

# REINSPECTION REPORT

## **HMP Brixton Reinspection**

**13 February 2004**



ADULT LEARNING  
INSPECTORATE

## Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

## 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.

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## HMP Brixton Reinspection

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Brixton is an adult male, category B, local prison serving central and south London. The operational capacity is 799. Currently there are 805 prisoners. The average length of stay is approximately two months. Education is subcontracted to a private training provider. Training programmes are provided in numeracy, literacy, key skills, English for speakers of other languages (ESOL), social and life skills, art and pottery, preparation for work, and information and communications technology (ICT). The physical education (PE) department offers recreational courses but they were not operating during the inspection week and were not inspected. There is no vocational training in the prison. Prisoners work in the stores, kitchens, yards and gardens, and on the wings as cleaners. The library is subcontracted to a local county council and is staffed by two part-time librarians and one prison orderly. One small workshop provides commercial light assembly work for up to 30 prisoners. The inspection report covers ICT and foundation learning. The library, PE and opportunities for vocational training are also considered.

### SCOPE OF PROVISION

#### Information & communications technology

2. ICT programmes are offered at level 1 and level 2 and are mainly part time. Currently 55 learners attend between one and 10 sessions each week. Classes are duplicated in the learning centre classrooms and in a prison wing classroom. There are 21 networked computers together with laser printers and scanners. One of the two full-time staff who teaches ICT is the programme co-ordinator. Learners receive information about ICT programmes at the prison induction. Before joining courses all learners receive a screening test for literacy and numeracy. Learners must be at or above level 1 to join ICT programmes. Before beginning their training, learners have an ICT induction and a short skills test. Learners are allocated sessions on either the prison wing or in the learning and skills centre. Potential learners are given information about courses through leaflets or posters displayed on their residential wings. Learners are able to join a course at any time.

### Foundation programmes

3. Foundation programmes operate for an average of 40 hours for five days each week. At the time of the reinspection, 46 per cent of the total prison population are registered to attend these classes. Of these, 38 per cent are registered to attend literacy classes, 19 per cent for numeracy classes, 25 per cent for ESOL classes and 18 per cent for the social and life skills programme.

4. A small number of learners attend pottery and art classes, and social and life skills programmes. The department also provides a therapeutic music class for the healthcare centre and supports learners on a variety of distance learning programmes. A programme of learning support is provided on the prison wings. This is mainly for learners working on distance learning programmes. A dyslexia project has recently started to establish the level of dyslexia in the prison population. The refurbished learning and skills centre comprises an initial assessment room. The pottery and art classes continue to be based in converted cells on the accommodation wings.

### ABOUT THE REINSPECTION

Number of inspectors	4
Number of inspection days	17
Number of learner interviews	70
Number of staff interviews	28
Number of subcontractor interviews	1
Number of locations/sites/learning centres visited	1

### OVERALL JUDGEMENT

5. At the previous inspection, ICT and foundation were very weak, as were leadership and management, equality of opportunity and quality assurance. At the end of the reinspection process, ICT was satisfactory and foundation learning was unsatisfactory. Leadership and management and quality assurance were unsatisfactory, although equality of opportunity was satisfactory.

## KEY FINDINGS

### Achievement and standards

6. **Achievement rates on ICT programmes are good.** Learners demonstrate good basic ICT skills. The standard of learners' work is satisfactory, but the focus is on achievement of the awards rather than further developing skills.

7. Achievement rates are satisfactory or better for foundation programmes, particularly for those learners who take examinations. The quality of work in pottery and art is good.

8. **Attendance and punctuality are generally poor** and significantly affect progress and achievement.

### Quality of education and training

9. **Training for ICT programmes is now well planned.** It takes account of individual learners' needs and their length of stay in prison.

10. **The ICT induction programme is well planned and comprehensive.** It includes good information on equality of opportunity and health and safety. Learners complete a short skill test and a self-assessment exercise which identifies the appropriate level for learners to start their programme.

11. **ICT resources are good.** The equipment is of a high specification and meets commercial standards. There is a wide range of good teaching materials. Many learners progress well at their own pace. ICT equipment in the library is inadequate

12. Resources for the foundation programmes are satisfactory. There is some inappropriate use of accommodation with different classes held in one classroom simultaneously.

13. **Tutors provide good individual support for learners.** Tutors are sensitive to individual learners' needs and the diverse range of backgrounds. They work hard to improve morale, motivate and encourage learners.

14. **The learners who are recruited as education co-ordinators, offer effective peer support,** and help promote the education programme in the prison.

15. Lessons for those learners for whom English is an additional language are satisfactory and they develop vocabulary, accuracy and writing skills. The narrow range of programme levels limits opportunities for sustained speaking activities.

16. **The insufficient range of teaching and learning strategies in foundation programmes hinders learners' progress.** There is insufficient identification of different learning styles to help plan learning activities.

17. **Assessment and the monitoring of learning on foundation programmes is inadequate.** The monitoring and ongoing assessment of learners' progress is not consistently thorough.

### Leadership and management

18. **The planning of education and training by senior managers is good.** A new learning and skills centre provides a comfortable working environment with good ICT resources. There has been some slow progress to develop an appropriate range of learning programmes.

19. **The development of key skills teaching is planned well.** Assignments focus on supporting learning in all three key skills, and opportunities for links to other learning programmes are maximised.

20. **There is particularly good support from education staff** to encourage potential learners to attend education and widen participation. Personal advisers encourage those in education to attend regularly and promote education to those who are not participating.

21. Internal verification of education programmes is satisfactory. Staff meet regularly and discuss individual learners' progress, but there are no opportunities to share good practice. There are inconsistencies in the use of documents.

22. Equality of opportunity is now satisfactory. There are a number of innovative projects that recognise the diversity of the prison population, with links to literacy and numeracy skills. There is insufficient training in equal opportunities.

23. **There is inadequate use of management data.** Retention and achievement data are unreliable and are not used to provide a clear view of learners' progress on programmes and over time.

24. **The arrangements for prisoners to access education and training are inadequate.** Many prisoners arrive late at their lessons and leave class early to be returned to their cells. Access to the library is inadequate.

25. **Quality assurance is unsatisfactory.** There are insufficient quality assurance systems and no review of the standards of teaching and learning. The arrangements to integrate the library and PE provision into the quality assurance framework are not working.

26. **Literacy and numeracy are unsatisfactory.** Some identification of dyslexia is currently taking place, but key performance targets have not been met. Few staff are qualified to give the specialist support required in this area of work. There is no overview of the standard of teaching and learning across the programmes.



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

## **Leadership and management**

### **Strengths**

- good planning of education and training by senior managers
- good development of key skills teaching
- well-planned staff development programme
- good individual support for learners throughout the prison
- innovative projects to recognise diversity

### **Weaknesses**

- inadequate use of data
- inadequate arrangements for prisoners to access education and training
- insufficient training in equal opportunities
- incomplete quality assurance arrangements

## **Information & communications technology**

### **Strengths**

- good achievements
- well-planned training
- good ICT resources

### **Weaknesses**

- poor attendance
- missed opportunities for sharing good practice
- narrow range of programmes

## **Foundation programmes**

### **Strengths**

- good individual support
- good development of literacy and numeracy and key skills in vocational areas

### **Weaknesses**

- insufficient range of teaching and learning strategies
- limited use of assessment in literacy
- poor attendance
- some poor planning

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

27. Leadership and management and quality assurance are unsatisfactory and equality of opportunity is satisfactory.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### Strengths

- good planning of education and training by senior managers
- good development of key skills teaching
- well-planned staff development programme
- good individual support for learners throughout the prison
- innovative projects to recognise diversity

#### Weaknesses

- inadequate use of data
- inadequate arrangements for prisoners to access education and training
- insufficient training in equal opportunities
- incomplete quality assurance arrangements

28. The planning of education and training by senior managers is good. Since the previous inspection a refurbished learning and skills centre has been established, comprising classrooms with good ICT facilities, a workshop, and PE gymnasium and training room. The centre provides appropriate space and a comfortable working environment for prisoners and staff. Senior managers have established a clear prison management structure and staff understand their roles and responsibilities. A head of learning and skills has recently been appointed with responsibility for education and training across the prison. Discussions have recently begun to extend the range of learning programmes beyond ICT and foundation learning. However, there are few programmes at level 2 and no provision at level 3.

29. Education staff work effectively to plan the development of key skills teaching. Learners are now able to gain qualifications in ICT, application of number and communications at level 1. A health and safety assignment has been written with a vocational bias. The assignment is well thought out and provides a context which learners are easily able to relate to. Although the three key skills are taught separately, the assignment is used as a focus to support learning in all areas. It ensures that opportunities for links with ICT and foundation programmes are maximised and are used as evidence for key skills.

30. The well-planned staff development programme meets the needs of individual staff. The comprehensive appraisal system has recently completed its first cycle and staff development needs have been identified. Recently some training, such as learning about dyslexia, has become mandatory while other training takes account of individual staff responsibilities. For example, one member of staff has recently been appointed to a new position of responsibility which includes managing others, and will be attending a delegation skills course. Staff have an entitlement to five training days a year and also financial support for work training and for higher education programmes. However, some staff needs have not been identified. For example, many tutors on the foundation programmes are not suitably qualified to teach the full range of specialist courses and none of the staff has been trained in equality of opportunity.

31. There is inadequate use of management data to plan learning programmes. This was a weakness at the previous inspection. The management information system can only produce simple lists of basic information. There is little analysis of learners' progress and performance. Retention and achievement data are collected for the prison key performance targets for literacy and numeracy, but there is no overall analysis of the number of learners who start training and those who leave or complete their full qualification. Some staff in ICT maintain their own records for retention and achievement, but they do not share this information with other staff. The flexible approach to prisoners joining learning programmes is not supported by the analysis of when a prisoner started their programme in the year. Data are not used to provide a clear view of learners' progress across programmes and over time.

32. The arrangements for prisoners to access education and training remains inadequate. Regimes and education staff work together to ensure that prisoners arrive at their classes promptly, but these arrangements are informal and often unsuccessful. During the inspection week the morning session was brought forward by one hour to allow for better planning of prisoner movement from education and lunchtime service, but this had been a concern for some time. Many prisoners continue to arrive late at lessons and are often picked up from class to be returned to their cells before the end of the session. Tutors are often unaware of the reason for prisoners' absence from class. Attendance and punctuality at classes are poor and significantly affect progress and achievement. On average only 50 per cent of learners registered for classes attend each week. Some have to wait much longer than the recommended seven days before receiving their first assessment for literacy and numeracy and then longer to access the training programme of their choice, even though there are few waiting lists. Access to the library is inadequate. Times are listed for each wing but prisoners are often unable to visit the library. Although some efforts are made to rectify this, they are often unsuccessful. Learners in the contract workshop do not have access to general education classes. The prison activities officer arranges specific cultural education days which are primarily reserved for contract workshop prisoners.

33. Currently up to 30 prisoners from the workforce wing are employed in one contract workshop which is located in the learning and skills centre. The contract with a local airline, is principally directed at the restoration and renovation of audio headsets. There

is no formal recording of training and no recognised qualification for the activities.

34. All PE is recreational. There are regime restrictions and minimum access of one hour each week is difficult to meet. There have been significant long-term staff shortages. Facilities include a fitness and weight training room, a free weights room and a small sports hall. A well-equipped classroom adjoins the gymnasium. There are no weekend activities and only two evening sessions. The programme offers an insufficient range of physical activity options and qualifications. Some seasonal outdoor activity is offered in dry weather, but the playing surface and surrounding building infrastructure pose serious health and safety hazards.

35. HMP Brixton has recently introduced an industrial cleaning programme. This will be delivered and assessed by an external prison works contractor. There are staff shortages and the programme is currently not running, although resources are in place and are adequate for the programme.

### **Equality of opportunity**

36. There are a number of innovative projects to recognise the wide range of cultural backgrounds of the prison population and to raise awareness of diversity issues. A member of the resettlement team works with prisoners to identify cultural and recreational activities that they would like to experience. Examples of this initiative include a three-week theatre workshop, a two-day Indonesian drumming course, an aboriginal culture and folklore day and a family day. Prisoners hold these days in high esteem and attendance is good. While much of the day concentrates on recreational enjoyment, there are also clear links with literacy and numeracy skills.

37. There is particularly good support from education staff to help resolve individual prisoners' problems in joining education classes. Two personal advisers from the learning and skills centre participate in the prison and education inductions and subsequently visit the wings each day to discuss education choices. They prepare each learner's education timetable and meet with them to discuss this in detail. In most cases prisoners receive their first choice of options. The personal advisers also takes time to encourage others to participate. There is good rapport between the personal advisers and prisoners who feel confident about discussing their academic progress and capability. This work has recently been supported by the recruitment of prisoners acting as education co-ordinators to promote education programmes throughout the wings. A part-time member of staff currently supports 30 learners on distance learning programmes in their cells.

38. Learners' achievements are celebrated regularly. A number of national competitions have been won or highly commended in pottery and art. A governor regularly presents certificates to learners and this encourages them to progress.

39. The learning and skills centre receives data on minority ethnic groups, age, race and faith. Data on minority ethnic groups and their participation in, and attendance at, training are routinely collated and monitored and compared with the prison population

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as a whole. These data indicate that participation in education broadly matches the ethnic diversity within the prison against the average length of sentence.

40. There is insufficient training in equality of opportunity. This weakness was identified at the previous inspection. There has been no formal training in equal opportunities or diversity. The education contractor has only recently arranged for training to take place in the learning centre at the end of March 2004. Staff understand the processes and systems, such as those for learners to make a complaint, but some do not include equal opportunities as part of their lesson plans.

### **Quality assurance**

41. There has been some progress made in quality assurance since the previous inspection, but the quality assurance framework and procedures are in the early stages of implementation and it is too early to measure the impact on teaching and learning. Some quality assurance systems and processes have been introduced, but they work independently of each other and there is no overall coherence to give a clear view of standards of teaching and learning. Processes cover the main education and training activities such as assessment, verification and teaching observation. Although these are clearly written, they have been designed and introduced by the education contractor and do not always suit the needs of the prison. Staff do not understand some of the procedures or which ones are important to particular aspects of their job. Many routine tasks are not completed correctly or on time. Some staff maintain their own records as they do not know if there is a procedure for a particular activity. For example, one tutor keeps their own retention and achievement records, but is not asked for them and they are not shared with other staff. The processes to integrate the library and PE provision into the quality assurance framework are not working. Although regular meetings take place, many do not record the actions required or allocation of responsibility. Many meetings do not check on previous minutes and actions.

42. Internal verification of education programmes is now satisfactory. Staff have, or are working towards, a relevant qualification. Staff meet informally on a regular basis and use the opportunity to discuss individual learners' progress. There are inconsistencies in the use of documents such as learning plans, and in the recording and monitoring of learners' progress.

43. Learners are now given the opportunity to comment on teaching sessions and the results are analysed and presented to senior staff. The evaluation also covers teaching styles and resources. Although senior staff are aware of the outcome of the surveys, there is no action plan that focuses on making changes to improve the quality of teaching and learning. Learners are not informed of the results. There is now a programme of teaching observation and the results are used for staff appraisals. However, some of the feedback from observations is superficial and does not highlight specific areas for improvement.

44. The education contract manager is now part of the quality improvement group which meets regularly and is chaired by the head of learning and skills. The group has

concentrated on improving the self-assessment process through staff consultation. Self-assessment is now completed by most of the departments associated with education and training throughout the prison, including the library and the PE department. The comprehensive action plan identifies areas for improvement with timescales and individual responsibilities. Some improvements have resulted from the process, such as the increasing consistency in the use of lesson plans. While key strengths and weaknesses were identified in the self-assessment report, the grades given were higher than those given by inspectors.

## AREAS OF LEARNING

### Information & communications technology

45. ICT is satisfactory.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### Strengths

- good achievements
- well-planned training
- good ICT resources

#### Weaknesses

- poor attendance
- missed opportunities for sharing good practice
- narrow range of programmes

### Achievement and standards

46. Since the previous inspection significant progress has been made to enable learners to achieve individual learning modules and full qualifications. Achievement rates for ICT at level 1 are now good. In 2003 learners gained 51 qualifications at level 1, compared with 40 achievements in 2002. Of the 55 current learners, 17 have achieved a full qualification at level 1, six have achieved accreditation for three modules or more and there are 11 new starts on the level 1 programme. For some learners progress towards achievement has been good. Seven learners have achieved their full qualifications in less than 10 weeks, and two achieved the full award in three weeks. One learner completed and passed the first module on the second day of attendance. Five learners have progressed on to the level 2 programme and are making good progress. One learner is studying for a distance learning university course award in computer programming. Some learners have poor attendance at sessions and make slow progress.

47. The standard of learners' work is satisfactory. Learners' competently demonstrate basic ICT skills in word processing, spreadsheets and database construction. Learners spend a large amount of time working from useful learning guides, but little time is spent creating and manipulating data. There is little use of graphics and computer art to extend the learners' skill level, and insufficient tasks to challenge those who are more able to cope with higher-level work. Learners' work is marked promptly and comprehensively and learners are given constructive advice on how to improve their work. Spelling and grammar are corrected and tutors discuss errors with learners.



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

48. Training is now well planned. Significant improvements have been made since the previous inspection and planning now takes account of individual learners' needs and their length of stay in prison. There is a flexible approach to learning that allows learners to attend between one and 10 of the two-hour sessions a week. The well-planned and comprehensive ICT induction is used in creating the learning plan and includes equality of opportunity and health and safety relating to ICT. It is well recorded and learners are required to sign to show that they have understood the instructions. A short skill test and a self-assessment exercise accurately establish the appropriate level for learners to start the programme.

49. There has been significant improvements in ICT resources since the previous inspection and these are now good. The new hardware and software are of a high specification, are networked and well maintained. There is a wide range of good teaching materials which explain the software applications and these are used alongside practical activities, quick guide prompts and answer booklets. Learners often work well at their own pace. Equipment in the learning centre classroom is well planned, but the prison wing classroom is cramped, with insufficient table space for learners to study and poor ventilation and lighting. There is considerable noise and distraction with other learners congregating outside both classrooms. ICT equipment in the library is not adequate to support the learning. This was recognised in the self-assessment report.

50. Learning programmes are planned to allow learners to work at an appropriate level and pace to meet their individual needs. Learners enjoy this approach and work positively towards their individual goals. Learners who lack confidence receive additional support from tutors and a range of opportunities to practise their skills. Tutors are sensitive to individual learner needs and of the range of diverse backgrounds learners have. They have a good rapport with learners and treat them with respect. Independent study is encouraged. In some sessions learners who are working towards level 2 programmes offer good support to those who are less able. Schemes of work are a list of modules which are not detailed and do not contain any check or evaluation of learning. Lesson plans are detailed and identify learning objectives and additional work to be completed outside of the sessions. In some sessions discussion and assessment of individuals' work takes place on a regular basis. When this happens, it is accurately recorded and updated on computerised progress sheets for most learners. Some progress sheets and review paperwork are incomplete and are not sufficiently detailed.

51. There is a narrow range of courses available for learners. Recently, an award at level 2 has been introduced and this encouraged more-advanced learners to participate, but there is no provision at level 3. There are insufficient short courses available that would help short-term prisoners complete a full qualification and gain a nationally accredited qualification. Many of the learners are in custody for short periods of time and this prevents them from working towards the longer courses.

## **Leadership and management**

52. The ICT team has introduced significant changes that are having a positive impact on the learners. However, there are insufficient arrangements for quality assurance. There is little sharing of good practice or discussion of training issues. Tutors in the learning and skills centre and the prison wing classrooms do not share problems or good practice. Learners are randomly allocated to one of the classrooms and have a very different experience. There are inconsistencies in the monitoring and recording of learners' progress.

53. Attendance at sessions is poor and this was identified at the previous inspection. Of the 168 places which are available each week, an average of 68 places are filled, with an overall average attendance rate of 58 per cent. The attendance rate at individual sessions is between 20 per cent and 50 per cent. Allocation of learners to sessions in conjunction with other scheduled activities is poor. Many learners arrive significantly late for sessions and are not able to stay for the allocated time.

54. Promotion of equal opportunities is satisfactory. During induction there are explicit references to diversity, rights and responsibilities and how to appeal or raise awareness of concerns.

## Foundation programmes

55. Teaching and training in foundation programmes is unsatisfactory.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

### Strengths

- good individual support
- good development of literacy and numeracy and key skills in vocational areas

### Weaknesses

- insufficient range of teaching and learning strategies
- limited use of assessment in literacy
- poor attendance
- some poor planning

## Achievement and standards

56. Accredited programmes are available at entry level, and at levels 1 and 2. In the current year the department has not met its key performance targets for achievement of qualifications. However, inspectors were unable to make judgements about achievement and retention rates as the data are inadequate to provide an overall analysis over time. Achievement is satisfactory or better for those learners who complete their course.

57. Literacy and numeracy and key skills development is encouraged and many learners make good progress through their art and pottery classes. The quality of learners' work in pottery and art is good and work is exhibited and has gained external awards. Learners are proud of their achievements and value opportunities in these sessions to be creative and explore their talents and aims. Learners have also had work published in various art publications.

58. Attainment levels are inconsistent for learners in some sessions. The more able learners are not sufficiently challenged, while for others the activities are too difficult and do not meet individual learning needs. Targets are not sufficiently challenging and learners are not aware of their progress or the goals that they are to achieve.

## Quality of education and training

59. Tutors provide good individual support for learners. This strength was recognised in the self-assessment report. Tutors are fully aware of the significant barriers many learners face and carefully manage the diverse, complex and often challenging needs of learners. They are responsive and work hard to improve morale, and motivate and encourage

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learners. Learners value the new skills which they can use when they are released. Some staff speak a number of languages and offer bilingual support. Education co-ordinators are recruited from the learners. They offer their peers valuable additional support, and act as 'listeners'. They also help to promote the education programme.

60. The social and life skills programme is satisfactory. It offers learners the opportunity to improve their personal effectiveness, and develop self-esteem and confidence, and includes a course on citizenship and preparation for work. The sessions are well organised and include clear learning objectives. The ESOL lessons are effective and provide good opportunities to develop vocabulary, accuracy and writing skills. However, the narrow range of programme levels does not allow sustained speaking activities.

61. Resources have improved since the previous inspection, with the move into the learning and skills centre. However, tutors do not always make the best use of accommodation. This has a detrimental impact on teaching and learning. In an attempt to widen provision, different subject classes have been timetabled into the same room simultaneously. For example, literacy and numeracy activities take place in one classroom and the two ESOL tutors also have to work in one classroom. The fitting of appropriate screens to divide these rooms is imminent. There is currently no specialist ESOL software being used to support teaching and learning, although it is identified in the action plan.

62. The insufficient range of teaching and learning strategies limits learners' progress. There is an inconsistent approach to planning and identification of appropriate strategies to manage teaching and learning. Learners have a very wide range of skills needs including those in literacy, numeracy and English language. In ESOL classes, lesson plans are detailed, are used flexibly and are supported by resources which develop oral, listening and writing skills. However, there is no identification of different learning styles to help plan learning activities. There is an over-reliance on questions and answers, and on worksheets. In numeracy, lesson planning is satisfactory, but in literacy it is unsatisfactory. Although some tutors use lesson plans which are based on various topics, these do not adequately relate to the needs or interests of learners. In some classes, lesson plans are not used and tutors respond to individual needs as they arise.

63. Assessment and the monitoring of learning is inadequate. Some progress has taken place since the previous inspection, but this has not been sufficient to make a significant impact on teaching and learning. Initial assessment is not used to plan lessons, and learners do not receive the results of these assessments. A new computer-based assessment process has recently been introduced and will provide learners with immediate results of their assessment. There is no diagnostic assessment to identify specific learning needs, although ESOL tutors have developed a more detailed assessment for use when learners start attending classes. In some sessions there is insufficient checking of learning and little evaluation of individual lessons to support ongoing planning. Reviews of learners' progress are too general and offer little analysis of progress in relation to specific learning needs. Some programmes have insufficient detail, which limits continuity for learners as they move between tutors on different days.

## Leadership and management

64. Since the previous inspection a number of significant changes have taken place, including moving the programme into new accommodation. The department has developed a more self-critical culture and recognises many of its weaknesses within the development plan. However, the self-assessment report did not identify some key weaknesses.

65. There is some poor planning. For example, there are separate individual learning plans for each of the areas, but learners often participate in a number of different programmes and there is no record of overall progress. The planning of individual learning does not adequately identify learning needs. In literacy there is little formal recording of learning, while in numeracy, records are based on activities. Learners in ESOL classes are set specific short-term targets, but these do not relate to the specific needs of this client group. The induction process is largely an assessment exercise and does not provide adequate information about the content of the learning programme. Attendance at many sessions is low, averaging 50 per cent a week. Education managers work informally with regimes to try to remedy this; learners have access to individual support on the wings as required, but there are few links between attendance at the session and the individual wing support to help learners' progress.

66. There are inconsistencies in the quality assurance of the provision. There is ineffective action-planning and insufficient opportunities to share good practice. Equality of opportunity is satisfactory. Identification of dyslexia among prisoners is taking place but there is little appropriate support for additional learning needs.