INSPECTION REPORT

HMYOI Stoke Heath

21 January 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

HMYOI Stoke Heath

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMYOI Stoke Heath in North Shropshire is a closed category C prison holding young male adults aged 18 to 21 and sentenced and unsentenced juveniles. The establishment's catchment area includes Liverpool, Manchester, West Midlands and Wales.

2. The establishment operates as a shared site for the education and training of juveniles and young adults. There are training workshops for engineering and construction programmes, a physical education (PE) facility and two education blocks. The operational capacity is 712 and the prison currently has 628 prisoners, 179 juveniles and 449 young adults. Of these, 134 juveniles are sentenced, 14 are awaiting sentence and 31 are on remand. There are 23 juveniles under the school-leaving age held in the prison. All young adults are sentenced. The population of the prison from minority ethnic groups is approximately 29 per cent. Foreign national prisoners comprise 3 per cent of the prison's population and there are 50 Welsh prisoners, 15 of whom are juveniles. Fifty per cent of juveniles and 70 per cent of young adults remain in the prison for less than six months.

3. The responsibilities of the head of learning and skills include the education department, library, gym, kitchens and training workshops throughout the prison. Education provision is contracted to a college of further education. The education department is managed by an education manager who, with the deputy education manager, is responsible for two co-ordinators, 38 full-time tutors, 28 sessional tutors, 12 outreach support tutors, 17 classroom assistants, four advice and guidance staff, one technician and nine administrators.

4. The education department contracts to deliver 44,000 hours of education each year, 28,000 of these to juveniles. Juveniles have an entitlement to 30 hours of education, training and purposeful activity each week. Young adults attend education and training by choice. They have opportunities for formal education, vocational training and supported learning provision in the workshops and wings.

5. The education department offers young adults 70 places and juveniles 176 places each day over five days. Teaching sessions take place in the morning and afternoons. Evening provision is limited to three evenings for learndirect learners only. Many of the daily sessions are literacy and numeracy. Courses include programmes in information technology (IT), electronics, cookery, art, key skills and preparation for work.

6. One principal officer, two senior officers, 10 PE instructors and one part-time administrative assistant are responsible for recreational PE and training. A catering manager, two head chefs, five assistant cooks and 12 young adults staff the kitchen.

7. In the workshops there are 130 places providing opportunities for work in tailoring, laundering and production and manufacturing. Vocational courses include industrial cleaning, welding, engineering, manufacturing and woodworking. There are 10

occupationally experienced engineering instructors, of whom two are qualified assessors. One other is working towards the assessor qualification. For the woodworking programme there is one dedicated instructor who is occupationally qualified.

8. The library service subcontracted to the local county council library service is the responsibility of a full-time librarian, supported by a part-time library assistant, a wing escort officer and one prison orderly. The library is small and contains approximately 6,000 books. The library is located within the new education block and accessible to prisoners during morning and afternoons for five days each week. There is no weekend or evening availability.

SCOPE OF PROVISION

Construction

9. Eleven young adults are working towards a basic woodworking award. Training takes place every morning and afternoon during eight half-day sessions each week. The remaining two half-days are allocated to physical exercise and a literacy and numeracy support session in the vocational training classroom by staff from the education department. During training, learners can gain a nationally recognised foundation certificate in health and safety. Assessment takes place in the workshops during the 12-week programme. There is a small group of juveniles working towards the woodworking award.

Engineering, technology & manufacturing

10. In the prison workshops, 59 young adults work in the production and manufacturing of a range of products. Of these, 10 learners receive accredited training on a 12-week programme working towards a level 1 national vocational qualification (NVQ) in manufacturing. A further six learners in the workshops are working towards a fabrication and welding qualification at levels 1 and 2. These learners receive additional support for literacy and numeracy skills in, or close to, the workshops. Six learners are studying an electronics servicing qualification and attend the education department for sessions in practical training, electronics theory, IT, numeracy, literacy and music. Currently, there is no engineering vocational training for juveniles.

Information & communications technology

11. There are 54 young adults on a range of IT intermediate and advanced programmes in the education department. A further 13 learners receive IT training through a prison service initiative which provides programmes for eligible learners who are close to release. Learndirect programmes are available on five days and three evenings a week and there are 32 daytime learners and 18 evening learners on a range of courses or work on open-learning programmes. Laptops are available to learners excluded from other forms of education or those who are studying on open-learning programmes to enable them to gain experience in IT.

Hospitality, sport, leisure & travel

12. There are 22 young adults on hospitality courses. Ten learners are working towards an NVQ at level 1 in food preparation and cooking, and two are working towards units for an NVQ at level 1 in food service. Ten learners are working towards a professional cookery certificate. All young adults who work in the kitchen receive food hygiene training, health and safety, and manual handling training. The NVQ programme is available for prisoners who work in the kitchen and on the food serveries. The professional cookery course is available to all young adults throughout the prison. There is one catering NVQ scheme co-ordinator who is a qualified assessor employed by the education department, which is subcontracted to deliver the NVQ programme. The kitchen staff train and mentor the learners in preparation for assessment. The education department employs five chef lecturers who teach on the professional cookery courses and provide internal verification for the NVQ programme. Learners attend the professional cookery course, which is taught in a purpose-built training kitchen in the education block, on three sessions each week over 16 weeks. Learners on the NVQ programme work in the main kitchen or on the food serveries and assessment is carried out in their place of work.

13. Juveniles benefit from a wide range of accredited PE courses. However, during the inspection no young adults had access to a nationally recognised qualification in PE, only to an introductory taster course.

Foundation programmes

14. Twenty young adult learners attend discrete literacy and numeracy programmes at entry levels 1 to 3 combined with IT and cookery sessions and further options to participate in art or music. A further 16 attend mixed-level cooking and electronics courses that include literacy, numeracy and IT sessions for each course. Eleven learners attend a family literacy programme to develop parenting skills and currently there are two learners of English for speakers of other languages (ESOL). Sessions take place for three and a quarter hours in the morning and three hours in the afternoon. Twenty young adults attend a Welfare to Work programme that provides them with jobsearch skills and preparation for the world of work. The education department also provides discrete, flexible and individual support for learners in the prison's workshops and on the wings. Senior managers in the education department provide support to the programme manager, and four full- and four part-time staff in the literacy, numeracy and language section.

ABOUT THE INSPECTION

Number of inspectors	8
Number of inspection days	39
Number of learners interviewed	93
Number of staff interviewed	70
Number of partners/external agencies interviewed	7

OVERALL JUDGEMENT

15. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, the prison's leadership and management, and its approach to equality of opportunity and quality assurance, are unsatisfactory. The quality of training in engineering, technology and manufacturing, hospitality, sport, leisure and travel, information and communications technology (ICT) and foundation programmes is satisfactory. The quality of training in construction programmes is unsatisfactory.

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	4
Quality assurance	4

Construction		4
Contributory areas:	Number of learners	Contributory grade
Construction crafts		
⁻ Other government-funded provision	11	4

Engineering, technology & manufacturing		3
Contributory areas:	Number of learners	Contributory grade
Mechanical engineering		
⁻ Other government-funded provision	22	3

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT		
⁻ Other government-funded provision	67	3
⁻ **learndirect**	50	3

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
Hospitality and catering		
⁻ Other government-funded provision	22	3

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Literacy		
⁻ Other government-funded provision	57	3
Numeracy		
⁻ Other government-funded provision	47	3

KEY FINDINGS
Achievement and standards

16. **In the construction programme, young adults receive well-planned training and develop good practical skills.** Their use of handtools is of a good standard, they plan their activities well and are clearly engaged in the completion of their portfolios. Over the past four years achievement of the award has been satisfactory, with 45 per cent of learners completing the full award.

17. **There are high pass rates on two of the three engineering courses.** Of the 23 young adults enrolled on the manufacturing course, 70 per cent have achieved the award. In the electronic servicing course, 75 per cent in the first group and 63 per cent of the second group have successfully completed. Learners acquire a wide range of useful work skills and produce a good standard of work. Learners on the fabrication and welding course are unable to complete the award because of insufficient essential equipment.

18. **On ICT programmes provided through a prison service programme there are good retention and achievement rates for young adults,** at 97 per cent and 69 per cent respectively. Learners on the learndirect provision, and those receiving ICT outreach support on the wings, gain a high level of confidence through their developing abilities.

On the Welfare-to-Work programme and mixed-level courses in the education department there is satisfactory achievement. However, there is slow progress on entry-level courses.

19. **In the professional cookery course, retention and achievement rates are poor.** Of the 33 who started the course, 13 achieved the full award and 15 were transferred or removed from the programme. The progress of young adults on the new NVQ programme and the food hygiene programme is satisfactory.

20. On foundation programmes, achievement rates are satisfactory. Between April and December 2004, 96 per cent of young adults achieved level 1 in literacy and 95 per cent in numeracy. Young adults develop confidence in the family literacy sessions using complex language and providing good examples of their past experiences. They are highly motivated and are proud of their practical work. At level 2, achievements are 57 per cent in literacy and 78 per cent in numeracy. Many learners at level 3 develop good literacy and numeracy skills.

Quality of education and training

21. **On the construction course, instructors provide well-planned sessions.** They give good, clear demonstrations and carefully challenge the learners on their previous work and ability. **However, the range of programmes is inadequate.** With the workshops under refurbishment only the woodworking course is available to young adults.

22. In engineering programmes, teaching and training are satisfactory. New learners in the workshops receive support from more experienced learners. Instructors are knowledgeable and supportive and introduce learners to their tasks through individual coaching and demonstration sessions.

23. On ICT courses, young adults and tutors have a good rapport and learners are encouraged in their studies. There is good individual support in the classroom. Learning support assistants help learners to read and understand the exercises and exams. **However, the range of courses is insufficient.** For example, there are no entry-level courses and no level 3 courses available to all learners.

24. In catering, teaching is satisfactory. Tutors put learners at ease and encourage their full participation in the sessions. Demonstrations are given and learners receive satisfactory support for tasks and activities.

25. **On foundations programmes, teaching in family literacy and for outreach groups is good.** Learners are sufficiently challenged. For juveniles in the education department, teaching and learning are good. However, for young adults, much of the classroom teaching is uninspiring.

26. **Resources are good in ICT programmes.** On construction, catering, and foundation

programmes resources are satisfactory. **However, in engineering there are insufficient resources** for young adults to complete their full award in fabrication and welding.

Leadership and management

27. **The prison has a clear direction for the development of learning and skills for all categories of prisoner.** There is a clear business plan identifying performance targets for learning and skills. Managers have developed a range of action plans which include both immediate and long-term actions. These are working documents that are regularly reviewed and updated.

28. **There are many good initiatives to increase the participation of juveniles and young adults in education and training.** Classroom accommodation is limited and managers have implemented a number of good initiatives to increase participation in the workshops and wings through literacy and numeracy outreach support.

29. **The management of young adults' literacy and numeracy information is inadequate.** At the beginning of their programme, young adults assessed on their individual literacy and numeracy support needs have the results recorded. However, not all tutors and workshop instructors receive the results of these assessments. They do not have an understanding of learners' individual needs and are not able to give them appropriate support.

30. **Equality of opportunity is unsatisfactory. The arrangements for promoting equality of opportunity are insufficient.** The prison does not use the data to ensure that education programmes are attractive to all groups. There are insufficient arrangements to develop and promote a Welsh context to the curriculum for Welsh juveniles and young adults, some of whom are below statutory school age.

31. **Access to the library and sports facilities is insufficient for many young adults.** The library closes during evenings and weekends and is unavailable to learners working in the workshops. They do not have sufficient time available to use it during opening hours. There were no accredited PE programmes running for young adults during the inspection and many have little access to the gym facilities.

32. **The prison has insufficient quality assurance arrangements.** Many of the procedures described in the quality assurance manual are under development and others have been introduced only recently. There is no formal review and evaluation of programmes in education and training. Instructors in the workshops are not routinely observed or given feedback.

Leadership and management

Strengths

- clear direction for the development of learning and skills
- good support for staff in education

- effective initiatives to increase the participation of juveniles and young adults in education and training
- good celebration of learners' achievements

Weaknesses

- inadequate management of literacy and numeracy information
- insufficient arrangements for promoting equality of opportunity
- inadequate access to the library and PE for many young adults
- insufficient quality assurance arrangements

Construction

Construction crafts

Strengths

- good development of practical skills
- well-planned training

Weaknesses

- inadequate monitoring of learners' progress
- inadequate range of programmes
- insufficient support for literacy, numeracy and language skills
- weak management of some training

Engineering, technology & manufacturing

Mechanical engineering

Strengths

- high pass rates on most courses
- good standards of learners' work

Weaknesses

- insufficient resources for fabrication and welding
- poor management of some training

Information & communications technology

Using IT

Strengths

- good retention and achievement rates for learners on the prison service programme
- good resources
- good initiatives to involve young adults in education

Weaknesses

- insufficient use of individual learning plans
- poor assessment procedures in the education department
- insufficient range of courses at appropriate levels

Hospitality, sport, leisure & travel

Hospitality and catering

Strengths

- good initiatives to increase participation on the food service NVQ programme
- good integration of literacy, numeracy and key skills

Weaknesses

- poor retention and achievement rates on the professional cookery course
- poor curriculum organisation

Foundation programmes

Literacy

Strengths

- effective confidence and parenting skills development in family literacy
- good teaching on family literacy and outreach sessions

Weaknesses

- much uninspiring teaching to meet individual needs in the classroom
- insufficient integration of literacy, numeracy and language in foundation

Numeracy

Strengths

- effective confidence and parenting skills development in family literacy
- good teaching on family literacy and outreach sessions

Weaknesses

- much uninspiring teaching to meet individual needs in the classroom
- insufficient integration of literacy, numeracy and language in foundation

WHAT LEARNERS LIKE ABOUT HMYOI STOKE HEATH:

- the good team atmosphere in education and training
- helpful instructors in the workshops
- the celebration of success presentation evenings
- better access to jobs through gaining qualifications
- good teaching in outreach provision
- help with parenting skills

WHAT LEARNERS THINK HMYOI STOKE HEATH COULD IMPROVE:

- access to gym and libraries
- the availability of courses above level 2
- arrangements to take breaks during long sessions
- the shower facilities
- the availability of education and training at evenings and weekends

KEY CHALLENGES FOR HMYOI STOKE HEATH:

- adapt the provision for those under school-leaving age to meet Youth Justice Board and national curriculum requirements
- make provision for Welsh juveniles and young adults that reflects their specific linguistic and cultural needs
- improve the arrangements for promoting equality of opportunity for all categories of prisoners
- review the quality assurance arrangements and develop the system to ensure that education and training are subject to continual appraisal and development
- ensure young adults receive appropriate access to the library facilities
- increase accreditation for young adults of nationally recognised awards in PE and construction programmes
- provide more vocationally accredited programmes for juveniles
- introduce the collection and analysis of data for planning and developing the provision

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT   Grade 4

Strengths

- clear direction for the development of learning and skills
- good support for staff in education
- effective initiatives to increase the participation of juveniles and young adults in education and training
- good celebration of learners' achievements

Weaknesses

- inadequate management of literacy and numeracy information
- insufficient arrangements for promoting equality of opportunity
- inadequate access to the library and PE for many young adults
- insufficient quality assurance arrangements

33. Managers have a clear direction for the development of learning and skills for juveniles and young adults. There is a detailed business plan which clearly identifies performance targets for learning and skills. The head of learning and skills works closely with other managers in a range of meetings to ensure discussion of learning and skills development. In consultation, there is clear development of a range of action plans to achieve these targets and to rectify other weaknesses identified through self-assessment. These plans, which include both immediate and longer-term actions, are working documents and are updated and reviewed regularly. Achievement of some short-term targets and progress on others is clearly evident. The membership of the prison's quality assurance improvement group includes key managers but no staff below management level. It has a clear agenda for the improvement and development of learning and skills. The minutes of meetings include items for action and their progress is clearly monitored.

34. There is good support for education staff. The education department has a wide range of systems to provide staff with this support. All applicants for posts who have no experience of working in a prison have the opportunity to shadow a member of the department's staff before they attend an interview. This ensures that they understand the working environment before they confirm their interest in the post. Newly appointed staff receive a thorough induction to the prison and the department. All new staff receive a handbook which contains a wide range of information about the department and their role, and a mentor who gives them personal and practical support which they value. All staff have an annual appraisal with their line manager and a supportive supervision meeting every four weeks. The education department has a programme of regular staff development events, which all staff attend, including sessional staff, who are paid for attending. Education staff also have access to the staff development programmes at the subcontracting college.

35. There are many good initiatives to increase the participation of juveniles and young adults in education and training. The head of learning and skills bids successfully for additional funding to provide further learning opportunities. Classroom accommodation is limited and a number of good initiatives to increase the participation of young adults in the workshops and through literacy and numeracy support in the wings and workshops is increasing opportunities for study. The prison offers an accredited industrial cleaning course at level 1 for both juveniles and young adults. However, there are few learners working towards this award. Learners work in a realistic environment and project work extends their experience. The prison has established learndirect provision on one wing and there are plans to extend this to another. Fifty young adults are enrolled on these programmes as full- and part-time learners. A distance-learning university access course has 12 learners. The college has appointed a member of staff to deliver literacy and numeracy support and key skills to learners on vocational programmes. In response to a managemant curriculum review, an electronics course for young adults has been introduced. However, there is no forum within the department to discuss or approve curriculum development and the education department has no plans to offer evening classes. Provision for the 23 juveniles who are under statutory school-leaving age is not adapted to ensure that it meets national curriculum requirements and Youth Justice Board specifications.

36. The use of data for monitoring and planning is satisfactory. A member of staff in the education department manages data and produces reports. Staff are making more regular use of these reports and the reliability of the data is improving. A range of data is available in the training departments but it is not always analysed or used effectively.

37. Most resources are satisfactory. All full-time teaching staff, and all but one of the sessional teaching staff, have or are working towards a teaching qualification. Much of the recently redecorated teaching accommodation is satisfactory. The refurbishment of the workshops and vocational teaching accommodation, planned to provide a more structured area for work and training, is well advanced. However, at present the building work limits the number of industrial workplaces available. When completed, the workshops will provide for an increase in 24 new places for learners.

38. Communications are satisfactory within the education department. Management staff and teaching teams meet regularly and meetings are recorded. However, some minutes are insufficiently detailed and it is not always clear when action points are complete. Informal communications are effective and staff readily discuss issues with their managers. Communication between the education and training departments and other contracted provision is not always effective. In some areas of learning there is no discussion of the curriculum and unexplored and undeveloped opportunities.

39. The education department is developing a written strategy for the development of literacy and numeracy skills. It has a short-term action plan for skills for life and a staff development learning plan. However, the management of young adults' literacy and numeracy information is inadequate. At the beginning of their programme, young adults assessed on their individual literacy and numeracy support needs have the results

recorded. However, not all tutors and workshop instructors receive the results of these assessments. They do not have an understanding of each individual learner's needs and are not able to give them appropriate support. Much of the material used is not relevant to their workshop activities and is often too basic.

Equality of opportunity   Contributory grade 4

40. There are good arrangements to celebrate learners' achievements. Within the education department there is an effective monthly recognition scheme for all categories of learners who have made significant achievements or demonstrated improvement in their work, behaviour or conduct. These recognise the development of personal skills such as a supporting other learners, being consistently friendly and polite, and showing high motivation, as well as more tangible achievements. The prominent display on the noticeboards provide learners with opportunities to take a pride in their achievements. Well-managed, high-profile arrangements to recognise these achievers through successful events provide opportunities to celebrate those who have achieved qualifications or demonstrated high levels of attainment in singing, sport, IT or other activities. Parents, guardians, siblings and teaching staff are invited and many attend. Learners, guests and prison staff speak highly of and greatly appreciate these events. Teaching staff promote these events very effectively as an incentive for further learners to achieve. The reward and pay structure is well designed and offers fair rewards to young adults participating in education or training. They can earn comparable payments to those engaged in other prison activities. There are frequent opportunities for learners to participate in team-building activities in the outdoors and in community service activities. Well-promoted, prominent wall displays show learners and previous learners participating in these activities.

41. There is a satisfactory range of equal opportunities policies and statements. Learning and skills within the prison has an overall policy which describes positive approaches to tackling discrimination on grounds of race, colour, ethnic origin or level of disability. Each department within learning and skills has a brief written statement in easily accessible language which explains that department's particular responsibilities for promoting equality of opportunity. For example, the education department highlights equal access to a wide range of learning opportunities and the vocational training department stresses that training will be to an industrial standard. There are also appropriate written procedures which are clearly displayed throughout the prison and in relevant education and training buildings and rooms. These give advice on how to combat bullying, and to allow young adults to make complaints or to raise awareness of incidences of racial discrimination.

42. There is a race relations action plan for the prison which contains appropriate actions in response to the Race Relations (amendment) Act 2000. The governor receives reports on non-compliance.

43. There are satisfactory formal structures to consult with young adults about equality of opportunity issues. For example, there are young adult representatives on the race relations committee who can raise specific or general issues of concern. Their roles are

adequately publicised within the accommodation areas so that other young adults know who they are and how to contact them. There is also a learners' consultative committee, chaired by the race relations liaison officer.

44. There are insufficient arrangements for promoting equality of opportunity. Although aims and values are stated and publicised, there is insufficient action to ensure that staff fully understand and apply them fairly and thoroughly. For example, the equal opportunities policy requires that all course and learning materials are reviewed to ensure they are fair. However, in many cases these reviews have not taken place. Similarly, there is no in-depth discussion of equality of opportunity during some learners' induction sessions. Some of the relevant policies are read to learners without any further explanation or amplification. No targets are set for implementing the equal opportunities policy and there are too few arrangements to ensure that it is applied. Staff training in diversity has started, but many staff have yet to attend the relevant training course. Some education and training facilities are located upstairs and there are poor arrangements for learners with restricted mobility to gain easy access to these facilities. The education department has recently compiled a database of the learners' ethnicity and background. However, this has yet to be used to compare participation rates by different ethnic groups in different programmes, or to analyse trends. No use is made of data to identify priority areas or needs, to ensure that education programmes are attractive to all groups or to help with future development of the range of programmes. For juveniles, there is insufficient access to vocational courses, and to level 2 and level 3 education provision for the more able learners. For young adults, there are no ICT courses at entry level and level 3 to meet their needs. There are insufficient arrangements to develop and promote a Welsh context in the curriculum for the 50 Welsh juveniles and young adults in the prison. Young Welsh adults are insufficiently involved in classroom or in extra-curricular activities which take account of Welsh identity, culture and language. Welsh juveniles of statutory school age are unable to access any aspect of the Welsh curriculum. They have limited chances of successful reintegration when they return to the Welsh education system.

45. There is insufficient access to the library and to sports facilities for many young adults. During the inspection there were no nationally recognised and accredited programmes for young adults in physical education. Seven young adults were attending a week-long taster course to assess their suitability for the gym instructors programme. The library is not open during the evening or weekends and many young adults do not have sufficient time available to use it during working hours. Managers recognise some of these difficulties, but have not yet resolved them satisfactorily. For example, the library quality assessment recognised this weakness in March 2004, but appropriate effective action has yet to take place. The library is small, but well laid out. However, it does not contain an adequate range of books to reflect the different cultural backgrounds, ethnicities and religions of the prison population. There are insufficient books covering different religious festivals and those available are not displayed prominently. Very little material is available in languages other than English. There is an 80 per cent loss rate for talking books. No longer displayed for young adults to browse, some are available on request to the librarian. However, damaged book stock is well below the national average of four per cent.

Quality assurance   **Contributory grade 4**

46. The quality assurance arrangements are insufficient. A recently published quality assurance handbook for learning and skills clearly describes progress and plans for quality improvement in education and training. However, many of the procedures described are under development and others are recently introduced. The monitoring of quality improvement in education and training is through the quality improvement group, which is responsible for producing and monitoring the learning and skills self-assessment report. Teaching and training staff have had little involvement in its development, although most are aware of its content. Inspectors found the self-assessment report for juveniles and young adults insufficiently critical, and there were too few clear judgements in many areas of learning. The group has introduced plans and carried out a number of activities planned to lead to quality improvement. These include the development of policy statements in accessible language for learners and the planning of training on special educational needs for staff in the training department.

47. The subcontracting college has detailed procedures for quality assurance within the education department. Up to the start of the academic year 2004-05, the education department had an observation system which had been in place for a number of years. Some observation reports overgraded tutors' performance and provided only limited feedback. Through the revised system there is now clear links to the line management structure. All observers have attended a training programme. Subject specialists now carry out most observations. Observers use a structured form and feedback, which includes some points for action, although in some areas of learning there is too little detail. There is a plan to extend observations to training programmes by observers trained in vocational areas. However, this has yet to take place in the training workshops. The education and training departments have begun to collect feedback from learners annually through learner evaluation. Although this information is analysed it is not used in planning future programmes. In addition, tutors gather informal feedback from learners through weekly tutorials. The education department does not yet gather detailed formal feedback on specific programmes. There are plans to do this for short courses but not on programmes where learners can start at any time. There is no formal review and evaluation of courses and programmes in education and training. Discussions of programmes take place at team meetings but there is no formal and regular procedure to identify actions for quality improvement. Internal verification is satisfactory in most areas of learning. However, the internal verifier for the electronics servicing course left in 2003, shortly after approval of the scheme. No formal quality assurance has taken place in this programme over the past two years.

AREAS OF LEARNING

Construction

Construction		4
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Other government-funded provision	11	4

Construction crafts

Strengths

- good development of practical skills
- well-planned training

Weaknesses

- inadequate monitoring of learners' progress
- inadequate range of programmes
- insufficient support for literacy, numeracy and language skills
- weak management of some training

Achievement and standards

48. Achievement of the basic craft qualification is satisfactory. Over the past three years 46 per cent of the young adults in woodworking have successfully achieved the full award. The standard of learners' work is satisfactory. In woodworking, activities include making garden gates, toolboxes and parts of garden furniture to a satisfactory level. Young adults develop good hand skills in using a variety of saws, chisels and planes. They also demonstrate an acceptable level of understanding of health and safety in the workshops.

49. Young adults develop good practical skills. In classroom and workshop sessions their ability to measure accurately, read drawings and perform accurate calculations is significantly improved. As they develop and improve their practical skills they clearly gain confidence in their abilities. The tutor supports the learners very well in developing their skills. Their use of handtools is of a good standard. Learners planned their tasks well and were clearly engaged in the completion of their portfolios.

Quality of education and training

50. Instructors planned their training sessions well. They taught from detailed schemes of work and provided good, clear presentations and demonstrations, carefully challenging the learners to show how much they had learnt. In the best sessions, learners were fully engaged in their tasks and activities, and received good support from learning support assistants.

51. The workshop resources are satisfactory. There is a wide range of well-maintained handtools in the workshop, with each learner having exclusive access to their own set of equipment. The quality of the materials available is of a good industrial standard. The workshops have satisfactory classroom accommodation for background knowledge lessons.

52. The monitoring of learners' progress is inadequate. Learning plans do not detail clear milestones against which progress is measured. There is no provision for recording training objectives, the assessment details and support arrangements of the individual's literacy and numeracy skills. Work instructions are not available to guide staff in how to use the document. There is no recording of progress in learners' portfolios. The instructor keeps an overall monitoring sheet in the workshop office and learners rely on this to understand their progress. Young adults are unclear as to whether the progress they make is appropriate for the amount of time they have been on the programme. There are no progress reviews and therefore no targets are set for learners or opportunities arranged to monitor and discuss learners' progress. The main information recorded for management purposes is the overall unit achievement for funding purposes.

53. The range of construction programmes is inadequate. There is only a woodworking course offered. While there have been painting and decorating and scaffolding courses in the past, these have not been accredited and no qualifications were available. Managers have recognised this and are in the process of building workshops for painting and decorating, bricklaying and scaffolding. Managers are planning to recruit appropriately qualified staff to teach and instruct on these programmes.

54. There is insufficient support for learners' literacy, numeracy and language skills. All learners receive an assessment for literacy and numeracy that identifies their individual needs. However, they all receive the same level of training. The workshop instructors do not always receive information on the support needs of individual learners. They are often unaware of what the appropriate level of literacy and numeracy skills learners should have to match their vocational programmes. Education staff provide further discrete support for literacy and numeracy needs in the vocational training classroom, but a number of sessions have been missed because of staff absence. The quality of the support is insufficient. Much of the material is not occupationally relevant and it is often too basic.

Leadership and management

55. Development work carried out over the past year has provided many new initiatives for construction learners. There is now a well-planned programme for learners. Internal verification is thorough, clear sampling plans are used, and assessors are observed and constructive criticism is given. However, plans developed for the observation of teaching and learning have yet to be implemented. There is weak management of some training. Quality assurance arrangements are insufficiently developed and the promotion of equality of opportunity covered at induction is not sufficiently reinforced during training activities. The prison mainly collects data to meet funding requirements. Learners' satisfaction surveys do take place, but the effectiveness and appropriateness of these surveys have not had sufficient review and evaluation. There is insufficient involvement of staff in the self-assessment process and the self-assessment report was insufficiently critical of the provision. Construction learners do not have sufficient access to the library or gym facilities. They are unable to attend the library, which is only open while the learners are in the workshops and there is no provision to escort them to the facility.

Engineering, technology & manufacturing

Engineering, technology & manufacturing		3
Contributory areas:	Number of learners	Contributory grade
Mechanical engineering - Other government-funded provision	22	3

Mechanical engineering

Strengths

- high pass rates on most courses
- good standards of learners' work

Weaknesses

- insufficient resources for fabrication and welding
- poor management of some training

Achievement and standards

56. There are high pass rates in two of the three engineering courses. Of the 23 young adults enrolled on the NVQ at level 1 in manufacturing, 70 per cent have achieved accredited certification and 13 per cent are still in learning and are awaiting certification. In electronic servicing, 75 per cent of the first group of learners and, to date, 63 per cent of the second group, have achieved the full certificate at level 1. These good achievement rates were not identified in the self-assessment report. Learners working towards the fabrication and welding certificate have insufficient resources to complete the full award and are making slow progress in achieving accredited units - some take as long as 15 months. Eight learners have achieved units at level 2 during their stay in the fabrication and welding department.

57. The standard of learners' work is good. They acquire a wide range of useful work skills through their employment in the prison's manufacturing and electronics departments. In engineering, goods such as beds, trolleys and wheelbarrows are manufactured for the prison service. The standard of the product is good. Exacting standards of skills are required and learners meet these standards. Learners' portfolios for the NVQ at level 1 in manufacturing are comprehensive and contain very clear and detailed evidence. Learners' responses to the background knowledge questions are clear, in-depth and thorough. Learners can clearly describe their knowledge of engineering when interviewed. The standard of work produced by fabrication and welding learners is good, and electronics learners produce good, comprehensive portfolios of work and practical examples.

Quality of education and training

58. Training is satisfactory. New learners are introduced to the requirements of the work by individual coaching and demonstration sessions carried out with their instructors. New learners also receive support from more experienced learners. Instructors are knowledgeable and supportive.

59. There is satisfactory monitoring of learners' progress. Well-maintained records of their progress, updated by staff and learners, provide accurate information on progression. The details of the learners' progress are clearly recorded in their portfolios. The instructor keeps an overall monitoring sheet in the engineering workshop office. There are no formal progress reviews and no recorded targets set for learners. Individual learning plans introduced very recently are currently used for recording and not planning the progression of the learner through their learning programme.

60. Assessment in the training workshop and manufacturing workshops is satisfactory. The NVQ assessor regularly reviews progress with the learners and advises on portfolio development and evidence collection. Photographic evidence is used to good effect to support assessment. Welding assessment is carried out regularly but a newly appointed tutor has little experience in assessing and has yet to complete assessor awards. Electronics learners are assessed continuously by a qualified instructor.

61. In the workshops, health and safety are satisfactory. The prison provides personal protective equipment and learners use it. Appropriate signs are on display in the workshops. Induction to the training workshops is satisfactory. The presentation materials used are appropriate. The presentation is interesting and helps learners to become involved in their induction.

62. Most learners receive satisfactory support, including literacy and numeracy skills support from members of the education department. Electronics learners also receive IT support in the education department when staff and facilities are available.

63. There are insufficient resources for fabrication and welding. There is insufficient fabrication equipment for learners to complete a full range of activities, and insufficient gas welding equipment. However, the production workshops are examples of realistic work environments, but the pace of work is slower than a commercial manufacturing environment. Resources in the electronics room are satisfactory. Manufacturing workshops are satisfactorily equipped. Most workshops are clean and well lit. All workshops have a good range of handtools and general equipment. Learners do not have to wait for tools in manufacturing or electrical servicing. All instructors have good levels of industrial experience.

Leadership and management

64. The implementation of the manufacturing NVQ programme has been managed effectively. Generally, the engineering programmes are well planned and learners are invited to celebrate their success in achieving their qualifications. They receive an

invitation to a presentation evening in the chaplaincy, organised by the education department. Parents, guardians, siblings, tutors and trainers are also invited and presentations of awards are made to successful candidates by the prison governor. Learners enjoy this celebration of success and many learners receive several awards for courses they have passed while in education and training.

65. The management of some training is poor. Quality assurance arrangements are incomplete. There are plans to introduce observation and feedback to instructors of teaching and learning, but these have yet to be implemented. Course and learners' progress reviews are not carried out routinely. There is no internal verification or systems to quality assure the electronics servicing course. Communication between staff in the education department and vocational training instructors is weak. Information from initial assessment on learners' literacy and numeracy skills is not always transferred and rarely on time. When it is available, many vocational tutors do not understand the information received which relates to the learner's literacy and numeracy needs. Learners do not have sufficient access to the library or gym facilities. The library is only open while the learners are in the workshops and no provision is made for them to visit the facility.

Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT		
- Other government-funded provision	67	3
- **learndirect**	50	3

Using IT

Strengths

- good retention and achievement rates for learners on the prison service programme
- good resources
- good initiatives to involve young adults in education

Weaknesses

- insufficient use of individual learning plans
- poor assessment procedures in the education department
- insufficient range of courses at appropriate levels

Achievement and standards

66. For young adults there are good retention and achievement rates on a European Social Fund programme, with 97 per cent retention and 69 per cent full achievement. In learndirect programmes, and outreach provision on the wings, learners gain a high level of confidence. Learners in learndirect receive instant feedback of their achievement and a certificate for every course passed. There is a satisfactory achievement rate for the level 1 module in Welfare to Work and some mixed-level courses in education. However, there is slow progress on entry-level courses in the education department. The sessions are short and some learners spend excessive time on the same word-processing document, which can lead to frustration and demotivation. There is satisfactory acquisition of computer skills, such as spreadsheets, webpage design and computer art, and one learner is developing programming skills. Attendance is satisfactory but some learners are poorly behaved in lessons. For example, in one session a small minority were very noisy with the majroity of learners unable to focus on their activities and very little positive discussion taking place.

Quality of education and training

67. There are good resources. All computers are modern, with software which is at least satisfactory for the courses. There is an onsite technician who deals well with any minor problems. Some tutors have access to a resource with all the necessary software needed

in case of equipment failure. There are adjustable chairs in all of the computer suites.
Some of the prison service course instruction material has been well written by one of
the tutors and shared with other departments. There are two portable computers and
another on order. Tutors are suitably qualified and enthusiastic. Many have taken
additional qualifications. However, many of the computers are not networked and
document printing is very disruptive. There are too few printers and learners miss out on
the feeling of success at seeing their work in print. Learners still use floppy disks, which
can be unreliable. There is poor access to the library. Learners only attend the library
once each fortnight or sometimes once every two months. Only learners from the prison
service initiative attend regularly, as their session is opposite the library and they can
attend on their break.

68. There are good initiatives to involve young adults in education. Tutors visit the wings
to recruit new learners. Distance learning is now well established and many new learners
contact the tutor directly and ask to enrol. Tutors use laptops effectively to provide
courses for learners excluded from other forms of education or enrolled on open learning
programmes. A large learndirect suite provides flexible learning on a variety of relevant
office courses on one wing and well-advanced plans for a second suite on another wing.
Some learners progress from learndirect to distance learning or vocational courses, such
as scaffolding and woodwork. Learners can continue their education when released.
Welfare to Work is a successful short course for learners who are nearing release.

69. There is satisfactory support for learners. Young adults and tutors have a good
rapport and learners are encouraged in their studies. Many provide good individual
support to learners in the classroom. Personal tutors are provided and discuss individual
learning problems at pre-arranged times. Some learners are pleased with these tutorial
sessions. All learners should have a personal officer on the wing but many learners are
not aware of who that is. In many lessons, learners with individual needs in literacy and
numeracy benefit from the support of learning support assistants. They help learners to
read and understand the exercises or exams. These well-trained support assistants have
recently taken or are working towards ICT qualifications. However, some learners do not
receive sufficient guidance in the classroom and do not know what to do. Health and
safety induction at the start of the course is inadequate. Posters on the walls display the
correct posture but most learners are unaware of how to adjust their chairs or why they
should sit correctly. They are also unaware of any problems caused by long periods at
the monitor.

70. There is insufficient use of individual learning plans. During induction, learners
complete an initial assessment of their literacy and numeracy needs in the education
department, the results of which are not recorded in the learners' individual learning
plans but are held centrally and available to all tutors. However, some tutors are
unaware of the information. Individual learning plans, used for most courses, are
incomplete and contain only brief initial aims and some short-term targets. There are no
dates for reviews. Tutors usually complete a daily record sheet but often without
consulting the learner. Initial assessment does not prevent learners with poor literacy
skills from attending courses where they are unable to read the exercise material. Tutors
complete informal on-course initial assessments but some learners are unaware of this

process and what purpose it serves.

71. There are poor assessment procedures in some courses taught in the education department. In one observed session a learner was taking a live online exam. The learner, other learners and the learning support assistant were unaware that the exam was in progress. In another session the tutor gave advice to a learner who was taking a live exam. Mock exams are printed and marked adequately but they are often not returned quickly enough for learners to make improvements. On completion of their activities, learners' work is not printed and marked, and they receive insufficient written feedback. Initial assessment completed at the beginning of the course is informal and often it is not well recorded. There is some poor recording of progress. Monitoring records are available but there is insufficient information for the learners to see how they are developing through the course.

72. There is an insufficient range of courses at appropriate levels. There are no entry-level courses. Entry-level learners enrol onto level 1 courses which comprise one-hour sessions twice each week. During these short sessions learners find it difficult to settle to a task and learn new skills. Bad behaviour sometimes delays the start and there is often no clear end to the session to reinforce learning. There is poor continuity and learners rarely remember what stage they reach from one session to another. The written material or online instructions are often unsuitable for learners with entry-level reading skills. Some tutors have prepared new material which is more suitable. There are no key skills for ICT. With the recent withdrawal of the European Social Fund programme, a very successful higher-level course which was available to all learners has been discontinued. There are no courses at level 3 that are available to all learners. There are no vocational ICT courses which link in with vocational training.

Leadership and management

73. The management of ICT programmes is satisfactory. Well-supported tutors have adequate opportunities to improve their qualifications and have meetings more than once each month to share good practice and discuss individual learners' problems. Most tutors observed teaching have received a satisfactory level of feedback. However, ICT does not have its own identity within the education department. There are no targets for ICT tutors to meet. The new ICT co-ordinator is responsible for of all the ICT in the education department but does not have overall responsibility for all the ICT provision in the prison. The well-managed learndirect and outreach provision is the responsibility of the new flexible learning co-ordinator. Another co-ordinator is responsible for the Welfare to Work ICT programme. The prison service initiative provides a course for eligible learners who are close to release. This works in isolation with its own initial assessments, follow up and progression. Whenever possible, the education department vets the initial assessments but sometimes unsuitable learners enrol on the prison service initiative. Learners due to transfer to another prison have their time extended until their course is complete. There is no ICT self-assessment report and the education department self-assessment did not identify most of the weaknesses. Internal verification procedures are satisfactory.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
Hospitality and catering - Other government-funded provision	22	3

Hospitality and catering

Strengths

- good initiatives to increase participation on the food service NVQ programme
- good integration of literacy, numeracy and key skills

Weaknesses

- poor retention and achievement rates on the professional cookery course
- poor curriculum organisation

Achievement and standards

74. Progress on the NVQ programme is satisfactory. The programme started in September 2004, learners have several units completed towards their NVQ, and some learners have nearly finished the full award. Learners have also had achievements in literacy and numeracy, with six certificates achieved to date. Achievement on the foundation food hygiene course is also satisfactory. In the past three months, 63 learners have taken the course and 92 per cent have achieved the certificate successfully.

75. For young adults, retention and achievement rates on the professional cookery course are poor. Thirty-nine per cent of learners starting the course in the past year have successfully achieved the award. The retention rate is 54 per cent. Eleven learners were transferred and four were removed from the programme.

Quality of education and training

76. There are good initiatives to increase participation on the NVQ programme. Young adults who work on the food serveries have been encouraged to work towards units from the food service NVQ. This provides a good opportunity for learners to progress to kitchen work. Units achieved on the food service NVQ transfer to the food preparation NVQ when and if learners progress to kitchen duties. Learners who work towards food service units receive appropriate encouragement to take up literacy, numeracy and/or key skills awards.

77. There is good integration of literacy, numeracy, and key skills. Learners who attend the professional cookery course also attend other education sessions, including literacy,

numeracy and IT courses. Most learners on the NVQ course have chosen to do key skills. Several have already completed certificates at level 1 and 2 in literacy and numeracy and are making good progress onto key skills. The assessor has developed occupationally specific projects to make key skills more interesting and relevant. Learners are well motivated and regularly complete their key skills work and background knowledge in their rooms.

78. Teaching in the vocational training kitchen is satisfactory. The tutor follows a clear scheme of work supported by well-detailed lesson plans. Demonstrations are given and then learners receive satisfactory support with the tasks. The tutor puts the learners at ease and encourages their full participation. The tutor is very aware of the group's individual needs. Learners work in pairs and share the tasks to prepare each dish, which makes it difficult to assess and accredit an individual's achievement. There is a purpose-built and well-equipped training kitchen in the education block. Professional cookery course learners attend three sessions each week, two of which are practical classes and one is background knowledge.

79. Resources for catering programmes are satisfactory. The purpose-built vocational training kitchen is bright, well lit and well equipped. Staff are appropriately qualified and have good experience. There are no resource books but learners receive appropriate handouts to support their programme. Staffing levels in the main kitchen restrict the opportunity for assessment. However, there are frequent assessment visits. The assessor provides a laptop and good support to learners with their work.

80. Learners on NVQ programmes receive satisfactory training and mentoring by the catering staff in the main kitchen. The assessor visits the kitchen each day to meet with the learners, support them with their NVQ and to carry out assessments.

Leadership and management

81. Internal verification of the NVQ programme is satisfactory. There is an outstanding action point from the external verification visit to develop a sampling plan. However, verification is taking place to ensure the quality and integrity of the NVQ. The internal verifier has observed the assessor. Teaching observations for tutors on the cookery course take place, but there is no formal course review carried out of the course.

82. There is poor curriculum organisation for hospitality programmes. The professional cookery course and the NVQ programme each has a team leader but there is no link made between the two to offer clear routes of progression for hospitality training. Learners are not aware of the full range of courses and how they link to employability opportunities on release. Several learners on the cookery course believe that they are on an NVQ programme. Tutors incorrectly promote the cookery course as an NVQ equivalent.

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Literacy		
⁻ Other government-funded provision	57	3
Numeracy		
⁻ Other government-funded provision	47	3

Literacy

Strengths

- effective confidence and parenting skills development in family literacy
- good teaching on family literacy and outreach sessions

Weaknesses

- much uninspiring teaching to meet individual needs in the classroom
- insufficient integration of literacy, numeracy and language in foundation

Numeracy

Strengths

- effective confidence and parenting skills development in family literacy
- good teaching on family literacy and outreach sessions

Weaknesses

- much uninspiring teaching to meet individual needs in the classroom
- insufficient integration of literacy, numeracy and language in foundation

Achievement and standards

83. Achievement rates for young adults are satisfactory. In the period April-December 2004, 96 per cent achieved literacy level 1 and 95 per cent in numeracy at level 1. Achievements for entry levels have exceeded the prison's key performance targets. At level 2, the achievements are well below target at 42 per cent in literacy and 63 per cent in numeracy.

84. In family literacy, learners develop their confidence and parenting skills effectively. Confident learners use complex language and provide good, clear examples of personal experiences, as parents and from their childhood. They give good, well-thought-through responses to questions related to their own experience. Learners reflect and are able to transfer theory to practice and challenge their colleagues and tutors. Many learners at entry level 3 develop good literacy and numeracy skills. Learners are highly motivated

and are proud of their practical work.

85. Most young adults at entry level make satisfactory progress. They develop appropriate levels of literacy and numeracy skills and gain confidence in basic essential skills in vocational linked sessions. During lessons, most learners participate well. Learners contribute assertively to open discussions, engage in debates and seek clarification when they do not fully understand. Learners below entry level 3 find it difficult to complete written tasks. Early completers are often disruptive as they get uninterested in the activities and wait for attention.

Quality of education and training

86. Teaching in family literacy and for outreach groups is good. Young adults are mostly at entry levels 2 to 3 and some are level 1. Learners, sufficiently challenged, are satisfactorily engaged in completing set tasks. Appropriate teaching styles and contexts to meet the needs of learners provide good individual coaching and support to build on their previously acquired skills and knowledge. For example, in the parenting session young adults, asked to define honesty and express views on how and when to be honest with their children, spoke confidently on the issues and most felt that they would prefer their children to be aware of their prison sentence. Overall class control is good in these groups. For juveniles, outreach teaching is carefully planned and well matched to their needs, abilities and interests. All categories of learners recognised and were proud of their progress.

87. Teaching and learning for juveniles in the education department are good. However, for young adults, much of the literacy and numeracy teaching in the classroom is uninspiring. Some sessions are unsatisfactory. Lessons have generic schemes of work and lesson plans are for whole groups. Tutors fail to take into account learners' literacy and numeracy levels identified at initial assessment. Teaching strategies are not sufficiently varied and are often whole-group work and individual completion of worksheets. Management of the pace of learning is weak. Tutors work hard and provide good individual support to learners at entry levels 1-2, while early completers at higher levels are waiting for attention and are often disruptive. Many activities are insufficiently challenging for higher-level learners and entry-level learners struggle to complete the tasks. For example, in a numeracy session learners worked monotonously to cost a meal for two people using prices from a take-away menu. Learners at level 3 completed a set of six questions competently. However, learners at entry level 2 and below need considerable help from tutors and some lost interest. Tutors and learners record activities covered during sessions. However, end-of-session evaluation is weak and fails to review the effectiveness of teaching strategies. In the unsatisfactory sessions, tutors failed to identify clear learning outcomes and effective management of behaviour in class. There is insufficient use of data of the number of learners assessed for literacy and numeracy at induction.

88. Learning resources for juveniles and young adults are satisfactory. Teaching staff have access to an extensive range of paper-based learning resources, mainly textbooks,

games and range of appropriate worksheets. Learners do not have structured access to ICT in literacy and numeracy sessions and to library facilities from the education department. Accommodation and staffing resources are satisfactory. Most of the staff are new and most have, or are working towards, adult literacy or numeracy qualifications. Internal verifications systems are new and operate satisfactorily.

89. The range of programmes is generally satisfactory. Learners have a broad range of courses from entry levels to level 1, including vocational options, for example cookery, art, music and Welfare to Work, which includes business studies modules. Twenty learners at entry levels 1 to 3 study on the full range of wider learning programmes. Most learners study at appropriate levels on vocational courses and computer literacy options. There is outreach provision on the wings on an individual flexible-learning basis for learners who are experiencing difficulty in working with groups.

90. Advice and guidance to learners are satisfactory. Support for individuals in class is satisfactory. The arrangements for initial and diagnostic assessment at induction for literacy and numeracy are satisfactory for entry level 1 and above. Individual learning plans have only generic short-term targets. At induction, pre-entry level learners and speakers of other languages are not offered appropriate level of assessment, although there are interpreters available for those who do not speak English.

Leadership and management

91. The management of literacy and numeracy programmes is satisfactory. However, no formal record of actions is kept. There are meetings of the education co-ordinators every two weeks, weekly for the teams and a monthly staff meeting. Internal verification systems are satisfactory. Staff are fully aware of grievance and disciplinary procedures. Staff development and training by the prison and the college is satisfactory and includes racism awareness and prison-related training. Staff have an annual appraisal and teaching and learning observation. New members of staff benefit from a mentor who provides good support and coaching, which they welcome and appreciate as they familiarise themselves with the establishment, systems and the available range of resources. There is satisfactory assessment of dyslexia and an appropriate qualified member of staff to support learners and the education team.

92. There is insufficient integration of literacy and numeracy and language. There is appropriate documentation to plan teaching and learning, and individual learning plans record initial assessment results. However, there is insufficient curriculum planning to link the activities of learners on the discrete literacy and numeracy programmes to the ICT options available. Staff teaching observation failed to identify specific teaching strategies to meet individual literacy, numeracy and language needs.