

INSPECTION REPORT

HMP Guys Marsh

22 October 2004



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

HMP Guys Marsh

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Guys Marsh (the prison) is a category C training prison for male prisoners and young adults. It is located in the rural countryside of Dorset, close to the town of Shaftesbury. The establishment was opened as a borstal in 1960 and became a young offender's institution in 1984. In 1992 it became a closed establishment and started to accommodate adults. The operational capacity of the prison is 570, including a maximum of 142 young adults. There are currently 509 prisoners, of whom 82 are young adults. Prisoners are accommodated on nine residential units. Prisoners and young adults are serving sentences ranging from less than six months up to 10 years. Most are serving between two and 10 years.

2. The head of learning and skills is responsible for education and the library. The head of activities is responsible for vocational training, physical education (PE), employment, farms and gardens, and catering. The education is subcontracted to a college of further education. This contract was reallocated in September 2004 to a new college and education staff were retained by the new contractor. The operational management of this provision is run by an education manager who is employed by the college. Education is taught in a purpose-built facility and some literacy and numeracy skills are taught in the workshops. A trust provides support for the Braille and cycle repair workshop and also provides other educational support for prisoners and young adults. There are 172 part-time places for prisoners in education, and approximately 100 places on vocationally related programmes. These include construction trades, industrial cleaning, PE and catering. At the time of inspection, 132 learners are attending education and accredited vocational training programmes. There are 180 places in the production workshops although no accredited training is taking place there. Education courses include information and communications technology (ICT) and some general certificates of secondary education (GCSEs) and higher education courses supported through the resource-based learning centre in the education department. Most learners are on literacy, numeracy or social and life skills programmes.

SCOPE OF PROVISION

Construction

3. There are 36 learners training in construction of whom seven are young adults. Training is provided for 29.5 hours a week over five days from Monday to Friday. All learners are working towards the intermediate construction certificate, and training includes carpentry, painting and decorating, and bricklaying. Twelve learners work in each area. Learners have the opportunity to attend classes for literacy, numeracy and language support every Friday afternoon if they need it. Assessment takes place in the workshops. The programmes are planned to be completed in 12 months, although some learners take longer and others complete the programme more quickly. Each area has an occupationally qualified instructor and teaching takes place in purpose-built training areas.

Information & communications technology

4. There are 12 learners working towards an examination-based computer course at level 2. In addition to this there are two learners working towards a level 1 qualification in text processing. ICT is taught by tutors from the education department. Learners' previous experience of ICT is assessed before they are accepted on the course. Learners attend classes every weekday morning for approximately 12 weeks although they are also able to use computers in the education centre for text processing one evening a week. Examinations are taken on demand and learners have two opportunities to pass the examination.

Hospitality, sport, leisure & travel

5. There are 18 learners on sports programmes. Twelve are on a 12-week, level 1 sport and recreation assistant's course, and six learners are on a 12-week, level 2 professional gym instructor's programme. Both programmes are full time and consist of a range of short courses leading to qualifications at level 1 and 2, including key skills. Learners who are at the prison for a long sentence have the opportunity to progress onto higher-level programmes. All prisoners have to take a gym induction before using the PE facilities. They also complete an accredited foundation programme for food hygiene and safety which is taught by catering staff. There is an introduction to cardio-vascular and resistance training as well as basic manual handling and first aid. Prisoners receive a gym membership card when induction has been completed successfully. Apart from courses leading to accreditation, the PE department also offers a programme of recreational sports clubs as well as support for offending behaviour programmes. The department is staffed by five full-time physical education officers and is managed by a senior officer. They are assisted by six gym instructors who are prisoners completing the level 2 programme. The gym also employs three prisoners as gym assistants and one as a receptionist. The PE facilities include a purpose-built sports hall, a weights room, cardio-vascular suite and a classroom. These facilities are open every day including weekends and evenings.

6. The kitchen is run by seven full-time staff including a catering manager and 23 prisoners who work shifts. Thirteen of these prisoners are taking a national vocational qualification (NVQ) in food preparation and cooking. Nine are on level 1 and four are on level 2. Learners receive an induction into the kitchen when they arrive. Background knowledge is taught in a room adjacent to the main kitchen.

Foundation programmes

7. Forty-four learners are taking literacy and numeracy qualifications at entry level to level two. In addition to this, seven learners are following a one-week anger management course. All learners receive an externally recognised qualification on successful completion of their programme. Most learners attend education part time although those on the anger management course attend full time. Some teaching takes place in the evenings. The education manager is responsible for the day-to-day operational management of the education department and is supported by a co-ordinator for literacy, numeracy and language and six full- and part-time staff. Some prisoners who work in the industries workshops attend literacy and numeracy support sessions for one day each week at an outreach centre based in the workshops. Since the outreach centre was opened in February 2004, 199 learners have accessed support this way.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	26
Number of learner interviews	107
Number of staff interviews	33

OVERALL JUDGEMENT

8. 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 are unsatisfactory, while equality of opportunity is satisfactory and quality assurance is very weak. The quality of learning is outstanding in hospitality, sport, leisure and travel is good. In construction, the quality of learning is satisfactory, while in ICT and foundation programmes it 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	3
Quality assurance	5

Construction		3
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Other government-funded provision	36	3
Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
Using IT - Other government-funded provision	14	4
Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
Hospitality and catering - Other government-funded provision	13	2
Leisure, sport and recreation - Other government-funded provision	18	1
Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy - Other government-funded provision	51	4

KEY FINDINGS

Achievement and standards

9. **Achievement on sports programmes is good** with a very high number of learners passing a wide range of courses. Achievements on catering and ICT programmes are satisfactory. Most learners on foundation programmes pass their qualifications. In construction there is insufficient data available to be able to make a clear judgement on achievements.

10. **The standard of learners' work in sport is outstanding**, with level 2 learners confidently teaching their peers. Good craft skills are demonstrated by learners in the kitchens. The quality of learners' work in construction is very good and learners on foundation programmes increase their confidence and self-esteem. In bricklaying, learners have the opportunity to enter national competitions to help improve their motivation.

11. All prisoners take a manual handling award and basic food safety and hygiene certificate at induction. **Pass rates are good on these programmes.** Learners make satisfactory progress in most areas of learning with good standards of work demonstrated in most portfolios.

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
Construction	0	1	1	1	0	0	0	3
Hospitality, sport, leisure & travel	0	3	0	0	0	0	0	3
Foundation programmes	0	0	0	8	4	0	0	12
Total	0	4	1	9	4	0	0	18

12. **There is very good teaching and learning in PE and catering.** The teaching of practical construction skills is good and teaching is satisfactory in ICT, although not all staff are appropriately qualified. On foundation programmes there is much poor teaching.

13. **Resources are generally good in PE and construction** although the cardio-vascular suite is cramped and some equipment is old. The painting and decorating workshop is particularly well equipped with booths that offer the full range of surfaces for training. Resources on foundation programmes are satisfactory although in ICT there is an inadequate range of resources for teaching and learning, with out-of-date equipment and software. **The equipment in the kitchen is in generally good repair** although the floors and walls have cracked tiles and flaky paint.

14. **Learners take a wide range of additional qualifications in sport.** This includes the weightlifting awards, the treatment of injuries award, as well as a good range of courses in football coaching, diet and nutrition and healthy living. The range of provision in construction and catering is satisfactory, while there is an inadequate range of programmes in ICT and foundation.

15. Support for learners who have additional needs is good in PE and satisfactory in catering and ICT. In PE, some staff are qualified tutors for literacy and numeracy. There is insufficient support for literacy and numeracy in construction. All learners receive an adequate assessment at induction although this information is not routinely shared with the tutors in the workshops and learners do not always receive adequate support.

16. **Assessment and verification is thorough in PE and catering** with clear records of learners' progress. In ICT and construction, assessment is satisfactory. There is inadequate monitoring of learners' progress on foundation programmes.

Leadership and management

17. **Staff have developed a excellent model for education and training in PE.** They have called the department Melbury leisure centre and have created a supportive leisure club atmosphere where prisoners and learners can participate in a good range of sport clubs and PE activities. The PE provision is very well managed. In the kitchen, leadership and management is satisfactory. Self-assessment takes place regularly in the PE department and staff have clear understanding of its importance. The department's self-assessment was thorough and clearly highlighted the key strengths which were identified at inspection. Leadership and management of ICT, construction and foundation programmes are weak.

18. **There is poor co-ordination of education, work and vocational training.** The areas are managed independently of each other and activities are rarely linked. There is a wide variation of pay between areas and this prevents access to education or vocational training for some prisoners.

19. **Individual learning plans are not used in most areas.** However, in PE they are very well used and clearly recorded and progress is reviewed every four weeks. Careers advice and guidance for prisoners is generally poor. Connexions has not been involved with the prison for over a year and attendance by Jobcentre Plus staff is irregular. There is inadequate information on further education courses.

20. **The quality assurance arrangements for education and training are poor,** although quality assurance of sport programmes is thorough. All courses in this area are clearly evaluated and there are regular observations of teaching and learning. However, there is no overall policy for ensuring the quality of provision at the prison. There are no procedures for quality assurance of the overall provision. The prison's strategic development plan focuses mainly on funding procurement and there is insufficient emphasis on the monitoring and improvement of teaching and learning.

21. Equality of opportunity is satisfactory. A good range of information is displayed on the adult accommodation units, although less information is available in those housing young adults. Equality of opportunity is clearly reinforced on course information for PE courses. All learners have a good understanding of the complaints procedure.

22. **The use of data is weak.** During inspection, senior staff were unaware of the number of learners on catering NVQ programmes. Data is collected but this relates mainly to prison service requirements and contract compliance and does not relate to retention and achievements across the provision. Limited data is kept on achievements for each area of learning, although the PE department keep detailed records for their provision.

Leadership and management

Strengths

- clear strategy for improvement
- good initiatives to improve access to education
- well-developed policy to deal with the needs of foreign nationals

Weaknesses

- narrow range of vocational training programmes
- poor co-ordination between education, vocational training and work
- inadequate use of data for decision-making
- inadequate advice and guidance for career progression
- no overall framework for quality assurance

Construction

Construction crafts

Strengths

- good, well-used workshop resources
- very good development of learners' practical skills
- good teaching and learning

Weaknesses

- insufficient support for literacy and numeracy
- inadequate monitoring of learners' progress
- weak management of some aspects of training

Information & communications technology

Using IT

Strengths

- good achievements on the examination-based computer course

Weaknesses

- insufficient range of programmes
- inadequate resources for teaching and learning in most areas
- weak management of provision

Hospitality, sport, leisure & travel

Hospitality and catering

Strengths

- very good teaching and learning
- good progress into employment in catering outside the prison
- good development of craft skills in catering

Weaknesses

- inadequate resources in some areas
- poor working practices in some aspects of catering

Leisure, sport and recreation

Strengths

- good achievements on sports programmes
- very good teaching and learning
- excellent range of additional qualifications taken in sport
- good links with external organisations in sport
- very well-managed PE provision

Weaknesses

- inadequate resources in some areas

Foundation programmes

Literacy and numeracy

Strengths

- good development of learners' confidence and motivation
- good use of computers to support literacy and numeracy in outreach centre

Weaknesses

- much poor teaching
- insufficient planning and monitoring of learners' progress
- poor range of programme options

WHAT LEARNERS LIKE ABOUT HMP GUYS MARSH:

- the relaxed environment
- the respect from tutors, PE staff and prison staff
- the help with writing letters home
- getting a qualification
- learning new things
- the leisure club atmosphere in the gym

WHAT LEARNERS THINK HMP GUYS MARSH COULD IMPROVE:

- the access to ICT training, particularly at weekends and evenings
- the information on courses before starting
- more practical courses and vocational training opportunities
- the same pay for work, training and education

KEY CHALLENGES FOR HMP GUYS MARSH:

- develop and implement a coherent and comprehensive quality assurance strategy and procedures
- improve the use of individual learning plans
- collect and analyse meaningful data across the provision
- revise and implement an equal pay policy to ensure learners are not disadvantaged
- improve the range of accredited vocational programmes
- implement a staff training programme to support staff involved in delivering vocational training

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 4

Strengths

- clear strategy for improvement
- good initiatives to improve access to education
- well-developed policy to deal with the needs of foreign nationals

Weaknesses

- narrow range of vocational training programmes
- poor co-ordination between education, vocational training and work
- inadequate use of data for decision-making
- inadequate advice and guidance for career progression
- no overall framework for quality assurance

23. Leadership and management of education and training at the prison are unsatisfactory.

24. The governor has a strong purpose and commitment to integrating young adults and prisoners into education and training. There is a clear strategy to develop the management structure which is articulated in a vision statement with targets for implementation. Six months ago the prison introduced a management structure as a trial to look at the strengths and weaknesses of the proposal. This has clearly identified weaknesses in the management of the education and training provision. The new structure which is planned to be introduced in the near future provides a clear focus on a structure for improving education and training.

25. The prison has made good progress during the past year, improving access to education by extending learning into working areas. There is a good resource-based learning centre in education where a small number of learners study for high-level qualifications. For example, one learner is following supported independent study for a doctorate of philosophy. Others are following AS and GCSE courses. This area is well equipped with computers to help learners produce good assignments. Other developments include an outreach centre located in the workshop areas where learners are well supported on an individual basis for literacy and numeracy. However, some opportunities are not taken to link literacy and numeracy assignments to training and production work. This provision has improved access to education for learners.

26. The range of vocational training programmes is narrow. It only includes construction trades such as brickwork, carpentry, and painting and decorating. The prison does not review the skill shortages in the areas where prisoners are to be released and vocational training does not take sufficient account of learners' skills needs. Opportunities to

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formally accredit training and link the training to a nationally recognised qualification are not taken. Many prisoners work in areas where there is no formal training such as farms and gardens, the production workshops, bicycle repair, works department, and the laundry. No key skills qualifications are taken in these areas. Prisoners in some production workshops are developing good assembly and warehousing skills. However the management of health and safety in the pot pourri workshop is poor. Learners do not routinely wear gloves when handling oils and dyed materials, the workshop is cluttered and untidy and the fire hydrant hose is regularly used to fill large water containers.

27. There is poor co-ordination of education, work and vocational training. The areas are managed independently of each other and activities are rarely co-ordinated. The Braille and bicycle repair provision is provided by a national charity and is poorly managed by the prison. There is little formal monitoring of this provision. The induction process is being re-designed as it currently does not provide clear information to staff about learners' existing skills or prior learning. Workshop and vocational training staff are not routinely provided with the results of literacy and numeracy assessments. Individual learning plans are not used in these areas except in PE.

28. Prisoners are allocated to production work as vacancies arise. The allocation to work areas depends on the status of prisoners and does not ensure that learners' education and training needs are taken into account. Some prisoners can earn relatively large amounts of pay in production workshops. For prisoners who choose to attend education, they are only paid a very small amount for each session. While they are able to make up any shortfall by working longer in the production workshops some learners feel disadvantaged by the payment system. Pay in other training areas is also poor and this restricts prisoners from attending vocational training courses.

29. The use of data is weak. During inspection, senior staff were unaware of the accurate number of learners on catering NVQ programmes. While there is a good balance of young adults and adult prisoners on education, training and work programmes, there are no specific targets to ensure fair recruitment and allocation to these areas. Data is collected but this relates mainly to prison service requirements and contract compliance, such as key performance targets and does not relate to retention and achievements across the provision. There is limited data relating to achievements for each area of learning, although the PE department keeps detailed records for their provision. No clear targets are set for improvement in most areas. There is no analysis of retention and achievement between young adults and adult prisoners and different residential units, or between those from minority ethnic groups so that management decisions can be made.

30. Careers advice and guidance for learners is poor. Connexions has not been involved with the prison for over a year and attendance by Jobcentre Plus advisers is irregular, although usually for one morning each week. There is inadequate information about further education courses for prisoners. However, the library does have computers with basic career information software which is used by learners to look at the skills needed for different jobs. There is no pre-release course for prisoners and insufficient, structured

jobsearch training.

Equality of opportunity

Contributory grade 3

31. Equality of opportunity at the prison is satisfactory. Responsibilities for equality are divided between several staff and there is no clear strategy for promoting equality and diversity. None of the staff have overall responsibility for diversity. A race relations management group has monthly meetings and a good range of issues are discussed such as the monitoring of religion, racial incidents and complaints and access to work. Minutes of the meeting are detailed and actions are taken to deal with problems although there are no timescales for actions to be completed.

32. A good range of information is displayed on the adult accommodation units, although less information is available for the young adults. Information from external organisations, and housing and social fund providers is prominently displayed. This includes programmes for those who want to deal with issues of drug and alcohol misuse. Apart from PE, information on education is not well publicised on most units and some information is out of date. Equality of opportunity is clearly reinforced on course information for PE. Learners have a good understanding of the complaints procedure.

33. There are many good examples of learners being given the opportunity and support to work and study when they have a physical disability or have English as a second language. The quality of interviews for work or education varies. While some are well recorded, others are no more than a verbal discussion. There is no clear analysis of work and education applications to ensure equality of access. Access to PE is poorly managed and some prisoners have difficulty getting to the gym if they are released late from their unit.

34. Over half of the prison's staff have been trained recently in equal opportunities awareness. This included information on the Special Educational Needs Disability Act 2001 and staff have a satisfactory understanding of equality and diversity. The prison plans to have updated all staff by April 2005. Equal opportunities data is collected and some actions have been taken to improve access to education and training. Outreach learning was made available to prisoners because data analysis showed that some prisoners were unable to access education easily.

35. A particularly effective initiative has been developed and implemented to support foreign national prisoners. A detailed strategy was developed covering a comprehensive range of issues specific to foreign nationals. A key part of this strategy has been to develop foreign national orderlies who have access to all units and they give good support to prisoners who need it. The orderlies are trained well and have a wide range of information made available to them in a number of languages. They are able to support prisoners with information about support agencies as well as information about education and training. A meeting is held every weekend which is attended by senior prison managers and the foreign national orderlies. This is a forum to discuss and resolve concerns quickly. The strategy is recognised as best practice and has been adopted by several other prisons in the UK and abroad.

36. The arrangements to meet the needs of the multi-faith community are satisfactory. Religious festivals are recognised and appropriate arrangements are made to meet the needs of prisoners. There is a prisoner council which ensures that prisoners have good opportunities to share and resolve problems with prison managers. Procedures to deal with complaints about bullying and harassment are satisfactory, as are measures to eliminate oppressive behaviour.

Quality assurance

Contributory grade 5

37. The quality assurance arrangements for education and training are poor. There is no overall policy to ensure the quality of provision at the prison. The quality assurance manual is perfunctory and only identifies the key areas of focus for continuous improvement. There are no procedures for quality assurance of the overall provision. Quality assurance is the overall responsibility of the head of activities who is also responsible for vocational training and production work. The quality improvement group has changed its membership recently and no longer has representation from all key areas in the prison. It has recently produced a quality improvement strategy although there is little to indicate an overall approach to quality assurance. The prison's strategic development plan focuses mainly on funding procurement and there is insufficient emphasis on the monitoring and improvement of teaching and learning.

38. There are no guidelines or procedures for the quality assurance of education and training activities, and no clear guidance for the co-ordination of assessment and verification of NVQs. There is no structured monitoring of the quality of training provided by the charity responsible for Braille and the bicycle workshops. A new education subcontractor has taken over responsibility for the contract since September 2004. Some observations of teaching and learning had been carried out by the previous subcontractor, but this had not been shared with senior prison staff. There is no systematic observation of training as part of the continuous improvement process.

39. There is no formal sharing of good practice between education and vocational training staff. For example, there are some poor practices in the preparation and completion of individual learning plans. In some areas they do not exist, but they are well used in PE.

40. The self-assessment process is inadequate. The prison has recently produced a self-assessment report but some of the staff were not involved. The library and PE department carried out their own self-assessment and this contributed to the overall report. The self-assessment report contains clear information about the areas of learning although it was insufficiently judgemental in some areas. Judgements were made against the 'Common Inspection Framework' and strengths and weaknesses were identified. The grades for some areas of learning were over-generous compared with those given by the inspectors and there were no grades given for leadership and management, equality of opportunity or quality assurance.

AREAS OF LEARNING

Construction

Construction		3
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Other government-funded provision	36	3

Construction crafts

Strengths

- good, well-used workshop resources
- very good development of learners' practical skills
- good teaching and learning

Weaknesses

- insufficient support for literacy and numeracy
- inadequate monitoring of learners' progress
- weak management of some aspects of training

Achievement and standards

41. The standard of learners' work is very good and most learners who start the course gain accreditation. However, the numbers are unclear as reliable data for previous years' achievements is not available. Learners in painting and decorating demonstrate very good skills in preparing, painting and wallpapering surfaces. They are clear about the importance of thorough preparation before applying the finished surface. The quality of their finished work is to a good industrial standard. Learners in bricklaying are building a wide range of structures to a very high standard. They regularly compete in national competitions and this helps to motivate them. This year, learners gained second and third prizes. The competitions develop learners' confidence and improve their self-esteem. They also demonstrate a good understanding and awareness of health and safety. The learners' skills in carpentry and joinery are good and they complete complex fixings and joints.

Quality of education and training

42. The teaching of practical skills is good. Most lessons were graded good or better. Lessons are well planned and well structured and take account of individual needs. Learners develop good hand skills in sanding down and wet flattening walls, using

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paintbrushes and wallpapering in painting and decorating. They are very well supported by the tutor in bricklaying and have developed good skills with a trowel. Their use of hand tools, including powered hand tools is of a good professional standard. Tutors give good, clear demonstrations to help improve learners' skills and then use questions to find out how much they had learnt. Learners are clearly engaged in practical tasks and in the completion of their portfolios. Tasks are well planned. In bricklaying, learners work well in pairs and build complex structures.

43. The workshop resources are good and well used. The painting and decorating workshop is particularly well equipped with booths that offer the full range of surfaces for training including doors, windows, ceilings, fireplaces, recesses, covings and ceilings. There is a wide range of hand tools in all workshops and they are well maintained. Each learner has good access to a complete set of hand tools. The paintbrushes are particularly well kept and all tools are kept clean and tidy. There are sufficient power tools available to meet learners' needs and these are well maintained. The basic materials are good, and all workshops have a sufficient range of up-to-date books. The size of workshops is satisfactory for the number of learners on each programme.

44. The range of provision is satisfactory. The qualification that the learners are working towards is appropriate for the industry and is recognised as a key qualification for those entering the construction industry. The number of young adults accessing this programme is representative of the prison population.

45. The support for literacy and numeracy is insufficient. All learners receive an adequate literacy and numeracy assessment at induction, but the results are not routinely shared with the tutors in the workshops. Support for literacy and numeracy is available within the education department, although there is no provision for giving support in the training areas. Instructors are not regularly informed as to whether any of their learners have literacy and numeracy support needs and there is an over-reliance on informal communication between the tutors and those responsible for literacy and numeracy support.

Leadership and management

46. The management of some aspects of training is weak. The programmes for the learners are well planned and tasks are clearly laid out and followed, but there is inadequate monitoring of learners' progress. There are no learning plans and no milestones against which progress can be measured. Progress is recorded in each individual learner's portfolio, but they are unclear as to whether their progress is appropriate for the amount of time they have been on the programme. There are no progress reviews. Instructors do not keep clear records of learners' progress, but rely on the individual monitoring sheets in each learner's portfolio. The only information that is clearly recorded is overall unit achievement.

47. The collection and analysis of data is insufficient. It is not used for decision-making

and programme planning. There is inadequate cover for staff absence and learners are usually left on the units when staff are not present. Staff are insufficiently involved in the self-assessment process.

Information & communications technology

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Other government-funded provision	14	4

Using IT

Strengths

- good achievements on the examination-based computer course

Weaknesses

- insufficient range of programmes
- inadequate resources for teaching and learning in most areas
- weak management of provision

Achievement and standards

48. An examination-based computer course was introduced in January 2004 as the main qualification offered to prisoners in ICT, and achievements are good. Thirty-four learners have enrolled since the start of the programme and 30 have gained the full qualification. Most of the 12 learners currently working towards the qualification have had little or no previous experience of information technology (IT) and are making satisfactory progress. The standard of learners' work is good and demonstrates a clear understanding of IT applications. Attendance and time-keeping at lessons is good for most learners.

Quality of education and training

49. Teaching is satisfactory. However, learners are not encouraged to achieve beyond their expectations, or explore how IT could enhance their opportunities for employment. Tutors give adequate individual tuition to learners and there are sufficient opportunities for learners to take mock tests. Feedback helps learners understand their weaknesses and what they have to do to improve. Tutors ensure that learners work in a relaxed and friendly atmosphere which is conducive to learning. However, there are few examples of learners' work on display. Support and guidance is satisfactory. Tutors are aware of learners' barriers and ensure that appropriate support is given during lessons.

50. The ratio of staff to learners is adequate. All teaching and learning relies on a high level of individual tuition and learners often have to wait for some time before the tutor is free to answer questions, administer tests or give them further work. Not all staff have qualifications appropriate to the subject and have to rely on the availability of more qualified colleagues to assist. Much of the software and hardware does not meet current

industry standards. Learners work through modules of the qualifications but there is an insufficient range of up to date CD-ROM training resources. Fifteen new computers were purchased early in 2004 but these have not yet been installed. Accommodation is satisfactory. There is no internet access for staff and they spend a considerable amount of their own time downloading essential documents, including course syllabus and examination registration forms at home. Support for maintaining ICT equipment is inadequate. Tutors often spend long periods of time in a lesson reinstalling software and mending faulty computers.

51. Assessment is satisfactory. Literacy, numeracy and language skills are assessed when prisoners arrive at the prison and ICT tutors have access to the results. Tutors in IT assess learners' prior experience and knowledge before they enrol on a course. However the initial assessment does not identify learners' aims and does not include challenging targets. Progress through, and success in, completing individual module examinations are used as continuous assessment of progress. All module examination passes are promptly accredited and certificated.

52. There is an inadequate range of programmes in ICT to enhance employment prospects or to allow progression to further or higher education. Learners have little understanding of how IT skills relate to particular jobs. Only one qualification is available to most prisoners. Two other qualifications are available, but only to small numbers of learners who attend general education classes in the resource learning centre. These courses are not supported by a qualified tutor. IT resources are only available to learners on weekdays and one evening each week. Learners are unable to work towards a qualification during their free time if they are working or on vocational training programmes.

Leadership and management

53. There is no strategy or plan to ensure that learners can gain qualifications which employers would value and which would significantly enhance their employment prospects. Self-assessment did not identify the key weaknesses identified during inspection, although it did state that plans are being developed to deal with some of the concerns. There are no targets set for quality improvements. Communication with vocational training staff is poor, and learners' views are not routinely taken into account. Managers do not consult staff before they make changes to the programme.

54. Equality of opportunity is satisfactory. Tutors have a high regard for, and understanding of, cultural differences and barriers to learning. Tutors ensure that all learners are given the opportunity to achieve their learning goal. There is insufficient focus on identifying skill shortages in IT in areas of the country where prisoners are released.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> - Other government-funded provision	13	2
<i>Leisure, sport and recreation</i> - Other government-funded provision	18	1

Hospitality and catering*Strengths*

- very good teaching and learning
- good progress into employment in catering outside the prison
- good development of craft skills in catering

Weaknesses

- inadequate resources in some areas
- poor working practices in some aspects of catering

Leisure, sport and recreation*Strengths*

- good achievements on sports programmes
- very good teaching and learning
- excellent range of additional qualifications taken in sport
- good links with external organisations in sport
- very well-managed PE provision

Weaknesses

- inadequate resources in some areas

Achievement and standards

55. Achievement on sports programmes is good. The PE department keep thorough records of learners who pass qualifications, although data has only recently started to be collected showing retention and achievements against those who started. Most learners achieve their qualification aims. In 2003-04, 38 learners achieved the professional gym instructors' award, 28 learners achieved NVQ level 2 in sport and recreation, 18 passed the badminton skills award, 20 passed the volleyball skills award and 42 passed the first-aid at work certificate. Many other qualifications are gained by learners who take short courses in PE. In catering, achievements on the NVQ are satisfactory. Last year was the first year of the programme and four learners achieved a full NVQ at level 1 in food

preparation and cooking. Those who left the prison early achieved unit accreditation. The standard of learners' work in portfolios in PE and the kitchen is good.

56. The skills of learners in PE are outstanding. For example, learners demonstrate good, safe climbing skills and also confidently and safely demonstrate the use of weights to their peers. Learners in the kitchen develop good craft skills, they show good knife skills and have a clear understanding of recipes and ingredients used. During inspection, the level 2 learners helped decorate a freshly cooked salmon for a buffet. Learners in the kitchen have good access to modern books and recipes.

57. All prisoners take the manual first aid certificate and a basic first aid qualification as part of their induction. They also cover a foundation programme in food hygiene and safety. These courses are taught either by staff from the PE department or the kitchen. Most prisoners pass these courses and last year, 536 prisoners gained the manual handling certificate.

Quality of education and training

58. There is very good teaching and learning in sport and catering. Lessons are very well planned and the handouts are clear. Schemes of work are good and aims and objectives are highlighted. Staff are good role models for learners. In lessons observed, staff gave very good support. Those with more ability were given challenging tasks and encouraged to perform well. Four staff in the PE department are qualified teachers and one member of staff is completing his final year of the certificate in education. All staff have a thorough understanding of the requirements for good teaching and learning. PE staff are qualified in a wide range of sport skills and pass these skills onto the learners. Learners on level 1 and 2 programmes also take key skills as part of their course. These are an integral part of the programme and are thoroughly assessed. In the kitchen, staff are well qualified and have a good rapport with learners. The classroom for background knowledge sessions is adjacent to the kitchen and is well equipped with good resources including posters in Welsh and Arabic.

59. Learners take a wide range of additional qualifications in sport. These are well advertised on the units. Learners who are on the level 1 and 2 programmes are also encouraged to take additional qualifications including weightlifting basic and star awards, the treatment of injuries award, as well as a good range of courses in football coaching and refereeing, diet and nutrition, and healthy living. The PE department is called Melbury Leisure Centre and all certificates have this name printed on them instead of the prison. This allows learners to leave with qualifications that do not identify them as ex-offenders. A small number of classes are cancelled each year for staff training or when staff are required for regime purposes. There is no staff cover during these times.

60. There is good progression into employment for learners in catering. Several prisoners have gained employment in the catering industry and some keep in touch with catering staff and come back to speak to prisoners. One prisoner who is category D works outside in the staff mess each day and is completing an NVQ. Three of the four

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learners who achieved their NVQ last year are now working full time in the industry and one is completing an apprenticeship. Full-time staff are good role models for learners in the kitchen and many regularly compete in national competitions to keep their skills up to date. Staff have good contacts with the industry and encourage learners to enter a career in catering. A small number of learners in sport have progressed onto level 3 or A levels in anatomy and physiology.

61. Staff in PE have developed good links with outside organisations which use the facilities in the prison. Learners benefit from this and instruct those who come in. Local scout groups in particular come into the prison to learn to climb or use the gym. A basketball team uses the facilities each year and learners help to referee games and to teach sport skills. Outside speakers are regularly invited to speak to prisoners. One ex-offender who is now employed as a manager in a local leisure centre is regularly invited to speak to learners to give them encouragement and inspire them.

62. There are inadequate resources in some areas. The cardio-vascular suite in the PE department is cramped and some equipment is old. The room for background knowledge in the PE department is also cramped with chairs stacked in the corner and insufficient storage space. This makes it difficult for staff to create a professional environment for teaching and learning in this area. In the kitchen, there are some cracked tiles on the floor and walls which is a hygiene hazard. Some painted walls are also flaking. There is an inadequate range of catering books or magazines for learners in the library. There are some poor working practices in catering. The kitchen floor is often wet and it is difficult to walk safely. Some areas of the kitchen are untidy and foods are stored poorly in the dry food store.

Leadership and management

63. The PE provision is very well managed. Self assessment regularly takes place in the PE department and staff have a clear understanding of its importance. The self-assessment was thorough and clearly highlighted the key strengths identified through inspection. The report contributed to the prison's overall self-assessment report, which also contained strengths and weaknesses in catering. A clearly written development plan has been completed by PE staff and this is continuously updated. Individual learning plans are thorough and up to date but learners do not have their own copy. Good account is taken of individual learners' needs. In the PE department and the kitchen, assessments and internal verification are well planned and recorded. Learners' progress is particularly well monitored in PE where regular four weekly reviews take place and clear, short-term targets are set. Induction in the gym and kitchen is thorough. All learners attend a PE induction which includes a good introduction to cardiovascular and resistance training. They all receive a leisure centre membership card to allow entry. Learners in PE receive good support with literacy and numeracy if they need it. Most staff in this area are qualified tutors. Learners in the kitchen do not receive support for literacy and numeracy in their workplace but have to attend separate sessions in the education department.

64. There is a good programme of teaching and learning observations in the PE

department. Staff are given clear feedback and improvements are made when needed. Every course in PE is thoroughly evaluated and reviewed. Learners are asked to complete course questionnaires and the results are thoroughly analysed and actions are taken to improve the provision. Equal opportunities is reinforced well in the PE department and each learner has a course booklet which includes the equality policy. Learners and staff in the kitchen have a good understanding of equal opportunities and complaints procedures.

Foundation programmes

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> - Other government-funded provision	51	4

Literacy and numeracy

Strengths

- good development of learners' confidence and motivation
- good use of computers to support literacy and numeracy in outreach centre

Weaknesses

- much poor teaching
- insufficient planning and monitoring of learners' progress
- poor range of programme options

Achievement and standards

65. Learners' increase their levels of confidence and motivation. They are praised when they achieve a task and this encourages them to further develop their skills and increase their self-esteem. Staff encourage learners to work towards a qualification and learners are proud of their achievements. Learners get good help from prisoner support workers in class. For example, in one class a learner improved their understanding of sentence structure through individual support. The achievement of qualifications is satisfactory. Data indicates that most learners who started a programme completed it.

Quality of education and training

66. Computers are used effectively to encourage learners to practise and develop their literacy skills in the outreach centre. For example, in one session, learners were progressively developing spelling and grammar skills through the use of a specialist learning game. Learners also gain a good basic understanding of computer skills. Other learning resources are satisfactory, although some handouts are poorly reproduced. There is an adequate range of books and videos in this area. Most staff have good experience of working in a prison environment and many are qualified teachers. Teaching accommodation in the outreach centre is satisfactory and there are good displays of learners' work and posters in the classroom. Learners have a clear understanding of health and safety, and equality of opportunity. Arrangements for assessment and moderation of qualifications are satisfactory.

67. In the education department there is much poor teaching on foundation

programmes. In most lessons, activities do not take sufficient account of the individual abilities and needs of learners. There is an over-reliance on handouts that are often not suitable for learners with low levels of literacy and numeracy. Learners are taught rules and formulae in numeracy without sufficient explanation and contextualisation. For example, in one lesson, the level and pace of teaching was too fast for the ability of most learners in the group. The learners had not grasped the basic formula to be able to calculate the area of a shape before they were asked to make more complex calculations.

68. There is insufficient planning and monitoring of learners' progress. Individual learning plans are not detailed and are rarely updated. There are no clear, measurable, short-term targets to measure learners' progress. The initial assessment of literacy, numeracy and language needs is satisfactory, although this is not sufficiently used to plan learning. Some learners are placed in classes which are at an inappropriate level for their ability. Monitoring of learners' progress in lessons is inadequate. Teachers do not effectively review progress at the end of lessons.

69. The range of foundation programmes is poor. Courses are structured to accommodate groups of learners from pre-entry level to entry level 2, and entry level 3, to level 2 and this makes the management of classes difficult. There is little opportunity to develop literacy, numeracy and language in practical subjects. The range of life skills programmes is limited to one-week programmes that concentrate on anger management and drug and alcohol misuse. The prison used to offer a preparation for work programme and a family man course. Both of these have been cancelled as there is a shortage of staff. There is no literacy support for learners in the life skills classes.

Leadership and management

70. Informal communication is good and staff work effectively together on a day-to-day basis although links with other departments such as workshops and PE are weak. There is an annual staff appraisal system, although some staff have not had an appraisal for over two years. Staff have a good understanding of equality of opportunity and have had recent training in equality and diversity.

71. Quality assurance arrangements are poor and have not identified the concerns relating to the quality of teaching. There has been some recent teaching observations but they did not highlight any unsatisfactory teaching. Key aspects of the learning process are not quality assured. This includes lesson planning and the review of learners' progress. Some of the staff did not contribute to the self-assessment process. The self-assessment report was insufficiently evaluative. It did not recognise many of the weaknesses which were identified at inspection and some strengths in the self-assessment report were no more than normal practice.