

# INSPECTION REPORT

## **HMP Kirkham**

**10 December 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

## HMP Kirkham

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Kirkham (the prison) is an open prison for men, located between Blackpool and Preston. Prison sentences range from two weeks to life. There are currently 28 life sentence prisoners, all of whom have been risk assessed as suitable for open conditions. The occupational capacity of the prison is 590 and the prison has certified normal accommodation for 588 prisoners. During the inspection the prison population was 460. The prison has a fully operational intermittent custody centre. Twelve per cent of prisoners are from a minority ethnic group.

2. The senior management team is led by the governor, who has overall responsibility for the prison. Education is subcontracted to a local college of further education and is managed by the education manager. The recently appointed head of learning and skills has responsibility for the operational management of education and vocational training at the prison. Most vocational courses are taught by full-time prison staff, although some are also taught by education department staff. A range of part-time courses are offered, predominately in literacy and numeracy, social and life skills, information and communications technology (ICT), manufacturing, laundry services, industrial cleaning, catering and sport. The prison has provision for 70 learners to attend college outside of the prison and at the time of the inspection 35 were attending these courses. Education and accredited vocational training is currently provided for 242 prisoners, although a few of these are on higher education or degree courses and do not come into the scope of the inspection. The prison offers employment opportunities for all prisoners in a number of areas including agriculture and horticulture, cleaning, manufacturing, kitchenwork, vegetable preparation and packaging. Prisoners who are engaged in these activities receive basic health and safety training when needed. The prison has plans to increase the accredited learning opportunities significantly.

### SCOPE OF PROVISION

#### Engineering, technology & manufacturing

3. Nine learners are in manufacturing-related programmes. Three are working towards a level 1 national vocational qualification (NVQ) in manufacturing and six are taking courses in lift truck operations. Training in manufacturing began in April 2004 and 13 learners have enrolled on programmes since then. In the same period, 39 learners have enrolled on lift truck programmes. The provision of manufacturing programmes is planned to extend to level 2 NVQs and other related qualifications.

4. Manufacturing training takes place in the prison's timber production area. The timber industry involves the use of mass production woodworking machinery and extends over four large hangars. It is run on a commercial basis employing over 50 operatives. There are many products which are sold nationally and to other prisons.

5. Lift truck training includes counterbalance lift truck driving, tractor driving and operating side loader machines. The operators' licence courses start throughout the year and learners attend until they achieve, are moved or released. Learners may achieve a manufacturing NVQ and a lift truck licence.

### **Information & communications technology**

6. There are 118 learners on ICT programmes in the education department, leading to qualifications at level 1 and level 2. Approval has now been gained for a level 3 course which will start shortly. In ICT workshops, learners are able to start when vacancies occur. Separate courses are run on specific topics such as web page design. Workshops are available throughout the week. Evening and weekend drop-in sessions enable learners to work towards their qualifications or to use computers for their personal needs. There are two full-time tutors and three part-time tutors. The prison has successfully bid for a project involving a major ICT company and 25 learners are now working towards qualifications involving computer hardware and software. Two prison staff manage this project and learners attend each morning or afternoon throughout the week. A further 35 learners attend local colleges during the day for ICT courses, one at degree level.

### **Hospitality, sport, leisure & travel**

7. Eleven learners are on sports programmes and five are on catering courses. The sports programme is made up of several short courses including manual handling, emergency aid and heart start, a leaders awards from a weightlifters' association and awards for community sports leaders. There are also two programmes in understanding fitness and physical activity and a fitness instructor's course, but currently no learners are registered. The gym employs 12 gym orderlies. There are also a significant number of gym users who complete these courses. In the past six months, 192 gym users accessed one or more of these short courses. The gym is open seven days a week. There are two outdoor football pitches, one sports hall, two squash courts, a weights room and a cardiovascular room. In catering there are eight places available for learners to follow a level 1 NVQ in food preparation and cooking. Currently, five learners are registered on this programme. Catering learners are required to work a minimum of two mornings a week in the prison kitchen to gain work experience. They also attend background knowledge sessions and practical lessons one afternoon a week in the education department. Assessments are carried out by the subcontracted education provision. However, two civilian chefs are working towards the assessor and verifier awards. The main kitchen employs 40 prisoners and nine staff.

## Health, social care & public services

8. There are 30 learners on programmes in laundry, general and industrial cleaning, in two workshop areas. Sixteen learners are working towards a qualification in commercial laundry work and 14 are working towards qualifications in industrial cleaning at levels 1, 2 and 3. Courses last from five days to 10 weeks. Laundry courses include a five-day taught element with an external exam and on both courses assessment takes place by observation and questioning in the industrial areas. Some learners also attend courses in the education department including information technology (IT) and business courses. Four staff are responsible for the training. They are experienced in the laundry and cleaning industry and one is a qualified assessor and verifier. Learners have an initial assessment of their literacy, numeracy and language needs before starting education programmes. An induction into the training areas is provided by the instructors.

## Foundation programmes

9. All learning is part time and most courses are delivered in weekly, three-hour sessions. Forty-two learners attend literacy classes and 27 attend numeracy classes. Six learners in the grounds maintenance team and four learners in the IT training workshop receive literacy and numeracy support in their respective workshops. Six learners attend an English for speakers of other languages (ESOL) course. Twenty-seven learners are registered on key skills communications courses which are an integral part of sports and leisure, timber industries and art programmes. Twenty-two learners are studying social and life skills, including courses in assertiveness training, money management and basic cookery.

## ABOUT THE INSPECTION

|                                    |    |
|------------------------------------|----|
| Number of inspectors               | 6  |
| Number of inspection days          | 22 |
| Number of learner interviews       | 65 |
| Number of staff interviews         | 21 |
| Number of employer interviews      | 1  |
| Number of subcontractor interviews | 14 |

## OVERALL JUDGEMENT

10. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the prison's leadership and management are satisfactory, and its approach to equality of opportunity is good. Its arrangements for quality assurance are unsatisfactory. The training in engineering, technology and manufacturing and ICT is good and in hospitality, sport, leisure and travel, health, social care and public services and foundation programmes it is satisfactory.

## GRADES

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

| <b>Leadership and management</b> |  | <b>3</b> |
|----------------------------------|--|----------|
| Contributory grades:             |  |          |
| Equality of opportunity          |  | 2        |
| Quality assurance                |  | 4        |

| <b>Engineering, technology &amp; manufacturing</b>          |                    | <b>2</b>           |
|---|--------------------|--------------------|
| Contributory areas:   | Number of learners | Contributory grade |
| <b>Manufacturing</b><br>- Other government-funded provision | 9                  | 2                  |

| <b>Information &amp; communications technology</b>     |                    | <b>2</b>           |
|--|--------------------|--------------------|
| Contributory areas:                                    | Number of learners | Contributory grade |
| <b>Using IT</b><br>- Other government-funded provision | 118                | 2                  |

| <b>Hospitality, sport, leisure &amp; travel</b>                             |                    | <b>3</b>           |
|---|--------------------|--------------------|
| Contributory areas:   | Number of learners | Contributory grade |
| <b>Hospitality and catering</b><br>- Other government-funded provision      | 5                  | 3                  |
| <b>Leisure, sport and recreation</b><br>- Other government-funded provision | 11                 | 3                  |

| <b>Health, social care &amp; public services</b>       |                    | <b>3</b>           |
|--|--------------------|--------------------|
| Contributory areas:                                    | Number of learners | Contributory grade |
| <b>Cleaning</b><br>- Other government-funded provision | 30                 | 3                  |



| Foundation programmes                                  |                    | 3                  |
|--|--------------------|--------------------|
| Contributory areas:                                    | Number of learners | Contributory grade |
| <b>Literacy</b><br>- Other government-funded provision | 42                 | 3                  |
| <b>Numeracy</b><br>- Other government-funded provision | 27                 | 3                  |

## KEY FINDINGS

### Achievement and standards

11. **Retention and achievement rates are good in ICT, laundry, cleaning, and short courses in physical education (PE) and catering.** They are satisfactory on foundation programmes. A good number of learners on laundry programmes have achieved credits or distinctions in external exams. However, the achievement of NVQs in catering and the fitness instructor's course is poor.

12. **Learners in ICT and laundry programmes make good progress.** In ICT, learners progress to more advanced courses. In laundry services, learners progress well with their qualification and some move into full-time employment outside of the prison.

13. **The standard of learners' work in manufacturing, PE, catering, and ICT is good.** Learners develop skills quickly and produce work to high standards. The quality of manufacturing work is to commercial standards. Learners work in a competitive commercial environment and develop good technical skills and useful employability skills. There are good standards of work in literacy classes. Evidence portfolios for the basic cookery course are particularly well presented.

14. Attendance on courses is satisfactory. Learners are punctual and attend regularly, although there are too many disruptions through poor co-ordination of programmes.

### Quality of education and training

15. Twenty-five learning sessions were observed and graded, 92 per cent of which were satisfactory or better.

16. **Teaching and learning are good for most learners.** Lessons are well planned and tutors use a good variety of teaching methods. Learners develop good skills in practical lessons. They receive effective guidance and support from knowledgeable tutors, most of whom have experience of education and teaching qualifications. Tutors are enthusiastic about their subjects. Progress towards achieving short-term targets and the activities for

the next lesson are well recorded in literacy and numeracy classes. In ICT, target-setting and monitoring are very effective in helping learners to progress. However, the preparation was poor for some group teaching sessions in ICT and there was some poor teaching on laundry courses. There is insufficient planning of training in laundry service and cleaning. Learners do not have regular progress reviews and no targets are set. There is insufficient use of technology in literacy and numeracy classes.

**17. Learners benefit from excellent resources in manufacturing,** and in industrial cleaning workshop they are good. Resources are satisfactory in ICT, the gym, catering and laundry. However, the classroom in the gym is inadequate. The education department is a good environment for learning, with modern classrooms and some good resources. Staff have appropriate vocational and teaching qualifications.

**18. Learners receive very good advice and guidance.** All new arrivals receive a detailed presentation from education staff on opportunities for foundation learning. A specialist advice and guidance team is based in the well-equipped student service centre.

**19. Learners receive good support for their literacy and numeracy needs in the education department.** Support for learners in manufacturing and catering is satisfactory, but learners in the laundry and cleaning areas do not get adequate support. There is insufficient provision for literacy and numeracy in most vocational areas. There is very little opportunity to develop literacy and numeracy skills other than by attending classes.

**20.** Assessment, monitoring and initial assessment are satisfactory, as is internal verification. All work is carefully checked by assessors and staff. Internal verification is effectively used in literacy and numeracy programmes to promote continuous improvement.

**21. In the laundry area there are good links with a national laundry chain** to provide work and work placements for learners. However, in manufacturing and industrial cleaning there are insufficient links with external employers.

### **Leadership and management**

**22. Senior managers and staff have a very clear view of the prison's development of education and training and how this will be achieved.** In each vocational area, plans have been developed for more accredited courses and to develop training programmes. Some of these are at an advanced stage.

**23. Education programmes are well managed and very flexible.** Great care is taken to ensure that prisoners can access these programmes.

**24. Support for learners' literacy and numeracy needs on education programmes is well established and effective.** Support for learners on some vocational programmes is also well managed, but it is poorly managed for learners on industrial cleaning and laundry programmes. There is a large number of prisoners whose needs are not being met.

25. **HMP Kirkham effectively promotes equality and diversity.** Provision for religious worship and prayer is readily accessible. Learners have an adequate understanding of equal opportunities and diversity.

26. **The co-ordination of individual learners' programmes is insufficient.**

27. **There are extensive links with a wide range of local communities that help to deliver programmes.** Courses include one on hate crimes, and nine staff have been trained in lesbian, gay, bisexual and transgender issues. Eighteen learners have attended a diversity course and more courses are planned.

28. **The education department provides good specialist courses including ESOL and dyslexia programmes.** A good range of courses take place during the evenings and weekends.

29. **Access to education is good.** Over half of the prison population is attending some form of formal education and training. The education department has good access for people with restricted mobility. The provision of education is very flexible and responsive to the needs of learners. Learners' achievements are celebrated well.

30. Data on minority ethnic groups is collected by the prison staff and is distributed to the race relations management team. Participation rates are closely monitored and **an effective system to highlight areas in need of attention has been adopted.** However, retention and achievement of learners by race or age are not regularly analysed or used to identify trends.

31. The prison has recently developed a quality assurance policy and procedures for education and training. **These are comprehensive but have yet to be fully implemented.**

32. **The staff development is good.** Education staff are appropriately qualified in their vocational subjects and as teachers. A detailed and effective programme of staff development is in place for vocational instructors and assessors.

33. **Despite the good range of opportunities for employment and education in the prison, many of the skills which learners gain are not sufficiently accredited.** There are no accredited qualifications in the multi-skills shop and no accredited courses in the vegetable packing area or within the gardens and estates.

34. The prison produced its first self-assessment report in 2004. This is comprehensive and self-critical and identifies many of the weakness in provision. **The process was inclusive.** Comprehensive and clear action plans have been developed for each area of learning.

35. **Monitoring of the contracted education provision is weak.** Monitoring is restricted to contract compliance and insufficient attention is given to the quality of education provided.

36. **There have been insufficient observations of teaching and learning.** There is no clear view of the quality of teaching and learning across all areas.

37. **The prison does not make effective use of data.** A management information system is being developed but is not yet available.

38. The education department has its own quality assurance arrangements which are comprehensive and effective. However, **there is insufficient use of data to analyse programme performance in terms of achievement and trends over time.**

39. **The prison does not set targets or standards for its provision in terms of achievement, attendance and pass rates.** Internal verification is effective and well managed.

## **Leadership and management**

### **Strengths**

- clear strategic direction and planning
- very flexible and well-managed education programmes
- good celebration of learners' achievements
- good promotion of equality and diversity

### **Weaknesses**

- insufficient accredited training
- insufficient co-ordination of individual learners' programmes
- inadequate quality assurance of training

## **Engineering, technology & manufacturing**

### ***Manufacturing***

#### *Strengths*

- good standard of learners' work
- good employability skills
- good teaching of practical skills
- excellent resources in timber industries

#### *Weaknesses*

- insufficient accreditation of training
- insufficient links with employers

## **Information & communications technology**

### ***Using IT***

#### *Strengths*

- good achievement and retention for level 1 and 2 courses
- particularly effective coaching in workshops
- wide range of courses
- very good target-setting and monitoring in lessons
- good operational course management

#### *Weaknesses*

- inadequate preparation for some group teaching sessions
- little sharing of good practice between education and prison staff

## **Hospitality, sport, leisure & travel**

### ***Hospitality and catering***

#### *Strengths*

- good retention and achievement for short courses
- good teaching and learning
- particularly effective links between education and vocational areas to support learners' needs

#### *Weaknesses*

- poor retention and achievement on catering NVQs

### ***Leisure, sport and recreation***

#### *Strengths*

- good retention and achievement for short courses
- good teaching and learning
- particularly effective links between education and training to support learners' needs

#### *Weaknesses*

- inadequate classroom facilities for PE
- poor retention and achievement on fitness instructor's course

## **Health, social care & public services**

### ***Cleaning***

#### *Strengths*

- good retention and achievement
- good progression

#### *Weaknesses*

- insufficient planning of training
- ineffective support for literacy and numeracy needs

## **Foundation programmes**

### ***Literacy***

#### *Strengths*

- good teaching
- very good advice and guidance for learners
- well-managed education provision

#### *Weaknesses*

- insufficient literacy support in vocational areas
- insufficient use of technology

### ***Numeracy***

#### *Strengths*

- good teaching
- very good advice and guidance for learners
- well-managed education provision

#### *Weaknesses*

- insufficient provision of numeracy support in vocational areas
- insufficient use of technology

### **WHAT LEARNERS LIKE ABOUT HMP KIRKHAM:**

- the food is good
- 'I enjoy learning'
- the good variety of classes
- 'I like getting qualifications and skills'
- the teachers are always ready to help

### **WHAT LEARNERS THINK HMP KIRKHAM COULD IMPROVE:**

- the number of instructors in vocational work - there should be more
- the number of trades and accredited courses such as construction and welding
- compensation for losing bonuses when attending education
- the long waiting list for some courses

## **KEY CHALLENGES FOR HMP KIRKHAM:**

- improve opportunities for employment outside the prison
- better co-ordinate individual learning plans across all provision
- provide effective literacy and numeracy support in all vocational areas
- establish an effective prison-wide quality assurance system
- implement a full range of accredited programmes



## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- clear strategic direction and planning
- very flexible and well-managed education programmes
- good celebration of learners' achievements
- good promotion of equality and diversity

#### Weaknesses

- insufficient accredited training
- insufficient co-ordination of individual learners' programmes
- inadequate quality assurance of training

40. Senior managers and staff have a very clear view of the prison's development of education and training and how this will be achieved. The prison is in transition from a predominantly work- and profit-based regime to one focused on education and training linked to the resettlement needs of prisoners. All managers and staff share a common understanding of the need to extend the range of accredited courses for prisoners. In each vocational area, plans have been developed to implement more accredited courses and to develop training programmes. Some of these are at an advanced stage. For example, in the timbers industry the prison has successfully implemented a level 1 NVQ in manufacturing and is well on the way to starting the level 2 award. Courses in laundry services have been introduced and good links established with a national laundry chain to provide employment for qualified prisoners. Clear and effective plans are in place to achieve this with appropriate control and support systems. The need to extend staff knowledge is recognised and a plan to develop the skills and knowledge of all staff involved in training is in place. This is carefully linked to the staged implementation of new programmes and systems. Managers have started to analyse the prisoners' work and identify appropriate qualifications. Information has been obtained to identify employment opportunities in the region for most prisoners who will be released locally. However, there has yet to be a systematic analysis of all prisoners' needs to further these plans.

41. Education programmes in the prison are well managed and very flexible. Great care is taken to ensure that prisoners can access the programmes. Programme co-ordinators hold regular meetings with tutors to evaluate the programmes and to further develop the curriculum. Learners attend review meetings and their views are acted upon. A specialist advice and guidance team is based in the well-equipped student service centre and advises learners who are coming to the end of a course about progression opportunities. The team offers comprehensive advice on local college courses as well as arranging interviews, transport, and health and safety equipment for men studying

## HMP KIRKHAM

outside the prison. The guidance team also liaises with probation services and other colleges so that men who are close to release can continue with their learning. A professionally qualified member of staff provides dyslexia assessments and gives small group tuition to learners with dyslexia. Specialist support for speakers of other languages is provided on a weekly basis.

42. The prison does not have a written strategy for the development of learners' literacy and numeracy skills. However, it has a clear action plan to develop this provision and has made a good assessment of the current situation in its self-assessment report. Support for learners on education programmes is well established and effective. Support for learners on some vocational programmes is also well managed. However, it is poorly managed for learners on industrial cleaning and laundry programmes. The prison has secured funding to extend the development of literacy and numeracy skills into work areas. One area where this has already started is for the ground maintenance team, which is receiving support at work. However, there are still a large number of prisoners whose needs are not being met.

43. The staff development is good. Education staff are appropriately qualified in their vocational subjects and as teachers. A detailed and effective programme of staff development is in place for vocational instructors and assessors.

44. Despite the range of opportunities for employment and education in the prison, many of the skills which learners gain are not sufficiently accredited. Some skills are accredited in catering, laundry, cleaning and manufacturing. In manufacturing, only a level 1 NVQ is currently on offer, although plans are in place to extend this to include level 2. However, there is still a wide range of skills not accredited. The multi-skills workshop is involved in assembling products for industry, such as in electrical lighting, plumbing, packing and bar code labelling, but there are no accredited qualifications in the multi-skills shop. Neither are there accredited courses in the vegetable packing area or within the gardens and estates.

45. There is insufficient co-ordination of individual learners' programmes. Learners apply for courses and if places are not immediately available, they are put on a waiting list which is managed well by the education department. When a place becomes available the learner is informed, but there is little co-ordination with vocational areas and other departments. During inspection a number of education programmes were interrupted by learners being requested to attend other programmes such as the lift truck driver's course.

### **Equality of opportunity**

### **Contributory grade 2**

46. HMP Kirkham promotes equality and diversity effectively. Clearly written policies exist for harassment, bullying, diversity, race relations and decency and these are reinforced at induction. All policies are on display throughout the prison. There is a good level of respect between staff and learners. Complaints are taken seriously and prompt and effective action is taken. The prison has a nominated race relations governor who chairs a race relations management team and a diversity team. There is a full-time diversity officer and a race relations officer. An equal opportunities committee meets

regularly, although this is primarily concerned with staff concerns. The prison has developed a race equality action plan and there is an extensive programme of training for staff and prisoners. A race relations and diversity group with prisoner representatives plans to meet soon.

47. The prison holds an annual diversity week during which various groups celebrate and communicate different cultures and faiths. The education department takes an active role in this. One group of learners produced a banner celebrating diversity. One learner, who has served 20 years, was able to cook his own dishes and taste Caribbean food for the first time in many years. The prison intranet includes a good range of information about religious and cultural events such as Chinese New Year and Buddha Day. A calendar of religious events is openly displayed in the education department. Provision for religious worship and prayer is readily accessible. Learners have an adequate understanding of equality and diversity.

48. Learners' achievements are celebrated well. Every three months the education department holds a presentation session where a governor presents learners with their certificates. Learners' work is displayed in the education department and at prison events. For example, prisoners display wall tiles produced in art classes.

49. The diversity officer has developed extensive links with a wide range of local communities that help to deliver programmes. Courses include one on hate crimes, and nine staff have been trained on lesbian, gay, bisexual and transgender issues. Eighteen learners have attended a diversity course and more courses are planned.

50. The education department provides good specialist courses including ESOL and dyslexia. Courses are offered during evenings and weekends in art, music, ICT and basic cooking. One learner is receiving good support to train for the Paralympics. There is a small stock of reading materials in the library for minority ethnic groups.

51. Access to education and work is available to all and education is promoted at induction and through leaflets and notice boards throughout the prison. Over half of the prison population is attending some form of formal education and training. The education department has good access for people with restricted mobility. Waiting lists are well managed. Pay rates have been revised to ensure that prisoners in education are not disadvantaged.

52. The provision of education is very flexible and responsive to the needs of learners. Education timetables are adapted to meet learners' needs. Some courses have been rescheduled to avoid prayer time.

53. Data on minority ethnic groups is distributed to the race relations management team. The information includes the proportion of learners from minority ethnic groups entering education and training. Participation rates are closely monitored and an effective system to highlight areas in need of attention has been adopted. However, retention and achievements of learners by race or age are not regularly analysed or used to identify trends.

## Quality assurance

## Contributory grade 4

54. The quality assurance of education and training is inadequate. The quality of education and training is monitored through the quality improvement group and through self-assessment. However, the data is confined to the amount of education and training, rather than the quality. Data on retention and achievement has been collected recently but the prison does not have a systematic process for collecting and analysing performance data. The prison does not set targets or standards for its provision in terms of retention, achievement and attendance. Monitoring of the contracted education provision is weak. Internal verification is effective and well managed.

55. There is insufficient observation of vocational training. Observations have started recently and have included useful feedback to tutors on how to improve. However, there have been insufficient observations to provide a clear view of the quality of teaching and learning across all areas.

56. The prison has recently developed a quality assurance policy and procedures for vocational training. These are comprehensive but have yet to be fully implemented. Quality assurance files are being developed for each department but are not in place for all areas as yet.

57. The education department has its own quality assurance arrangements which are effective. Each course is regularly reviewed by tutors and programme co-ordinators. Staff and managers routinely meet to discuss the quality of provision. Learners are represented at these meetings and their comments are taken seriously and acted on. Tutors are observed annually. However, there is insufficient use of data to analyse programme performance in terms of achievement and trends over time.

58. The prison collects feedback from learners on some programmes. However, it is not sufficiently used to develop programmes in all areas. Feedback obtained from learners on formal education programmes is used to identify areas of need and to guide curriculum development.

59. The prison produced its first self-assessment report in 2004. It is comprehensive and self-critical and identifies many of the weakness in provision. The process is inclusive and each area produces its own self-assessment. Comprehensive and clear plans have been developed for each area of learning.

## AREAS OF LEARNING

### Engineering, technology & manufacturing

| Engineering, technology & manufacturing                     |                    | 2                  |
|---|--------------------|--------------------|
| Contributory areas:   | Number of learners | Contributory grade |
| <b>Manufacturing</b><br>- Other government-funded provision | 9                  | 2                  |

### **Manufacturing**

#### *Strengths*

- good standard of learners' work
- good employability skills
- good teaching of practical skills
- excellent resources in timber industries

#### *Weaknesses*

- insufficient accreditation of training
- insufficient links with employers

### **Achievement and standards**

60. Since April 2004, 13 learners have started an NVQ in manufacturing. Five of these have completed the qualification and a further three are still in learning. Learners make good progress and achieve a good standard of work. They quickly gain confidence in the use of production machines and are well motivated to learn and progress. Their work is to commercial standards. Working in a competitive commercial environment, they develop good technical skills and good employability skills. Learners enjoy sharing their skills and help their peers effectively. Portfolios contain good work and are well presented.

61. The pass rate on the lift truck basic certificate, side loader and tractor driving is good, with 89 per cent of learners gaining a licence. Learners quickly increase their confidence and demonstrate good driving skills. They have a strong commitment to work, attend regularly and are punctual.

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

62. Learners develop good employability skills. They learn and work in a highly commercial environment and are subject to demanding production targets. They learn to cope with commercial pressures well. They understand the implications of cost and cost-

cutting. They have to be flexible and cover each other's jobs when required. Learners are encouraged to present the product well and to use packaging to enhance product value. They are taught how to minimise waste and to use waste product to produce marketable goods. For example, all off-cuts are cut into firewood, packaged and bundled then sold in bags. Rabbit hutches are made from the spare cuts from the shed production. Learners understand production schedules and apply appropriate production control systems in their daily work.

63. Teaching of practical skills is good. Lesson plans are well written and include a good range of challenging tasks. Lessons are well prepared and a variety of teaching methods are used. Training sessions include good use of presentational resources. Learners find the materials easy to follow and understand. They receive effective guidance and support from knowledgeable tutors, most with education experience and teaching qualifications. Tutors are enthusiastic about their subjects and learners respond to the interest and make good progress. The training area is clean, spacious, well laid out and an effective environment for learning. Practical instruction is good. Learners begin on basic production activities and then move on to more complex operations. Instructors regularly pause to review learners' progress and to allow learners to ask questions and seek clarification of points that have recently been covered. Learners appreciate the good training and gain confidence in their ability to operate the machinery. There are good handouts describing health and safety.

64. Learners benefit from excellent resources in manufacturing. There is an extensive range of learning opportunities including wood-cutting machines, warehouse training, assembly techniques, packaging, finishing and use of material-handling machines. Learners develop a wide range of skills which enable them to meet the requirements of the qualification easily. Managers are aware of the long-term value of developing learners' practical skills, and are enthusiastic and supportive of initiatives for skill improvement. The equipment is modern and tutors are experienced in the industry. Training facilities are good. Machines are fitted with personal locks, and learners hold the keys for the machines that they are responsible for.

65. The process for the assessment and monitoring of learners' work is satisfactory. Assessment practices are based on awarding body guidelines. Learners are fully aware of the assessment requirements and know what is required to achieve their targets. They receive good feedback on their performance. Internal verification is satisfactory. All work is carefully checked by assessors. In manufacturing, the work is checked on an ongoing basis. Learners' attainments are carefully and accurately recorded.

66. The support for learners' literacy and numeracy needs is satisfactory. All learners have an initial assessment of their literacy and numeracy skills and this is appropriately recorded. There is satisfactory pastoral support for learners and good structured support to meet individual needs, such as modifying work routines to meet individual interests. The recording of support is good and appropriate measures are taken to ensure the learner has progressed.

67. There are insufficient accredited courses. The resources are extensive in all areas of

vocational training, but the only accredited courses are in driving licences and level 1 manufacturing in timber industries. The wide range of learners' skills and knowledge is not taken into account.

68. There is no formal contact with local employers to provide a wider industrial perspective and experience for learners. Although tutors explain how businesses operate, they do not always extend the learners' understanding of industrial applications. The learners' vocational and commercial experiences are not linked with education courses.

### **Leadership and management**

69. Staff work well as a team and plan effectively. Internal communications are good and staff share information well. Learners' progress and achievements are well recorded and learners are given appropriate targets. Staff are well qualified and experienced and are encouraged to develop their skills occupationally and as tutors. The staff appraisal scheme is satisfactory.

70. The quality assurance of teaching and training is insufficient. Observations of teaching have yet to begin and the use of data to measure performance is weak. Self-assessment is new but effective. The self-assessment report identified the key weaknesses, and a detailed action plan is in place to remedy these.

## Information & communications technology

| Information & communications technology                |                    | 2                  |
|--|--------------------|--------------------|
| Contributory areas:                                    | Number of learners | Contributory grade |
| <b>Using IT</b><br>- Other government-funded provision | 118                | 2                  |

### *Using IT*

#### *Strengths*

- good achievement and retention for level 1 and 2 courses
- particularly effective coaching in workshops
- wide range of courses
- very good target-setting and monitoring in lessons
- good operational course management

#### *Weaknesses*

- inadequate preparation for some group teaching sessions
- little sharing of good practice between education and prison staff

## Achievement and standards

71. Historically, data has not been collected to give an overall analysis of retention and achievement on an annual basis. However, in the past 10 months, achievement of units is good. At level 1, the achievement rate is 77 per cent and at level 2, 86 per cent. Retention rates are also good, at 86 per cent and 100 per cent for levels 1 and 2 respectively. Learners are all making good progress, are motivated and enthusiastic. They work well in lessons and demonstrate very good computer skills and rapidly increase their confidence.

## Quality of education and training

72. Tutors coach learners effectively in the ICT workshops. Classes are small and learners get prompt attention. In most cases, tutors help learners to find solutions by questioning. Learners complete learning styles questionnaires at induction and a variety of approaches are used to help them learn effectively. Some learners are given peer support which helps new learners and builds confidence in those who help. Learners who need literacy and numeracy support can get additional help from trained volunteer tutors.

73. A wide range of courses are available. Learners are now able to take ICT qualifications from level 1 to level 3. Learners can accrue units towards a complete



certificate or gain accreditation for individual units. Learners' particular interests are taken into account and those with a specific business need are able to specialise in areas such as spreadsheets, computer art or web design. Towards the end of their sentences, learners get individual help on business-related projects. Workshops are available throughout the week. The prison has been successful in a bid to take part in a project (Prison ICT Academy or PICTA) involving a major IT company and offers industry-accredited courses in building computers, and hardware and software maintenance. ICT drop-in sessions are available during evenings and weekends on a voluntary basis where learners can pursue qualifications or use computers for personal needs such as letter or poetry writing. On Sunday, learners can produce greeting cards. Thirty-five learners are taking courses at local colleges and one learner had progressed from level 1 to degree level.

74. Target-setting and monitoring are very effective in helping learners' progress. In each lesson, learners work to targets and review their work with the tutor at the end of the session. New targets are set for the next session. If learners attend the voluntary evening or weekend drop-in sessions, targets and achievements are updated by the tutor. Targets are clear and specific and learners' progress is carefully monitored.

75. The resources for ICT are satisfactory. Two new computer suites include modern hardware and software for use by the education department. A good range of textbooks and workbooks are available and learners find the material easy to use and understand. Computer-based training materials are also available. Staff are appropriately qualified and some have several years' experience in teaching in a prison environment. However, the two suites are on independent networks and learners' work is not readily accessible if they have to use different rooms. No desktop publishing or computer-aided design software is available and this restricts the choices of study. The room used by the PICTA learners has new high-specification computers, software and hardware on a separate network. Rooms are bright, well decorated and have good displays of posters. A height-adjustable workstation is available for wheelchair users and the college is providing specialist software for a visually impaired learner. Books in the learning resource centre are adequate, but they can be supplemented by orders from the library service.

76. Some whole group teaching sessions are inadequately prepared. In one lesson appropriate software had not been installed on the network and a considerable amount of learners' time was wasted. In another where changes to computer settings were demonstrated, learners were unable to carry out the operations themselves as their computer settings were locked. Induction includes sessions on a range of courses to suit individual needs. However, there are many forms to complete and learners are not kept motivated.

## **Leadership and management**

77. The ICT co-ordinator has a clear direction for the development of ICT programmes. Team meetings take place regularly and developments are discussed with staff. A learner representative also attends the meetings. Cover arrangements for absent staff are well managed. A database is used to record attendance and course registers are updated

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quickly for tutors. Waiting lists onto courses are minimised and learners are informed promptly of vacancies. Full-time staff have well-recorded appraisals and have had good staff development. Teaching observations are carried out and improvements take place. Internal verification is satisfactory and meets with awarding body requirements. Assessors have recently been trained by awarding bodies.

78. The PICTA project is staffed by the prison and includes two courses, one of which is the same as that provided by the education department. The PICTA workshop is adjacent to the education department's workshops. Since the bid was submitted there has been little sharing of good practice and separate team meetings take place. The education department's information leaflet does not include the PICTA project as a possible route to qualifications.

79. The analysis and use of data are insufficient. Learners' feedback is collected at the end of each course, but the forms are not sufficiently detailed and are not analysed and compared with the responses from the next group of learners. The database is not capable of producing data on retention, achievement and progression. Insufficient use is made of manual records to determine trends and to set targets for retention and achievement.

80. The ICT self-assessment report was discussed fully with staff. The development plan is well laid out and has specific targets, clear actions points and responsibilities for staff.

## Hospitality, sport, leisure & travel

| Hospitality, sport, leisure & travel   |                    | 3                  |
|--|--------------------|--------------------|
| Contributory areas:  | Number of learners | Contributory grade |
| <b><i>Hospitality and catering</i></b><br>- Other government-funded provision      | 5                  | 3                  |
| <b><i>Leisure, sport and recreation</i></b><br>- Other government-funded provision | 11                 | 3                  |

### ***Hospitality and catering***

#### *Strengths*

- good retention and achievement for short courses
- good teaching and learning
- particularly effective links between education and vocational areas to support learners' needs

#### *Weaknesses*

- poor retention and achievement on catering NVQs

### ***Leisure, sport and recreation***

#### *Strengths*

- good retention and achievement for short courses
- good teaching and learning
- particularly effective links between education and training to support learners' needs

#### *Weaknesses*

- inadequate classroom facilities for PE
- poor retention and achievement on fitness instructor's course

## Achievement and standards

81. The retention and achievement is good for short courses. Across a range of six short courses in PE, the average retention rate is 93.5 per cent. Of those learners retained, all achieved the qualification. There is 100 per cent retention and achievement on basic food hygiene and health and safety courses. The achievement of NVQs in the catering and the fitness instructor's course is poor. Only 30 per cent of learners were retained and achieved the full qualification. Of the 15 learners who have enrolled in the past six months on an NVQ at level 1 in food preparation and cooking, only three were retained and achieved the full qualification. Many of the learners who did not stay on the course were transferred to other prisons or were released. Achievement of practical skills in PE and catering are of a good standard. The PE staff and learners have been given a national

award for their ongoing work with stroke patients in the prison.

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

82. Teaching and learning are good. The lessons in PE and catering are well planned, well structured and challenging. Skills are developed well in practical lessons. Learners are kept engaged and motivated through a range of activities, and the tutors are enthusiastic and professional. The tutors and the learners have respect for each other. There is very good peer support, and training is taken very seriously. The planning of lessons is very flexible and works extremely well, with a relaxed atmosphere. The lessons encourage teamwork and effectively develop social skills and confidence. Training in catering is planned to make it as inclusive as possible. It enables learners who do not work in the kitchen to work towards an NVQ. In PE, training is planned to focus on employability skills. PE staff are aware of the requirements to gain employment in a gym or to pursue further education in sport science. Learners are encouraged to take courses that will benefit them most when they are released. The induction is thorough, and in the gym individual interviews take place to establish learners' targets and ambitions. Action plans are well written and reviewed.

83. Resources in the gym and the catering areas are satisfactory. The training kitchen is well equipped with domestic appliances and the main kitchen has a good range of equipment to industry standards. The gym has free weights as well as a good range of cardiovascular equipment. Learners have access to books and other resources to complete their background knowledge work. Staff are appropriately qualified and experienced.

84. Assessment, monitoring and initial assessment are satisfactory. Individual learning plans are produced with short-term targets to meet individual needs. Reviews are held regularly.

85. Learners receive good support for their literacy and numeracy needs. These skills have been successfully integrated with the catering programme and, with the support of education, the PE staff are developing new and interesting ways to support literacy and numeracy.

86. Learners are supported well by all staff and there is a great deal of mutual respect. Tutors take into consideration personal needs as well as their learning needs. The staff are extremely enthusiastic and well motivated.

87. The classroom facilities for PE courses are inadequate. The room seats 12 learners and there are usually at least 15. Noise from the sports hall interrupts the lessons and the room is cold and stark. There is no demonstration room for lessons such as heart start. These lessons are held in the squash courts or the snooker room, which are equally unsuitable.

## **Leadership and management**

88. There are particularly effective links between education and the vocational training areas. Training is well planned for learners across education, PE and catering. The two departments work well together to meet joint targets. Meetings are held between education and training to discuss learners' needs and to provide them with the best support. Literacy and numeracy training has been successfully integrated with the catering programme and, with the support of education, the PE staff are developing new and interesting ways of delivering literacy and numeracy. In the kitchen the education department is supporting staff in their training to become workplace assessors. The self-assessment report was accurate and good action plans have been developed to improve the provision.

89. PE and catering have well-developed training programmes. Staff are enthusiastic and attend a variety of meetings including the quality improvement group, anti-bullying and race relations. The learners are aware of their rights and responsibilities.

**Health, social care & public services**

| <b>Health, social care &amp; public services</b>              |                    | <b>3</b>           |
|---|--------------------|--------------------|
| Contributory areas:   | Number of learners | Contributory grade |
| <b><i>Cleaning</i></b><br>- Other government-funded provision | 30                 | 3                  |

***Cleaning****Strengths*

- good retention and achievement
- good progression

*Weaknesses*

- insufficient planning of training
- ineffective support for literacy and numeracy needs

**Achievement and standards**

90. Retention on laundry and industrial cleaning programmes is good. At level 1 and 2 the retention rate is 80 per cent for industrial cleaning courses and 100 per cent for laundry courses. At level 3 the retention rate is 100 per cent. Programmes start throughout the year and achievement is good for both programmes at 60 per cent for laundry and 80 per cent on other courses. Those still in learning are making good progress towards the qualifications. On laundry programmes 25 per cent of learners have achieved credits or distinctions in the external examinations.

**Quality of education and training**

91. The progression rate is good. Learners make steady and timely progress through the qualifications and into employment. Learners practise their skills in the industrial cleaning workshops and laundry. Assessment is planned informally between the learner and assessor and when they feel the learner is ready observation takes place in the workshop areas. The assessment is regular and frequent and learners are progressing at a good pace. In industrial cleaning, learners progress through levels 1, 2 and 3 and three learners are being trained as assessors and are now assessing other learners under supervision. Work placements are arranged in the prison in several areas including billets and visits and to an outside laundry for some learners. Learners develop good work skills such as punctuality and responsibility for their work. They develop effective health and safety awareness and learn about business pressures, quality assurance and the different range of machines used in the cleaning and laundry areas. Learners develop useful social skills and confidence through the programmes. In the laundry area some learners have gained employment through their work placement. One learner has been promoted to

supervisory level and is responsible for four others in the workplace.

92. In the laundry area there are good links with a national laundry chain to provide work and work placements for learners with a range of pay and shift options. Some learners have made very good progress through this link and are able to travel unsupervised in a specially provided minibus to daily employment before their release. However, the links are informal and the employer is not involved in the planning or monitoring of the training programme. There are no planned opportunities for assessment in the workplace. There are no links with employers in the industrial cleaning area. Learners are able to make use of work placements in the prison in areas such as visits and the billets. However, there is no opportunity for them to join local cleaning or building contractors for work experience or to build job opportunities.

93. Resources in the laundry are satisfactory, and in the industrial cleaning workshop they are good. There is a variety of floor surfaces and machinery, which allows learners to practise their skills, and many opportunities for assessment. In the laundry there are industrial machines, but not of the variety found in industry. There are very few books and journals in the departments or in the learning resource centre. Handouts and workbooks are provided, but most are in an unsuitable format for learners who may have additional needs in literacy and numeracy. Staff are appropriately qualified and have had recent development opportunities.

94. The training is not well planned. Tutors in the vocational areas have a good idea of their learners' aims and offer guidance which is relevant to the length of their service. Induction is brief and only focuses on health and safety. Progress is recorded when learners complete assessment stages, but there is no written assessment plan. Learners do not have regular progress reviews and no targets are set. In industrial cleaning, assessed work is displayed on the wall in the tutor's office. Some lessons are poorly planned and there is no differentiation of learning needs. Teaching does not fully involve the learners in activities and their knowledge is not checked. Questioning is too general and does not involve all learners.

95. Support for learners' literacy and numeracy needs is ineffective. Those with additional learning needs do not receive help as part of the vocational programme. Results of initial assessment are not passed to the vocational areas and are not used to plan the training. There is currently no co-ordination between the education department and the vocational areas. Tutors are unaware of the learners' specific literacy, numeracy or language needs, although plans are in hand to ensure that effective information and support will be delivered to the vocational areas. Tutors use informal methods to test learners' literacy levels. Tutors are not qualified to provide support for learners as part of the vocational training but have attended an awareness course delivered by the education department.

## **Leadership and management**

96. Staff are appropriately qualified and work well together. All staff are involved in the self-assessment process and the report identified most of the strengths and weaknesses

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which were identified during the inspection. Good action plans are in place to remedy the weaknesses and to further develop the opportunities for learners to gain accredited qualifications. The reliance on external assessors is to be reduced as internal staff are trained and qualified. However, tutors do not use data to plan or monitor training. Thorough records of individual progress are kept, but it is not possible to analyse trends or set targets. Internal verification is carried out to the standard required by the awarding bodies.



## Foundation programmes

| Foundation programmes               |                    | 3                  |
|-------------------------------------|--------------------|--------------------|
| Contributory areas:                 | Number of learners | Contributory grade |
| <b>Literacy</b>                     |                    |                    |
| - Other government-funded provision | 42                 | 3                  |
| <b>Numeracy</b>                     |                    |                    |
| - Other government-funded provision | 27                 | 3                  |

### **Literacy**

#### *Strengths*

- good teaching
- very good advice and guidance for learners
- well-managed education provision

#### *Weaknesses*

- insufficient literacy support in vocational areas
- insufficient use of technology

### **Numeracy**

#### *Strengths*

- good teaching
- very good advice and guidance for learners
- well-managed education provision

#### *Weaknesses*

- insufficient provision of numeracy support in vocational areas
- insufficient use of technology

## Achievement and standards

97. Overall, retention and achievement are satisfactory. The retention rate of 86 per cent on literacy and numeracy courses is good, but the retention rate of 39 per cent for key skills courses is poor. There is a satisfactory achievement rate of 77 per cent for learners studying literacy and numeracy at levels 1 and 2. Attendance in classes observed was 79 per cent which is satisfactory. Most absentees were unavoidably called to other regime activities, such as drug testing or pre-release probation visits.

98. Standards of work are satisfactory and they are good in literacy classes. In one class where the topic was persuasive language, learners explored different marketing techniques and gave presentations to the whole group, which summarised their sales

strategy for a fictitious soft drink. They spoke clearly and convincingly and used a range of language to express how they would influence the public to buy their product. Standards in social and life skills classes are generally satisfactory. Evidence portfolios on basic cookery course are particularly well presented. Some of the learners who are building communication portfolios for key skills are making insufficient progress.

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

99. The teaching of literacy and numeracy is good. Lessons are well planned to meet the learners' needs. Progress towards achieving short-term targets and the activities for the next lesson are recorded on an individual basis. A wide range of teaching and learning styles are used and learners are attentive and interested. Tutors are patient and understanding and they give very good support to individual learners. Tutors in all subjects develop the learners' confidence by praising achievements and highlighting success. In one class a teacher noted that a learner had completed the addition of fractions after some weeks of struggling with the concept. The tutor immediately congratulated the learner and recorded the achievement in his individual record.

100. The advice and guidance is very good. All new arrivals to the prison receive a detailed presentation from education staff on opportunities available for foundation learning. Those who wish to join a course attend a full-day induction in the education department. There is a diagnostic assessment which is immediately evaluated. Learners are able to meet with teaching staff and find out in detail what each course entails. When a programme has been planned, targets are agreed and entered onto the individual learning plan. A specialist advice and guidance team is based in the well-equipped service centre and advises learners who are near to the end of a course about progression opportunities. The team offers comprehensive advice on local college courses as well as arranging interviews, transport and health and safety equipment for men studying outside the prison. The guidance team also liaises with probation services and other colleges so that men who are close to release can continue with their learning. A professionally qualified member of staff provides dyslexia assessments and gives small group tuition to learners with dyslexia. Specialist support for speakers of other languages is provided on a weekly basis.

101. There is insufficient provision for literacy and numeracy in vocational areas. Initial assessment indicates that at the time of inspection approximately 300 men had literacy and/or numeracy skills below level 1. Only 60 men attend literacy and numeracy classes in the education department. Many men who accept they have low levels of literacy and numeracy do not wish to attend formal classes. There is very little opportunity to develop literacy and numeracy skills other than by attending classes. Although there are plans to extend literacy and numeracy support into all vocational areas, at the time of inspection only 13 learners received support in training workshops. Most of the men who have a recorded literacy and numeracy need do not have provision in their workplace to meet their needs. Key skills communication courses are available in some vocational areas, but are not currently used to develop literacy skills.

102. There is insufficient use of information and learning technology in all subjects. There is no access to IT in foundation classrooms. Technology is not used to support learning in numeracy, literacy at entry level, key skills, or social and life skills. Some level 1 and 2 literacy classes take place in classrooms normally used for teaching computing skills. Word processing is used to teach the skills of writing formal letters and to develop a pride in the presentation of work. These opportunities are not readily available to literacy learners at entry level nor to ESOL learners. Numeracy learners cannot access the wide range of resources available to develop concepts and skills or to promote independent learning.

103. Overall, resources are satisfactory. All tutors have relevant teaching qualifications. Staff who teach literacy, numeracy and language have all received core curriculum training. However, staff who teach key skills communications do not have literacy training. Most staff have long experience of working with offenders. Learning resources in literacy are satisfactory, but are there insufficient resources for teaching practical numeracy. The accommodation is good with good-sized rooms, which are well furnished.

104. Assessment and monitoring of learners' progress are satisfactory. All foundation learners have a diagnostic assessment which is used for the individual learning plans as well as lesson planning. In-course assessment is fair and accurate and is carried out regularly. Most work is assessed during lessons and tutors give good verbal and written feedback. The comprehensive internal verification procedures are used methodically. Learners have a detailed subject review every two months. Progress towards the achievement of targets is discussed and recorded and, where appropriate, new targets are set. However, there is insufficient recording of the progress made by learners in the development of their personal and social skills. For example, an increase in confidence or the ability to take responsibility for their own learning is frequently not recorded.

## **Leadership and management**

105. The education provision is well managed. The resources are targeted well to best meet learners' needs. There are no waiting lists for literacy, numeracy or language classes. Formal and informal communications are good. There are regular meetings at departmental and subject level and learner representatives attend subject-level meetings. Part-time staff are fully involved in decision-making at all levels. The self-assessment process involves all staff and takes account of learners' views. It is a sound basis for the development of the improvement plan. However, data is not systematically analysed to determine trends in retention and achievement. Internal verification is used effectively to raise the quality of provision. There is a wide-ranging approach to equal opportunities. Diversity is celebrated and there is an atmosphere of respect between staff and learners and between learners themselves. There are very good displays of work in the large common area in the education building.