. **The training methods used in business administration sessions are not varied enough.** Most sessions rely too much on individual coaching of learners. The tutor has insufficient input at the start of some sessions to stimulate learning, introduce new topics or help learners recall previously

learnt work. **Target-setting for business administration learners is insufficient** and learners are not set challenging targets. **Initial assessment for business administration learners is inadequate.**

17. **Assessment of key skills is particularly good for ICT learners,** whose portfolios of evidence are of a good standard. **Support for learning in ICT is effective.** Learners receive timely and appropriate feedback from the tutors. Staff encourage learners in their work and develop their confidence in using ICT. **ICT resources are good** and learners benefit from a dedicated IT training room with 10 networked industry-standard computers. Learners' progress on IT programmes is not sufficiently recorded, and tutors do not set measurable targets or identify stages in the learning. The range of ICT courses available is narrow. No opportunities exist for progression from IT qualifications beyond level 2; the courses followed by learners who come to classes with no previous computer skills are not accredited. Development of literacy and numeracy for ICT learners is inadequate, with no structured support provided.

18. **The standard of training and learning is good on visual and performing arts courses.** Staff recognise the differing abilities of learners and plan their sessions accordingly. They employ a wide range of training and learning strategies. **Resources are good on art courses** and all sessions take place in a clean, bright and well-resourced art room. **Key skills communication work is not accredited often enough on art programmes.** At present, no facility exists to accredit the good communication skills that are being demonstrated in a variety of settings and contexts.

19. **Much of the training and learning is good on the humanities programmes.** Classes are planned well, staff are enthusiastic and learners are fully engaged in the set tasks and classroom activities. **Opportunities for progression are good,** and learners can take on different humanities subjects at the same level if they are not ready to advance. **Initial assessment for humanities learners is inadequate,** with learners in some cases not being prepared for the subject area and its academic demands. **Support for literacy, numeracy and additional learning needs is also inadequate in humanities classes.** Tutors do not have enough knowledge to provide appropriate support for learners with a wide range of needs.

20. **Training and learning are good on foundation programmes,** with 85 per cent of observed sessions graded as good or better. Learners are very involved and some very interactive class sessions were observed. **Outreach support for foundation learners is also good.** Well-planned, half-day drop-in sessions in the workshops ensure that each learner gets personal attention. **Not enough provision is made specifically for speakers of English as an additional language.** Those learners must attend standard literacy support sessions with learners who speak English, and cannot develop skills sufficiently in these mixed groups. **ICT is not used enough in foundation courses.**

Leadership and management

21. **Communications are particularly good across the prison.** The management's open and consultative approach supports the introduction of change. Relationships are good between many departments, including the education department and the library.

22. **The prison's strategies to develop training and learning are good.** Plans to transform the institution from an industrial prison to a training prison are in place. Many activities have taken place and the prison has begun preparing workshops to provide accredited qualifications and training staff appropriately. It has positive strategies to promote the education department.

23. **Equality of opportunity is promoted effectively at the prison.** Prisoners are consulted well on topics that affect them. Equality of opportunity is promoted effectively through a variety of programmes and initiatives, including prisoner information orderlies offering advice and guidance to potential learners. Learners have a good understanding of their rights and responsibilities and the procedures for making complaints.

24. **The prison's approach to the allocation of prisoners' activities is good.** An activity management unit ensures that all work and training activities meet the prisoners' needs, rather than solely satisfying the prison's regime requirements. Each prisoner's requirements are discussed in detail to ensure that their individual needs are met.

25. **The prison uses feedback well to improve education.** Feedback from learners is collected regularly through a wide variety of methods. Learners are consulted regularly about initiatives and feedback is used effectively to identify programme strengths and weaknesses.

26. **Not enough activities are accredited.** Currently no accredited programmes are available for learners attending PE, and only one learner working in the kitchen is following an NVQ programme. Nine workshops produce a wide range of products, but in some, only a minority of learners are working towards qualifications.

27. **The prison carries out insufficient analysis of retention and achievement data,** and does not yet use data to provide a clear view of learners' progress across programmes and over time.

28. **Some of the prison's planning of education is ineffective.** Attendance is poor on many programmes. Gym sessions are not co-ordinated with education sessions and often conflict, causing disruption to education sessions.

29. **The prisons' management of induction initial assessments in literacy and numeracy is poor,** and arrangements for their completion are inappropriate. Results of these initial assessments are unreliable and cannot be used as an accurate guide to plan learning.

30. **The prison's quality assurance arrangements are ineffective.** No policies and procedures are in place to quality assure education and training in the prison and the

workshops. Training in the workshops is not observed. Wide variations exist in the use of initial assessments in planning learning, the use of individual learning plans, progress reviews and target-setting. Internal verification is satisfactory in most areas. However, foundation programmes have not been internally verified for the past four months. Self-assessment is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths
- particularly good communication throughout the prison
- good strategies in place to develop training and learning
- effective promotion of equality of opportunity
- good approach to the allocation of prisoners' activities
- good use of feedback from prisoners

Weaknesses
- insufficient accreditation of some activities
- insufficient analysis of retention and achievement rate data
- some ineffective planning of education
- poor management of the induction initial assessment process
- ineffective quality assurance arrangements

Engineering, technology & manufacturing

Strengths
- good standard of learners' work
- good use of projects to enhance practical skills
- effective learning programmes
- well-equipped workshops

Weaknesses
- some ineffective communication
- insufficient use of individual learning plans
- insufficient assessment in production workshops

Business administration, management & professional

Strengths

- good retention rates on most courses
- good standard of learners' work
- good learning environment
- good individual learning support

Weaknesses

- poor achievement rates for computerised accounts and OCN 'B' units
- insufficient variety of training methods
- insufficient target-setting for learners
- inadequate initial assessment

Information & communications technology

Strengths

- particularly good key skills assessment
- effective support for learning
- good IT resources

Weaknesses

- insufficient recording of progress
- narrow range of courses
- inadequate development of literacy and numeracy skills

Visual & performing arts & media

Strengths

- good standard of learners' work
- good training and learning
- good resources

Weaknesses

- insufficient accreditation of key skills work

Humanities

Strengths

- much good training and learning
- good opportunities for progression

Weaknesses

- inadequate initial assessment
- insufficient support for learners with additional needs

Foundation programmes

Strengths

- good training and learning
- good outreach support

Weaknesses

- unreliable data on retention and achievement rates
- insufficient courses for speakers of English as an additional language
- insufficient use of ICT

WHAT LEARNERS LIKE ABOUT HMP GARTH:

- the achievement and receipt of certificates
- the very supportive staff who explain things well
- the opportunity to learn useful skills
- learning to read in one year
- the relaxed atmosphere in classes
- the good consultation
- the good project work
- the good help from volunteer helpers

WHAT LEARNERS THINK HMP GARTH COULD IMPROVE:

- the variety of work available in workshops
- the availability of staff for assessment
- the ability to move easily to part-time work and education
- the number of dictionaries provided
- the pay offered - it could be more equitable
- the provision of night classes in education
- the amount of support in workshops
- the ease of progression to A-levels

KEY CHALLENGES FOR HMP GARTH:

- establish a quality assurance system for education and training
- develop a management information system
- develop a system to effectively assess literacy and numeracy needs
- provide sufficient resources to maintain and widen the range of programmes offered
- establish thorough initial assessment processes
- improve literacy and numeracy support in sessions

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

31. Leadership and management are satisfactory. Equality of opportunity is good, while quality assurance arrangements are unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths
• particularly good communication throughout the prison
• good strategies in place to develop training and learning
• effective promotion of equality of opportunity
• good approach to the allocation of prisoners' activities
• good use of feedback from prisoners

Weaknesses
• insufficient accreditation of some activities
• insufficient analysis of retention and achievement rate data
• some ineffective planning of education
• poor management of the induction initial assessment process
• ineffective quality assurance arrangements

32. Communications are particularly good across the prison. The governor, who is new to the post, has quickly established a clear direction for the future of education and training at the prison. The restructuring of the senior management team has been accompanied by clear communications about changes in roles and responsibilities. The naming of prison areas, such as the learning centre rather than education, and re-integration rather than vulnerable prison wing, has been positively promoted and welcomed by staff. Staff talk enthusiastically about this fresh impetus and are keen to develop their roles. The management's open and consultative approach helps support the introduction of change. The senior management team communicate well with staff, who fully understand the policies of the prison. Many changes have been introduced recently and staff have welcomed these. Relationships are good between many departments, including education and the library. However, communication has not yet become fully established across some areas, including the education and learning pods in the workshops.

33. Good strategies are in place to develop training and learning. The new governor has put in place plans to transform the prison from an industrial prison to a training prison. The prison is taking an energetic approach to the submitting of bids to raise the

standards of training and learning. Many activities have taken place, such as the building in workshops of small classrooms, or learning pods to deliver literacy, numeracy and IT training to the prisoners who work there. The prison has begun preparing workshops to provide accredited qualifications and training staff appropriately. Prisoners are trained effectively as learning assistants to support learners on wings. Positive strategies are in place to promote the education department. Wing learning liaison officers are now responsible raising the profile of education on the wings. Learning information orderlies act as learning champions giving information to prisoners and encouraging them to take part in education. Televisions are innovatively used as information links to provide information about courses available in education.

34. Not enough activities are accredited. Currently, no accredited programmes are available for learners attending PE and only one learner working in the kitchen is on an NVQ programme. The prison has nine workshops which produce a wide range of products. In some workshops, such as motor mechanics, all learners are working towards an accredited qualification. However, in other workshops, such as needle trades and contracts electrical, only a minority of prisoners are working towards qualifications. The enterprise workshop, where prisoners are trained in electrical assembly techniques, does not provide accredited training. Discussions are underway to develop industry-related programmes. However, feedback from learners suggests a requirement to develop these at a faster pace.

35. Not enough analysis of retention and achievement rate data take place. Retention and achievement rate data have been collected for 2002-03. The education manager has established a system that will reflect learners' progress. It clearly identifies the reasons why learners are withdrawn from education, either by the prison's regimes or education staff. However, the numbers withdrawn by regimes are not used in the calculation of retention rates. Achievement rates are calculated from those who have completed and achieved their qualification. The prison has a flexible approach to prisoners joining learning programmes, but this is not supported by an analysis of when a prisoner started their programme in that year. For example, six of the 11 sociology learners are continuing into the next year, but no data are recorded to mark the starting dates of these learners. Retention and achievement rate data are unreliable. Data are not yet to used to provide a clear view of learners' progress across programmes and over time. For example, it is possible to measure how many learners received an initial assessment over the past year, and to view their results, but it is not possible to measure how many subsequently went into education.

36. Some planning of education is ineffective. Attendance on many programmes is poor and classroom spaces are not routinely filled as vacancies occur. Regimes have recently taken responsibility for classroom efficiency to maximise any classroom space and reduce waiting lists. A new system to monitor prisoners' attendance has recently been introduced and early indications are that this is proving successful. During January, classroom use improved to 88 per cent. All prisoners now have a formal exit interview before leaving, but this system is new and a significant number of classroom spaces still remain unfilled. Gym sessions are not co-ordinated with education sessions and often conflict, causing disruption to education sessions. Learners are frequently late for classes

or leave early to attend the gym, which interrupts training and learning.

37. Management of the initial assessments for literacy and numeracy during induction is poor. Learners receive initial assessments as part of induction, but arrangements for their completion are inappropriate. Prisoners can take the assessment away to complete, and no mechanism exists to ensure that the work is their own or that they have are no distractions. Alternatively, learners complete the assessment during sessions when other activities are taking place. Results of these initial assessments are unreliable and cannot be used as an accurate guide to plan learning.

Equality of opportunity

38. The prison effectively promotes equality of opportunity. It has a detailed race relations and equal opportunities policy. Copies of the anti-bullying and anti-harassment policies are clearly displayed. A prisoners' forum, including two prisoners from each wing, meets each month to discuss a range of topics, including the key theme of equality of opportunity. The forum meets in the same month as a larger group which includes members of the prison senior management team. Topics affecting education and training are discussed openly, and opinions are expressed. One topic discussed is the unequal pay between the different areas of work. The governor is aware of the disparity and is seeking ways to rectify it.

39. Equality of opportunity is promoted effectively through a variety of programmes, such as parenting responsibilities and social and life skills programmes. Each wing has prisoner information orderlies who hold a range of information about the programmes offered in education. They offer advice and guidance to potential learners and can help prisoners to complete application forms for programmes. The PE department is finalising plans to provide equality of opportunity sessions to meet the needs of different groups of prisoners. The prison holds a diversity week to raise awareness of different cultures, and menus for prisoners now reflect the diverse range of prisoners' cultural backgrounds. Learners have a good understanding of their rights and responsibilities and clearly understand the procedures for making complaints.

40. The prison has a good approach to the allocation of prisoners' activities. An activity management unit with an established membership has replaced the old labour board. The unit ensures that all work and training activities meet the prisoners' needs and do not solely satisfy the prison's regime requirements. It includes representatives from industry, and education and training organisations. Membership will extend to include representation from the probation service. The unit uses information from prisoners' personal files, and initial assessment and induction results. Each prisoner's requirements are discussed in detail to ensure that individual needs are met.

41. All education staff have received training in equality of opportunity and diversity. Equality of opportunity is included in some aspects of the lesson plans. Prisoners in education have a good awareness of equality of opportunity but, apart from an introduction in the prison induction, they do not receive any particular training in equality of opportunity. The education department is currently planning its own

induction programme and equality of opportunity will be included in this.

42. Celebration of learners work is satisfactory. Large art murals have been painted in the visitors' area and along the corridors leading to the industries areas. Students' work in art and poetry is entered for prison service awards and learners have been awarded a number of prizes and commendations. The education department has helped to celebrate learners' achievements and it plans to increase these celebrations. One student received an award from a national institute of adult continuing education for his achievements in education, which involved him progressing from literacy and numeracy skills courses to the award of a degree after 37 programmes of study.

Quality assurance

43. The prison uses feedback well to improve education. Feedback from learners is collected regularly through a wide variety of methods, which include questionnaires and focus groups. Learning orderlies also collect views of learners in education and those prisoners not attending education and training on the wings. Feedback is regularly evaluated and learners are regularly consulted about initiatives. For example, prisoners have been directly involved in deciding what information should be displayed on television information channels in their cells. Regular learners' forums and feedback are used effectively to help identify strengths and weaknesses as part of the self-assessment process.

44. The prison's quality assurance arrangements are ineffective. No overall policies and procedures are in place to quality assure education and training in the prison and the workshops. The contracted college's procedures, and training and learning policies are applied in the learning centre. However, staff do not have a current copy of these policies and procedures, and they are not easily accessible. The education manager is currently developing quality assurance procedures that reflect education requirements in the prison, but this is a new initiative. Prison staff delivering training in the workshops are not observed. Observations of education take place once a year, with follow-up observations carried out if needed. However, it is not clear whether identified actions are taken. Although team leaders carry out checks on documents such as individual learning plans, insufficient evidence exists of follow-up action. Inspectors found wide variations in the use of initial assessments in planning learning, the use of individual learning plans, progress reviews and target-setting. Policies and procedures are in place for assessment and internal verification. Assessment is satisfactory in all areas of learning and internal verification is satisfactory in most areas, with the exception of foundation programmes. No internal verification of foundation programmes has taken place in the past four months, and insufficient records of previous internal verification activities are kept at the prison. Data are not yet used effectively to plan improvements and measure the effect of improvements on programmes.

45. Self-assessment and action-planning are satisfactory. The self-assessment process takes place annually and the most recent report was produced in February 2004. All staff involved in the self-assessment process have received training. Workshop managers clearly identified strengths and weaknesses against the 'Common Inspection

Framework'. Many of the weaknesses identified by inspectors were identified through self-assessment, including the sufficient provision of accredited qualifications and NVQs. The education department conducts its own self-assessment. Action plans are monitored by the college and through the prison's quality improvement group. Many actions have take place as a result of self-assessment, including the training of staff to assess qualifications in the workshops.

AREAS OF LEARNING

Engineering, technology & manufacturing

46. Training in engineering, technology and manufacturing at the prison is good.

The following strengths and weaknesses were identified during this inspection:

Strengths
- good standard of learners' work
- good use of projects to enhance practical skills
- effective learning programmes
- well-equipped workshops

Weaknesses
- some ineffective communication
- insufficient use of individual learning plans
- insufficient assessment in production workshops

Achievement and standards

47. Learners produce good standards of work. Learners in some production workshops are able to progress onto more complex activities as their skills and experience develop. For example, a learner in injection moulding has progressed from an older machine producing simple products to a recently purchased machine that is bigger, more complex to operate and makes more complicated items. Contract electrical learners are encouraged to seek qualifications in portable appliance testing and flex re-wiring skills. A national tool-hire company visits the prison and carries out training and background knowledge and practical examinations.

48. The standard of learners' work in the training workshops is particularly good. Learners develop good skills in welding and fabrication, motor vehicle, and painting and decorating to the standards required for their qualifications and beyond. Learners are frequently encouraged by instructors to progress as far as their capabilities will allow. For example, one learner has made an excellent pair of wrought iron gates.

49. Learners in the production workshops are making satisfactory progress and learners in the training workshops are making good progress. Some learners are close to completion of their courses and could achieve their qualification in a six- to seven-month period. Learners receive a certificate for each unit they achieve. Learners are very motivated by the possibility of achieving a qualification in a working environment.

Quality of education and training

50. Projects are used effectively to enhance learners' practical skills well beyond the requirements of their NVQ programmes. Learners in the community workshop refurbish wheelchairs to a good standard for international charities and the NHS. Pen-pictures and photographs are used to clearly identify the recipient's needs and a wheelchair is adapted to meet them. For example, one recipient is a child with cerebral palsy whose parent previously had to carry them to school each day. Learners' work is clearly displayed in workshops, with pictures of the wheelchair recipients using them. The work carried out by the workshop has been formally recognised by the minister for prisons and the instructor has won a national award that recognises exceptionally dedicated and creative work in the Prison Service. Projects are also effectively used in the motor vehicle workshop, where learners can work on vehicles, mobility scooters and motor bikes supplied by a charity. These projects are substantial and allow learners to develop good practical skills. Projects have included refurbishment of a four-wheel drive vehicle for use in Uganda, the conversion of a vehicle from right-hand to left-hand drive and replacing a diesel engine with a petrol engine.

51. Effective learning programmes are in place. Portfolios presented by learners for their level 2 NVQ in performing manufacturing operations, are comprehensive and contain very good evidence. Learners' responses to the background knowledge questions are clear, in-depth and thorough. Learners can clearly describe their attained knowledge when interviewed. Learners in motor vehicle, welding and fabrication, and painting and decorating pursue vocational qualifications. They value the achievement of these qualifications and see this as a possible route to future employment. The prison has recently introduced a level 2 NVQ in performing manufacturing operations. Learners receiving key skills training make very good use of evidence in their NVQ portfolios. All learners interviewed value their qualifications. Learners near to their release date particularly value qualifications, as they see this as a progression route into employment or self-employment on completion of their sentences.

52. Workshops are well equipped. Most workshops are bright, clean and well lit. All workshops have a good range of hand tools and general equipment. Learners do not have to wait for tools. Up-to-date, industry-standard injection moulding machines are located in contracts mechanical. The production workshops are good examples of realistic work environments, but the pace of work is slower than would be expected in a production environment. Resources in motor vehicle and welding and fabrication are adequate to meet the requirements of the awarding body. Painting and decorating programmes are provided in a good working environment. Learners can practise and develop their skills in individual work areas, and a separate testing area is provided. All instructors have good levels of industrial experience.

53. Training is satisfactory. New learners are introduced to the requirements of the work by individual coaching and demonstration sessions carried out with their instructors. New learners also receive support from more experienced learners. Instructors are

knowledgeable and supportive.

54. Induction to the workshops is satisfactory. The presentation materials used are very good. Multimedia projection is used and the presentation is colourful and interesting, which helps learners to become involved in their induction. Prisoners receive an individual interview with an instructor after the presentation. Learners receive satisfactory support, including literacy and numeracy skills support from members of the education department and their peers in full-time education. Support activities are carried out in training support pods located close to or in the workshops.

55. Individual learning plans are not used enough. They have been introduced very recently, and are currently little more than recording documents. They do not plan the progression of the learner through their learning programme. No targeted plans are in place for progress reviews, training or assessment. Targets which are set are not specific, and some are not relevant. Most learners are not aware of their individual learning plans. However, learners in one department had very specific targets, which were to attend and achieve additional qualifications in portable appliance testing and flex re-wiring.

56. Communication between the workshops and the education department is ineffective. Workshop instructors have insufficient knowledge of learners' educational programmes and no knowledge of their progress. Individual learning plans are produced in the educational department and the workshops, but information is not exchanged.

57. Insufficient assessment takes place in production workshops. Assessment in the training workshop is at least satisfactory. Instructors are also supervisors and are currently being trained as assessors. They have to combine their duties of training and supervising a production workshop, and the rate of assessment is slowed. At times, instructors are not available for assessment duties due to supervisory responsibilities. Although learners' progress is satisfactory, it could be better.

Leadership and management

58. The initial implementation of the level 2 NVQ programme has been effectively managed. Eight instructors are currently receiving training and assessment for their NVQ assessor qualifications. Assessment and internal verification are satisfactory. Quality assurance systems only assure the production processes and not the quality of training or learning. Instructors are observed carrying out training activities. The management and use of data are ineffective. No judgements could be made regarding achievement and retention rates as no formal records are kept. Only approximately 25 per cent of eligible prisoners have access to learning. In some electrical assembly areas, no access to vocational qualifications is provided.

Business administration, management & professional

59. Training in business administration, management and professional at the prison is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths
- good retention rates on most courses
- good standard of learners' work
- good learning environment
- good individual learning support

Weaknesses
- poor achievement rates for computerised accounts and OCN 'B' units
- insufficient variety of training methods
- insufficient target-setting for learners
- inadequate initial assessment

Achievement and standards

60. At the time of inspection, data about retention and achievement rates were unclear. However, data for 2002-03 for the computerised accounts and business studies 'B' unit show achievement were poor. Achievement rates range from 22 per cent to 37 per cent. Disruption was caused by the amalgamation of two courses. This has now been resolved. Retention rates are good on most courses, standing at 82 per cent for business studies 'A' units and 71 per cent for Firm Start courses. Records are maintained for those learners who leave the programme early. Most of these learners move to another prison, and some transfer to work.

61. The standard of learners' work is good. Learners receive effective individual attention from the tutors, and class sizes are small and easily manageable. Learners are motivated, and receive effective and prompt answers to queries and concerns. Learners take care to present their work in a professional way and most elect to word-process their essays and assignments. This is quite a large undertaking for some learners who have only basic computer skills. Learners are encouraged to ask questions and discuss concerns with the tutor and their peers. Through these discussions they are able to demonstrate good understanding of the basic business and accountancy concepts and can put forward, with support, a strong and justifiable argument for or against the topic in question. A learner starting an assignment on a new shop location convincingly and logically put forward well-thought-out principles about location only 10 minutes after receiving the assignment. Another learner had a debate about supply and demand of goods with the tutor in which he cited government policies and social trends to defend

his very strong opinion. Assignments and essays are marked punctually. Tutors annotate learners' work with useful advice and guidance, and areas for improvement are identified and discussed.

Quality of education and training

62. All learners who attend business services courses learn in a very pleasant and positive environment. The dedicated business services classroom is well equipped, spacious and ventilated and lit well. Learners have plenty of desk space and access to an assortment of reference books, course textbooks and revision exam papers if needed. All learners can access computers in the classroom or can use the on-site library. The classroom computers have industrial-standard software. However, the classrooms do not have enough space for the learners to work and use the computers comfortably.

63. Learners receive valuable individual support during sessions. Knowledgeable and experienced tutors use practical examples to illustrate principles of background knowledge. Individual tutors operate a personalised progress monitoring system which logs the activities that learners carry out each week. Tutors work very hard to raise learners' confidence levels and self-esteem. Their comments are very positive and constructive. Learners make good progress. Many learners interviewed commented on the additional individual help given by tutors to help them achieve some success. One learner who could not attend the sessions was supplied with materials and encouraged to study in the library to achieve a qualification. Another learner was allowed to take an exam in the reintegration unit.

64. The range of courses is adequate given the constraints of the present regime and educational contract. Some of the current courses are proving difficult to fill and those at level 3 attract very few learners. Assessment procedures and moderation are satisfactory. Assignments are well written and appropriate, but the range of choice on offer is sometimes narrow. A comprehensive description of marking and grading criteria is distributed to learners to help them achieve their full potential.

65. The range of training methods used in sessions is not wide enough. Tutors rely too much on individual coaching of learners during most sessions. Some learners spend 80 per cent of their time reading from course books, completing background knowledge questions or practising mock exam papers. Most learners are required to read the textbook chapter by chapter, and then answer appropriate questions. Insufficient interaction arises from this type of study and not enough checking of learning takes place. The tutor has too little input at the start of some sessions to stimulate learning or introduce new topics or help learners to recall learnt work. The good resources available, such as IT learning materials, are not used enough. Individual discussion points are not routinely shared with the group to broaden learners understanding. Good-quality supplementary handouts are insufficient, current affairs materials are not used enough and insufficient visual reinforcement take place. The classroom does not have a printer, and the continuity of learning is broken up.

66. No target-setting takes place for most learners. Learners are not set challenging targets. Learners entered for an exam in several months are ready to take the exam now. Progress reviews, which have been newly introduced, set the next target for achievement. Not all learners have received reviews, and the reviews do not refer back to a long-term plan. One group of learners missed six weeks of study time due to staff absence and records of what individuals in the group had completed or started are not detailed enough. Schemes of work are out of date and are not used to plan work, but to list what topics are to be covered. Lesson plans are not detailed enough to be useful. Most describe what individual learners will do in each session but do not reflect what progress should be made and measured, input from tutors or how evaluation will be carried out. Plans do not make enough reference to any timescales. Learners work at their own pace, with few making significantly rapid progress. Not enough demands are made for learners to work more efficiently.

67. Learners complete an initial screening for literacy and numeracy on entry to the prison. They do not receive an initial assessment at the start of their business services courses. No learners are following business services below level 1, and none of the learners receive additional support. The curriculum manager does have two diagnostic tests, but does not use them. Learners participate in a short interview that explains the course requirements and identifies what the learner wants to gain from the course. This interview is not recorded, but the learners' decision to study on a particular course is entered on to their individual learning plan. All learners start at level 1 and progress to more advanced levels irrespective of prior achievement or experience. Individual learners' skill deficiencies or gaps in knowledge are only identified at a later stage and noted on the progress review as a short-term target.

Leadership and management

68. The members of the small training team have distinct roles and responsibilities, and good informal communications exist. There have been some staff shortages but these have been recently resolved. Progression routes between departments are still insufficient. No substantial links exist between money management, introductory computer literacy and business services courses, with each being seen as a separate programme. Staff can access a wide range of courses offered by the college. Quality assurance of the training and learning procedures are weak, but most staff have been observed delivering training. Learners are acutely aware of their rights and responsibilities and are familiar with the appeals, comments and complaints procedures.

Information & communications technology

69. Training in ICT at the prison is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths
- particularly good key skills assessment
- effective support for learning
- good IT resources

Weaknesses
- insufficient recording of progress
- narrow range of courses
- inadequate development of literacy and numeracy skills

Achievement and standards

70. The prison introduced an introductory computer literacy course and computer literacy and business technology courses in September 2003. Retention rates are satisfactory, at 73 per cent for introductory computer literacy course and 94 per cent for the computer literacy and business technology. Learners have not yet been certificated by the awarding body. Twenty-four learners are following key skills qualifications. Retention rates for key skills qualifications are 80 per cent, and achievement rates are 23 per cent.

71. Learners develop their skills and knowledge in using IT and have made satisfactory progress. Attendance at classes is generally good and most learners work purposefully. Many of the learners are late for the sessions due to prison regimes and often miss part of the scheduled IT session, for example attending the gym. Some learners spend time away from the classroom for unscheduled breaks. The standard of work in portfolios, assessment folders and work in progress files is good. Learners have produced exemplar portfolios for key skills qualifications, and evidence for all aspects of the qualification is included. Learners' attainment meet the expected standards for both IT courses. However, targets set by staff are insufficiently challenging for some learners.

Quality of education and training

72. Assessment is particularly good for key skills qualifications. Learners can attend ICT programme classes solely to develop their key skills, without following a vocational programme. Key skills training takes place in the workshop learning support unit where

learners use excellent resources including industry-standard networked personal computers, presentation equipment, interactive whiteboard, and a good-quality printer and photocopier. Learners take responsibility for their learning by matching their assessments to the key skills specifications, which are linked to their interests and past experience. Learners' portfolios of evidence are of a good standard, and each one is different. Learners develop their background knowledge and expertise in IT by using workbooks. Learners with no previous IT skills are encouraged to attend one of the basic computer literacy courses in the learning centre.

73. Learners receive effective support in classes. Most of the IT training is delivered during individual sessions, where learners can progress at their own pace. Most learners receive timely and appropriate feedback from the tutors. Learners interviewed liked this approach to training and assessment. Staff encourage learners in their work and develop their confidence in using their IT skills. Learners appreciate the support from their tutors and are motivated by the responsibility they are given for their own learning. Learners have a good relationships with tutors who promote a positive working atmosphere. Learners often challenge staff, who respond appropriately and maintain effective relationships. The tutor in one class issues a certificate to learners who have achieved two units of the basic computer literacy qualification. Learners are very pleased with this acknowledgement of their achievement. Tutors assist learners outside of the training sessions by printing out work packs, providing sources of information for key skills qualification projects and supporting other learning; for example, distance learning university courses.

74. IT resources are good. Learners benefit from a dedicated IT training room with 10 industry-standard networked computers. However, the one shared printer available is becoming outdated. Installed software packages are relevant to learning and assessment for IT courses. The prison has a newly equipped IT training room for its separate European Social Fund and Prison Service Plus programmes, but many of the learners do not have access to this facility. The training and learning environment is spacious, well lit and has a variety of IT-related posters and displays of learners' work. For programme sessions, the seating and layout of the room ensures the tutors can see all of the learners' computer screens. In addition, learners have the opportunity to use four additional computers in the IT room for distance learning university course work and for appeals.

75. Training and learning sessions are satisfactory. In observed lessons, all learners participated and learning took place. However, workshop sessions are not planned sufficiently in advance. Tutors' records do not include enough detail of what learners need to do to make progress during the session. Not enough group work or checking of background knowledge takes place. For some learners, the activities were insufficiently challenging. Exercises are not developed to match the learners' interests.

76. Assessment is satisfactory on IT programmes. The IT qualifications offered have a number of modules that can be certificated separately, and topics include word processing, spreadsheets, databases, desktop publishing and graphs. Tutors use set exercises and assignments. Most learners are given verbal feedback from the printouts of the exercises. However, several exercises in the learners' work files are not routinely

marked. Final assessment is carried out when learners have successfully completed a mock assessment, and this work is marked appropriately and feedback given to the learner.

77. Insufficient recording of learners' progress takes place. Most learners complete an individual learning plan and a review of progress form, which have been recently introduced. These forms are not used effectively. Tutors do not set measurable targets and identify stages in the learning. Progress reviews do not record skills learnt and do not give detailed feedback on progress. Learners are unclear about how many units they need to complete to achieve the qualifications, and when they are likely to complete them.

78. Learners who have a higher level of ability are not given the opportunity to progress beyond level 1 and 2 IT qualifications. The courses which recognise achievement by those learners who come to classes with no prior computer skills are not accredited. Regime restrictions limit the development of skills in applications such as e-mail.

79. Learners are assessed for their literacy and numeric skills support needs. However, IT tutors are not routinely informed of the results of the tests. No structured support is provided for these learners and lesson planning and learning materials are not linked to their individual needs. Learners work through a series of practise exercises and assessment material. These are inappropriate for learners with poor literacy skills or for some who speak English as an additional language. Training strategies and learning opportunities are not always designed to meet the individual needs of these learners.

Leadership and management

80. Staff are experienced and suitably qualified. They have access to a planned staff development programme to update their skills. Communication is satisfactory at team level. Meetings are held regularly and topics are discussed with the education manager. However, communication regarding IT provision is insufficient between learning centre staff and workshop learning support unit staff, who are unaware of the work that the other unit is doing. Learners have a satisfactory understanding of equality of opportunity. They work well together and support each other in developing their IT skills. Courses have no entry criteria; all learners are interviewed by the course co-ordinator before attending classes to ensure they are on the appropriate level. Learners do not have access to equipment provided for the Prison Service Plus programme. Tutors are observed in the classroom and feedback given. However, the effect this has had on the IT learners has not been evaluated.

Visual & performing arts & media

81. Training in visual and performing arts, and media at the prison is good.

The following strengths and weaknesses were identified during this inspection:

Strengths
- good standard of learners' work
- good training and learning
- good resources

Weaknesses
- insufficient accreditation of key skills work

Achievement and standards

82. The standard of learners' work is good at all levels and in all subject areas of the visual arts pathway. Work presented for assessment not only demonstrates the appropriate levels of expertise in a range of processes and techniques, but also incorporates high levels of understanding of the basic art and design principles. Many learners have never attended art classes before and begin by working towards entry-level drawing, before progressing to another module at the same entry level. Learners gain further confidence in their ability before progressing to level 1. Some learners do progress to level 3 but most do not achieve beyond level 2. Learners' work has been successfully entered into a number of external competitions and exhibitions. Displays of learners' work are good. Large-scale murals, some of which are of outstanding quality, can be found throughout the education department and the corridors. Frames have recently been provided to display artwork in the visits area. Learners appreciate the opportunity to see their work on display, and it also gives them the chance to talk to their families about the work that they have been doing in education.

83. Reliable data were not available on learners' actual start and completion dates. It has not been possible to form any judgements regarding learners' retention or achievements. However, in the period between November 2002 and October 2003, 100 learners were enrolled onto the visual arts pathway. Of those who remained on the programme, 33 achieved accreditation at their agreed level, and 14 progressed to the next level. Since that time, further certificates have been achieved.

Quality of education and training

84. The standard of training and learning is good. Staff recognise the differing abilities of learners and plan their sessions accordingly. Schemes of work and lesson plans reflect the diverse abilities and interests of all members of the group and correspond to their individual learning targets. Although most sessions are organised as workshops, tutors do employ a wide range of training and learning strategies. Beginners are able to trace work to enable them to gain confidence in their ability. Learners at level 1 attempt some challenging compositions containing complex forms and structures. One learner stated that a year ago he could only draw his breath, now he had recently achieved a level 2 in drawing. Although it is not a requirement at entry level, all learners are encouraged to record critical evaluations about their own work. Learners are encouraged to actively engage in peer assessments. They do this using the appropriate language and in a manner that is both supportive and constructively critical. Learners are engaged and motivated by their tutors. Tutors effectively use group learning to introduce a new technique or medium, for instance demonstrating blending techniques with charcoal or coloured pastels. Learners then carry out their own exercises to practise this technique before completing an actual piece of work. Tutors bring in examples of their own work to demonstrate how the technique can be incorporated into a finished piece of work.

85. Resources are good. All sessions take place in a clean, bright and well-resourced art room with adequate space for 12 learners to be engaged in a variety of activities. Learners' work and posters are displayed all around the room to encourage and inspire the learners. Good storage facilities are used to store a wide range of materials, equipment and learners' work. All learners receive a large plastic wallet in which to store their work and there is ample space in classrooms for storage of large pieces of work in progress. Although the quality of the paper is poor, all learners are provided with sketch-books so they can work in their cells. The art room contains a diverse range of source materials which reflect the balance of cultural backgrounds of those attending the classes. Materials include books about Islamic floor tiles, Chinese watercolours, and Indian and African art forms. Staff are appropriately qualified and also work in other prison education departments which enables them to share good practice and introduce new project ideas. Although the resources are good in this area, ICT is not used enough; a printer can only be accessed through the computer room. The self-assessment report identifies this weakness, and the prison aims to identify funds to purchase a much wider range of software.

86. The assessment and monitoring of learners' progress is satisfactory. Formative and summative assessments of learners' work are carried out by the personal art tutors. The co-ordinator for the visual arts pathway is responsible for the internal verification of two tutors. A member of the IT staff verifies the work of the co-ordinator. The external awarding body is satisfied with the assessment and verification processes.

87. The breadth of the provision is sufficient to meet the needs and interests of learners. New modules in the visual arts pathway have recently been introduced to widen the scope of activities and increase the opportunities to progress to level 1, 2 and 3. Access onto programmes is open to all members of the prison community regardless of age,

ability and cultural background. Courses are available at all levels and opportunities exist to move sideways into other areas of activity as well to progress to higher levels of learning in the same activity.

88. Induction for learners is satisfactory. All learners receive an extensive assessment of their needs and abilities. This includes a series of simple exercises and the completion of a questionnaire about their aims. From this, an agreed set of targets is identified and recorded on an individual learning plan.

89. The guidance and support available to learners is satisfactory. Information about the visual arts programmes is available on all the wings. Following learners' initial assessment, an individual learning plan is drawn up which identifies a series of negotiated targets. However, tutors' comments in individual learning plans are of a general nature and at the time of the inspection, some tutors were using two different versions of the plan.

90. Not enough accreditation of key skills communication work takes place. At present no facility exists to accredit the good communication skills that learners demonstrate in a variety of settings and contexts, such as when taking part in peer assessments of one another's work. Other good sources of evidence for communications not used include learners' records of evaluations about their own work, and reviews of an artist's work following research from a number of sources. Although none of these activities is being accredited through key skills assessment, or for the adult core curriculum for literacy, their potential is recognised. Some activities from the discovering art and culture module have been cross-referenced to the key skills qualification. However, this module is at level 3 and currently no learners are following it.

Leadership and management

91. The curriculum improvement team meets regularly to review learners' progress, standardise training and learning materials and to consider new initiatives. The minutes of the meetings accurately record the decisions and actions agreed. Performance management targets have recently been introduced, but it is too early to assess their effect. Low numbers of learners were observed in some classes during the inspection and information recorded on the class registers demonstrates that it can take up to four weeks for the tutor to be informed about a particular absence. The team leader is a member of the college quality improvement team and is able to attend its meetings once a term. However, no clear lines of communication and accountability exist between the improvement teams and head of school groups.

Humanities

92. Training in humanities at the prison is satisfactory.

The following strengths and weaknesses were identified during this inspection:
Strengths
- much good training and learning
- good opportunities for progression

Weaknesses
- inadequate initial assessment
- insufficient support for learners with additional needs

Achievement and standards

93. The standard of work in lessons varies but is generally satisfactory. Learners are interested and willing to involve themselves in class activities. Some learners express their knowledge with clarity and confidence, while others acknowledge a growth in their awareness of the subject area, but are less able to demonstrate an improved knowledge and understanding. Some written work is done in classes, but much is done in the learners' own time. Some written work is of a good standard, but some written assignments rely too heavily on texts used for research and do not demonstrate clearly enough that learning has taken place. The more able learners participate well in class discussion, ask thoughtful questions and make perceptive observations. Less able learners sometimes struggle to keep up. In a history lesson, learners showed a good understanding of modern American history. In contrast, learners in a criminology lesson were unsure of basic sociological concepts and unable to identify the lesson objectives.

94. Some data on learners' achievement rates are produced by the humanities department. This is insufficiently reliable and does not clearly indicate individual learners' progress, retention and achievement. While the data indicate that those who reach the end of a module tend to achieve accreditation, they do not identify the length of time taken to achieve module accreditation, nor do they show how many learners did not complete the programme.

Quality of education and training

95. Much of the training and learning is good. Seventy-five per cent of classes observed were judged as good. Most classes are planned well and staff are enthusiastic. In the better lessons, learning objectives are clearly stated and understood by learners. Learning in most lessons is clearly checked formally and informally through questions and

answers. Tutors are supportive of learners and create a learning environment which is good-humoured and relaxed, yet purposeful. Most of the learners are fully engaged in the set tasks and classroom activities. Tutors use discussions and question and answer techniques well. Learners in most classes are interested and responsive. The better classes incorporated a variety of different activities into lessons and used a range of techniques over the three hours. In one history lesson, a diagrammatic illustration on the whiteboard put together from student discussion was used well to promote learning. A minority of training sessions were found to be unsatisfactory. They were disorganised, despite the existence of a formal lesson plan, and progressing too slowly to engage learners.

96. Opportunities for progression are good. The range of humanities programmes on offer includes history, sociology, criminology, psychology and general studies. While not all programmes are available at the same time, the range is planned so that learners can progress on to a different humanities subject at the same level if they are not ready to move on to a higher level. Others can progress from OCN 'A' units at level 2 to 'B' units at level 3, or to general studies at A-level. Learners interviewed appreciated the range on offer. Some learners have benefited from this opportunity to extend their achievement and others have expressed an interest in pursuing their studies in the humanities.

97. The assessment of learners' work is generally satisfactory, although some variations in practice do exist. Work in folders and portfolios is marked and most is supplemented by an encouraging written comment which is appreciated by the learners. However, the comments were not always specific enough to indicate areas for improvement or further work.

98. Resources are satisfactory. Humanities tutors are well qualified and all have teaching qualifications. Many also have industrial and commercial experience, which they use to good effect in some classes. Training accommodation is satisfactory. Rooms are spacious enough for the small humanities groups. Many rooms are used across a variety of subject areas but little or no student humanities work is displayed in classrooms. A satisfactory range of appropriate texts is available to learners in the classroom and the library, and tutors make effective use of worksheets and handouts. Learners in many classes are using the same materials, with the more able learners being insufficiently challenged and the less able learners falling behind.

99. Initial assessment is inadequate. Many learners receive insufficient effective pre-course advice and guidance and choose educational programmes based on their own perceptions of suitability. No diagnostic testing takes place in humanities. Some learners receive a short informal interview to determine the suitability of their choice for their individual needs. Many humanities classes have small numbers of learners and, while the attendance of those small groups is generally good, the drop-out rate during the course modules is significant. Many classes are not full. Many learners are studying some of the humanities subjects for the first time and, in some cases, are inadequately prepared for the subject area and its academic demands.

100. Support for literacy and numeracy and additional learning needs is inadequate in

humanities classes. Tutors are supportive and helpful and are willing to offer informal, individual assistance where appropriate. However, many classes include learners with widely differing ability levels, and tutors have insufficient knowledge of individual needs to provide appropriate formal support. Less able learners receive insufficient support for their needs, and more able learners are insufficiently challenged. In the one session currently used to provide academic support, learners work on individual projects according to their needs and receive good personal support and assistance from the tutor. Learners following distance learning university programmes receive good individual academic support. However, this level of support is not available to other learners.

Leadership and management

101. The humanities team holds regular meetings, at which minutes are formally recorded and areas requiring action are identified. Learners' feedback from the twice-yearly surveys and the learners' focus groups is used well to assist in curriculum review. Not enough reliable data are available for use in monitoring achievement, retention and performance rate trends over time. The prison uses a system of annual performance management, although this has not been applied thoroughly in all cases due to staff changes. Each member of staff is observed in a training capacity once a year, and comments on their performance are recorded. Good practice is shared informally and through curriculum team meetings. Internal verification is satisfactory. The self-assessment report is satisfactory and broadly matches inspection judgements. Most of the weaknesses identified during inspection were identified in the self-assessment report, as were the strengths.

Foundation programmes

102. Training in foundation programmes at the prison is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths
- good training and learning
- good outreach support

Weaknesses
- unreliable data on retention and achievement rates
- insufficient courses for speakers of English as an additional language
- insufficient use of ICT

Achievement and standards

103. Data provided on retention and achievement rates are unreliable, and judgements cannot be made on achievement and retention in 2002-03. With the data available, the department is unable to analyse qualification achievement by different groups of learners, or by learners' prior achievements, and cannot analyse retention by different intakes of learners.

104. The area of learning has almost met key performance indicator targets set by the prison at entry level, and has almost exceeded level 1 qualification targets. A shortfall in meeting level 2 targets is expected.

105. The standard of learners' work is satisfactory, and some evidence exists that learners are progressing from entry level to level 1 and, subsequently, level 2. Learners develop some personal and learning skills, and some learners remain as volunteer tutors after completing their learning objectives. Six learners have achieved literacy and numeracy skills teaching qualifications and two of these remain as support workers in the education department.

Quality of education and training

106. Eighty-five per cent of observed learning sessions were good or better. No observed training sessions were unsatisfactory. Learning is managed well, with tutors using related subjects such as history to help enliven literacy classes. Television, videos and handouts are used well to enhance reading and questioning skills. Lessons are well planned, varied and well researched. Some tutors have devised exciting exercises, such

as research into names and cultures, that involve the use of dictionaries and reference books. Learners are very involved and some very interactive class sessions were observed. Learners work productively. Specialist support for dyslexic learners is available. All learners interviewed were keen to report on the progress they had made. They felt that their tutors worked very hard with them to achieve good social and personal progression as well as towards their learning goals. Most classrooms are bright and cheerful and learners are working from up-to-date textbooks, well-planned resource materials and worksheets. Some tutors use innovative methods, such as using a drum to sound pronunciation beats and developing a series of educational games to make lessons more interesting. Good use is made of informal peer tutoring in classes with a mix of speakers of English as a native and as an additional language. However, some observed lessons were interrupted by learners who remained unchallenged by tutors.

107. Outreach support is good for those learners who do not wish to, or who cannot, attend education classes. Twenty per cent of learners enrolled to receive literacy and numeracy support receive it through outreach provision. Well-planned, half-day drop-in sessions are organised in most workshops, where learners can call in for either part or all of a half-day to receive additional literacy or numeracy support. Tutors have negotiated times for release with instructors and potential learners, and learners schedule and manage their own attendance. Inspectors observed good individual coaching and individual support as well some group sessions. Learners receiving the outreach provision also work towards recognised qualifications. Good use is made of two peer tutors who help out in classes, who run voluntary classes on their wings. Tutors visit learners on the wings if they cannot attend the drop-in sessions held in the workshops. In some cases, tutors visit learners in industrial workshops, where no drop-in facility is available. The visiting tutors vary the pace of training and presentation methods so that each learner gets very individualised attention. All learners interviewed were very appreciative of this service. One learner, who was unable to read when he joined the programme in November 2003, is now reading complex material two months later. Other learners with severe literacy problems have now developed an interest in creative writing. Prisoners on the reintegration wing do not have access to the main educational block, but receive some educational support once a week from a visiting educational tutor.

108. Support and guidance for learners is satisfactory. Initial assessment completed in the education department is generally satisfactory and thorough. However, initial assessment is left to individual tutors to implement, and standards vary significantly between them. Individual learning plans are generally satisfactory. Some are of a better standard; however, and good practice is not shared enough.

109. Not enough provision is made for speakers of English as an additional language. These learners must attend standard literacy support sessions as only one dedicated class is provided. This slows the progress of the learners who speak English as an additional language, and also the other learners in the class. In one class observed, three out of five learners cannot read. One of these spoke English as an additional language. The tutor was unable to provide the appropriate support to all the individuals. In another observed session, one learner was acting as a translator for another learner. The learner doing the

translating was not able to participate fully in the class discussions and the learner who spoke English as an additional language had little input.

110. Insufficient use is made of ICT in literacy and numeracy support sessions. The training rooms in the main education block used for these sessions have insufficient ICT resources. Even where there are enough personal computers for learners, they are not fully used. Some tutors are unaware of the many bespoke software packages available for training in literacy, numeracy and English as an additional language. Many interviewed learners with literacy and numeracy difficulties found it easier to work on computer-based programmes, but tutors rely too much on paper-based learning resources. Staff development plans indicate staff training needs in ICT.

Leadership and management

111. Staff are appropriately qualified. Some performance targets are set, and the management team is working to improve data management systems, including analysis of reasons for non-attendance. Learners demonstrate a satisfactory understanding of equality of opportunity. Observations of tutors have taken place. However, the prison relies too much on individual members of staff correctly carrying out their duties for example in completing initial assessment and individual learning plans effectively. Some checks are carried out to ensure consistency of completion of documents such as individual learning plans, but findings are not recorded and areas for improvement are not formally recorded for action. Insufficient sharing of good practice takes place. The prison has had no arrangements for internal verification of foundation programmes for the past four months.