

INSPECTION REPORT

HMP YOI Brinsford

18 February 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 YOI Brinsford

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP YOI Brinsford opened in 1991 as a young offender institution and remand centre. It is located in Featherstone, in Staffordshire. Most of those held at HMP YOI Brinsford are from the West Midlands area. When detention training orders were introduced in 2000, Brinsford became a split site accommodating juveniles of 15 to 17 years and young offenders of 18 to 21 years. The establishment has a total capacity for 493, but at the time of inspection there were 227 young offenders and 209 juveniles. The inspection of HMP YOI Brinsford involved the Adult Learning Inspectorate, which reported on education and training provision for young offenders, and Ofsted, which prepared a separate report for its findings of provision for juveniles. This report focuses on the experiences of the young offenders at Brinsford. Of the 227 young offenders, more than 50 per cent are on remand.

2. The governor has overall responsibility for the prison. The head of learning and skills reports to the governor and is responsible for the overall management of education and training throughout the prison. There are separate posts with responsibility for prison regimes and resettlement of prisoners. The education contract at HMP YOI Brinsford is held by a college of further education which also has education contracts at eight other prisons. The contract is managed by the head of learning and skills through the college education manager and has places for up to 80 prisoners at morning or afternoon sessions. Education classes include information and communications technology (ICT) and foundation programmes focusing on literacy and numeracy and modules linked to life and social skills. Employment for prisoners at HMP YOI Brinsford has 70 places and consists of work as kitchen helpers, landing cleaners and serving meals on the wings. Other employment is available in the stores, laundry, grounds and gardens and as orderlies around the prison. Work with training takes place in cleaning and in horticulture where some prisoners are working towards relevant qualifications. In the other occupational environments, there are no vocational qualifications for prisoners, although some introductory qualifications are taken in sport and recreation. Young offenders are allocated 20 minutes in the library each week.

SCOPE OF PROVISION

Information & communications technology

3. Twenty-four learners are working towards a basic computer course either at level 1 or level 2. All learning takes place in a purpose-built education centre. The qualification is modular and learners achieve a certificate for each module completed. Module examinations are available on demand. One module in each qualification is externally moderated. Learners attend the education centre for a three-hour session in the morning and also in the afternoon. Learners' previous qualifications and experience of ICT are assessed on entry. Two staff, one employed by the prison and the other employed by the subcontracted college, organise and manage the ICT provision and teach on the courses.

Foundation programmes

4. In foundation programmes there are 24 learners following courses directly related to developing literacy and numeracy from entry level to level 2. A further 36 learners are following a programme of activities in life and social skills that involves cookery, art, financial management, preparation for work, healthy living, drug and alcohol awareness, independent living and behavioural issues. All life and social skills courses are accredited. Thirteen teaching staff are involved in the delivery of foundation programmes, of whom six are full time. Learners can attend 10 morning and afternoon sessions a week and each session is of three hours duration.

ABOUT THE INSPECTION

Number of inspectors	7
Number of inspection days	22
Number of learners interviewed	68
Number of staff interviewed	29

OVERALL JUDGEMENT

5. The quality of provision is adequate to meet the reasonable needs of those receiving it. More specifically, training in ICT is good and in foundation programmes it is satisfactory. Leadership and management and quality assurance are satisfactory, but equality of opportunity is unsatisfactory.

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		4
Quality assurance		3

Information & communications technology		2
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Other government-funded provision	24	2

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy - Other government-funded provision	24	3
Independent living and leisure skills - Other government-funded provision	36	3

KEY FINDINGS

Achievement and standards

6. In ICT there is good progress towards the achievement of qualifications and skills.

Almost all learners who start on a course achieve certification and many learners develop their information technology (IT) skills considerably.

7. There are good pass rates in literacy, numeracy and cookery. In 2004, 70 per cent of learners achieved the literacy and numeracy qualification and 85 per cent gained the food hygiene award in cookery. Many participants achieved certification linked to their social and life skills courses.

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	3	3	0	0	0	6
Foundation programmes	0	0	2	9	1	0	0	12
Total	0	0	5	12	1	0	0	18

8. ICT staff work particularly well as a team and learners' progress is well monitored. There is poor access to ICT courses and in some classes the attendance is poor.

9. In foundation programmes the support is good for most learners. Accommodation and resources are particularly good for cookery. There is a good variety of social and life skills courses available. **Accommodation for art is poor.** There is some poor target-setting in literacy and numeracy and insufficient recording of information in some progress reviews. **Arrangements to support the small number of learners with language needs are insufficient.**

Leadership and management

10. The initiatives to establish new vocational courses are good. Qualifications are now being followed in horticulture and cleaning.

11. **Probationary education staff are well supported** through an effective lesson observation programme. Good feedback is given to staff and the need for additional training and/or support is identified and organised.

12. **There is a range of good projects to promote diversity.** They encourage learners to develop an awareness and understanding of different cultures, religions and individual and personal characteristics.

13. **There is insufficient planning for the development, management and co-ordination of learning and skills.** The range of activities and their promotion is poor, and education, training and work are frequently organised in isolation. There are only a small number of work-based learning places for learners and these are restricted to a few occupational areas.

14. **There is poor access to the education courses and the library.** Learners are often unable to attend and remain in their cells.

15. **There is insufficient use of equal opportunities data.** It is not used to analyse participation and achievement in education and training relating to additional learning needs or minority ethnic grouping.

Leadership and management

Strengths

- good initiatives to establish new vocational courses
- effective lesson observation programme for probationary education staff
- good projects to promote diversity

Weaknesses

- insufficient development, management and co-ordination of learning and skills
- poor access to education courses and library
- insufficient use of equal opportunities data

Information & communications technology

Using IT

Strengths

- good progress towards the achievement of qualifications and skills
- particularly good teamwork by staff
- good monitoring of learners' progress

Weaknesses

- poor access to ICT courses for learners

Foundation programmes

Literacy and numeracy

Strengths

- good pass rates in literacy and numeracy
- good support for most learners

Weaknesses

- some poor target-setting in literacy and numeracy
- insufficient support for learners with language needs
- insufficient recording of some progress reviews

Independent living and leisure skills

Strengths

- good progress towards achieving qualifications in cookery
- good accommodation and resources for cookery
- good variety of social and life skills courses
- good support for most learners

Weaknesses

- poor accommodation for art classes
- insufficient recording of progress reviews
- insufficient support for learners with language needs

WHAT LEARNERS LIKE ABOUT HMP YOI BRINSFORD:

- supportive and helpful staff
- gaining qualifications
- developing new skills
- learning how to cook
- finding out how to use a computer

WHAT LEARNERS THINK HMP YOI BRINSFORD COULD IMPROVE:

- the opportunities to go to work and be employed
- the food - it could be better
- the access to the gym, library and healthcare
- more time to have a shower
- higher rates of pay for attending education
- less time spent in cells
- more interesting courses to study

KEY CHALLENGES FOR HMP YOI BRINSFORD:

- produce and implement a clear strategy for the development, management and co-ordination for all purposeful activity to meet the needs of the young offenders population
- further improve the availability of work, vocational training and accreditation opportunities
- improve the promotion and access to purposeful activity
- improve and further develop the accommodation for art and physical education (PE)

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good initiatives to establish new vocational courses
- effective lesson observation programme for probationary education staff
- good projects to promote diversity

Weaknesses

- insufficient development, management and co-ordination of learning and skills
- poor access to education courses and library
- insufficient use of equal opportunities data

16. The head of learning and skills is making good progress in establishing new vocational courses and in accrediting work that is taking place at HMP YOI Brinsford. There are now qualifications being taken by learners involved in cleaning duties and by learners working in the grounds and gardens. A skills audit is now being carried out to record all skills developed in the work at the prison, and the intention is to introduce appropriate qualifications to accredit the skills and competences displayed in the work.

17. Communications in education and training at HMP YOI Brinsford are satisfactory. The head of learning and skills and the subcontractor education manager meet monthly to monitor the education contract and discuss relevant issues. Regular planned formal meetings also take place involving the full staff team for education and training, in addition to those on discrete subject teams. Frequent informal meetings and discussions also ensure that staff are well informed of issues and developments.

18. The arrangements for supporting learners' literacy and numeracy needs are satisfactory. Learners have an initial assessment of their basic skills when they arrive at the prison and appropriate help is provided where a need for support is identified. Arrangements to support learners with language needs in the classroom is sometimes insufficient and some learners are unable to receive the assistance they require.

19. The management of resources is satisfactory. The use of teaching space and accommodation has improved, with the exception of the art room. The management and allocation of teaching and support staff is satisfactory.

20. The management information systems and the use of data is satisfactory. Staff have access to a satisfactory amount of management information to monitor the provision. Performance against contractual key performance targets is made available to staff in the education department and achievements on the respective courses are recorded and monitored. Performance data for the vocational training is at an early stage of

development.

21. There is insufficient development, management and co-ordination of purposeful activity at HMP YOI Brinsford. The prison has invested heavily in improving the provision for juveniles, but resources and the range of activities to meet the needs of young offenders have not been given such priority. The education activity delivered by the subcontracted college is insufficiently promoted to learners and often operates in isolation from other work and training. Learners are allocated to work at the prison without reference to their education or training needs. Participation rates in purposeful activity at HMP YOI Brinsford are poor, with a limited range of skilled work opportunities and an education programme that only has daytime provision. The opportunities for vocational training are insufficient. Only 70 places are available for work activity. Prisoners work as kitchen helpers and landing cleaners and serve meals on the wings. Other employment is available in the stores, laundry, grounds and gardens and as orderlies around the prison. Work with training takes place in cleaning and in horticulture where some prisoners are working towards relevant qualifications. In the other occupational environments, no vocational qualifications are available. There are no industrial training workshops to develop vocational skills which would be useful when the learners are released from prison.

22. The staff appraisal system carried out by the subcontracting college is weak and does not formally assess the work of individual staff and identify their particular training needs. Appraisals have been introduced by the college at the prison and a small number of staff have been through the process. Appraisal takes place every two years for all members of staff. Arrangements to appraise the work and development needs of prison staff are satisfactory and take place formally on an annual basis.

Equality of opportunity

Contributory grade 4

23. Equality of opportunity is unsatisfactory. The prison promotes diversity well through good projects which effectively engage learners and increase their awareness. Projects are frequent and well organised. For example, the recent 'one world week' project brought together many different departments of the prison and effectively involved young people in music and drama workshops, presentations and fundraising to support a Brazilian aids charity. The library effectively promotes diversity through regular and prominent displays about other cultures and through its celebration of the annual 'black history month'.

24. The chaplaincy team provides good support for young people in the prison. They introduce themselves to new arrivals during the induction and have a high profile throughout the prison and on the residential wings. New or vulnerable prisoners frequently use the chaplaincy team to mediate or to support them when they feel unable to resolve a problem. Staff from a wide range of faiths provide effective opportunities for appropriate worship. Data on the religious belief of the young people is carefully used to identify staffing needs and to provide an appropriate chaplaincy team. However, the team is currently short of one full-time member. A large and well-resourced chapel is used, not only for Christian worship but also for drama and music presentations. The

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small multi-faith room provides an appropriate environment for the small number of Hindus and Sikhs. However, the large and growing population of Muslims does not currently have an appropriate facility for worship.

25. Young people receive satisfactory information during induction on the complaints procedure and the anti-bullying and anti-harassment policies. However, this is insufficiently reinforced for many during their time at the prison. The prison has an equal opportunities policy and statement and two members of staff are designated as equal opportunities officers. However, the policy and statement refer to staff matters rather than those relating to young people in the prison. The prison does not currently have a race relations policy, but a race relations statement has very recently been produced. An established programme of diversity training for staff has recently been stopped.

26. Access to education and training is poor. Many young people do not attend an education or training programme. The education induction sessions are not integrated with the overall prison induction. Many young people are allocated to work before being told about the education and training opportunities. Others who are on remand or are unsentenced, exercise their right to opt out of the prison regime without being told about the programmes on offer. The prison pay structure is inequitable and offers no effective incentives to encourage young people to choose education instead of work or unemployment. The pay structure has very recently been reviewed and it is planned to implement the new system in March. Young people will no longer receive unemployment pay, and the monies saved will be used to supplement the current rates of pay for education and training. Education and training is poorly promoted on residential wings and around the prison. While some visits are made to the residential wings by education staff, these are not routinely organised.

27. Access to the library is poor. The library is open during the day but not during the evenings or at weekends. All young people have an entitlement of 20 minutes of library time each week on a rota system. However, many do not receive this entitlement. For example, in some areas of the prison there are too few staff to escort a group to the library. In other cases, if young men are attending the education unit when their residential wing is allocated for a library visit, they miss their time in the library. The library is well organised and welcoming. It is well stocked with appropriate books and periodicals including easy readers, fiction and non-fiction and books in languages other than English.

28. Equal opportunities data is insufficiently used to identify and analyse trends in participation, attendance and achievement by minority ethnic group or additional learning need. The prison monitors its population and their participation in education and work by ethnic group. However, it does not systematically identify which groups of young people participate in particular education and training programmes and to what extent they achieve expected qualifications. For example, the PE department monitors participation and achievement by minority ethnic group, but similar monitoring does not take place for other programmes.

Quality assurance**Contributory grade 3**

29. Quality assurance is satisfactory. There is a system for assuring the quality of education and training with standardised procedures for the business contract and delivery of education and training. The subcontracted college has its own standardised procedures for its work with prisons and this is monitored by HMP YOI Brinsford by the head of learning and skills. These quality standards are accessible to staff and are agenda items at management and staff meetings. Quality procedures for prison-led training are effective in ensuring a standard approach to the supervision and delivery of work and vocational training. The development of these procedures is ongoing and the quality manual and related paperwork are reviewed and updated.

30. There are clear and effective procedures for monitoring the quality of teaching and training given by probationary education staff, and these are now established within the education department. Staff receive frequent supervision where performance is monitored, discussed and recorded. If a training need is identified, then appropriate development opportunities are considered. Observation of staff performance in the classroom is carried out by the education manager, other senior staff and other teaching staff, and forms part of the appraisal system. Arrangements for observing the performance of other more experienced teaching staff in education are not planned and often involve informal monitoring with limited feedback to staff. In other areas of prison activity, such as in PE, staff are routinely observed and performance is effectively monitored.

31. The self-assessment process is effective. All staff contribute to the compilation of the self-assessment report through their curriculum review activity. The report represents a realistic description of the quality of provision in education and training. It contains clear judgements and highlights a number of the strengths and weaknesses identified during the inspection.

32. Assessment practice is satisfactory. It is planned and ensures learners progress towards achieving their qualifications. There are procedures for the effective administration of internal verification. All education and vocational training areas have qualified and competent staff who co-ordinate internal verification activity and liaise with awarding bodies. There is a system for monitoring the completion of units and appropriate procedures for sampling learners' work. Questionnaires and evaluation forms are used to help assess the quality of provision. Feedback is obtained from learners on how their experience can be improved.

33. Data on learners is used effectively to satisfy auditing requirements and to keep management informed. There is some use of performance data and subsequent targets for achievement beyond those for key skills and numeracy and literacy that allows the prison to measure progress and implement strategies for improvement.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		2
Contributory areas:	Number of learners	Contributory grade
Using IT		
- Other government-funded provision	24	2

Using IT

Strengths

- good progress towards the achievement of qualifications and skills
- particularly good teamwork by staff
- good monitoring of learners' progress

Weaknesses

- poor access to ICT courses for learners

Achievement and standards

34. The progress towards the achievement of qualifications is good. All learners who attend ICT classes for an appropriate period of time achieve a qualification. Since September 2004, 173 learners have enrolled on an ICT course. One hundred and sixteen attended classes for three or more sessions and have collectively achieved 262 individual units of qualification. Although some learners have good ICT skills on entry, many have no previous experience. All learners make good progress, and, depending on the number of classes they attend, acquire a range of skills that will enhance employment opportunities and personal and social development. The standard of learners' work is good. A number of learners with good IT skills on entry to the programme have acquired high-level computing skills in addition to qualifications.

Quality of education and training

35. Teaching and learning are good. Prison officer tutors and those employed by the subcontractor college work closely as a team to share good practice, develop teaching and class management methods and to explore ideas to expand the ICT provision. Tutors encourage purposeful activity throughout the lessons. They spend sufficient time with each learner to ensure that they understand a particular application before giving them trial tests. Unit examinations can be taken on request. Tutors have developed a range of colourful and informative wall displays that reinforce learning. Tutors have identified and purchased a good range of extension activities to provide tuition in industry standard software at a higher level for the more able learners. These include

advanced database, programming languages, and specialist modules. Learners change groups if the tutor has a specific expertise that meets the learners' needs for a particular skill. Regular formal and informal meetings between tutors provide opportunities to share good practice and ideas to improve the range of classroom activities. For example, tutors were aware that a three-hour class without a break was unacceptable. Tutors decided to provide a range of computer games for learners to use at set times during class to aid motivation and give them a break from structured learning. A representative of the ICT teaching team meets quarterly with tutors in ICT from other prisons. Tutors have worked as a team to develop a comprehensive database to record and monitor all aspects of learners' progress.

36. Assessment is good. Rigorous assessment of learners' progress is maintained throughout their time on the programme. An initial assessment of learners' previous attainment is carried out as part of their induction to ICT training. Tutors guide learners to the most appropriate starting point for their study. An agreed action plan is completed. The overall aim, together with target dates for the completion of modules, is agreed. Reasons for non-achievement are recorded. At the end of every lesson, tutors use a points system to assess progress in completing tasks and the learners' general attitude and attitude to learning. The points allocation is discussed, shared with learners and used to aid discussion on how progress and performance in class can be improved. A comprehensive computerised system to record progress has been developed by ICT tutors and a range of useful analysis is available to tutors to monitor individual and group progress.

37. Arrangements to support the literacy and numeracy needs of individual learners are satisfactory. Where identified, individual support is provided to help learners overcome barriers to progress.

38. Resources are satisfactory. Two dedicated ICT training rooms are equipped with a sufficient number of industry standard computers and peripheral equipment. There is a good range of software packages for more able learners. Handouts and course booklets are satisfactory but often visually unstimulating with no use of colour and variation in size or type of print. Tutors maintain equipment to a good standard. Health and safety practices are satisfactory and tutors often take imaginative steps to minimise vandalism. For example, in order to stop interruptions to the power supplies by the removal of power points, plugs are glued to sockets which ensures learners turn computers on and off using the appropriate switch. Each room is equipped with eight computers, but if all learners attend a session, the rooms would be very cramped.

39. The range of courses is satisfactory. Accredited courses are available at levels 1 and 2. Recently introduced software will allow learners to acquire improve keyboard skills and course tutors are investigating the possibility of offering a qualification to formally acknowledge the standard of keyboard skills acquired. An examination-based computer course has been approved and will be available to learners in the near future. Tutors also plan to introduce the advanced-level qualification at the earliest opportunity.

40. Support and guidance are satisfactory. The advice and guidance given to learners

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ensures that they are on the right level of course. Tutors are aware of the many barriers to education which may affect learners' ability to achieve. Initial advice and information at induction is adequate, but there is no information available on the accommodation wings to encourage participation after induction. Occasional visits are made to the accommodation wings by education staff to check if prisoners want to take up educational provision. Tutors monitor attendance, but unless a learner has informed staff that they will be not be in class, tutors are unable to obtain information on a daily basis about why a learner is absent. Tutors provide learners with valuable support on personal issues and learners often find it more appropriate to discuss personal issues with their tutors than the more formally recognised channels.

Leadership and management

41. The curriculum is well planned to meet the needs of individual learners. Staff work and communicate well with each other and ensure good provision in the classroom. There is poor access to ICT training for prisoners. There are two, three-hour lessons each day, one in the morning and one in the afternoon. Approximately 40 per cent of learners who express an interest in ICT and enrol do not attend after the second lesson. Most classes start up to 30 minutes late. There is no access to ICT training outside of standard class hours and no access to computers in other areas of the prison to facilitate independent study. There is little information on the wings to encourage participation in training. Although visits are made to the wings by education staff to encourage participation, this is not systematic and little thought has been given to planning this activity to maximise the uptake of training. Tutors have a good awareness of equality of opportunity. Mutual respect between tutors and learners is quickly established and tutors understand issues related to race, faith and disabilities. The self-assessment report highlighted many of the issues identified during the inspection.

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> - Other government-funded provision	24	3
<i>Independent living and leisure skills</i> - Other government-funded provision	36	3

Literacy and numeracy

Strengths

- good pass rates in literacy and numeracy
- good support for most learners

Weaknesses

- some poor target-setting in literacy and numeracy
- insufficient support for learners with language needs
- insufficient recording of some progress reviews

Independent living and leisure skills

Strengths

- good progress towards achieving qualifications in cookery
- good accommodation and resources for cookery
- good variety of social and life skills courses
- good support for most learners

Weaknesses

- poor accommodation for art classes
- insufficient recording of progress reviews
- insufficient support for learners with language needs

Achievement and standards

42. There are good pass rates in literacy, numeracy and cookery. Pass rates in literacy and numeracy have improved from 63 per cent in 2003-04 to 70 per cent for the period April 2004 to January 2005. From April 2004 to January 2005, 107 learners entered for level 1 literacy and 67 passed, 44 entered level 2 and 30 passed. In numeracy level 1, 82 entered and 47 passed and 31 entered level 2 and 12 passed. In 2003-04, 310 learners started social and life skills courses, and all achieved an externally accredited certificate. In cookery, 85 per cent of learners who entered passed the food hygiene certificate.

Quality of education and training

43. The accommodation is good in cookery. Learners benefit from working in a new purpose-built six-station kitchen. It is fully equipped to industrial standards. Work surfaces and appliances are of a high specification. Each learner has ample space to carry out appropriate practical skills. There is space for practical demonstrations and the room layout allows learners to work independently, with peer support as well as receiving individual attention. There are very good teaching aids to integrate theory with practical sessions. Learning materials are good and are well prepared. Use of IT enhances numeracy learning. Classrooms are well decorated and well furnished. There are good wall displays of learners' work on notice boards to illustrate what has been covered in topics such as drug and alcohol awareness. The standard of work displayed with associated illustrations is very good.

44. Most staff have teaching qualifications. Many tutors have level 4 qualifications in relevant practical subjects such as art and catering. Some tutors already have, or are working towards, a level 4 specialist literacy or numeracy qualification. Most tutors of literacy and numeracy have attended courses on the national literacy and numeracy curriculum. Disruption to teaching and learning takes place when staff are called away for other prison activities. Cover is always planned to allow for continuity but tutors may be called away to attend adjudications.

45. There is poor accommodation and resources for visual arts. The art room is very cramped. The learners are not able to work on large pieces of work or use easels. The room has no sink and an inappropriate floor for artwork.

46. There is good a variety of social and life skills options covering preparation for work, healthy living, welfare at work, budgeting and money management, drug awareness, alcohol awareness and citizenship. Practical activities such as cookery, art, cleaning science and horticulture are matched to the national literacy and numeracy curriculum. However, the practical learning activities are not always structured to take account of individual learning needs.

47. There is good support for learners in the classroom. Tutors are sensitive to learners' needs and use supportive approaches that take account of behavioural difficulties, difficulties in concentration, and gaps in literacy and numeracy skills. Learners are motivated and most topics chosen are of interest to the learner. Most lessons are well planned and evaluations take place at the end of each session. For example, in cookery there is a simple and effective evaluation of practical cooking skills. In some literacy and numeracy classes there are detailed lesson plans that identify activities for learners with different levels of literacy and numeracy skills. In some sessions, detailed written feedback is given to learners on key skills assignments. There is good use of praise to encourage learners to achieve. In cookery, learners produce detailed and comprehensive folders which include handouts, photographs, quizzes, and outcomes of tests. Tutors provide constructive comments on learners' work.

48. The teaching and learning are good in social and life skills and in literacy and numeracy. Practical sessions in cookery are to a good standard with learning clearly taking place. In visual arts, learners produce a satisfactory standard of technical work and are encouraged to experiment with different mediums. However, the Open College Network art course is restrictive and involves drawing but little or no painting. The tutor works well with a mixed-ability class that is working on different projects. Learners in literacy and numeracy classes develop their skills with tasks that encourage and stimulate understanding.

49. Initial assessment of learners' literacy and numeracy levels is satisfactory. However, there is little use of diagnostic assessment to assist the detailed planning of an individual programme of learning activities. Currently, there is no computer assessment to help plan individual literacy or numeracy programmes.

50. The setting of individual targets for literacy and numeracy is poor. Learners have a literacy and numeracy action plan where targets for the first four weeks of the course are identified. However, this does not always take place. Where targets are identified they are general and not realistically achievable in the first weeks of the course. Learners with literacy and numeracy levels from entry level to level 2 and above attend the same social and life skills and discrete literacy and numeracy groups. There is insufficient challenge for the more able learners and extension learning activities are not always readily available in the classroom. Currently, there are no facilities for learners to access interactive literacy, numeracy and language learning activities in the classroom. New ICT equipment has been purchased but is awaiting installation.

51. There is insufficient support for learners with language needs in lessons. There are few staff qualified to give this support during classes. There is a discrete group for 10 learners with language needs, for four days a week. However, insufficient suitable accommodation hinders the activities scheduled to take place. The needs of students who have English as an additional language are usually identified. The education department has a member of staff who carries out the initial assessment to identify the learners who have insufficient English skills to understand or respond to the prison procedures and requirements. A monthly meeting takes place between learners, the tutor and a member from the induction support unit to talk to learners and deal with concerns.

52. There is insufficient recording of learners' progress. Reviews take place each month, but written comments do not identify what has been learnt and obstacles that have been encountered to hinder progress. In some cases, comments are general and do not help the learner understand what has been achieved. A review of targets is not part of this process so there is no record of progress towards the achievement of literacy, numeracy or personal goals. Some tutors keep their own records. For example, in cookery there is a review following each session. In visual arts, target-setting and monitoring sheets give no insight into individual learning needs and only record that learners have completed a task, rather than what they have learnt and what progress has been made.

Leadership and management

53. Communications with staff are satisfactory. There are arrangements to ensure an acceptable quality of learning in the classroom. However, there is no specific member of staff who co-ordinates literacy, numeracy and language for young offenders and advice is provided by the literacy and language co-ordinator for juveniles. For foundation programmes there is an action plan to identify the development of the skills for life strategy, including the need for staff development. A number of the strengths and weaknesses highlighted during the inspection were also identified in the self-assessment report.