

INSPECTION REPORT

HMYOI Portland

16 July 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 and Jobcentre Plus programmes. 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
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

HMYOI Portland

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMYOI Portland opened in 1848 and until 1929 was used to hold adult prisoners. The establishment was then converted into a Borstal and in 1988 became a Young Offenders Institution (YOI). The prison is located in Portland, Dorset. Accommodation is provided in eight residential units. There are training workshops for engineering and construction programmes, a physical education (PE) facility and two education blocks. The operational capacity is 474 and the prison currently has 464 sentenced young prisoners. The minority ethnic population of the prison is approximately 39 per cent. Foreign national prisoners make up 17 per cent of the prison population. The average length of stay is six months.

2. The responsibilities of the head of learning and skills include the education department, library, gym, chaplaincy, gardens, kitchens and training workshops. Education provision is contracted to a college of further education. The education department is managed by an education manager who is jointly responsible with the acting deputy education manager for seven team leaders, five full-time tutors, 12 fractional tutors and seven supply tutors. Two administrators support the department.

3. The education department offers young adults 120 places each day over five days. Teaching sessions take place in the morning and afternoons. Evening provision is limited to two evenings a week for two residential units. Many of the daily sessions taught are in literacy and numeracy. Courses are offered in English for speakers of other languages (ESOL), information technology (IT), drama, art and preparation for work.

4. Eight staff, all physical education officers (PEOs) are responsible for PE training. Five are qualified assessors and three are internal verifiers. They carry out teaching, assessment and verification activities, but registration and certification for national vocational qualifications (NVQs) is arranged by the education department.

5. There are eight workshops within the prison, of which three are operational. The workshops are staffed by two officer instructors and six instructional officers. Vocational courses are offered in bricklaying, carpentry, industrial cleaning and catering.

6. The local library authority has a service level agreement to provide library facilities to the prison. The library is staffed by a prison library officer, a library resources officer, a part-time library assistant, a part-time reading development worker and an orderly. The library is located within the education department and is accessible to prisoners during morning and afternoons for four and half days a week and one evening. There is no weekend availability.

SCOPE OF PROVISION

Construction

7. Twenty-four learners in construction are following skills testing programmes, of whom 12 are working towards a level 1 accredited qualification in bricklaying and 12 are in carpentry and joinery. Learners attend the workshops for four and a half days a week to develop and enhance their practical skills. Some who have an identified need receive additional support for literacy and numeracy alongside their practical work activities in the workshops. Instructors explain the work activities, training programme and assessment requirements during induction to the workshops. All learners sign a contract which describes the tutor's expectations and the learners' responsibilities. They can start on programmes at any time during the year when there are vacancies. There is a long waiting list for these programmes and some learners can wait up to six months to gain a place on the brickwork programmes.

Information & communications technology

8. Eighty-seven learners are working towards basic and intermediate IT qualifications, of whom 75 are on the basic course and 12 are on the intermediate externally certificated courses. Courses run each day, morning and afternoon, except for Tuesday afternoons when once a fortnight the sessions close for prison staff training. Laptop computers are provided for prisoners on a residential unit that houses drug- and alcohol-free prisoners and also on a second unit that contains prisoners who have difficulty coping with life in prison. Sessions for basic IT run in the morning and the afternoon. All learners on information and communications technology (ICT) are part time and attend either two mornings or two afternoon sessions on two days a week. There are four tutors, one of whom is full time, and three are part time. There are 75 computers, 12 of which are networked. There are five computer suites in the prison.

Hospitality, sport, leisure & travel

9. Nine learners are working towards PE qualifications, and three gym orderlies are employed in the gymnasium. In PE sessions, learners are able to participate in a range of activities including weight training, basketball, circuit training, five-a-side football, volleyball and other sports. Lifesaving awards are offered several times each year. Accommodation includes a sports hall, a fitness room, an outdoor tarmac area and an unheated outdoor swimming pool. Recreational PE is organised on a weekly timetable that includes some weekend sessions. Separate sessions are offered to cater for learners with specific needs, and vulnerable prisoners. During the weekly inductions, learners have the option of gaining a manual handling certificate and a heart start certificate. Learners can apply to work towards a number of qualifications such as community sports leader awards, a weightlifting award, a first aid at work certificate and recognised qualifications in understanding fitness, team activities and the NVQ at level 1 in sport recreation and allied occupations. This combination of awards forms the prison's PE course. The qualification is run full time over a 12 to 16-week period.

10. There are nine learners in catering, all of whom are working towards a recognised basic cleaning certificate before progressing on to a catering course. Of these, three are also working towards an NVQ at level 1 in kitchen portering. There are three qualified assessors and two internal verifiers working towards their qualifications in the kitchen. Training is carried out by kitchen staff who do not have formal training qualifications. Prisoners who work in the main prison kitchen complete an essential food hygiene training session. There is a new computer-based learning system that is available to learners to complete further food hygiene and health and safety certificates. There are too few learners to grade this area of learning.

Foundation programmes

11. Thirty-five learners are on foundation programmes. Of these, 19 are full-time learners, who attend the education centre every day and 16 are part time who attend for half a day. A further 67 learners are visited either on the residential units or prison workshops. External awarding bodies accredit most literacy and numeracy courses. Learners are working towards qualifications at entry levels 1, 2 and 3 and levels 1 and 2. The education provision is subcontracted to a tertiary college, which offers a two-week induction course, followed by a two-week access course that gives learners experience of all the learning options. All new prisoners are informed about the choice of education during induction and carry out a screening test for literacy, numeracy and language. There are two education blocks and some training rooms in the vocational workshops.

ABOUT THE INSPECTION

Number of inspectors	7
Number of inspection days	29
Number of learner interviews	114
Number of staff interviews	47

OVERALL JUDGEMENT

12. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, HMYOI Portland's approach to leadership and management, equality of opportunity and quality assurance is satisfactory. The quality of training in hospitality, sport, leisure and travel and foundation programmes is good. Construction and ICT programmes are satisfactory.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality assurance		3

Construction		3
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Work-based learning for adults	24	3

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT - Work-based learning for adults	87	3

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> - Work-based learning for adults	9	2
<i>Leisure, sport and recreation</i> - Work-based learning for adults	9	2

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> - Work-based learning for adults	9	3
<i>Literacy and numeracy</i> - Work-based learning for adults	93	2

KEY FINDINGS

Achievement and standards

13. In construction programmes learners demonstrate a good standard of work.

Brickwork is of a particularly good standard with learners showing good levels of attainment after only a short time in the workshop. Learners who started their bricklaying programmes this year are making satisfactory progress. Achievement rates in bricklaying are satisfactory. Sixty-six per cent of learners have achieved a qualification in the past 10 months. Achievement in carpentry and joinery is poor, with only 10 per cent of learners achieving their qualification in the same period.

14. In ICT, retention is very good at 100 per cent. Achievement is satisfactory. From July 2003 to July 2004, 37 of the 298 learners who started their course achieved a basic qualification and 174 achieved unit accreditation towards the full qualification. Progress is satisfactory, as is the learners' standard of work.

15. There are good achievements for literacy and numeracy learners. Since April 2004, 67 per cent of learners have achieved a qualification. Twenty per cent of learners have achieved a literacy qualification, 19 per cent have achieved a numeracy qualification and a further 28 per cent have gained a qualification in literacy and numeracy. Current learners are making good progress in literacy and numeracy. Many learners recognise their personal progression in self-confidence and esteem. Although there is no accreditation for language courses, learners are very pleased with their individual progress. They are able to communicate effectively in English and proudly recount how they spoke little or no English before entering the programme.

16. PE learners achieve satisfactory pass rates in a range of certificates. During the period September 2003 to April 2004, 115 certificates were awarded. In the same period, a further 177 basic weightlifting awards and 122 heart start awards were made during learners' induction to the prison. Learners develop good skills during their PE courses. They are able to practise and demonstrate these skills in a range of PE sessions. They clearly develop confidence and work towards improving their decision-making skills during a range of activities.

Quality of education and training

17. **In ICT there is good individual coaching and support in the classroom.** In the best classes, tutors offer good practical demonstrations. Where teaching is unsatisfactory, tutors do not have control of learners and many make little progress during the course of the session. Learners are able to practise modules until they are ready to take an assessment. **Resources are good.** The new education block has the most up-to-date computer suites with over 40 computers, all of which are to industry standard. Tutors set effective short-term targets and learners' progress is well monitored. The range of courses is narrow. Qualifications are only offered in basic computing at level 1 and 2. ICT learners who have additional learning needs do not receive sufficient support.

18. **Teaching is good in PE.** The sessions are well planned and interesting. Learners are fully engaged in the session and are clear about its objectives. A good variety of teaching methods are used to help learners understand the theory and practical aspects of their course. The learners feel that they gain self-confidence and esteem from attending PE courses. **There is good pastoral support for learners.** They feel able to approach staff and are treated with respect. Accommodation is satisfactory to meet the needs of those working towards recognised qualifications. Good use is made of individual learning plans. At the end of each session the learner records on their individual plan what they have been taught and what they have personally gained from the session. However, some learners are disadvantaged by the inadequate structured support available for the NVQs.

19. **The teaching and learning on foundation courses is good.** A variety of teaching styles ensures the communication of learning objectives and the outcomes are reviewed at the end of most lessons. Lessons are well planned to maintain learners' interest. In the best lessons, learners are challenged and encouraged to develop independent working skills. Good teaching is also taking place with learners who do not attend the education block but receive either individual or small group sessions or a mixture of both. These learners have jobs within the prison and are able to improve their literacy, numeracy and language skills during the workshop activities. Initial assessment is comprehensive and effective. Classroom facilities are satisfactory. **There are insufficient newspapers and books in foreign languages.** The language provision is not fully developed. There is only one group for ESOL learners and it is fully attended by nine learners and a further six are on the waiting list.

20. **Literacy, numeracy and language support is effective in construction and PE.** This support is provided by specialist education staff in a context which is appropriate to the area of learning. Not enough attention is given in ICT to the needs of the individuals, and some learners with significant barriers to learning make slow progress. Managers are currently planning to increase the number of ESOL sessions to resolve an identified weakness of insufficient language provision.

21. In the construction workshops, tasks and activities are planned satisfactorily. The support and encouragement given by tutors clearly increases the learners' motivation and desire to succeed. Tutors systematically monitor progress and carry out assessments. Learners are clear about what they have achieved and what they have left to do to achieve their qualification. However, there are too few opportunities for progression onto higher-level courses and a narrow range of construction training. The two workshops are adequately resourced with appropriate equipment, and hand tools and materials are well used.

Leadership and management

22. **The strategic management of learning and skills is good.** Learning and skills are a key part of the prison strategy. The business plan is clear and is linked to the overall prison strategy. Expansion plans for vocational training are detailed and there has been a recent increase in the amount of education and training delivered to young adults.

23. **There is good management of support for learners' literacy, numeracy and language needs.** The arrangements to ensure that all young adults entering the prison are assessed are clear, thorough and effective. Initial assessments are carried out for screening and diagnostic evaluation. Support needs are clearly recorded and thorough arrangements are in place to ensure that most learners receive support for their individual needs. There are specific literacy, numeracy and language classes and a range of outreach programmes.

24. **A range of effective initiatives are planned and used to engage young adults in education and training.** Managers bring in a range of professional people, who provide good opportunities for learners to develop their interest in music and sound recording.

25. Training is managed satisfactorily in construction, ICT, PE and foundation programmes. However, the management of punctuality and attendance is poor throughout the prison and much training time is lost. Learners arrive late and often sessions are terminated before their allotted time. Start times of training sessions are delayed for up to 20 minutes and time is lost during the regular shutdowns for training and development of prison staff.

26. Equality of opportunity is satisfactory. There are appropriate written equal opportunities policies, procedures and leaflets that cover a range of issues including harassment, complaints and appeals. Copies are displayed throughout the prison and include clear information on racist incidents, bullying and complaints. Complaints made by prisoners are considered and appropriate responses are made. The head of learning

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and skills is well informed on race issues and is a member of the race relations management team and the equal opportunities committee. The mosque for Muslim worship is not large enough to accommodate all those wishing to use it. Plans are being developed to improve this facility.

27. The quality assurance arrangements are satisfactory. HMYOI Portland has a good overall quality assurance policy document. It is clearly written and easy to understand. Good use is made of feedback from learners. There have been a number of good improvements to the learners' experiences within the education blocks. Good use is made of teaching observations. The system is very effective in improving the quality of teaching. Feedback is clearly recorded and provides positive and helpful ideas.

28. Internal verification in most areas of learning is satisfactory. There are satisfactory sampling plans for education programmes. With the future introduction of the new training courses, there are plans to work with another local prison to share internal verification activities and good practice. However, in PE, internal verification arrangements are incomplete. There is no observation of assessor practice or standardisation meetings. The arrangements do not allow for the sharing of good practice or the use of specialist skills.

29. **There is insufficient vocational training.** Vocational training leading to a recognised qualification is only available in brickwork and carpentry and joinery. Opportunities for work and training are available in only three of the eight workshops. Several instructional officers resigned last year and some workshops had to be closed for extensive refurbishment. Prison staff are fully aware of this weakness and have well-advanced plans to increase vocational opportunities for prisoners.

Leadership and management

Strengths

- good strategic management of learning and skills
- good management of literacy, numeracy and language support
- effective initiatives to engage young adults in education and training
- good equal opportunities practice for education and training learners
- good use of learner feedback to enhance the learners' experience
- good use of teaching observation to improve quality of teaching

Weaknesses

- insufficient vocational training
- many interruptions to education and training programmes
- insufficient use of equal opportunities data
- insufficient access to library facilities
- insufficient use of data to evaluate and improve performance

Construction

Construction crafts

Strengths

- good standard of learners' work
- systematic and regular monitoring of progress and assessment
- good literacy and numeracy support for learners

Weaknesses

- poor achievement in carpentry and joinery
- insufficient progression opportunities
- narrow range of programmes

Information & communications technology

Using IT

Strengths

- very good retention
- good individual coaching and support
- good resources
- effective monitoring and target-setting

Weaknesses

- inadequate reviews
- narrow range of courses
- insufficient additional literacy and language support

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- good development of skills
- good teaching
- good use of individual learning plans
- very effective support for literacy and numeracy

Weaknesses

- incomplete internal verification
- inadequate structured support for achievement of NVQs

Foundation programmes

Literacy

Strengths

- good achievement
- good personal development
- good teaching and learning
- comprehensive and effective initial assessment

Weaknesses

- little use of IT in lessons

Numeracy

Strengths

- good achievement
- good personal development
- good teaching and learning
- comprehensive and effective initial assessment

Weaknesses

- little use of IT in lessons

ESOL

Strengths

- good personal development
- good teaching and learning
- comprehensive and effective initial assessment

Weaknesses

- little use of IT in lessons
- insufficient language provision

WHAT LEARNERS LIKE ABOUT HMYOI PORTLAND:

- opportunities to gain construction qualifications
- able to improve skills to get a job
- opportunity to try something new
- good training
- achieving a qualification
- tutors are respectful
- good personal support by some staff
- chance to get out of cells and learn

WHAT LEARNERS THINK HMYOI PORTLAND COULD IMPROVE:

- the mosque facilities - they could be extended
- more foreign language books and papers
- stricter halal control in food preparation
- more access to the library
- the number of lockdowns - there should be fewer
- more time in the gym
- more frequent access to showers

KEY CHALLENGES FOR HMYOI PORTLAND:

- introduce the training and accreditation of nationally recognised qualifications throughout the workshops
- increase the number of sessions available for ESOL
- improve the use of data to evaluate and improve the quality of training
- introduce literacy, numeracy and language support in ICT sessions
- increase the curriculum offer in ICT programmes
- become more efficient at moving learners from residential units to education and workshop blocks
- provide structured support for NVQ learners on PE courses
- extend the availability of recreational activities in PE
- provide adequate worship facilities for Muslims

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good strategic management of learning and skills
- good management of literacy, numeracy and language support
- effective initiatives to engage young adults in education and training
- good equal opportunities practice for education and training learners
- good use of learner feedback to enhance the learners' experience
- good use of teaching observation to improve quality of teaching

Weaknesses

- insufficient vocational training
- many interruptions to education and training programmes
- insufficient use of equal opportunities data
- insufficient access to library facilities
- insufficient use of data to evaluate and improve performance

30. The strategic management of learning and skills is good. The business plan is clear and is linked to the overall prison strategy. There is good communication between the head of learning and skills, and the education manager. The contract for education is held by a college, which also has the contract for eight other prisons. The involvement of senior college staff is good. They are fully and effectively involved in the strategic planning of education. Meetings are held regularly and are well recorded. Education and training is planned to meet the needs of the prison service and those of the young adults. For example, the plans for the motor vehicle workshop are to introduce courses to meet the shortage of a skilled workforce in the local area, based on information from the local chamber of commerce and motor industry employers. Also, the textile recycling element has links with the London-based firm that supplied the equipment. The company works closely with prison managers to provide opportunities to enhance employment prospects for learners on release. Maximum use of the commercial potential of recycling is made and staff are fully aware of the commercial value of this. Managers have identified weaknesses in the range of courses and have developed plans to increase the provision. Expansion plans are detailed and there has been a recent increase in the amount of education and training delivered to young adults.

31. There is good management of support for learners' literacy, numeracy and language needs. The arrangements to ensure that all young adults who enter the prison are assessed are clear, thorough and effective. Initial assessments are carried out for screening and diagnostic evaluation. Most learners are tested during the access programme at induction, but if this is over-subscribed, learners are sent straight to the

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wing accommodation. Effective arrangements are in place to ensure that they are contacted and tested as quickly as possible. Support needs are clearly recorded and thorough arrangements are in place to ensure that most learners receive support for their individual needs. There are specific classes for literacy, numeracy and language and a range of outreach programmes. Learners receive well-planned support in the education blocks and workshops. For those who are not in education or training, there is effective support from the distributed learning team, in the wings and residential units throughout the prison. However, there is not enough ESOL provision. Managers have recognised this weakness and are planning to introduce more sessions.

32. A range of effective initiatives are planned and used to engage young adults in education and training. One project involves learners being trained by a national gas supply company at another prison and if they complete the programme, they are guaranteed a job on release. Promotion of this opportunity is good and learners are effectively helped to develop the skills needed to apply. HMYOI Portland has been successful in placing learners on this course. There are plans to apply for hub status so that this training can take place at the prison. Managers bring in a range of professional people, for example, musicians and disk jockeys, who provide good opportunities for learners to develop their interest in music and sound recording. These visitors have credibility with the young adults and emphasise the need for skills development through education and training. The prison is planning to develop a radio station. It has been successful in procuring half the funding and is working effectively with professional broadcasting companies to develop a range of training options. Sessions with external arts groups, youth music groups and other groups have been run to develop learners' interest and motivation. There are discussions with the Army to introduce a development programme for potential recruits.

33. Staff training and development is satisfactory. Staff needs are identified and well recorded. A range of courses are planned as part of the core training, and additional training is dependent on staff needs. Staff are regularly appraised and are given targets which include performance targets for learners. Resources are satisfactorily managed. There has been a programme of refurbishment for the workshops. The new education block is now in use and the existing one is being retained and refurbished to meet the need for increased space to expand the provision. There has been effective procurement of modern computers to equip four IT suites.

34. Communications are satisfactory. A range of effective meetings are satisfactorily recorded. However, many action points do not include completion dates. There are effective, informal discussions about provision. Managers have regular meetings with each member of staff. Their own training and development is discussed, as well as the learners' progress and quality assurance.

35. There is insufficient vocational training. Vocational training leading to a recognised qualification is only available in brickwork and carpentry and joinery. Opportunities for work and training are available in only three of the eight workshops. Several instructional officers resigned last year and some workshops had to be closed for extensive refurbishment. Prison staff are fully aware of this weakness and have been taking a range

of actions. They have expedited the refurbishment of the workshops involved. The prison has now recruited staff to provide training in painting and decorating, motor vehicle, building operations, machining and welding, and lift truck driving. Training is planned to start when new staff have been cleared by security. There are additional plans to increase the number of courses being offered, by using additional space, and further plans to increase the number of accredited courses. The process of work, education and training allocation is good. Prisoners attend a labour board where their previous education and work experience is discussed, and work activities are agreed and allocated. The labour board is provided with extensive information on the prisoners' previous experience and it is used well to identify work or education needs. However, the shortage of workshop activities severely restricts the ability of the labour board to allocate vocational opportunities to prisoners. For example, one prisoner who wanted to gain bricklaying skills and qualifications was told that the waiting list for this workshop was six months. He was offered a place on the waiting list for a course that had yet to start and this did not meet his individual needs. There are nine learners in catering, all of whom are working towards a level 1 cleaning certificate. Of these, three are also working towards an NVQ at level 1 in kitchen portering.

36. There are many interruptions to education and training. Management of attendance and punctuality is poor. Learners can be up to 25 minutes late for lessons, which are often terminated by prison staff well before the allotted time. Training time is also lost through the poor scheduling of staff training days. These are held every other Tuesday and alternate between a half and a full day. This means that full-time learners lose one and half days of education or training every month. Those on part-time morning courses lose up to half their planned learning time. This includes those who receive support for distance learning courses which is scheduled for Tuesday afternoons. In many areas of learning there is poor attendance. For example, in education there were 120 places available on one day and only 81 were taken. Learning and skills staff are aware of this weakness and have started to gather information and analyse reasons for learners missing their planned education. The most common reason is being kept on the wing for an unspecified reason. Provision of meeting rooms has enabled some learners to keep appointments in the education centre to ensure that they do not lose a whole morning or afternoon for a short interview. For example, prisoners receiving chaplaincy visits return to their classroom directly after their meeting.

Equality of opportunity

Contributory grade 3

37. Equality of opportunity is satisfactory. There are appropriate equal opportunities policies, procedures and leaflets that cover a range of issues, including harassment, complaints and appeals. Copies are displayed throughout the prison and include clear information on racist incidents, bullying and complaints. The education department has a detailed and thorough race equality policy that clearly demonstrates a positive response to the Race Relations (Amendment) Act 2000.

38. Statutory duties and commitment are clearly stated. An equal opportunities statement is displayed on the walls of the education block. Complaints made by prisoners are considered and appropriate responses are made. The head of learning and

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skills is well informed on race issues and is a member of the race relations management team and the equal opportunities committee. The mosque for Muslim worship is not large enough to accommodate all those wishing to use it. Plans are being developed to improve this facility.

39. The practice relating to equal opportunities is good for learners in education and training. Staff and learners are respectful to each other and learners speak favourably about the help and support they receive from staff. Staff clearly have an active interest in the progress being made by learners and provide effective support and guidance to help learners overcome significant barriers to learning. Classrooms and workshops are a safe and suitable environment for learners to focus on their work. Learners are not financially disadvantaged when they choose education and training, as the pay structure favours those who choose to participate in learning activities. Seventy-two learners are housed in the intensive development unit which offers group and individual interventions based on need. The programme is designed to confront offending behaviour and develop learners' social behaviour. Learners in the unit are well motivated and complete a range of education courses, and include one learner who is working towards an Open University degree. A representative from each group of learners in the education department forms the student council which meets every fortnight. Chaired by the head of learning and skills, the group is active in providing solutions to a range of issues including equal opportunities. For example, changes to the education programme and issues of decency have been discussed and positive actions have been taken. Few complaints have been made by learners against staff. However, when this happens, matters are taken seriously and are dealt with thoroughly and appropriately. Racial awareness courses are provided through internal and external training. Prison officers on education duties are encouraged to develop skills as classroom assistants. They are provided with support and training and actively support learners during their classroom sessions.

40. There is insufficient use of data on equal opportunities. Information on the population profile of young adults is gathered systematically by the prison. A recently introduced activity in the education department monitors the participation of learners from minority ethnic groups, who are working towards qualifications. This data is compared directly with prison population data. However, no action is taken to analyse the data, to identify trends, to make decisions on future planning or to take appropriate action to ensure that all learners are treated equally.

41. There is insufficient access to library facilities. The library is unavailable on most evenings and during the weekends. Although activities in the library are timetabled to meet the needs of the whole prison population, the arrangements are not managed adequately. For operational reasons, learners in the new education block are escorted to the library by the prison library officer. During the period when a group of learners make their way to the library, the facilities are closed for all prisoners. On arrival, their chosen books are issued and the library is closed once again as they are escorted back to the education block and the next group makes its way to the library. During some periods when the prison library officer is absent from the prison, the library is closed. All prisoners and learners have a 20-minute entitlement to use the library once a week but some prison staff do not recognise the importance of this resource to prisoners. Wing

officers are sometimes reminded by library staff to ensure that prisoners attend at their allocated time. In a recent library questionnaire, 27 per cent of learners had experienced difficulties in attending the library.

Quality assurance

Contributory grade 3

42. Quality assurance arrangements are satisfactory. HMYOI Portland has a good overall quality assurance policy document. It is clearly written and easy to understand. It refers to a range of activities in outline, which are then detailed in other documents. These documents and quality assurance arrangements are well written and easy to follow. Staff have a satisfactory knowledge of how the quality of the provision is assured. There is a clear and effective programme of lesson observations. The quality improvement group meets each month and the meetings are well recorded. This group is fully involved in the assessment of the quality of the provision and activities to improve it. Progress is effectively monitored and there is a quality calendar, but this is not used as a forward planning document. Quality assurance is discussed at all team meetings. Schemes of work and lesson plans are reviewed regularly. Good practice is shared effectively between the education and training departments and between education departments in other prisons.

43. Good use is made of feedback from learners which is gathered in a number of different ways. All learners are asked for their views at the end of each course of training. The completed questionnaires are thoroughly analysed and action is taken to improve the provision. Staff are effective in gaining detailed feedback informally from learners. Young adults who do not request education or training have been asked in a recent survey for the reasons for their lack of involvement. Learners who attend the education blocks are well represented on a student council, which is made up of one learner from each course. The meetings are well managed and there is mutual respect. Learners' views are taken very seriously by education staff and there have been a number of good improvements. For example, courses have been modified to more closely match learners' needs, internal locks on toilet doors have been fitted and a water cooler has been installed.

44. There is good use of teaching observations. The system is very effective and improves the quality of teaching. Feedback is clearly recorded and includes positive and helpful ideas. The observation policy and guidance document is very good. It clearly identifies roles and responsibilities and provides good guidance. Staff value the feedback that they receive from observations. When unsatisfactory teaching is identified, the level of observations is increased and a range of measures, including intensive staff development, are introduced to rectify the problem. Effective action was taken to improve the quality of training and this has been identified as a strength in a number of areas of learning.

45. The self-assessment process is satisfactory. All staff contribute to the preparation of the report, which is used to generate action plans and to contribute to the business planning process. Progress towards actions in the development plan is effectively managed. However, some of the strengths in the self-assessment report are no more

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normal practice and in ICT two of the major weaknesses were not identified.

46. Internal verification is satisfactory in most areas of learning. The sampling plans for education programmes are satisfactory, as is the feedback to assessors. Internal verification for training departments is carried out by prison staff, except for the kitchens, where it is subcontracted to an external consultant. There are some weaknesses in internal verification in PE programmes. These have been identified by the prison and there are plans to correct the problems. There are meetings for standardisation and to share good practice. With the introduction of the new training courses, there are plans to work with a local prison to share internal verification activities and good practice.

47. Data is not used sufficiently to evaluate performance. Data on all aspects of the learner experience is captured and satisfactorily recorded. There are files for all young adults in the prison. Results of initial assessments, course allocation and progress are recorded in detail. Detailed records are kept of learners who move on and off education and training. Individual staff are generally aware of the learners' progress. However, this data is not used routinely to evaluate performance, identify trends or provide summary information for management. The prison had difficulty providing accurate data of achievements for the inspection team. This weakness has been identified by the prison, which is currently developing a database to provide management information. It is not yet in use.

AREAS OF LEARNING

Construction

Construction		3
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Work-based learning for adults	24	3

Construction crafts

Strengths

- good standard of learners' work
- systematic and regular monitoring of progress and assessment
- good literacy and numeracy support for learners

Weaknesses

- poor achievement in carpentry and joinery
- insufficient progression opportunities
- narrow range of programmes

Achievement and standards

48. Learners demonstrate a good standard of work. Workshop lessons are effectively planned and good schemes of work have been produced. Learners are developing many valuable new skills. They have very good working relationships with their instructors and the atmosphere in workshops is industrious and respectful. Brickwork is of a particularly good standard with learners showing good levels of attainment after only a short time in the workshop. Last year, two brickwork learners won the first prize in a national inter-prisons competition by constructing a wall containing patterned and projecting brickwork within a tight time constraint. These learners were working above the level they had been accredited for. One of the learners has been offered employment as a bricklayer with a national contractor after his recent release from prison.

49. Learners who started their bricklaying programmes this year are making satisfactory progress towards their award. Fourteen bricklaying learners out of 21 have achieved their qualifications in the past 10 months.

50. Achievement in carpentry and joinery is poor with only three learners out of 29 achieving their qualification in the past 10 months. Learners who have left the prison before completing the full programme have been accredited with individual units.

Quality of education and training

51. Workshop tasks and activities are planned satisfactorily. The learners are supported and encouraged by tutors and this increases their motivation and desire to succeed. Most of the learners have no previous construction experience or qualifications but they develop a good range of vocational skills. Most learners are producing practical work to industry standards and are collecting good photographic evidence in their portfolios. Good examples of planned activities include learners building walls in English and Flemish bond and constructing segmental arches, and circular and raked brickwork. Learners on joinery programmes are trained to manufacture glazed panelled doors, and others learn bench-jointing skills.

52. Both construction workshops are resourced with appropriate equipment and hand tools. Materials are well used. However, the brick workshop is not cleaned often enough to maintain a clean and hazard-free environment. Tutors are appropriately qualified and experienced. One is a qualified assessor and the others are working towards their accreditation.

53. Tutors regularly monitor learners' progress and carry out assessments. Learners are clear about what they have achieved and what they have left to do to complete their qualification. Charts are clearly displayed in the workshops to show individual learners' completed work. When brickwork learners feel confident enough about their work, they elect to be assessed. On occasions learners are given the opportunity to assess themselves and sometimes they can choose the order of their assignments.

54. There are insufficient opportunities for progression in construction programmes. Learners who have the capability and motivation to progress onto higher vocationally accredited programmes are unable to do so. The current provision for bricklaying and carpentry and joinery is at level 1 and only includes basic training.

55. The range of programmes is narrow. There are plans to increase the vocational provision in construction and engineering and training staff are currently negotiating with examination boards to gain accreditation. New staff have recently been appointed to develop programmes in painting and decorating and welding, and other new appointments are planned. Accommodation is being refurbished for this new provision.

56. Learners in construction workshops receive good support for literacy and numeracy. It is provided by specialist education staff in a construction context using evidence generated from tasks and activities in the workshop. For example, learners improve their numeracy by using measurements in bricklaying and carpentry. Tuition is planned and delivered to meet the needs of the individual. Learners value this support and are more confident with their communication and numerical skills. For example, one learner is now able to write letters home. In most cases the craft tutors have identified the additional learning needs during discussions with learners.

Leadership and management

57. A newly appointed principal officer manages the construction provision. Staff meetings take place and tutors feel well supported by management. Communications are good and tutors are well informed. Informal monitoring takes place in the workshops, but a more structured process is now being considered. Newly appointed staff are being encouraged and supported to gain teaching qualifications and assessor awards. Opportunities for learners to work in construction are not always taken, particularly in wood occupations. Neither are opportunities to employ learners in manufacturing and assembling timber components for commercial and domestic use taken.

58. The management of punctuality and attendance is poor and much training time is lost. Learners arrive late and often sessions are terminated before their allotted time. Tutors do not start sessions until all learners are present and the training sessions are delayed for up to 20 minutes. Time is also lost during the regular shutdowns for staff training and development. Internal verification is incomplete and ineffective. Managers have recognised this as a weakness and training staff are now developing a new system. The external verifier has also identified this as a significant issue and has established an action plan for improvement.

Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT - Work-based learning for adults	87	3

Using IT

Strengths

- very good retention
- good individual coaching and support
- good resources
- effective monitoring and target-setting

Weaknesses

- inadequate reviews
- narrow range of courses
- insufficient additional literacy and language support

Achievement and standards

59. Retention is very good at 100 per cent and achievement is satisfactory. Between July 2003 and July 2004, 37 of the 298 learners who started the course achieved a full basic qualification, and 174 achieved unit accreditation. There are 87 still on programme. Although the overall achievement of the full qualification is low, all learners who started an ICT course achieved units before they left the prison. Achievements are recorded on learners' individual learning plans and are transferred to their next destination. Progress is satisfactory, as is learners' standard of work. Attendance and punctuality are poor. During June 2004, only 131 learners attended courses out of a possible 286. Punctuality is poor in the morning and afternoons. In one case, two learners arrived 25 minutes late after a break, disrupting learners who were already engaged in their work.

Quality of education and training

60. There is good individual coaching and support in the classroom. In good sessions, tutors offer learners more than one method of completing a task. Good, practical demonstrations take place showing techniques and spreadsheet formulas. In one class, the classroom assistant clearly demonstrated how to set up a formula for a spreadsheet. After the demonstration, the learner practised the technique and the tutor later checked the level of understanding. Where teaching is unsatisfactory, tutors do not have control

of learners and many make little progress during the session. Tutors carry out assessments in the classroom. They sit with learners while they mark work and are able to explain the rationale behind assessment decisions. Learners are able to practise modules until they feel they are ready to take an assessment. There is some poor assessment practice. Learners take exams in classrooms where it is noisy, and disruptions make it difficult to concentrate.

61. Computer resources are good. Industry standard computers have recently been purchased and they are networked. Computer suites are sited in three separate areas of the prison. The new education block has the most up-to-date computer suites with over 40 computers. Each suite has a colour laser printer and there are adjustable chairs. Posters on the walls display useful information about computer hardware and details of the basic qualification. However, in one wing, 12 of the computers are not to industry standard. Some of the chairs are not adjustable and some have broken back rests and protruding nails.

62. The monitoring and target-setting is effective. Tutors set effective short-term targets and monitor learners' progress well. In all classes, tutors clearly record short-term targets for all learners at the beginning of each session. Targets for group sessions are then clearly displayed on the whiteboard. At the end of the session, tutors compare the achievements against the targets to check that they have been met. This helps learners to concentrate on their tasks and also provides clear information on each learner's progress.

63. Reviews are inadequate. Learners are required to sit around a table and complete their own review forms. Tutors then check what has been written and pick up on any issues that may arise. However, this is not carried out on a regular or individual basis. Learners do not have the benefit of an individual pastoral review except when they reach the end of their course.

64. The range of courses is narrow. Qualifications are only offered to level 1 and 2. Some learners who need significant support for literacy and numeracy are inappropriately enrolled onto the computer courses. The computer modules are not appropriate, for most of the learners, as they are too complex.

65. ICT learners receive insufficient literacy and language support. Those with additional support needs do not receive additional help during IT sessions, even when there are opportunities to practise through word processing and spreadsheets. For the learners who have additional learning needs, there is no record of how learning links with the IT training. In three cases, learners were left to struggle through written support materials. The tutors are too busy to provide intensive individual support.

Leadership and management

66. The prison has recently invested in a range of new equipment. Managers have also introduced the use of laptop computers in the residential wings to expand the opportunities for learners to work towards ICT qualifications without having to attend the

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education blocks. Tutors work well together and share ideas and coursework examples. However, learners on some programmes are unaware that they have options and can move in and out of courses if they wish. Some of these learners spend their days in ICT sessions that they do not wish to be in and are demotivated and disruptive. Learners understand their rights and responsibilities, and assignments are sensitive to language and cultural differences. There have been some complaints about insensitive comments from one tutor, but managers have acted quickly and the tutor has a development plan to improve his awareness. The self-assessment report did not identify most of the weaknesses identified by inspectors. There is no separate self-assessment for ICT.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> - Work-based learning for adults	9	2
<i>Leisure, sport and recreation</i> - Work-based learning for adults	9	2

Leisure, sport and recreation

Strengths

- good development of skills
- good teaching
- good use of individual learning plans
- very effective support for literacy and numeracy

Weaknesses

- incomplete internal verification
- inadequate structured support for achievement of NVQs

Achievement and standards

67. Learners achieve a range of certificates in PE. Between September 2003 and April 2004, 115 certificates were gained in the weightlifting leaders award, in first aid at work, first aid appointed persons certificate, understanding fitness, team activities, community sports leaders awards, manual handling certificates, volleyball skills, NVQ in sport, recreation and allied occupations level 1 and unit certificates. In the same period, a further 177 basic weightlifting awards and 122 heart start awards were made during the learners' induction to the prison.

68. Learners develop good skills during their PE courses and are able to practise and demonstrate these skills in a range of PE sessions. They clearly develop confidence and work towards improving their decision-making skills during a range of activities. For example, in the gymnasium, they are encouraged to lead coaching sessions and gym orderlies often carry out inductions for new starters. These activities build on the skills previously developed during their initial training. Coaching courses are offered to learners who show an interest in further developing their leadership skills.

Quality of education and training

69. Teaching is good in PE. The sessions are well planned and interesting. Learners are fully engaged in the sessions and are clear about their objectives. A good variety of teaching methods are used to help learners understand the theory and practical aspects of their course. Classes are well managed. For example, when teaching coaching or refereeing skills in football sessions, activities are stopped regularly to focus the learners on the teaching points rather than playing the game. There is good support for learners from staff and peers. Learners are encouraged to give constructive feedback to each other at the end of each session. The learners feel that they gain self-confidence and esteem from attending PE courses. There is good pastoral support for learners. They are able to approach staff and are treated with respect.

70. Accommodation is satisfactory and meets the needs of those working towards recognised qualifications. It comprises a sports hall, a fitness room, an outdoor tarmac area and an unheated outdoor swimming pool. However, there is no grassed area and the prison does not have an exercise area. There is a classroom available but it is located away from the sports area in the education department. Some good resources such as dry wipe boards are available, but there are no desks. The room is dark and there is surplus equipment stored in this room which is not conducive to good learning. There is no ICT equipment for PE learners. Eight staff are responsible for carrying out teaching, assessment and verification activities, but registration and certification for NVQs is arranged by the education department. There are five qualified assessors and three internal verifiers, all of whom have appropriate occupational qualifications.

71. Good use is made of individual learning plans. All learners have individual learning plans which include short- and long-term targets which are agreed with the learner. Learners have open access to the plan. At the end of each session the learner records what they have been taught and what they have personally gained from the session. Learners have a clear understanding of their progress. There is no formal review of progress recorded on the learning plans. However, as each learner starts a new award the plan is fully reviewed and updated by PE coaching staff.

72. Learners feel strongly that the PE courses will help with their search for employment on release. There are appropriate qualifications offered to enhance employability. Life saving courses are offered to learners, but the opportunity to work towards qualifications as a life guard are not taken.

73. The literacy and numeracy support is very effective. Initial assessment is carried out on all learners when they enter the prison and their literacy, numeracy and language needs are clearly defined. A tutor from the education department supports the learners during their PE course for two mornings a week. Learners are offered individual support with numeracy, literacy, key skills and portfolio-building. The education tutor is aware of the initial assessment results, but PE staff do not receive this information. Many learners have poor literacy and handwriting. The support they receive enables them to overcome significant barriers to learning, to increase their confidence and to complete their studies to a satisfactory standard. For example, learners recognise the progress made in their

reading and writing abilities and are able to gather and record evidence from a variety of sources when working towards their PE qualification.

74. There is inadequate structured support to help learners achieve their NVQs. However, the support for certificated courses in PE is well structured. Once the PE course is completed, learners have to attend a two-week period of work experience in the gymnasium to achieve the full NVQ. It is only possible to accommodate two learners at a time and some learners have to wait several weeks before they are able to complete this work.

Leadership and management

75. PE staff have developed the PE course to include qualifications that are relevant to the leisure industry. This also enables learners to develop social and communication skills. The PE manager is a member of the prison's quality improvement group and is involved in developing the quality strategy for assuring the quality of the PE provision. Most of the staff do not have formal teaching qualifications, but there are well-advanced plans for staff to work towards these in the next academic year. Learners' progress is monitored well and good records are kept. Assessments are well recorded and learners receive written feedback. The PE department evaluates its courses, but there is little formal analysis of the results. Information is not systematically used for continuous improvement. There are no formal links with external organisations or local community groups. Internal verification processes are incomplete. Internal verification takes place at the end of the learner's course and concentrates on assessor activities. Learners' work is not sampled on a systematic basis. There are sufficient internal verifiers, but, there is no observation of assessor practice or standardisation meetings to share good practice. Registration and certification are carried out by the education department at the request of the PE department. Registration documents and certificates have not reached the PE department until after the learners have left the prison.

Foundation programmes

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> - Work-based learning for adults	9	3
<i>Literacy and numeracy</i> - Work-based learning for adults	93	2

Literacy*Strengths*

- good achievement
- good personal development
- good teaching and learning
- comprehensive and effective initial assessment

Weaknesses

- little use of IT in lessons

Numeracy*Strengths*

- good achievement
- good personal development
- good teaching and learning
- comprehensive and effective initial assessment

Weaknesses

- little use of IT in lessons

ESOL*Strengths*

- good personal development
- good teaching and learning
- comprehensive and effective initial assessment

Weaknesses

- little use of IT in lessons
- insufficient language provision

Achievement and standards

76. Learners' achievements in literacy and numeracy are good. Since April 2004, 67 per cent of learners have achieved a qualification. Twenty per cent of learners have achieved a literacy qualification, 19 per cent have achieved a numeracy qualification and a further 28 per cent have gained a qualification in literacy and numeracy. Current learners are also progressing well in literacy and numeracy and are achieving one or two grades higher than their initial assessment grade. In a specialist residential wing, there have been corresponding rates of success with 61 per cent of learners achieving in literacy and numeracy at level 2. Sixty-two learners also completed courses in personal development, including victim awareness, stress awareness, anger management and smoking awareness.

77. Learners' personal development is good. Many learners recognise their personal progression in self-confidence and esteem. Their increased ability to write and communicate and understand numerical problems helps to reduce social barriers. Learners are able to achieve personal goals such as writing home for the first time. Some learners are able to take part in additional courses like cookery or art that enable them to gain new personal skills. There is good support for learners with dyslexia which further enables learners to increase their confidence.

78. The standard of learners' work is satisfactory and in most cases is showing steady improvement. Tutors are promoting effective working relationships that foster sustained learning and development beyond curriculum requirements. This encourages learners to progress well in speaking and listening skills.

79. Although there is no accreditation for language learners, all learners are very pleased with their individual progress. They are able to communicate effectively in English and recount how they spoke little or no English before entering the programme.

Quality of education and training

80. There is good teaching and learning. All lessons observed were satisfactory with 77 per cent graded as good or better. A variety of teaching styles were observed. All sessions included the learning objectives at the start of the session and the review at the end of most lessons. Lessons are well planned to maintain learners' interest. Long lessons are broken down into manageable sessions and a variety of methods are used. In the best lessons, learners are encouraged to develop independent working skills. Many of the sessions have a workshop element which includes good individual tutoring. Group work includes participative discussions where tutors use good classroom management to include all learners. Learners and tutors record learners' progress and they are aware of their progress. Tutors are aware of what has been covered in previous sessions and link their presentations effectively. Learners work hard and are proud of their work. Tutors are adequately qualified and have attended regular courses to maintain their own skills. Several prison officers have been trained to become learning support assistants. Their presence in this new role in classrooms has had a very positive effect on learners. Good teaching is also taking place with learners who do not attend the education block, but receive either individual or small group sessions, or a mixture of both. These learners have jobs in the prison and are able to improve their literacy, numeracy and language during their workshop activities.

81. Classroom facilities are satisfactory, with learning posters on the walls. The library has approximately 500 books to support prisoners with literacy needs. There is an appropriate range of titles and other resources including CD-ROMs and CD books. There is also a collection of story books to support the storybook dads initiative, and a read assist programme every Monday. Since June 2004, staff have worked with 17 prisoners, of whom 12 are foreign nationals. Twelve prisoners are taught in the library and a further three are receiving support on the wings. Connexions has an area in the library and prisoners have access to a personal adviser from Connexions. There are insufficient newspapers and books in foreign languages.

82. IT is rarely used in literacy, numeracy and language lessons. Even when interactive boards are in the classrooms, they are insufficiently used. There is little use of videos. No attempt has been made to integrate IT-based learning resources into classwork. Many potentially exciting educational opportunities have not been taken. The omission of online testing for accredited qualifications disadvantages many learners.

83. Initial assessment is comprehensive and effective. The options available to learners are clearly explained during the two-week induction to the prison. All learners receive further diagnostic testing for additional learning needs in literacy, numeracy and language and, where appropriate, learners are assessed for dyslexia. The second part of the induction programme is a two-week access course that provides prisoners with tasters in a range of learning activities. During this period learners also work towards certificated courses in first aid, hygiene and health and safety. The skills they gain prepare them for further training. All learners observed have their learning needs well matched to their courses. Tutors review targets with learners and adjust them as progress is made.

84. The language provision is weak. There is only one language group for learners with English as a second language. It is fully attended by nine learners and a further six are on the waiting list. There is not enough provision for prisoners who need to speak and read English. Prison managers have recognised this as a weakness and plan to recruit more staff. Staff development has recently been completed for some language tutors and more is planned. Language support is also provided in the workshops, residential units and on the wings.

85. There is good and ongoing support which is consistently and carefully recorded during reviews. Ongoing goals and targets are set and updated on the individual learning plans. In addition, learners update their learning plans after every session so that they can monitor their own progress, and this increases their self-esteem.

Leadership and management

86. All staff have a clear understanding of, and share the aims and objectives of, the managers. Good working relationships exist between the prison officers who are permanently assigned to the new education block and the subcontracted teaching staff. There is a very strong emphasis on mutual respect between learners, tutors and prison staff who work in the education centre. Prison officers in the education block have had literacy and numeracy training and are valued members of the education team. However, teaching time is lost when learners are moved between blocks. They frequently arrive late and the sessions are often finished early. This disrupts lesson planning and disadvantages learners. The training block closes for either half or a full day on alternate Tuesdays. This particularly affects part-time learners who could lose up to half of their lesson time. The moderation system is satisfactory. Data collection and analysis does not go into sufficient depth to monitor progress and analyse trends. There is no historical data and accurate achievement data is only available from April of this year. No long-term trends can be identified.