

REINSPECTION REPORT

HMP & YOI Parc Reinspection

03 September 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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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Her Majesty's Prison and Young Offenders' Institute (HMPYOI) Parc is a Category B local prison for convicted male adults, convicted and remand male young offenders and, in a separate unit, male juveniles on remand. It is situated on the outskirts of Bridgend in South Wales. At the time of the reinspection there were 950 adult prisoners and approximately 30 juveniles. The prison's operational capacity is 1,028. The education department mainly provides part-time education and training, focusing on literacy, numeracy and key skills, information and communications technology (ICT), art and ceramics, and physical education (PE). Courses are available in business studies, but they were not inspected as there were too few learners. The department also offers vocational training in industrial cleaning.

2. Seven production workshops provide training to the standards required for external contracts. There are education classes and a small production workshop in the vulnerable adult prisoners' unit. Education is provided for learners in the segregation and healthcare units. Some learners follow courses in their cells using self-directed learning packages.

3. The prison subcontracts education and training for adult prisoners and young offenders to a local college. The education programmes operate for 48 weeks each year. The education department is managed by an education manager and consists of a team of full-time and part-time staff.

4. The library is on the first floor of the amenities block and is run by the local borough council. It is open for 43 hours a week and is staffed by two local authority librarians, one full time and one part time, supported by two prison orderlies.

SCOPE OF PROVISION

Information & communications technology

5. The education department offers basic computer literacy courses at level 1 or 2. The courses are designed to support learners with basic skills needs. Since the previous inspection, the ICT department has introduced three new level 3 courses to help prisoners obtain employment on their release. The number of learners varies as they are regularly transferred to other establishments at short notice. The department does not keep full details of the number of learners or the breakdown of adults and young offenders on ICT programmes. Learners can join courses whenever a place becomes available.

Hospitality, sport, leisure & travel

6. Learners can participate in a range of PE activities including basketball, volleyball, football, weight training, yoga and badminton. The PE accommodation comprises a sports hall, two small weight training rooms and a fitness room, and three external hard court areas. The activities form part of a structured programme organised by PE officers and instructors. This consists mainly of recreational PE and is offered during the daytime, in the evenings and at weekends. Seven gym orderlies help to clean, prepare and maintain the facilities and equipment. They work towards a foundation level award in PE. This includes a variety of nationally accredited qualifications and local awards in anatomy and physiology, health and safety, first aid and weight training. Learners apply to take part in the modular 10-week PE programme. A few learners apply to study independently for a gym instructors' award. The department offers separate sessions for learners needing remedial PE. Learners receive information about the PE provision from noticeboards and the induction process. Sixty per cent of learners attend PE.

Health, social care & public services

7. All nine of the learners training in industrial cleaning are working towards levels 1, 2 and 3 of a nationally recognised qualification. Four are young offenders and five are adult learners. There is one full-time tutor who is a qualified assessor and is responsible for the programme. Three prisoners who have completed their training are qualified assessors and provide training and assessment for their peers. Learners are trained to use a range of industrial cleaning equipment and chemicals in the purpose-built workshop and on the wings. Assessments take place in the workshop. Learners attend five afternoons a week for practical training and assessments. All learners attend short courses in manual handling, control of substances hazardous to health, and health and safety.

Visual & performing arts & media

8. The art and design department offers a variety of nationally accredited courses including art illustration, personal project, landscape, communicative drawing, mark making, ceramics, sculpture, fine art, illustration, and watercolour and oil painting at levels 1, 2 and 3. It also offers general certificates of secondary education (GCSE) and advanced supplementary (AS) level art. During the reinspection there were approximately 151 young offenders and 135 adults attending classes. The data does not differentiate between adult and young offender learners who attend several groups during the week. Some 30 extra learners attend art courses offered in the wings. No data is available for those attending non-accredited sessions. Art is offered every morning and afternoon during the week and some learners attend full time.

Foundation programmes

9. One hundred and fourteen young offenders and 113 adult learners attend literacy and numeracy courses ranging from entry level to level 2. Sixty-nine young offenders and 49 adult learners attend social and life skills courses accredited to level 2. Topics include drug and alcohol awareness, budgeting and money management, preparation for work, parenting, and sex and relationships. Nineteen young offenders and 11 adult learners are currently training in key skills. Literacy and numeracy support are provided in the prisoners' house blocks for those prisoners unable to attend the education department. Most learners attend education part time, for up to five lessons a week. Vulnerable prisoners receive support in literacy and numeracy, health and safety, food hygiene and art. Foundation programmes are co-ordinated by one full-time staff member, and training is provided by a team of full-time and part-time staff.

ABOUT THE REINSPECTION

Number of inspectors	8
Number of inspection days	32
Number of learner interviews	100
Number of staff interviews	35
Number of subcontractor interviews	1
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

10. At the previous inspection, training in health, social care and public services was judged to be good, and foundation programmes satisfactory, but the ICT provision was unsatisfactory. Leadership and management of education and training were unsatisfactory, as were equality of opportunity and quality assurance. Programmes in visual and performing arts and media, and hospitality, sport leisure and travel were not inspected. At the end of the reinspection process, training in visual and performing arts and media, and in health, social care and public services was judged to be satisfactory. Foundation programmes and training in ICT and hospitality, sport, leisure and travel were unsatisfactory. The leadership and management of education and training were very weak, as were the arrangements for quality assurance. Equality of opportunity was unsatisfactory.

KEY FINDINGS

Achievement and standards

11. Achievement rates are satisfactory in most areas of learning, but there is **little reliable data available** to allow judgements to be made about retention rates.

12. Learners produce a good standard of work in ICT and some aspects of art. There is **good development of skills in ICT, industrial cleaning, art and ceramics.**

13. Learners have **good progression opportunities in industrial cleaning and in art.**

14. **Appropriately qualified learners are used well to support their peers in class.**

Quality of education and training

15. There is a **narrow range of courses in ICT.** The new resources in ICT support learners on new level 2 programmes, but there is little curriculum planning to identify other programmes that would help develop learners' employment skills.

16. The **well-structured PE programme** offers a good range of activities and opportunities. However, these good planning initiatives are carried out in isolation and not shared with other education and training areas in the prison.

17. Teaching is satisfactory across all areas of learning. Some teachers rely on too few teaching styles and use insufficient group teaching.

18. Monitoring of learners' progress is satisfactory in ICT. Tutors are not given the results of learners' literacy and numeracy assessments to help them devise learners' individual learning plans.

19. **Learners do not have individual learning plans** or short- and medium-term achievement targets. They are not given sufficient information about their course.

Leadership and management

20. The senior management team has recently improved its awareness of prisoners' education and training needs. The head of learning and skills has developed **a good action plan to support new initiatives.**

21. **Little progress has been made with the post-inspection action plan.** There has been no review of the education programmes to help raise standards of teaching and learning.

22. There is no schedule of staff meetings, and curriculum teams rarely meet. There is **insufficient sharing of information between curriculum teams.** Relationships between the education staff and the subcontracting college vary across departments. There is little curriculum development.

23. **The co-ordination of education and training activities is poor.** Literacy and numeracy support is not provided across the workshops even when learners' needs have been identified.

24. **Arrangements to cover absent staff are poor.** Many classes are cancelled, or covered by staff who are ill-prepared or do not have the necessary expertise.

25. **The appraisal and staff development arrangements are poor.** Few staff have had an appraisal or review within the previous two years.

26. **There is no accredited training in the prison workshops.** The prison has recognised the need to develop programmes but little progress has been made since the past inspection.

27. **Management information is inadequate** and is not used for quality assurance purposes, to develop the curriculum and plan improvements in performance. There is little accurate information about retention and achievement rates.

28. **Equality of opportunity is unsatisfactory with few improvements since the previous inspection.** The prison has improved its co-ordination of the management of race relations issues. The allocation of prisoners to activities is generally free from bias. There is poor implementation of equal opportunities practices.

29. **Quality assurance is very weak.** There is no overall quality assurance of education and training across the prison. The self-assessment process has not been fully consultative and there was no self-assessment report for education and training.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good recent management awareness of development needs

Weaknesses

- poor education and training provision
- very slow progress in implementing the post-inspection action plan
- poor management of education and training
- inadequate management information
- poor implementation of equality of opportunity
- inadequate quality assurance of education and training

Information & communications technology

Strengths

- good development of basic ICT skills

Weaknesses

- inadequate range of courses
- poor target-setting and action-planning for most learners
- poor management of the ICT provision

Hospitality, sport, leisure & travel

Strengths

- good access to a range of sport opportunities
- good initiatives to develop the PE curriculum

Weaknesses

- insufficient range of accredited courses
- poor understanding and implementation of quality assurance
- insufficient application of health and safety procedures

Health, social care & public services

Strengths

- good progression opportunities
- effective use of learners as trainers
- good use of real work environments for training

Weaknesses

- poor planning of training
- inadequate quality assurance arrangements

Visual & performing arts & media

Strengths

- good skills development
- good range of courses

Weaknesses

- poor resources and facilities
- poor individual action-planning

Foundation programmes

Strengths

- good management of learning in classes

Weaknesses

- inadequate management of foundation programmes
- poor resources

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

30. Leadership and management and quality assurance are very weak and equality of opportunity is unsatisfactory.

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

Strengths

- good recent management awareness of development needs

Weaknesses

- poor education and training provision
- very slow progress in implementing the post-inspection action plan
- poor management of education and training
- inadequate management information
- poor implementation of equality of opportunity
- inadequate quality assurance of education and training

31. The prison's management has recently increased its awareness of the education and training department's development needs and this is now good. The new head of learning and skills was appointed in July 2004. She recognised the slow progress that had been made in identifying a wider range of appropriate qualifications. She has produced an action plan for education and training to remedy the situation, and is seeking approval for this. The plan clearly identifies the need for a wider range of programmes at appropriate levels to meet learners' needs and prepare them for employment opportunities on release. She has started a quality improvement group and has been liaising well with the resettlement manager and staff from the work allocation unit. There is a renewed interest from the senior management team in education and training.

32. There has been very slow progress in implementing the post-inspection plan. The most significant progress has been in PE but this has been made in isolation from the rest of the prison. Many of the actions taken have been operational and have only concentrated on small details in specific areas of the provision. There has been no progress on the wider issues of curriculum planning and quality assurance, and managers have not analysed the areas of skills shortage in Wales to help identify the development needs of prisoners. The action plan identified the need to review all programmes but the review was not completed despite the small number of programmes offered.

33. The management of education and training is poor. There is no schedule of regular meetings to review programmes or performance. Meetings are held when staff or managers consider them to be necessary. The outcomes of meetings are rarely recorded and few actions are monitored. In some instances communications between the education department and the subcontracted college are poor. The art team meets regularly at the college with the head of department. In other subjects there are poor relationships between the area of learning staff and the department heads at the college, and the latter give insufficient attention to the prison curriculum. There are few meetings between staff in different areas of learning. This situation has worsened since the previous inspection. There has been little progress towards planning and developing a curriculum that meets learners' needs and prepares them for employment opportunities on release.

34. There is little co-ordination of activities across the education and training departments. Many of the prisoners in the workshops have literacy and numeracy needs, but they are not given planned support in their workplace. The new head of learning and skills has begun to deal with this by linking the prison activities more closely and establishing a plan for the future of the provision. A quality improvement group has recently been set up, but this is the first formal action taken to bring together people from across the prison.

35. There are inadequate cover arrangements to ensure the quality of teaching and training when staff are absent. During the reinspection, 14 classes were cancelled and 15 had other staff covering. This was detrimental to any continuity of teaching, particularly as, in most instances, the staff covering classes were ill prepared for the task.

36. Resources and facilities are poor in many areas. This was identified at the previous inspection. Although some new resources, such as computers, have been purchased, there is no clear plan explaining how these resources will be used or what their impact is expected to be on learners' skills development and employment opportunities. Facilities and resources for foundation courses, PE and art are inadequate but there is no overall plan to replenish equipment and stock. Some resources have been purchased to support the curriculum but there are no plans to monitor their effect on the quality of teaching and learning.

37. Most staff have not had an appraisal for the past two years. The few appraisals that have taken place follow the college's procedures. However, they concentrate on superficial aspects of staff development and do not fully evaluate tutors' performance. They are not used to set clear objectives or agree targets for the following year. There are no reviews during the year.

38. There is no accredited training in any of the prison workshops. This was a weakness identified at the previous inspection. Prison managers have recognised the need to introduce a range of qualifications and to review the range of work activity to meet local employment needs, but this process is in its early stages. The prison has a carpentry workshop, a metalwork shop, a workshop producing wire looms for the construction

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industry and another making components for the motor industry. Other workshops carry out various packing duties. In one workshop a research project is being carried out. Prisoners have to throw darts at a dartboard and chart its deterioration over a period of time. There is a workshop for vulnerable prisoners and also a Braille workshop. The laundry provides work for 10 to 12 prisoners, and others work in a gardening team which maintains the grounds. A wide range of horticulture activities take place but there is no formal training. Insufficient attempt has been made to identify appropriate qualifications and promote learning opportunities in these areas of work.

39. The catering facility is situated outside the prison walls and is not suitable in location or design for prisoners to work or train in. There have been plans drawn up for some considerable time to build a training kitchen inside the prison, but before the work began the site was used for something else. These plans have been resurrected and have been approved by the management team. The prison has yet to identify which courses it will be offering.

40. There is inadequate use of management information for management and quality assurance purposes. The systems used by the education department do not provide sufficient information about groups of learners, in particular about retention and achievement rates, to enable managers to set targets and plan for programme development. There is little data to inform managers of performance or to help plan the future curriculum. Inspectors were unable to make judgements about retention and achievement rates for PE or education courses, as much of the data is not systematically collated. Most data is inaccurate and there is none that would allow managers or teaching teams to monitor their own or the learners' performance.

Equality of opportunity

41. Arrangements for equality of opportunity in education and training at HMPYOI Parc are unsatisfactory. There have been few significant improvements since the inspection in September 2002. However, there have been improvements in how the management of race relations, bullying behaviour and suicide prevention is co-ordinated. Staff responsible for these functions work well together in the community resource team. The prison's anti-bullying procedures are clearly displayed on prison noticeboards and most prisoners are aware of the zero tolerance approach to bullying, and the three-stage process used when a case of bullying is identified. The prison's race relations committee carefully monitors the investigation of all complaints that may have a racist element. One member of this committee is a prisoner. Prisoners are well aware of the procedures for making complaints. A relatively small proportion of complaints are made about education and training.

42. The prison has an equal opportunities policy. Signs displaying the prison's commitment to equal opportunities are prominently displayed throughout the prison. The education department uses the college's standard equal opportunities procedures, but there are no specific policies or procedures for education and training provision in the prison.

43. The allocation of prisoners to activities is generally fair. Allocations are made using the results of a health check, initial screening, a risk assessment and the prisoner's sentence plan where available. The race relations' officer monitors the allocation to ensure that prisoners from minority ethnic groups are treated fairly. Very few prisoners' sentence plans are available to inform the process. When prisoners participate in the full induction process, they take a screening test to identify their literacy and numeracy skills. In most instances learners are allocated to an appropriate education programme according to the level of support needed.

44. Most prisoners receive their entitlement to the library and visit it with the rest of their wing. The wing's access to the library is timetabled, but staff are not always available to take prisoners to the library at the designated time, and access is often on a first come first served basis. Learners do not receive an induction to the library as part of the prison's induction. There is a satisfactory range of foreign language books, religious books and books to support the development of literacy, numeracy and language. Law books are available. Learners have access to two computers in the library on which they can study language courses, driving theory tests and the driving hazard test. This is a new initiative and currently works on a booking system during library visits. The librarian places posters on the wings promoting the library services and has produced leaflets to be given to new prisoners but they are often not given out.

45. There is poor implementation of equal opportunities practices. There is a significant range of prisoners who do not have access to education programmes. Vulnerable prisoners can only attend education programmes on their wing, and this limits their choices. Prisoners with restricted mobility cannot attend any computing classes on the first floor. Prisoners who work full time in the prison workshops have very few opportunities to participate in education. Staff do not use lessons as an opportunity for challenging stereotypes and showing positive images of minority groups. There is no systematic training for teachers in the application of equality of opportunity to education and training, a weakness identified at the previous inspection. There are not enough links between the behaviour management programmes provided through the resettlement programme, and the education provision.

Quality assurance

46. Quality assurance arrangements for education and training are very weak with little progress being made since the previous inspection. There is no overall quality assurance of education and training across the prison. The scheduled quarterly meetings between the prison and the subcontracted college have not taken place for some considerable time, while the contract has been renegotiated. The main focus of the meetings has been on contract compliance rather than quality. Where discussions of quality are recorded, the proposed actions have not been sufficiently implemented. There are no co-ordinated systems for quality assurance across the prison. Staff do not understand quality assurance, the self-assessment process is poor, and no observations of training and learning take place.

47. The education department follows the quality assurance procedures of the subcontracted college, and produces an annual self-assessment report and action plan

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which is scrutinised by the college's quality audit board. However, the curriculum areas are not all sufficiently involved in the self-assessment process. The self-assessment report and action plan are based on judgements from the previous inspection, but there has been slow action on the issues raised. There is no self-assessment report that covers education and training across the whole prison.

48. Arrangements for the observation of teaching and learning are ineffective. Some additional observations of tutors in art and in ICT have been carried out very recently by college assessors. Some of the new staff have been observed but there has been no scheduled programme of observations, although these were taking place at the time of the previous inspection. The newly appointed head of learning and skills has identified this weakness and has begun a programme of informal observations. There is little involvement of learners in the evaluation of programmes, and no formal mechanism for them to influence programme planning and development. This is a weakness recognised in the self-assessment report. A survey of learners' perception of their courses has been carried out very recently, but the results have not yet been sufficiently analysed to be used for planning.

49. There is no mechanism to ensure that courses are reviewed consistently and programmes continue to develop, and there are too few opportunities for staff to meet to share good practice.

50. There is no co-ordination of internal verification across the prison's education provision. However, the internal verification processes are satisfactory in most curriculum areas. In art, ICT and literacy and numeracy, internal verification is managed by the college. There is insufficient internal verification of life skills programmes.

AREAS OF LEARNING

Information & communications technology

51. ICT training is unsatisfactory.

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

Strengths

- good development of basic ICT skills

Weaknesses

- inadequate range of courses
- poor target-setting and action-planning for most learners
- poor management of the ICT provision

Achievement and standards

52. Learners develop good basic ICT and computing skills. Many learners who start ICT courses have never used a computer before. They receive a good introduction to industry standard applications. Some learners are developing effective keyboarding skills using specialist software packages.

53. Most learners produce a good standard of work. They use well-designed learning materials that allow them to work at their own pace and also provide the appropriate level of challenge. The number of learners gaining ICT qualifications has increased in recent years. In 2000-01, it was 112, in 2001-02, 152 and in 2002-03, 169. For many of these learners this is the first qualification they have achieved. However, retention data is not collected in a suitable format to inform managers of learners' attendance.

Quality of education and training

54. Learners are given effective individual support by their tutors in mixed-ability classes. The relationship between learners and tutors is good. Learners, who have developed their skills and understanding, work as classroom administrators and provide constructive support to their peers. Learners value this support. The tutors are well qualified and experienced.

55. Since the previous inspection, learners have benefited from the introduction of a new computer network and personal computers, and updated industry-standard software. As part of a new ICT course, learners are given supervised access to the internet to help them gain the full qualification. An additional information technology (IT) room has been created to offer greater flexibility of provision. All the rooms are pleasant

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and well lit. Learners benefit from new training books and materials which they use with guidance from their tutors. However, there is too much reliance on the use of individual learning materials and not enough use of multimedia learning and training resources. Classrooms are poorly ventilated and can become uncomfortable in hot weather, and the computer chairs cannot be adjusted to a suitable position for each learner. The rooms have little specialist equipment for learners with specific learning needs. In one room there is an area which cannot be seen by prison staff, but there is no mirror to enable them to monitor activities.

56. Teaching has improved since the previous inspection and is now satisfactory. It is offered individually rather than to groups of learners. Learners develop their ICT skills using exercises designed to prepare them for examinations. During the reinspection, one classroom was being covered by temporary tutors while a colleague was absent, a weakness identified at the previous inspection. The tutor was not familiar with the classroom administration and the location of learners' files. Learners were eventually able to make satisfactory progress when appropriate resources were located. One learner on a level 2 programme felt that he did not always receive adequate support from temporary tutors because they were not always ICT specialists.

57. The monitoring of learners' progress is satisfactory. It is informal and based on tutors' knowledge of individual learners and their readiness for assessment. Learners are assessed to identify their literacy and numeracy support needs. However, tutors are not routinely informed of the results of the tests and are not aware of learners' individual basic skills needs. Some learners do not receive a test for literacy or numeracy and some are using inappropriate learning materials which slow their progress. Teaching plans do not clearly identify training strategies and learning opportunities to meet individual learners' needs.

58. The education department offers a narrow range of courses. This weakness was identified at the previous inspection. Learners can work towards introductory certificates in IT and accredited certificates at levels 1 and 2. They are not offered enough employment-related qualifications. The limited progression routes reinforce learners' skills but they do not challenge or extend their development. There has been an attempt to introduce desktop publishing and web design into the curriculum but these are not yet available. Only four learners have progressed to level 2 courses.

59. Many learners do not have individual learning plans or short- or medium-term achievement targets. This weakness was identified at the previous inspection. Learners are not involved in planning their time in education and training. They do not know what their programme consists of. They are unclear about how many units they need in order to achieve their qualification, or when they are likely to complete them. They do not understand the criteria for assessment or know their target dates. Learners are not challenged effectively to develop skills at a pace appropriate to their ability. Some make slow progress.

Leadership and management

60. There is no analysis of data to identify trends and to help management and curriculum decisions. Data is not kept in a way which is easily accessible when reviewing courses and planning future provision. Targets are not set for retention and achievement rates. There is no use of learners' feedback to improve the quality of provision and to support curriculum development. There are insufficient arrangements for quality assurance, little sharing of good practice, and no systematic observation of training to ensure its quality. There is no self-assessment report for ICT, but it is included in the education department's report. There is little promotion of equality of opportunity.

61. Most learners are accepted onto courses after a literacy and numeracy assessment and an interview. Tutors are not told about learners' basic skills needs, and some learners receive inappropriate training. During the reinspection only one member of the ICT team was available. One class had been covered by various tutors for more than four weeks. A similar situation was reported during the previous inspection. Although there has been recent investment in ICT equipment, there is no action plan for the introduction of new courses to expand the curriculum and offer additional training opportunities. Since the previous inspection little has been done to deal with the weaknesses identified.

Hospitality, sport, leisure & travel

62. Training in hospitality, sport, leisure and travel is unsatisfactory.

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

Strengths

- good access to a range of sport opportunities
- good initiatives to develop the PE curriculum

Weaknesses

- insufficient range of accredited courses
- poor understanding and implementation of quality assurance
- insufficient application of health and safety procedures

Achievement and standards

63. Achievement rates and the standard of learners' performance are satisfactory. The pass rate for individual modules of the foundation course varies widely. Learners' skill levels and personal development also vary greatly. Very few learners have learning and development plans and there is too little recording of progress against targets. Most practical sessions include learners of mixed ability. In some sessions, learners are encouraged to support and assist their less able peers, but this is not common.

Quality of education and training

64. Learners have good access to sports. Most learners can attend PE at least four times a week. There is a good range of opportunities for them to participate in team and individual sports, and activities such as yoga. Competitions and informal events supplement the well-structured timetable. Learners recently took part in a charity event, and there are regular inter-wing football competitions which are greatly valued by the learners. Learners in full-time education or work have PE sessions specifically timetabled for them. There is a rigorous application procedure for learners wishing to join the foundation PE course or apply for gym orderly positions. This supports equality of opportunity. The course provides a good introduction to various aspects of PE. Learners can gain four national awards and four local awards on a national training programme. Gym orderlies are employed to carry out an extensive range of tasks independently while also working towards a nationally recognised qualification. Those learners with the appropriate skill level are encouraged to teach on circuit training sessions and help other learners in the weight training sessions.

65. Recent staff and management changes have been the catalyst for good new initiatives to develop the PE curriculum. Well-focused staff training has recently taken

place to extend the curriculum so that it caters for different sectors of the community. For example, two instructors have taken external awards to meet the specific needs of mature learners, and two instructors have trained to assist learners with a history of substance misuse. A badminton coaching course has been identified but this has not yet started. Positive internal partnerships are being developed. For example, prison staff are working with the probation service to introduce the Duke of Edinburgh's Award. Learners who cannot access the whole award in the prison will be able to complete it on their release. In addition the prison holds a monthly job fair and a few learners have been successful in gaining employment through this. Initiatives to extend the facilities and use them more effectively are also being implemented. A new climbing wall will soon be constructed in the sports hall, and some alterations are to be made to extend the weight-training room.

66. Resources are satisfactory. The sports hall provides a good resource for many activities. There are good external facilities but these cannot always be used to best advantage with the staff available. The weight rooms are very cramped and some of the equipment is outdated and in need of repair. Staff have good qualifications in weight training but some do not hold specific awards in other sports and few have teaching or training qualifications. The teaching accommodation and equipment is poor. The cardiovascular room doubles as a teaching room. It is not adequate for large numbers of learners.

67. Teaching on accredited courses is satisfactory. Tutors provide detailed, subject-specific information in a professional manner, at a good pace and supported by good learning materials. However, there is not enough variation in teaching styles and methods, and too little evaluation of learning. There is insufficient individual coaching for some learners in practical sessions and too little interaction between tutors and learners in most recreational sessions.

68. Assessment of learners' work and performance is satisfactory. Coursework is marked accurately but the feedback does not tell learners what they can do to improve their performance. Practical work is observed and incorrect techniques corrected efficiently. However, in large groups this does not always happen. It is sometimes difficult for tutors to move around the activity rooms and observe all the learners. Much informal assessment occurs but this is rarely recorded.

69. There are insufficient learning opportunities to meet the needs of learners, and not enough accredited courses. Learners cannot achieve sports coaching awards or national vocational qualifications, or follow short courses. There are too few foundation courses and progression opportunities are inadequate. In two years there have only been seven courses and 84 learners. However, 2,000 learners attend PE every week. Sports course applications are oversubscribed. Two learners were granted funds to follow gym instructors' courses through independent study. There is insufficient interaction with individual learners, or groups of learners, during sessions. There is very little feedback to learners on their performance. Literacy, numeracy and key skills are not taught together. There are few links between the PE and education departments.

Leadership and management

70. The managers and staff have a poor understanding of quality assurance procedures. There is no self-assessment process and no formal observation of teaching and learning. Course materials are prepared well but there are no schemes of work or session plans to ensure consistency of delivery. There is no procedure to evaluate the effectiveness of sessions, and the amount of feedback from learners is insignificant. Measurement against learning objectives is weak. Inexperienced tutors are not adequately prepared, assisted and supported to teach. Too few staff have experience of teaching and training, and there are not enough role models or opportunities to team-teach. The annual staff appraisal covers the operational and personal development needs of staff but is not used to set retention and achievement targets.

71. In some instances poor application of health and safety procedures puts learners at risk. In some sessions the maximum capacity of the weight training room is exceeded. It is very difficult for the tutor to move around the room, and observation of a small part of the room is impossible. Conditions are very cramped. Some equipment does not have enough surrounding space to be used safely. The room has poor temperature control and air conditioning. In another activity room some learners lift dead weights while others are exercising on the floor. There is constant interruption by learners from the adjoining art room. Insufficient time is allocated to warm up and cool down, and there are no checks for suitable kit and the absence of jewellery.

Health, social care & public services

72. Training in health, social care and public services is satisfactory.

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

Strengths

- good progression opportunities
- effective use of learners as trainers
- good use of real work environments for training

Weaknesses

- poor planning of training
- inadequate quality assurance arrangements

Achievement and standards

73. There are good opportunities for learners to progress through stages one, two and three of their programme. They can also achieve foundation level certificates in health and safety, the control of substances hazardous to health, and manual handling. Some achieve certificates in supervising health and safety. There is no reliable data available to enable judgements about retention and achievement rates to be made. However, in the past 12 months, 48 learners have achieved level 1, 28 level 2 and 11 level 3, and most have also achieved additional qualifications. The cleaning workshop runs a five-day course for wing cleaners as well as training learners on the industrial cleaning courses. This limits the number of places on industrial cleaning courses.

Quality of education and training

74. HMP Parc uses learners effectively as trainers. Some learners who have successfully followed the full range of courses have qualified as assessors. Three learners are currently working as trainers and assessors. This has been particularly effective in enabling the course to continue running during the tutor's absence. Learners benefit from being taught by their peers, who empathise with their personal issues and provide constructive support.

75. Good use is made of real work environments for training and assessment. This is an improvement since the previous inspection, and has much improved the training and assessment, giving learners realistic work experience and practice. The assessors take groups out onto the wings to practise cleaning in a variety of settings which are not easily replicated in the workshop, for example, in the washrooms and shower rooms. One young offender is a qualified assessor and takes learners onto the young offenders' wings for training. There are also two adult assessors who do the same for adult

learners.

76. Resources for cleaning courses are satisfactory. The tutor is well qualified, and registered with the awarding body. Training in industrial cleaning takes place in a well-equipped workshop as well as on the wings. Rooms are fitted with different types of flooring, which need to be cleaned in variety ways. There is a mock bathroom facility and a variety of wall surfaces all of which provide good training and assessment opportunities. Training and instruction are satisfactory and learners are appropriately tested when ready. Learning materials have improved since the previous inspection. These have now been reproduced and laminated, but there is only one set and this is not enough for the numbers on the course. Learners receive support and guidance appropriate to their needs.

Leadership and management

77. There is poor planning of training. Learners enrolling on the course are given a workbook covering all three stages of the course. They receive an induction at the start of their course, but no initial assessment. There are no short- or long-term goals agreed between tutors and learners. Tutors have schemes of work but do not follow them. Learners join the course as and when there is a vacancy. They are all at different stages of the programme but they do not have short- or medium-term targets. Learners do not know in advance what units they will be working on, and assessments are usually agreed on the actual day.

78. The quality assurance arrangements for the industrial cleaning courses are inadequate. Managers rely on the awarding body's report to maintain the quality of the course. There are no arrangements to observe training sessions or moderate assessments. The tutor works closely with the assessors but no formal records are kept. The cleaning workshop is isolated from the education department and cleaning is the only practical course being provided. There are no meetings between staff from the cleaning workshop and the education department to share good practice, discuss targets or to review the course. Record-keeping is minimal. There are individual records but the tutor has no overview of the group's achievements.

Visual & performing arts & media

79. Training in visual and performing arts and media is satisfactory.

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

Strengths

- good skills development
- good range of courses

Weaknesses

- poor resources and facilities
- poor individual action-planning

Achievement and standards

80. Learners develop good skills in art and design. In most art sessions the range of techniques taught includes ceramics, painting and drawing. During the first few sessions learners usually work on a specific project brief. They can then develop their own styles and interests related to the criteria. Some learners are very experienced in art before attending the sessions, but many have little previous experience. A few learners want to develop art skills with a view to gaining suitable employment on release. For example, one experienced learner is making a set of snap cards for commercial production as a children's game.

81. Experienced learners are aware of gaining new skills. For example, an experienced portrait painter has developed skills in painting large murals. Learners who are aiming for AS level, GCSE or level 3 qualifications attend classes full time and achieve good standards of work. Most learners are working towards a nationally recognised qualification. All are well motivated and continue to learn new skills and techniques.

Quality of education and training

82. Learners have access to a good range of courses appropriate to their levels and abilities. Some anxious learners are encouraged to complete assessments only after finishing all the work for their course. Tutors take into account learners' interests and strengths. For example, a learner who has a particular interest in wildlife is completing a personal project for accreditation. Projects allow the learners to interpret designs according to their own interests. The range of short and longer courses caters for the needs of the transient prison population. Some 15 new learners begin art courses each week and several leave. For many learners a credit is the first certificate they have ever received.

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83. Learners are encouraged to participate in external competitions. A learner on the secure wing who had no previous experience of art work has recently won two awards for three-dimensional work and completed a GCSE course. Learners are encouraged to display their work in external exhibitions. The local hospital has recently requested a large mural and work for a new sponsored garden. Three-dimensional garden tiles made by the learners will be used in a beach area and a woodland scene in the hospital garden.

84. Teaching in art is satisfactory. Tutors are enthusiastic about their work and use a range of teaching styles to manage experienced learners and beginners well in the same group. Some experienced learners help and support beginners and less-motivated learners. Tutors ask appropriate questions to support learning. They are sensitive to learners' problems. Learners are encouraged to widen their range of skills in art and design. A few learners are able to take materials back to the wings to continue work in their own time. Tutors encourage learners to use books and visual materials.

85. Internal verification is satisfactory. The process is managed internally by the training officer. Tutors ensure the work is prepared for verification at appropriate times to suit the learner.

86. Resources and facilities in art are poor. Art rooms are shabby and untidy and the noise from the nearby gymnasium is distracting. There is graffiti on cupboards and filing cabinets, furniture is broken, and torn papers and old magazines are strewn around the room. The art rooms are not being cleaned because of staff shortages. There are no display areas or noticeboards. Some specialist equipment such as a potter's wheel has been broken for some time. Storage space for learners' work is very limited, and work frequently gets stolen or damaged. Two storage areas in one room are not used. Several old unused computers take up space in one room.

87. Tutors provide many of their own learning resources to inspire learners, but there are not enough drawing boards, easels or canvas for oils. The library has a range of art books for classroom use or reference. The art staff are well qualified and have a range of commercial experience. Two learners have recently been appointed as technicians.

88. Individual action-planning is poor. Tutors introduce their subjects during the prison induction. Prisoners complete a literacy and numeracy test and those allocated to education are given a prospectus. The training officer interviews learners and allocates them to a course of their choice. A few reluctant learners are included in the art sessions. Learners' previous qualifications are recorded and the records are regularly updated. The few learners following a level 3 course have a record of their work and an assessment sheet completed at the end of each session, in discussion with the tutor. A copy of this record, which includes the aims for the next session, is given to the learner. Learners receive an individual timetable which can be changed by agreement. However, many learners do not have set targets or action plans. Tutors briefly record learners' progress at the end of each session and also note any change in behaviour or attitude. Learners are not involved with this process. Learners are not systematically given copies of the course criteria to refer to during their lessons.

Leadership and management

89. Tutors can attend relevant professional development activities at the college on request. Team meetings are held at the college. The agendas are not always dated and minutes are unclear about any actions to be taken. Tutors have very few opportunities to share good practice. Part-time tutors are paid to attend team meetings.

90. Classroom observations have only very recently been carried out after a two-year gap. There is no appraisal process or other quality assurance processes to monitor the standards of teaching or to review programmes.

91. There is inadequate data on retention and achievement rates, and little accurate data on the number of learners who start or complete courses.

92. Tutors work hard to ensure that prisoners with restricted mobility can access the art rooms, but there is little access elsewhere in the prison. Two art tutors working in the secure wing with learners with restricted mobility were due to have their sessions moved upstairs. The tutors spent some considerable time ensuring the provision was maintained on the ground floor.

Foundation programmes

93. The provision of foundation programmes is unsatisfactory.

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

Strengths

- good management of learning in classes

Weaknesses

- inadequate management of foundation programmes
- poor resources

Achievement and standards

94. Data is not collated systematically to enable retention and achievement rates to be judged. Learners' achievements are recorded but not checked against the numbers of learners who started programmes. However, the overall number of learners achieving key skills qualifications at level 2 has risen, and the number achieving entry-level literacy and numeracy qualifications has fallen. Data showing the number of learners participating in training in one week was not accurate. The data system cannot identify learners attending more than one lesson in a subject area, and the number of learners in training is therefore exaggerated.

Quality of education and training

95. Teachers manage classes well. Where staff are covering for absence, they quickly establish good relationships with learners, encouraging them to focus on, and become involved in, the tasks set. Teachers use a range of techniques to stimulate learners and maintain their interest, even though many are reluctant to attend education. Young offenders frequently exhibit particularly challenging behaviour, but tutors manage sessions with them effectively, dealing with bad behaviour appropriately. Staff are sensitive to learners' individual learning needs and personal problems. In social and life skills lessons, discussion is used particularly effectively with young offenders, and written work is kept to a minimum. Tutors encourage learners to use their life experiences. On a parenting programme, a tutor appropriately challenged a learner on the views he expressed, encouraging greater awareness and a change of attitude. There are now examples of group teaching, an area of weakness at the previous inspection. In an English key skills programme, the tutor encouraged a good level of group involvement in the task, and the learning was checked against the session aims. Staff are well qualified and have good experience in their areas of work and of teaching in prisons. Separate training is now provided for learners with pre-entry literacy levels and those who may be experiencing difficulties through dyslexia.

96. Assessment and monitoring of learners' progress is satisfactory. On literacy and numeracy courses, teaching staff complete progress and achievement records after each lesson. This is usually done well. Initial assessment is satisfactory and covers literacy, numeracy and dyslexia.

97. The range of courses for most learners allows for progression and qualifications at a range of levels. This is not the case for vulnerable prisoners.

98. The previous inspection identified learners' induction into education as an area for improvement. Much progress has been made, but the induction activities are still not sufficiently active. Although information about educational opportunities is available on the wings, learners are not given a prospectus.

Leadership and management

99. Management of foundation programmes is inadequate. Contingency plans to provide cover for staff absences are ineffective. Continuity of courses is severely disrupted by staff absences. During the reinspection, many programmes were either cancelled or subject to cover arrangements which were, in many cases, unsatisfactory. There are inadequate arrangements to ensure that cover staff have access to enough information about the programme and the learners. Staff covering for absences do not always have the appropriate qualifications or knowledge to teach the subject effectively, and are not given enough time to prepare learning materials. This is disruptive for learners.

100. Timetabling is not flexible enough to enable learners to progress or move to more appropriate courses before the course has finished. The results of initial assessment are not passed on quickly enough to ensure that learners are placed in appropriate classes of their choice. Learners at very different levels are being taught in the same class. In some instances, learners are repeating levels and qualifications that they have already achieved or, in some cases, exceeded. Some life skills programmes are insufficiently flexible and learners who have missed an element have to wait for the course to be repeated before they can complete it.

101. Quality assurance is not systematically applied to all training processes. Some literacy and numeracy courses are well planned with comprehensive schemes of work and lesson plans, but this practice is not consistent across all courses. Individual learning plans are not used consistently and are absent in some courses. Only new staff members are observed teaching. Staff do not have appraisals or structured development. There are no structured meetings or opportunities to share good practice between all teams. Course reviews are not routinely carried out. Internal verification of social and life skills courses is not organised in a formal way. Feedback to assessors is not recorded or maintained.

102. Resources and facilities for foundation programmes on the wings are poor. At the previous inspection, it was noted that old cells were used as teaching accommodation in

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one of the buildings. These have now been replaced by partitioning part of the communal areas to form classrooms. However, these rooms often have poor acoustics, and all are subject to distractions from outside. Decoration is generally poor and storage facilities both for resources and learners' work are inadequate on the wings. Tutors have to bring their own resources. There are not enough centrally available resources, and the preparation of resources for individual programmes is devolved to the tutors. The one computer training room is used either for dyslexia support or for recreational purposes. Tutors frequently experience problems with the computer network. There is no specialist software to develop learners' literacy, numeracy and language skills. The computers do not support the CDs available. Vulnerable prisoners do not have access to ICT. The prison has recently acquired a computerised diagnostic tool for dyslexia but it is not used.