INSPECTION REPORT

HMP Exeter

17 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 Exeter

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Exeter is a city centre, Category B prison for male adults and young offenders, and is situated in the county of Devon. The prison is Victorian, with the main accommodation wings set out in the shape of a cross. There are four main wings, with A and C wings housing a mix of sentenced and remand prisoners, B wing consisting of a first-night centre and detoxification unit and D wing, which is separate and constitutes the Vulnerable Prisoners' Unit. Also, separate to the prison, is the Health Care Centre, the gymnasium and weights room, the Education and Resettlement block, and the kitchen. It has an operational capacity of 533, made up of remand and convicted prisoners. Young offenders are accommodated, but they are integrated with the adult population and moved on to Young Offenders' Institutions shortly after sentencing. At the time of inspection there were 514 prisoners, of whom 62 were young offenders. There were 64 vulnerable prisoners, including three young offenders.

2. HMP Exeter services 11 magistrates courts and five Crown courts. One of the most significant problems that HMP Exeter faces is that of prisoner turnover. The average length of stay is six weeks but this is spread between very short sentences of less than a month and complex remand cases, where prisoners may be at HMP Exeter for over a year. Generally, is it assumed than anyone serving over two months will be moved on when vacancies demand. Research to show the turnover in education last year showed that there was a 28 per cent loss of learners in a week, and around 90 per cent in a two-month period. Losses like this occur for discharge, transfer and move to work to keep the prison running. Adding to the problems in retaining prisoners is the increase in initiatives to deal with resettlement and offending behaviour. The prison has been funded to run a short duration drug-awareness course which, together with the resettlement packages, drug rehabilitation, Enhanced Thinking Skills, physical education (PE) provision, chaplaincy initiatives, and the normal demands of discharge boards, legal and social visits and court appearances, means that all too often departments are competing for the same prisoners. Family Man is a new subject area for the prison, that was first piloted in September, and it is delivered by a member of the teaching staff and an officer from the learning and skills team.

3. Education is contracted to a college of further education and the library facilities are provided by the local authority's library service. Education has been part time since October 2003, although prisoners can attend two part-time courses which effectively constitutes full-time attendance. Almost all prison work has transferred to part time, although some individuals may work both sessions. This is particularly advantageous in those areas where learners are working towards national vocational qualifications (NVQs), or where a particularly specialist activity is taking place, for example in the kitchens.

4. There are two workshops, one of which offers packaging and light assembly work for main prisoners, and another workshop offers light assembly work to vulnerable prisoners. HMP Exeter's education facility consists of the core department, with six classrooms and

an interview room, plus a number of classrooms located in other areas around the prison. Education is run on a part-time basis, with a maximum of 50 learners attending the department in the morning and afternoon. The range of the curriculum is specially tailored to cover the range of ability from pre-entry level through to levels 2 and 3. Most prisoners are in the banding entry level 1 to entry level 3. All classes have some element of literacy and numeracy incorporated into their timetable, and there are specialised rooms for information and communications technology (ICT), cookery and art. In the past, English for speakers of other languages (ESOL) provision has been limited to attendance on a basic skills group, as there have been too few foreign nationals/non-English speakers in the prison to justify a separate group. However, this number is rising and the introduction of a foreign national liaison officer has assured improved access to this group.

5. ICT, sports and leisure and foundation programmes were graded at inspection.

SCOPE OF PROVISION

Information & communications technology

6. There are 59 learners on ICT courses. Training takes place in two information technology (IT) suites, one located in the main education department and another in the workshop. Twenty-three learners attend training in the main workshop and 36 attend the main education department. The workshop IT suite is used by Prison Service Plus learners in the morning and as a general IT workshop in the afternoons. The computers in the IT workshop suite are recently installed and are networked, but those in the main education department are not. Most learners attend education part time, attending over three days each week. Vulnerable prisoners attend ICT training in the main education centre for one afternoon each week. Learners can start training at any time a place becomes available. Training is provided by two full-time staff. One full-time member of staff has responsibility as team leader.

Hospitality, sport, leisure & travel

7. The PE department offers a range of short courses, including a national weight-training award, a sports leader award and Open College Network (OCN) courses in sport and recreation, physical education, badminton and basketball. Seven learners are currently working towards a certificate in volleyball. The PE staff are responsible for developing sessions for drug rehabilitation, and remedial and recreational exercise. The duration of these courses varies from two to five weeks. One accredited course is run at a time. Courses are advertised on each wing and learners apply through the wing. Four orderlies are employed in the gym. The orderlies can enrol on any course and can complete unit certificates on an NVQ at level 1 fitness instructors' course. The gym is open seven days each week and on four evenings. Courses are held in the morning and learners can access recreational and remedial exercise sessions in the afternoon. Prisoners on the vulnerable prisoner wing have access to the gym on three mornings each week. Those on the main prison wings can have up to seven sessions each week. The PE facilities consist of one sports hall and a weights and cardiovascular room. There is one acting senior PE officer, two PE officers and one vacancy for a PE officer.

Foundation programmes

8. There are 85 learners on foundation courses. Most courses are provided in the education department and take place in the morning and afternoon. Some courses are provided on the vulnerable prisoner wing and in the industrial workshops. These take place on three mornings each week. Accreditation is provided at entry level to level 2 for literacy and numeracy. Speaking and listening accreditation is provided from levels 1 to 4. Social and life skills courses are provided in parent-craft, healthy living, cookery, preparation for work, and art. Learners attend education on a full- or part-time basis. Two full-time and five part-time tutors provide training, supported by a number of supply staff.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	27
Number of learner interviews	63
Number of staff interviews	54
Number of locations/sites/learning centres visited	14
Number of partner/external agency interviews	3

OVERALL JUDGEMENT

9. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, HMP Exeter's hospitality, sport, leisure and travel programmes are good, while its ICT and foundation programmes are satisfactory. Leadership and management are satisfactory, as are the prison's quality assurance arrangements and its approach to equality of opportunity.

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

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT		
⁻ Other government-funded provision	59	3

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
Leisure, sport and recreation		
⁻ Other government-funded provision	7	2

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Literacy		
⁻ Other government-funded provision	30	3
Numeracy		
⁻ Other government-funded provision	30	3
Independent living and leisure skills		
⁻ Other government-funded provision	25	2

KEY FINDINGS
Achievement and standards

10. **There is good achievement of qualifications in literacy and numeracy at level 1, with 77 per cent gaining a national award.** In ICT programmes, achievement is satisfactory. Since April 2004, 145 learners attempted test modules, 45 per cent of whom achieved two or more units, while 32 per cent gained one module, although modules are not formally accredited. In PE programmes achievement of short courses is satisfactory at 80 per cent.

11. **Learners develop good skills in all of the programmes.** This is particularly evident in PE short courses such as volleyball, where motivation levels of learners and staff are high. Learners develop IT skills quickly, although the resources are limited in quality and quantity. Learners on social and life skills courses develop good social and interpersonal skills in challenging programmes, such as Family Man.

12. Retention rates on courses are generally satisfactory and they are often in excess of 80 per cent, with classes seldom cancelled. Closure usually centres around the industrial workshops, where literacy and numeracy classes are cancelled when the workshops are closed down.

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Information & communications technology	0	0	0	3	0	0	0	3
Hospitality, sport, leisure & travel	0	0	4	1	0	0	0	5
Foundation programmes	1	1	7	1	0	0	0	10
Total	**1**	**1**	**11**	**5**	**0**	**0**	**0**	**18**

13. **Teaching and learning are good or better in many of the lessons, particularly on the social and life skills programmes.** In the more effective lessons, tutors plan lessons well and ensure that young offenders and adults are given appropriate tasks to meet their needs. In some language lessons teaching is poorly planned, with insufficient work schemes and inadequate lesson plans.

14. **There are good links between the PE and education department to provide key skills training as an additional qualification for learners.** This provision, and the teaching of literacy and numeracy in the industrial workshops, is in its infancy and has yet to be fully implemented.

15. **Access to education and the limited training available is generally good, with short waiting lists for courses.** However, access to courses for vulnerable prisoners is limited due to the practice of not allowing them to mix with other prisoners. The prison has a good approach to equality of opportunity and diversity and does not distinguish between young offenders and adults when allocating places to regimes activities. For example, education is open to those sentenced and those on remand.

16. **There is good support for learners through the 'Insider' initiative, which links trained prisoners to others when they first enter HMP Exeter and throughout their time there.** There is a strong emphasis on resettlement, and links with agencies that work within the prison and provide the prisoners with support upon their release are very effective.

17. Assessment is satisfactory on all programmes and learners are provided with constructive feedback frequently. Staff make good use of learners' feedback to ensure that the programmes reflect individual needs and aspirations where possible.

18. Resources are satisfactory. There are sufficient staff to support the provision. There are financial and structural constraints upon accommodation and the prison is unable to increase the accommodation in certain areas. Learning areas have been identified on wings and work has started to prepare the areas. This will increase prisoners' participation in education, particularly on ICT courses. Some ICT equipment does not reflect industry and commercial standards.

19. **Learners' skills are not recognised or accredited in the industrial workshops.** Training is carried out to meet the needs of the contract work but this is not recorded. The work is mundane and repetitive and the prison makes little use of literacy and numeracy initial assessment results to plan individual skill development.

20. **The range of education and training opportunities is limited, both in terms of the breadth and depth of courses and programmes.** The prison is working hard to secure funding and support for additional provision and is well supported by the contracted college.

Leadership and management

21. **The prison has a clear and focused strategic view of its direction.** HMP Exeter has taken a firm decision to integrate young offenders and adults into the regimes and to ensure that those on remand have equal access to education and training. The establishment has carried out a thorough needs analysis to identify where prisoners are released and the employment opportunities available to them in their areas of release. This has influenced the future plans for vocational employment-related training and is articulated in a sound and comprehensive development plan.

22. **Links with the college of further education are strong and well established.** The college consults regularly with the prison and reacts quickly and positively to new initiatives, such as new ICT courses. Classroom efficiency remains high and classes are seldom cancelled due to staff shortages.

23. **There is a clear and informed strategy for the implementation of initial assessment of literacy, numeracy and language skills support.** The prison makes effective use of screening and diagnostic assessment tools. Information is not always routinely passed to those supporting literacy and numeracy needs in the workshops.

24. **There are good initiatives to support equality of opportunity and improve access but use of monitoring data is limited.** The prison has appointed a foreign national support officer and has recently reintroduced discrete ESOL training, but it is too early to measure the impact.

25. Catering NVQs are now available and, while in their infancy, structures and processes are in place to ensure that learners will be accredited as soon as they achieve their qualifications. Additional training is planned in industrial cleaning and painting and decorating, where learners are already able to practise skills through working on the wings under the supervision of the works department.

26. Achievement and retention data are available but there is little analysis of different groups of learners so that more effective targets can be set for improvement.

27. Quality assurance of education and training is established and a quality assurance manual has been written and introduced to cover all activities, but it has yet to be fully

implemented. The prison makes good use of learners' feedback to support continuous improvement.

Leadership and management

Strengths

- well-informed strategy to develop the education provision
- effective links with support agencies inside and outside of the prison
- good initiatives to encourage prisoners' participation in education
- effective promotion of anti-bullying and harassment policies
- good use of learners' feedback to support improvements

Weaknesses

- unsatisfactory management of industrial workshops
- inadequate resources inhibit access to education for some learners
- incomplete arrangements for the monitoring of equal opportunities
- some quality assurance arrangements developed but not yet fully implemented

Information & communications technology

Using IT

Strengths

- good development of learners' IT skills
- good monitoring of learners' progress

Weaknesses

- inadequate resources in some areas
- insufficient access to IT for vulnerable prisoners

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- good teaching and learning
- particularly effective support for literacy and numeracy
- good use of feedback from learners
- strong links with the community that enhance the learners' experience

Weaknesses

- poor resources
- insufficient use of data to help develop decision-making

Foundation programmes

Literacy

Strengths

- good teaching and learning
- good range of programmes to meet learners' individual needs

Weaknesses

- insufficient range of resources
- inadequate target-setting for learners' development

Numeracy

Strengths

- good teaching and learning
- good range of programmes to meet learners' individual needs

Weaknesses

- insufficient range of resources
- inadequate target-setting for learners' development

Independent living and leisure skills

Strengths

- good teaching and learning
- good range of programmes to meet learners' individual needs
- good development of learners' personal and social skills

Weaknesses

- insufficient range of resources
- inadequate target-setting for learners' development

WHAT LEARNERS LIKE ABOUT HMP EXETER:

- friendly and supportive tutors
- Prison Service Plus computer courses
- cookery courses
- working on the Write on Dads programme and making CDs for their children
- art classes
- training in the gym and the chance to let off steam
- improving their writing skills
- learning to read and write

WHAT LEARNERS THINK HMP EXETER COULD IMPROVE:

- getting to education classes from the wings more quickly
- moving to another category prison more quickly
- access more work in the prison
- access to the internet to do an examination-based qualification in IT
- access to higher education courses and qualifications
- first choice of education classes and a clear allocation process
- unlocking on time to ensure sufficient time for showers
- more training for longer-serving prisoners

KEY CHALLENGES FOR HMP EXETER:

- increasing the range of education courses to meet the needs of the more able learners and those wanting higher education qualifications
- providing a planned programme of education and training for the longer-serving prisoners and ensuring that the needs of young offenders and adults are met
- improving the range of accredited vocational and employment-related courses and opportunities linked to the resettlement programme
- further developing the quality assurance arrangements to provide a sound platform for continuous improvement
- improving teaching and learning in ESOL classes
- improving the processes for passing initial assessment information to industrial workshops and improving the quality of individual learning plans
- managing the industrial workshops in a more structured way to ensure safe working practices and a more meaningful learning environment with more effective recording of skills development

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 3

Strengths
- well-informed strategy to develop the education provision
- effective links with support agencies inside and outside of the prison
- good initiatives to encourage prisoners' participation in education
- effective promotion of anti-bullying and harassment policies
- good use of learners' feedback to support improvements

Weaknesses
- unsatisfactory management of industrial workshops
- inadequate resources inhibit access to education for some learners
- incomplete arrangements for the monitoring of equal opportunities
- some quality assurance arrangements developed but not yet fully implemented

28. The prison's approach to leadership and management is well founded and its vision is widely shared with all staff. The senior management team has a strong focus on the needs of the individual and has taken a firm decision to make education and training available to all prisoners, whether sentenced or on remand, young offender or adult. Figures regularly show that the numbers of young offenders and adults attending education, training and work reflect the average population of the whole prison which is 12 per cent young offenders and 88 per cent adults. Staff have carried out a thorough needs analysis, which has clearly identified skill shortages in areas where prisoners are most likely to be released. This has informed the senior management's strategic thinking, which is articulated in a comprehensive and detailed prison development plan that sets clear targets for success. It includes the provision of additional learndirect courses and the planning of alternative, vocationally related programmes to supplement catering, which has already started recently.

29. The variety of vocationally related training is severely limited, but the prison is not classified as a training establishment. Although HMP Exeter is a local prison, some learners are serving sentences and will be released into the Southwest. The prison is extending its range of vocationally related courses to include painting and decorating linked to self-employment training. These well-conceived options will be available to young offenders and adults. The prison has thoughtfully reintroduced discrete ESOL programmes to meet the needs of those learners needing support.

30. The prison has a very effective relationship with the affiliated college of further education and the college is able to respond quickly to the prison's requests to introduce new courses. Communications between senior managers at the college and the prison's learning and skills staff are excellent. The education provided is well managed and the

introduction of literacy and numeracy courses into workshops has been well planned and supported. Most college staff feel valued and are frequently included in prison training events. Classroom efficiency regularly exceeds 87 per cent, with most closures resulting from workshop shut downs, which impacts on the prison's ability to sustain literacy and numeracy classes in the workshops.

31. The head of learning and skills has played a major role in bringing operational staff, and education and training staff together. This has resulted in a very positive experience for learners on the Family Man programme. Excellent partnerships have been forged with support agencies who work both inside and outside of the prison. For example, young offenders and adults are able to benefit from experienced and motivated Job Centre Plus staff from the moment that they enter the prison, whether on remand or sentenced. A member of staff co-ordinates some 27 support agency partnerships to derive the maximum benefit. One example of the impact is that some training providers have raised their age of participation to encourage participation upon release. Some 30 per cent of those prisoners seeking employment have gained jobs on release as a direct result of support from agencies, and a small number of them have been employed by the voluntary agencies.

32. The management of the industrial contract workshops is unsatisfactory. The workshop in the main prison is cluttered and untidy. The working areas are cramped and the floors are littered with stock. Both the main workshop and the one located on the vulnerable prisoners' wing provide work of a mundane and repetitive nature and is used to introduce prisoners to the work ethic over a period of up to four weeks. There is no accredited training attached to the work and little structure to the progress of learners through the different levels of skill development. The workshops provide some 45 places of employment, although figures show that levels of employment often fall well below this level and sometimes below 50 per cent. The level of employment is not managed effectively and there is little monitoring of the numbers attending work in the workshops.

Equality of opportunity   Contributory grade 3

33. HMP Exeter has a range of initiatives which it uses well to encourage participation in education. For example, mentors recruited from enhanced prisoners promote education and training effectively to newly arrived prisoners and provide good support for learners on training programmes. A reading scheme for prisoners, and supported by them, has been used well to encourage people with poor literacy skills to participate. The prison has sought funding to enable the education department to provide courses in creative writing for prisoners' children. It also introduced a personal development course designed to improve family relationships. These courses offer attractive routes to engage prisoners in education. They build learners' confidence and help to develop their literacy skills. Learners' achievements are celebrated in the prison with good displays of their artwork and poetry. Their work is exhibited locally, for example in hospitals and schools. This celebration of their achievement motivates the learners and helps to improve their self-esteem. Links with local schools and colleges are used well to develop learners' awareness of education provision beyond prison. Posters around the prison are used well to promote education and training. Plans to take learning on to the wings, through

the provision of learning zones, are well under way.

34. HMP Exeter has anti-bullying and harassment policies that it promotes effectively. Clear emphasis is placed on these policies at induction. Posters discouraging bullying are displayed prominently around the prison. Learners support these policies and know what action to take if they feel bullied or see others who are intimidated. Their working relationships with staff are good and they feel well supported by their tutors. Learners are treated with proper dignity and respect and treat one another similarly. They are comfortable about discussing their learning and development needs with staff and feel sufficiently confident and secure to discuss personal matters in classes on personal relationships. The complaints procedure is thorough and complaints are dealt with satisfactorily. However, learners do not have a great deal of confidence in the procedure.

35. Access to education is not adequate for some learners. Vulnerable prisoners do not have as much access to classes in IT or physical education as their fellow prisoners. Teaching in IT is over-reliant on strategies which are suitable only for those learners with good literacy skills. There are too few courses available for more able prisoners or for older prisoners. The range of physical activities available to prisoners is not broad enough to meet the needs of older prisoners.

36. The prison's arrangements for the monitoring of equal opportunities are incomplete. HMP Exeter has an equal opportunities policy, a race relations policy and an anti-bullying and anti-harassment policy, and prisoners receive information on these policies at induction. The prison has started to develop a strategy for equality of opportunity in the education department, but it has not yet prepared the strategy and procedures for monitoring implementation of the policies. Data on participation and learners' achievements are not collected and analysed systematically to monitor the performance of different groups of prisoners or to identify trends. Policies are not reinforced routinely in lessons or subsequent training. The formal complaints procedure categorises complaints but there is not enough further analysis of these, or of the informal complaints procedure in education to measure the effectiveness of the policies' implementation. There has been no recent training for teaching staff in equality of opportunity or diversity.

Quality assurance   Contributory grade 3

37. There is good use of feedback from learners in many areas of learning and skills. In education, surveys of learners' views are carried out on each course every two months. Feedback from these is collated and analysed and an action plan for improvement produced. This is shared with all staff and is reviewed at team meetings. Course-related matters are dealt with appropriately, but some resource and regime-related issues remain unresolved. A more comprehensive annual survey is carried out by the college of further education and the outcomes form part of the education department's self-assessment process. Use of feedback from PE learners is used particularly well to support the development of courses. Feedback questionnaires are routinely completed by learners following resettlement courses. In all areas where it takes place, learners' feedback is used well as part of the self-assessment process.

38. Quality assurance of the education department, which provides most of the accredited learning, is satisfactory. The college's quality assurance procedures are applied systematically. A procedures manual for education managers is supplied by the college. Observation of teaching and learning takes place annually by staff trained as observers. Constructive feedback is given and development needs are identified. However, feedback has been delayed for some staff. The head of training at the college samples observations to ensure consistency of practice. The prison plans to carry out observations more regularly. Surveys of learners' views are carried out on each course every two months. Feedback from these is collated and analysed and an action plan for improvement produced. This is shared with all staff and is reviewed at team meetings. Self-assessment is carried out annually. Outcomes of this contribute to the prison self-assessment, but judgements about individual areas of learning are not separately identified. Course management files are in place for each course. Standard schemes of work are available for most courses but they are not yet fully established for ESOL provision. Internal verification is carried out appropriately in ICT and the NVQ in catering, but is not yet in place for OCN courses. Individual learning plans are not consistently in place or updated adequately for all learners. Some new tutors do not receive adequate induction or sufficient support in the early part of their employment.

39. Some procedures have been developed and introduced recently but they are yet to be implemented. For example, observation of prison staff involved in providing learning has begun but a full programme of quality checks on aspects such as individual learning plans, progress reviews and internal verification has not yet been carried out. The quality improvement group is well established. It has appropriate representation from all areas of learning and skills across the prison, wherever they are located. It has clear objectives for developing learning, training and work opportunities and monitoring the quality of provision. Meetings are held regularly, although some members do not attend frequently. The group is becoming effective in sharing issues and good practice across the prison. A comprehensive quality assurance manual has been introduced recently, which clearly sets out management responsibilities and a range of appropriate processes to quality assure provision across the prison.

40. The prison produced an update of the self-assessment report before the inspection. This included all areas of education, training, work and the library. All areas completed their own self-assessment which the head of learning and skills moderated and compiled. An action plan was produced and the quality improvement group monitored progress towards this. The report is generally accurate, although significant weaknesses in the management of the contract workshop were not identified.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT ⁻ Other government-funded provision	59	3

Using IT

Strengths

- good development of learners' IT skills
- good monitoring of learners' progress

Weaknesses

- inadequate resources in some areas
- insufficient access to IT for vulnerable prisoners

Achievement and standards

41. Learners develop good basic computer application skills in word, data and spreadsheet processing, including presentation skills useful for both home and work use. Learners make rapid progress in lessons, although they do not have the opportunity to gain skills in e-mail and internet use. Learners, many of whom are new to computing, develop IT skills quickly. The average length of stay in the prison is only six weeks. The prison does not collate data in such a manner to enable judgements to be made for retention and achievement, but collects data on learners who are entered for IT tests. Achievement results show that 77 per cent of learners achieve this qualification when entered for tests. Since April 2004, 145 learners attempted test modules and, of these, 65 achieved two or more units and 46 achieved one unit. Formal accreditation is not provided to learners who only achieve one module. Learners are encouraged to work independently from textbooks to develop their IT skills and they work well individually.

Quality of education and training

42. Teaching and learning are satisfactory. Generic lesson plans and schemes of work are in place for all qualifications. All training is provided through workshops, and training is provided on an individual basis. Learners work well at their own pace. Learners follow an individual learning plan and are encouraged to monitor and manage their own learning. However, individual learning plans contain insufficient detail of programme contents. Tutors provide learners with effective individual coaching. Learners receive particularly high levels of support in the IT workshop located in industries, with group

sizes as small as four.

43. The monitoring of learners' progress is good. Learners are encouraged to assess their own progress after each lesson and write detailed accounts of the work they have covered on their individual learning plans. Staff use these to ensure that learners' follow appropriate work. Learners have good knowledge of their progress. Tutors have clear manual and computerised systems for recording progress. Paper systems are attached to learners' folders to ensure that other staff are fully aware of an individual's progress. Computerised records detail each learner entering courses, and their achievement of tests and examination. Records also indicate learners' progress to higher courses, but this data is not used to analyse retention and achievement.

44. The prison carries out an initial assessment of learners' IT skills through an initial interview when they start a course. Literacy and numeracy assessments are carried out in the induction to the prison. Results are usually recorded on individual learning plans. Learners are referred to specialist literacy and numeracy support if they score less than entry level 2. Tutors are qualified to provide support for learners with literacy needs.

45. Resources in some areas are inadequate. Computer resources are not consistent across training rooms. In the main education department, computers have four different versions of software. Funding has been approved recently to replace this computer equipment, to update hardware and to standardise software. Textbooks used to support learning are not available for all versions of software. Learners find some software applications difficult to follow and use inappropriate textbooks. This room is cramped, poorly ventilated, and space is insufficient to use document holders they supplied. Learners develop computer skills by reading and following textbooks dedicated to their qualification. Limited resources restrict the range of modules learners can take. For example, resources are unavailable to simulate the use of e-mail and the internet. Software for this has been obtained and will be available for Prison Service Plus learners on receipt of registration details, but not all learners are able to access this. Resources for computer training in the workshops are good, but resources are not used efficiently. Attendance is poor and registers are not full. Learners are unwilling to indicate the workshop IT suite as a first choice, as prison procedures for learners attending this class are unreliable. Many learners complain that they are not regularly brought over to classes from the wings. A computer suite used solely for literacy and numeracy diagnostic testing is not used efficiently. This suite is not used for half of the week. Computers in this suite are of a better standard than those used in the main education department.

46. There is insufficient access to IT for vulnerable prisoners. The prison does not permit these prisoners to mix with those from the main residential wing for any purposeful activity. There is no ICT provision in the vulnerable prisoners' wing of the prison, and they can only access ICT courses in the main education centre when it is not occupied by other prisoners. Access is limited to one afternoon each week and is inadequate to meet the needs of the number of vulnerable prisoners requesting courses.

Leadership and management

47. A recently appointed team leader manages programme requirements and maintains records of qualification achievement. Procedures are well structured for providing IT courses. Clear instructions are provided to new staff and cover tutors to ensure the consistent provision of IT training. Learners' feedback is regularly sought and analysed. Course reviews take place. Marking of learners' work meets awarding body requirements. Staff are not set targets for retention and achievement. Teaching is observed by the education manager and results in improvements in the use of individual learning plans. Equality of opportunity is well promoted in the education department but not all staff have received recent training. Management of allocation to all lessons is not sufficiently efficient to ensure that all IT places are used. The education department pays insufficient attention to safe-working computer practices.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
Leisure, sport and recreation - Other government-funded provision	7	2

Leisure, sport and recreation

Strengths

- good teaching and learning
- particularly effective support for literacy and numeracy
- good use of feedback from learners
- strong links with the community that enhance the learners' experience

Weaknesses

- poor resources
- insufficient use of data to help develop decision-making

Achievement and standards

48. The achievement of short courses is satisfactory. In the last six months, 15 learners have enrolled on a sports leader's course. Of these, 11 achieved the qualification, three learners were released, and one learner left the programme early. Ten learners started the national weight-training course, and of these, five learners achieved, four left the programme, and one learner was released. On the volleyball course, 15 learners started, 12 achieved the qualification, two learners left the programme early, and one learner was transferred to another prison. Data does not record the achievement of courses longer than five weeks. The development of practical skills is extremely good. Learners are well motivated and supported by experienced and well-qualified staff. Learners' interpersonal and social skills are particularly well developed through work with young people from local special needs schools.

Quality of education and training

49. Teaching and learning are good. Lessons are well planned, structured, and have a clear focus on skills that need to be developed. Learners gain confidence and improve their communication skills and teamwork. The lessons include useful additional information on health and safety, and the importance of good nutrition. Lessons are challenging, motivational, fun, and very interactive. The tutors are enthusiastic and there is very strong mutual respect between learners and staff. The attainment of learners is high and skills developed in just one lesson are significant. Staff give positive

reinforcement throughout the lesson and effective feedback.

50. The support for literacy and numeracy is particularly effective. The PE and education department have developed a good programme to support key skills. It is compulsory for learners on gym courses to complete a key skills qualification. Initial assessment is used effectively to place learners on an appropriate level of key skills. Lessons are well planned to meet the diverse needs of learners. There is good progress to level 3. The lessons are particularly effective in integrating key skills projects with sport. The standard of learners' project work is high.

51. The use of learners' feedback is good. PE staff collect and analyse the views of learners systematically and effectively. Course reviews, individual learning plans and a thorough complaints procedure collect the views and comments of learners efficiently and effectively. As a result, positive changes are made to the PE timetable. In addition, the PE staff carried out a recent survey. The information was collated effectively and used to action plan.

52. Assessment and monitoring of learners' work are satisfactory. There are clear records of how the learners progress and the individual learning plans have short-term targets set. PE staff provide effective support with personal problems as well as providing support for learning. Learners receive an induction to the gym, which includes a medical screening. It effectively identifies learners' current physical abilities and the learners' aspirations. PE staff are informed of the support that learners require through the initial assessment in education.

53. The resources are poor. The outdoor pitch is inadequate. It is small, poorly maintained and has a dangerous surface, which cannot be used when wet. The pitch is only suitable for four-a-side football and is unsuitable for any contact sports. The sports hall is well equipped and well maintained but it is small. There is a well-equipped weights and cardiovascular room, but the room is small and there is too much equipment for the size of the room. PE staff are restricted as to the range of qualifications that they can offer at any one time. There is no classroom in the PE department and the classrooms in the education department are too small to hold lessons that require a demonstration area, such as first aid or heart start. There are staff shortages in PE and gym staff are often used to replace absent wing staff, which means sessions in the gym have to be cancelled.

Leadership and management

54. The prison has a business plan with clear targets. Regular meetings are held and action plans are made and responded to quickly. Lessons observations are carried out but they are not always sufficiently critical in their feedback.

55. Links with the community are strong and enhance the learners' experience. Open days with local schools and colleges provide a good insight into the high standard of sports training in a prison. Learners also have the opportunity to meet and discuss with colleges the opportunities available to them in sport upon their release. The prison has a volleyball team that competes in a local league. In addition, the PE department arranges

a variety of informal games during the summer months with local badminton, basketball and volleyball clubs.

56. The PE staff and learners have a particularly effective link with local groups of adults and children with autism. The special needs groups visit the gym every week. Learners and PE staff provide a good range of activities to support their disabilities. One learner has been offered a job at one of the schools when he is released. There is good range of competitions between the wings to encourage learners to use the gym.

57. There is insufficient use of data. Data has been collected since May 2004 and contain most of the information required to assess retention and achievement. However, the staff do not analyse the data to make improvements to the department. The self-assessment process is inclusive and accurate.

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Literacy		
‑ Other government-funded provision	30	3
Numeracy		
‑ Other government-funded provision	30	3
Independent living and leisure skills		
‑ Other government-funded provision	25	2

Literacy

Strengths

- good teaching and learning
- good range of programmes to meet learners' individual needs

Weaknesses

- insufficient range of resources
- inadequate target-setting for learners' development

Numeracy

Strengths

- good teaching and learning
- good range of programmes to meet learners' individual needs

Weaknesses

- insufficient range of resources
- inadequate target-setting for learners' development

Independent living and leisure skills

Strengths

- good teaching and learning
- good range of programmes to meet learners' individual needs
- good development of learners' personal and social skills

Weaknesses

- insufficient range of resources
- inadequate target-setting for learners' development

Achievement and standards

58. The prison does not collate data in such a manner to enable judgements to be made for retention and achievement. However, 77 per cent of learners entered for examination achieve a level 1 national qualification. Learners' achievement of personal and social skills is good. Presentation skills are improved by participation in group discussions and involvement with the English-speaking board examinations. Learners' social skills are well developed by the positive interaction with tutors. Write on Dads and art courses facilitate team-building and raise the learners' self-esteem. Skills developed are beneficial to the learners and enable them to improve their coping strategies before their release from prison. The Family Man course improves the learners' ability to reflect and act positively on personal situations. Cooking activities develop good skills in money management, healthy living and nutrition. Awareness of the economic benefits of self-prepared food is increased. Courses in drama, art appreciation and literature broaden the learners' knowledge base and challenges their opinions.

Quality of education and training

59. Most teaching is good or better. Lessons are well structured, planned with clear objectives and good classroom management. Tutors inspire learners and create good professional working relationships. Learners develop good skills in literacy, numeracy and communication skills. Improved communication skills enable learners to interact with each other more positively. The Write on Dads course enabled one learner to overcome difficulties with dyslexia, successfully writing and illustrating a story on CD for his children. Another learner improved reading skills, overcoming the embarrassment of his seven-year-old child being able to read better than himself. A wide range of courses is available to learners. The content is relevant to their interests and ability and challenges their demotivation. Effective use is made of volunteers and other prisoners to increase the level of support to learners.

60. There is a good range of programmes to meet learners' individual needs. Most initial assessments indicate learners' achievement level to be entry level 3 or level 1 on starting courses. Courses are provided to meet a range of ability levels from entry level to level 2. Funding is sourced to develop and extend the curriculum for learners. However, learners with higher ability are sometimes referred inappropriately to foundation courses, where no other learning opportunities exist. Family Man and Write on Dads courses provide a valuable opportunity for fathers to maintain positive contact with their children and also improve their literacy and communication skills. The art department has good community links with a voluntary organisation working with the elderly and the local healthcare trust. Learners benefit from improved confidence and self-esteem from having examples of work publicly displayed and evaluated. A drop-in art class is available once a week for non-accredited activity. Outreach art provision is provided in the hospital and is valuable for therapeutic activities.

61. There is good development of learners' personal and social skills. Learners receive good advice, guidance and support. Initial assessment is carried out effectively as part of

the induction process. Computer-based diagnostic assessment effectively identifies learners' learning support requirements. A dedicated advice and guidance worker provides support with resettlement for learners returning to the Somerset area. However, systems to refer learners from industrial workshops for literacy and numeracy support are not in place. Assessment is available to diagnose dyslexia and appropriate support is provided.

62. The range of resources is insufficient. There is insufficient use of ICT resources to assist the development of literacy and numeracy, and insufficient specialist resources such as CD-ROMs and computer-based software. The art room has insufficient facilities to provide opportunities for multimedia courses requiring wet and dry areas for such activities as screen printing and pottery. It is not possible to offer graphics courses to learners. Techniques are restricted to developing drawing and painting skills. ESOL provision is poor. A dedicated room for training is not available and resources are inadequate to develop speaking and listening skills. An appropriate qualification is not in place. Some new staff are not sufficiently supported with appropriate induction into the policies and procedures of the department. Some staff work in isolation without the opportunities to network and share good practice to ensure consistent work practices. Cover arrangements are disruptive for learners and make the continuity of learning and recording difficult.

63. Target-setting for learners' development is inadequate. Target-setting in individual learning plans varies. Learning plans do not always contain sufficient detail relating to how and what a learner needs to do to improve their skills. Relevant targets were missing from many learning plans. Comments are non-specific, for example, 'work towards level 1 accreditation'. Some learners are unclear of their learning objectives and the qualification that they are following. Too much emphasis is placed on the learner using the learning plans as a recording document rather than for target-setting and review. Recording systems are insufficient to ensure that learners do not repeat unnecessarily. In Write on Dads courses, learning plans are better developed, containing specific, measurable and relevant targets for developing literacy and numeracy skills.

Leadership and management

64. Although most teaching and learning are good or better, new curriculum management roles and responsibilities are not yet fully established. Internal verification is appropriate in cookery, but is absent in art. Procedures are in place to observe and appraise staff but this is not used consistently. Some staff have not been observed recently and are unsure of the appraisal procedure. Literacy and numeracy provision is insufficient for vulnerable prisoners, and the more able and older learners. The self-assessment was accurate in the judgement of the provision. Procedures are effective for dealing with appeals and complaints.