INSPECTION REPORT

HMP Blantyre House

18 March 2005

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 Blantyre House

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Blantyre House is a semi-open prison in a rural location in Kent which houses category C and D prisoners. It was originally built as a country house, but was taken over by the Prison Commission as a detention centre for young offenders in 1954. It is now a resettlement prison for prisoners with at least four years left of their sentence. The prison's regime is designed to prepare men for their eventual release. Prisoners make an application to be transferred to HMP Blantyre House and are required to meet certain criteria to be accepted. Prisoners have keys to their rooms and are free to move around the prison as they wish between 8am and 8pm, and accept the responsibility for attending education or work on time.

2. The prison has an operational capacity of 122, of whom 40 per cent are category D prisoners, 30 per cent category C and a further 30 per cent are serving life sentences. At the time of the inspection, there were 116 prisoners. Category C prisoners carry out a range of part-time work such as kitchen work, maintaining the prison's gardens or cleaning. There are 27 places for prisoners to work within the prison.

3. Education and training is managed by the head of learning and skills who reports to the prison governor. His role is split equally between head of learning and skills at HMP Blantyre House and being engaged in other duties for the wider prisoner service. The contract for education services is for 2285.5 training hours each year. It is held by a local authority adult education department, which also provides education in four other prisons. The education department is headed by a full-time manager, a deputy manager, one part-time administrative assistant and five part-time tutors. There are 160 training places in education. Literacy and numeracy support is available. Prisoners can also carry out training in information and communications technology (ICT) or construction trades.

4. Prisoners progress from category C to category D. Most category D prisoners are initially involved in supervised work in the community. They then move onto unpaid work, mostly with voluntary organisations. Finally, the move into paid employment in, for example, bus driving. Prisoners can also attend courses at local colleges or private training providers in, for example, plumbing, lift-truck driving, heavy goods vehicle (HGV) driving, scaffolding or electrical installation. Some prisoners are on undergraduate courses.

5. The prison has a library for prisoners' use. This is run through a contract with Kent library service.

SCOPE OF PROVISION

Construction

6. There are currently 16 learners enrolled on construction courses at HMP Blantyre

House. There are two part-time construction staff each working on a 0.49 contract. One acts as the construction programme manager.

7. Training in construction is undergoing a period of transition from what was handicraft woodwork and cabinet-making towards construction craft training in wood trades and dry-lining plastering occupations. The aim is to create practical training facilities to help learners gain the fundamental skills relevant to wood trade occupations and dry linings. It has required the conversion of the woodworking area into a more realistic industrial workshop environment to deliver the basic trade skills, teaching and training in wood occupations and dry linings. The workshop conversations are due to be completed in April 2005. At the time of the inspection only classroom-based welfare to work and health and safety training was being run.

8. Learners who have been appropriately risk assessed are able to attend courses at local colleges of further education. A number of learners attend courses one day each week to study plumbing, gas appliance installation, and electrical installation.

Information & communications technology

9. At the time of the inspection there were 22 learners on ICT programmes. Fifteen learners are on a basic computer literacy course and seven are on a computer literacy and business technology course. All learners have an initial assessment linked to sentence planning to identify their literacy and numeracy support needs. Learners complete a three-part induction procedure to the education department comprising an interview carried out by the ICT curriculum manager, which includes an introduction to the education department, an examination of paperwork, qualifications and experiences from the learner's previous prison, and resettlement planning carried out by the education manager. Subject tutors complete learners' individual learning plans.

Foundation programmes

10. At the time of the inspection 48 learners were enrolled on foundation programmes. Twenty-two learners were enrolled on literacy courses, and 26 on numeracy courses. Additional courses in social and life skills, basic skills in the workplace, family learning and NVQ support are also offered. There is no evening or weekend provision. Learners complete a three-part induction procedure linked to sentence planning. Learners can join courses at any time throughout the year and usually attend between one and three learning sessions a week. Learners work towards a number of qualifications that are test or assignment based at entry level to level 2.

ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	15
Number of learners interviewed	54
Number of staff interviewed	6
Number of subcontractors interviewed	14

OVERALL JUDGEMENT

11. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, equality of opportunity is good, but leadership and management are unsatisfactory and quality assurance is very weak. Provision in ICT and construction is unsatisfactory and in foundation programmes is very weak.

GRADES

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

Leadership and management	4
Contributory grades:	
Equality of opportunity	2
Quality assurance	5

Construction		4
Contributory areas:	Number of learners	Contributory grade
Construction crafts		
⁻ Other government-funded provision	16	4

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
Using IT		
⁻ Other government-funded provision	22	4

Foundation programmes		5
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy		
- Other government-funded provision	48	5

KEY FINDINGS

Achievement and standards

12. The prison was not able to provide inspectors with reliable data concerning achievement and retention data in any area of learning. In particular it had no record of the number of people who started courses or who left without achieving the qualification. Similarly, attendance was not recorded or monitored effectively by the prison.

13. The standard of learners' work is satisfactory in construction and ICT and learners on foundation programmes progress at a satisfactory rate. On foundation programmes, learners' self-confidence improves through literacy and numeracy activities.

Quality of education and training

14. **The standard of teaching is unsatisfactory in foundation and ICT.** In foundation programmes, some lessons are poor or very poor. Tutors do not plan lessons effectively. Individual learners' progress is not recorded or monitored effectively. Learners are not set either long- or short-term targets. However, **health and safety teaching for construction learners is good.**

15. **There are good resources for foundation programmes,** including computers and literacy and numeracy software. However, these are not used by tutors. **Computing resources for ICT are appropriate with very good access to the computing equipment** from 0800 to 2000 seven days each week. **There are, however, insufficient other learning resources in ICT. At the time of the inspection there were no workshops for the teaching of construction trades skills. Resources for health and safety training are good.**

16. **Assessment and monitoring practices in ICT are poor.** Tutors do not ensure that examination conditions are maintained. In foundation the initial assessment and diagnosis of learner's needs is satisfactory but this is not used to plan learning.

17. ICT learners do not receive additional support to meet their specific needs. For example a learner who identified himself as dyslexic has not been assessed and has received no support. Additional support needs for foundation learners is identified

through the interview process, but is not recorded.

18. ICT learners receive appropriate advice and guidance. They attend an induction and initial assessment process and an individual learning plan is developed. However, these are not always used effectively.

Leadership and management

19. **Communications are ineffective.** There are regular staff meetings for education staff, but these are poorly minuted and identified actions are not recorded or monitored effectively. Meetings between the head of learning and skills and the education co-ordinator comprise only quarterly contract compliance meetings. Informal meetings take place, but are not recorded.

20. **There is insufficient accredited vocational training.** Horticulture work is available in the gardens, cleaning is available throughout the prison and a number of prisoners work in the kitchen. The only accredited training is basic food hygiene. All prisoners receive the same pay for work and education.

21. **The range of courses is poor.** Many prisoners have completed the qualifications provided by HMP Blantyre House at other prisons. There are no courses to progress these learners.

22. **The prison does not use data well to identify problems and improve the provision.** It does not record sufficient data to allow the calculation of achievement or retention rates. The number of learners who enrol on a course is not routinely recorded or used.

23. **Operational management of foundation programmes is poor.** Staff do not fully understand their roles and responsibilities and there is no clear direction or management of staff. **There is weak curriculum management in ICT** with no clear leadership and inadequate co-ordination. **The overall strategy in construction is good, but levels of staffing are too low** to ensure that the provision is well delivered consistently.

24. **Equality of opportunity is good.** The education centre provides a safe and appropriate environment to help learners overcome barriers to learning. Working relationships between staff and learners are good. Access for prisoners with restricted mobility is satisfactory for most parts of the prison although some of the ramps are too steep and some areas are not easily accessible. The prison does not have a clear strategy for coping with prisoners who have English language needs.

25. **Quality assurance arrangements are ineffective.** The prison does not monitor the quality of the provision provided by the subcontractor. There is a staff handbook for tutors that describes in broad terms their responsibilities. However, much of this guidance does not relate to tutors working in prisons. The self-assessment process is satisfactory, but there was insufficient consultation with teaching staff.

Leadership and management

Strengths

- good promotion of equality of opportunity

Weaknesses

- ineffective communications
- insufficient accredited vocational training for prisoners not working in the community
- poor range of provision in education
- poor use of data to identify problems and improve the provision
- ineffective quality assurance

Construction

Construction crafts

Strengths

- good health and safety training
- good strategy to develop construction trade provision to help resettlement

Weaknesses

- slow development of practical construction skills by learners
- inadequate staffing levels
- poor range of provision

Information & communications technology

Using IT

Strengths

- very good access to computers

Weaknesses

- poor teaching
- insufficient learning resources to support and promote learning
- poor monitoring and assessment procedures
- poor range of provision
- weak curriculum management

Foundation programmes

Literacy and numeracy

Strengths

- wide range of good resources

Weaknesses

- some very poor teaching
- poor planning, recording and monitoring of individual learning
- poor use of initial assessment to plan individual learning
- poor operational management

WHAT LEARNERS LIKE ABOUT HMP BLANTYRE HOUSE:

- the good access to computers
- the support provided by staff
- the relaxed atmosphere during learning sessions
- 'I really like project work'
- 'work experience is allowing me to use my skills in a real situation'

WHAT LEARNERS THINK HMP BLANTYRE HOUSE COULD IMPROVE:

- 'I was disappointed that I could not do a higher level qualification in ICT'
- 'it's a different new teacher every lesson '
- the planning of learners' work
- the variety of tasks
- the information provided on when learners will complete their qualification
- 'I don't know what qualification I am taking'
- access to the internet
- the relevance of tasks to real-life working situations

KEY CHALLENGES FOR HMP BLANTYRE HOUSE:

- fully implement an effective quality assurance system
- improve the teaching
- improve the prison's management of the subcontractor
- improve the collection and use of data to aid planning and decision-making
- broaden the range of training and education activities
- better links between the education and training in the prison and what is offered by colleges
- improve communication within the education department and between the prison and the education department
- review and improve the staffing structure of the areas of learning
- ensure that all staff have appropriate teaching qualifications and recent relevant vocational experience or qualifications
- improve technical support for ICT equipment

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 4

Strengths
- good promotion of equality of opportunity

Weaknesses
- ineffective communications
- insufficient accredited vocational training for prisoners not working in the community
- poor range of provision in education
- poor use of data to identify problems and improve the provision
- ineffective quality assurance

26. HMP Blantyre House has a well-written training and development plan which identifies clearly areas for development and the broader strategic direction. However, this was written with insufficient consultation with staff, many of whom are aware of its contents.

27. Communications are ineffective. There are regular staff meetings for education staff but these are poorly minuted and identified actions are not recorded or monitored effectively. The head of learning and skills does not routinely attend these meetings and there are no other meetings in which he is able to inform teaching staff about the broader plans for education and training in the prison. Meetings between the head of learning and skills and the education co-ordinator comprise only the quarterly contract compliance meetings. Informal meetings take place, but these are not recorded.

28. There is insufficient accredited vocational training for prisoners who are not working in the community. Prisoners are provided with a narrow range of work activities. Horticulture work is available in the gardens, cleaning is available in throughout the prison and a number of prisoners work in the kitchen. In addition there are a number of orderlies in areas such as the library. In total there are 27 places. None of these provide adequate accredited training for prisoners. The only accredited training is one-day basic food hygiene, which prisoners working in kitchens are required to take. The kitchen provides an NVQ in food preparation, but no prisoners are currently registered for this. Similarly, while the PE department provides a wide range of qualifications, these have not run for some time. Training takes place in horticulture, but is not accredited. All prisoners receive the same pay for work and education.

29. The range of courses in education is poor. Courses are only available in ICT, foundation and construction and none are above level 2. All prisoners at HMP Blantyre House have been transferred from other prisons and many have already achieved these qualifications. There are not enough courses at level 3 or courses in other areas to

broaden prisoners' knowledge. No classes are run in the evenings or at weekends to enable prisoners who are working in the community to enrol. A number of staff are not appropriately qualified to teach the subject that they are teaching.

30. There is poor use of data to identify problems and improve the quality of the provision. During the inspection, the prison was unable to provide data concerning the number of learners who had started courses with the past year. Figures for retention and achievement were not available. Similarly, attendance figures are not routinely recorded or used to identify problems. The prison, however, is able to produce figures for the number of people who passed a qualification.

Equality of opportunity   Contributory grade 2

31. Promotion of equality of opportunity is good. All learners are made aware of and fully understand their rights and responsibilities when they start their courses. The education subcontractor has appropriate equal opportunities policies that are understood by all staff. There are posters and notices concerning equality of opportunity issues in all education buildings and learners have a good understanding of them. Education staff have a good knowledge of the prison's strategies and procedures to ensure that prisoners are not subjected to intimidation and bullying. Complaints by prisoners are dealt with appropriately. All learners receive the same pay as those who are in work within the prison.

32. The education centre provides a safe and suitable environment to help learners to overcome barriers to learning. All learners are treated well while they are in the education centre and working relationships between staff and learners are good. Learners work well together. Most tutors fully understand the progress of the learners and provide additional help where needed. However, there is no analysis of learners' success rates by, for example, ethnicity. Access for prisoners with restricted mobility is satisfactory for most parts of the prison, although some ramps are not appropriate.

33. During the inspection, no prisoners had been identified as needing English language support and this had been the case for over a year. The prison does not have clear strategy for coping with a prisoner who had English language needs.

Quality assurance   Contributory grade 5

34. Quality assurance is ineffective. The prison does not monitor the quality of the provision provided by the subcontractor. The contract is out of date and the prison does not set targets related to quality such as retention or achievement. The subcontractor does not provide a sufficient range of information about the quality of the provision it provides such as retention or achievement rates or the grade profile of observed lessons. The prison does not ensure that the subcontractors' quality assurance processes are appropriate or are implemented. The subcontractor has a clearly written quality assurance handbook, issued to all staff, but this does not relate to the prison education part of the service and much of its content is not relevant. There is a staff handbook for tutors that describes in broad terms their responsibilities. However, much of this guidance is for tutors of adult education and does not relate to those working in prisons.

For example, it refers to a type of register not used in HMP Blantyre House. The document advises tutors to refer to the service's curriculum leaders and not the education co-ordinator in the prison. No sections refer to tutors in prison education. There is no section to explain what a tutor should do when a new learner starts. The handbook describes what should be in a lesson plan and a scheme of work, but many tutors seen do not use effective lesson plans or schemes of work.

35. The self-assessment process involved a range of people including the education co-ordinator, but tutors were not adequately consulted. The grades in the self-assessment report were all higher than those given by inspectors. Many of the weaknesses found by inspectors were not identified by the prison.

AREAS OF LEARNING

Construction

Construction		4
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Other government-funded provision	16	4

Construction crafts

Strengths

- good health and safety training
- good strategy to develop construction trade provision to help resettlement

Weaknesses

- slow development of practical construction skills by learners
- inadequate staffing levels
- poor range of provision

Achievement and standards

36. Learners achieve satisfactory standards in their work. They achieve particularly well in health and safety. They have a good understanding of relevant technical issues. The prison was unable to provide any information about levels of achievement in either the current qualifications or the previous ones taken by learners.

37. Learners' development of practical construction skills is slow. They have not had the use of practical workshops for some months. The conversion of the practical construction workshops is behind schedule by about six months and is due to be completed by April 2005. The construction staff designed the conversion so that the practical work would be carried out by the learners, giving them some basic realistic construction learning. However, the conversion is being carried out by external contractors and learners are not involved.

Quality of education and training

38. Health and safety training is good. All learners have enrolled to take construction qualifications. The only construction-related provision running at the time of the inspection was Welfare to Work and health and safety training. All learners who want to follow the construction trade provision are required to complete the health and safety programme. Learners work from a well-produced pack that contains a summary of relevant legislation, safety and hazard signs, questions, quizzes and relevant construction

site drawings. Learners work through the packs very well. Lessons are well planned and tutors have good working relationships with learners. They provide adequate support. Some learners are involved in safety project work involving problem-solving and use of the computer to illustrate and write up work.

39. All learners have a literacy and numeracy assessment on entry to the prison, but some learners' needs are not always fully met. The assessment of learners' prior knowledge and skills is appropriate.

40. Staff are appropriately experienced and qualified in the construction industry. For example, one member of staff has 30 years experience of managing a construction company. The range of provision is poor. Currently no practical workshop skills sessions take place. The only construction-related sessions are on health and safety. There is no key skills training and there are no short courses or classroom-based sessions covering, for example, the basic theory of wood occupations and dry linings.

Leadership and management

41. There is a good strategy to develop the construction trade provision to help learners with resettlement. This is in line with the prison's resettlement agenda. The strategy aims are to provide learners with basic construction craft skills in wood occupations and dry linings to improve their employability.

42. The current staffing level for the construction provision is inadequate. Both tutors are part-time and on 0.49 contracts. The construction programme manager has been on sick leave for a number of weeks. There are no plans to provide additional staffing for the new workshops and assessment requirements of the learners.

Information & communications technology

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
Using IT		
- Other government-funded provision	22	4

Using IT

Strengths

- very good access to computers

Weaknesses

- poor teaching
- insufficient learning resources to support and promote learning
- poor monitoring and assessment procedures
- poor range of provision
- weak curriculum management

Achievement and standards

43. At the time of the inspection, the prison was not able to provide reliable data about retention and achievement rates in ICT programmes. In particular it had no data to show the number of learners who enrolled on each qualification. Most learners currently on ICT programmes are progressing at a satisfactory rate and produce work to a satisfactory standard. Formal assessment is carried out as soon as the learner has developed the skills and confidence to sit the examination. Learners are required to achieve level 1 before moving to level 2. There is no data available to show how long learners take to achieve individual units or full certification. There is no data collected centrally or by tutors to show the number of learners progressing from one level to another. It is not possible to judge attendance rates for the learners following the ICT programmes as all learners using the computer suite during each session are registered regardless of their programme.

Quality of education and training

44. There is very good access to computers and this motivates learners well in their work. Learners are able to access the computers in the ICT suite from 0800 to 2000 every day including Saturdays and Sundays. The ICT suite has 16 networked computers and two printers. The workshop is manned regularly by tutors during timetabled lessons, Monday to Friday. Most ICT learners also attend the workshop in their spare time to further develop their skills. Learners have good working relationships with tutors who provide good formal and informal support. Learners fully understand the importance of

gaining good ICT skills. Many learners from other areas of learning regularly use the workshop facilities. There are ten additional computers throughout the department that are used to support lessons.

45. Initial guidance and advice for learners is satisfactory. Learners attend an induction and initial assessment process and an individual learning plan is developed. There is no support for learners within specific learning needs in ICT lessons. For example, one learner who was identified as having dyslexia support needs has not received an appropriate assessment or support.

46. Teaching in ICT is poor. Most tutors prepare lesson plans with aims and objectives that refer to the qualification aims and objectives. However, lesson plans do not specify an adequate structure for lessons and are not sufficiently detailed to focus on learners' individual needs. There is no formal beginning or end to timetabled lessons. There is no checking of individuals' understanding at the start of each session and progress is not always appropriately recorded at the end. Most learners are at different stages of their programme and all of the teaching observed consisted of individual coaching. Support is generally provided by the tutor although learners often have to wait for long periods for the tutor to be available. Learners work independently through standard assignments producing hard copies of completed tasks. Tutors do not deliver group sessions when there are several learners who have reached the same point in their learning. Learning activities are not sufficiently varied and consist only of exercises and past test papers produced for the examination. Learners cannot work with other learners in the group and peer support is not encouraged. There are no assignments or projects to develop learning and understanding of the subject in the context of the community or industry. For example, learners developing a presentation to practise for an examination unit were not able to give a real presentation using a projector and screen. Tutors do not allow learners to explore how ICT can affect their personal lives and future careers through discussion and debate.

47. There are insufficient learning resources to support and promote independent learning. There are not enough relevant textbooks, journals, videos, or CD-ROMs. There is no internet access. There are no interactive whiteboards or data projectors. The classroom environment is clean and orderly. The standard and number of computers available for ICT lessons is satisfactory. Learners are provided with photocopied worksheets. Not enough alternative tasks and assignments are available to allow learners to apply their skills in a range of contexts. There are not enough library resources to support learning in ICT and there is insufficient liaison between the education manager and librarian to plan and develop appropriate learning resources. Some tutors do not hold qualifications relating to ICT and many do not have relevant teaching qualifications. Most tutors do not have recent relevant vocational experience.

48. Monitoring and assessment procedures are poor. Tutors do not have a central record of learners' progress, showing tasks they have completed and what they have left to complete. There is insufficient monitoring of learners' progress. Tutors give verbal feedback about tasks completed by learners. However, there is not enough written evidence of appropriately marked tasks in learners' work folders. Learners are not able to

easily recall mistakes made when practising their skills. Short-, medium- and long-term targets are often not set. Targets which are set often relate to the achievement of the whole qualification with no completion date. Learners cannot easily recall what tasks they have done and what they have left to complete. There is no discussion with learners to agree and record individual goals at the start of each lesson. Learners are asked to complete diaries to record comments about their progress at the end of each lesson. However, learners are often unable to identify and record skills they have learnt. Tutors are required to add their comments, but this often does not take place or is not completed adequately to plan and evaluate learners' work. All learners have individual learning plans, but these are not used effectively to set targets and monitor learners' progress. Many are inconsistently completed. Tutors do not understand the review process. Learners often complete a review in normal lesson time without liaison with the tutor. One learner was taking an external assessment examination and was called for his review. The examination process of ICT is poorly structured. Tutors do not ensure examination conditions are maintained. For example, learners carry out formal assessments in the classroom during timetabled sessions with other learners in the workshop. Discussion carried out with learners about their assessment is inadequate. There is no area designated for examination assessment.

49. The range of provision is poor. Courses are only offered at levels 1 and 2. Sessions have recently been developed to offer web-design and other courses, but these are not accredited and numbers attending are very small. A further course involving IT systems is being developed to expand the provision following demand from learners. However, not all equipment has arrived and been installed. The lesson is currently recorded as a timetabled lesson with an attending tutor. Three ICT learners are on work experience in the education department's administration department. Managed by the education manager, learners are given tasks to complete relating to general prison tasks, which allow them to apply their skills in a working context. For example, learners design and produce marketing materials to support a prison event. However, their experiences and skill development are not recorded or linked to the curriculum. Their project tasks are not planned around specific skills development. No member of staff is responsible for planning learners' progress and discussing with them the knowledge and understanding gained while carrying out the tasks.

Leadership and management

50. Curriculum management is weak. There is no clear leadership in the department. Co-ordination of the department is inadequate and there is not enough forward-planning of learning. The structure of the programme is not clear. Staff do not understand their roles and responsibilities. There is no overall management system to analyse retention and achievement rates. There are no specific targets that relate to learners' achievements. There is no overall system to monitor learners' progress and no one checks whether targets have been met. There is no systematic method of determining who is on programme or how many session learners attend in the workshop each week. Support for specific learning needs is not integral to the ICT programme. There is no staff appraisal. Currently there is no system to quality assure teaching and assessment. Most staff are part time, sessional or supply tutors. There is one full-time member of staff for

the ICT department. There are insufficient opportunities for staff to meet together to discuss ICT issues. Staff do not collect feedback from learners. Learners do, however, understand their rights and responsibilities.

Foundation programmes

Foundation programmes		5
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy		
- Other government-funded provision	48	5

Literacy and numeracy

Strengths

- wide range of good resources

Weaknesses

- some very poor teaching
- poor planning, recording and monitoring of individual learning
- poor use of initial assessment to plan individual learning
- poor operational management

Achievement and standards

51. The prison was not able to provide data about either achievement or retention rates. There is no data available to show the number of learners who started on each qualification and it is not possible to judge retention rates as there is no data available. There is a requirement for learners to attend lessons. However, learners are able to leave at any time during the lesson and many learners do not stay until the end. This is recorded, but no action is taken. All learners work towards nationally recognised qualifications in literacy and or numeracy. Twenty-two learners achieved certification in literacy and numeracy at level 1 and 25 at level 2 literacy and numeracy during 2003-04. Learners comment that they are more confident carrying out tasks involving literacy, reading manuals for work and understanding weights and measures.

Quality of education and training

52. There is a wide range of good resources. Computers in the classrooms have good dedicated software for literacy and numeracy. Good worksheets are provided in a range of font sizes and textbooks are up to date, for example, mathematics games to develop mental arithmetic skills and to consolidate learning. However, many of these resources are not used.

53. There is some very poor teaching. In poorer lessons there is inadequate planning of learning. There is no group teaching. In most observed lessons no lesson plans were available. In lessons where lesson plans are used, only syllabus aims and objectives are shown and there is no planning for identified individual needs. There is poor use of initial

and diagnostic assessment to plan for individual learning. Tutors provide no explanations and do not adapt their teaching methods to help learners fully understand the various concepts and methods. Learners are not aware of their individual targets for literacy and numeracy and what they need to do to improve their skills. Work completed is not marked and they do not receive sufficient feedback on their progress. Some feedback is inappropriate for adults. For example, in a literacy learner's folder, work was marked and a gold star given. There is a satisfactory initial and diagnostic assessment process. However, this is not used to plan learning. Most tutors give out worksheets or textbooks and tell the learner to find work they need to update their skills. There is insufficient support for learners. Tutors wait for learners to ask for help. In the better lessons learners are fully involved and are highly motivated. For example, learners in a social and life skills class were able to demonstrate, through debate, how negotiation skills could be used for employment interviews.

54. Tutors do not have appropriate teaching qualifications. The basic skills co-ordinator is undertaking a recently introduced level 4 literacy qualification. However, part-time or sessional staff do not have specialist qualifications to teach literacy or numeracy skills.

55. Planning, recording and monitoring of individual learning is poor. There are no individual learning plans. No targets are set and steps to achieve identified learning needs are not clearly explained to learners. Learners are not aware of their short-, medium- or long-term targets towards certification or the steps needed to achieve the qualification. There is no verbal or written evaluation of learning at the start or end of a lesson. Work in learners' folders is not marked with constructive feedback. Progress reviews take place each month, but are not recorded for planning learning. Staff are not aware of the review outcomes. This does not enable tutors to plan for development of skills.

56. There is poor use of initial assessment to plan individual learning. For example, a learner who was dyslexic was not able to access support as there is no dyslexia specialist. The education department had no strategy to tackle this. There is no plan for learning support for prisoners who do not attend education programmes. Learners receive appropriate advice and guidance through the induction programme when they join a programme.

Leadership and management

57. Operational curriculum management is poor. Literacy and numeracy programmes are a high priority in HMP Blantyre House's development and business plans. However, there is no clear direction or management of foundation staff. There are no plans to develop the curriculum to meet the needs of the change in the overall education provision. New vocational courses are planned, but this is not clear in the development of the foundation curriculum to support the key skills. There are no plans to teach literacy and numeracy skills as an integral part of the new programmes. The basic skills co-ordinator is part time and there is too much use of sessional and supply staff. There is not enough communication and staff do not understand their roles and responsibilities. There are no central records available to support sessional staff to plan for individual

learners. Use of management information is weak. Information is not readily available and is not used to analyse, monitor and develop the provision.

58. There is no quality assurance of the key parts of the learning process. There is no use of benchmarks or other performance indicators to measure and improve the provision. Use of learner questionnaires and course reviews are not used to develop programmes. Attendance is not systematically recorded centrally or monitored. There has been no observation of teaching in the last year. The focus of the provision is contract compliance in terms of hours.

59. HMP Blantyre House successfully promotes equality and diversity and gives learners opportunities to develop their potential. Many learning activities promote cultural awareness.