

# INSPECTION REPORT

## **HMYOI & Remand Centre Glen Parva**

**17 September 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**

## **HMYOI & Remand Centre Glen Parva**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Glen Parva is a young offenders institution and remand centre situated to the south of Leicester. The current operational capacity is 808, with a population comprising male young offenders aged between 18 and 21 years who are either on remand or convicted. There are 13 living units and ancillary buildings set within a fenced 85 acre estate. The establishment serves a catchment area of nine counties and in the region of 100 courts, resulting in receptions and discharges of some 25-30 prisoners each day. At the time of inspection there were 705 prisoners in Glen Parva, of whom 217 were remand status and 488 were convicted.

2. The head of learning and skills is responsible for education, vocational training and workshops, and reports directly to the governor. The head of learning and skills is supported by a deputy manager who is an operational governor. The prison has identified a number of learning and skills academies to enable learners' participation in activities within the prison. These are designed to provide opportunities for progression and accreditation, at the same time allowing learners to take part in a range of employment. Accredited vocational training is offered in construction trades, farms and gardens, catering, physical education (PE), engineering, industrial cleaning, and in the laundry. Additional training is planned for lift truck operations and also in the construction trades. The only contracted workshop offers work in plastics manufacturing, but no accredited training is offered.

3. The prison is divided into north and south centres, where 258 part-time places in education are provided by a college of further education, in dedicated classrooms. Literacy and numeracy support is provided in the vocational training workshops and supported self-study is available on the living units. There is a dedicated unit for a Welfare to Work programme which is provided by an external support agency. The range of courses provided by the education department includes art, life skills, information and communications technology (ICT), and business administration programmes. There were too few learners in catering for it to be inspected and classes were cancelled in art. Art therefore was not inspected. The areas of learning inspected were construction, engineering and manufacturing technology, ICT, hospitality, sport, leisure and travel, and foundation.

### SCOPE OF PROVISION

#### Construction

4. Sixteen learners in construction are working for qualifications in basic brickwork, carpentry and joinery. Learners attend the workshops for five days each week mainly to develop and enhance their practical skills. Some learners receive additional support for literacy and numeracy with their practical work in the workshops. Learners can start on programmes at any time during the year if there are vacancies. There is a waiting list for

these programmes. Courses are planned to last 16 weeks. All learners complete an initial assessment, which identifies any additional learning needs. Tutors are appropriately qualified and experienced. The resettlement department also provides a 13-week national vocational qualification (NVQ) in gas network operations at level 1 and a street works training programme. On release from prison, learners are offered employment with nominated contractors. As part of this programme, learners are supported and financed to take their driving test. Mentoring is provided pre- and post-release by the prison resettlement staff who provide help with housing, support in the community and also in relocation.

### **Engineering, technology & manufacturing**

5. The engineering training provision is managed within the skills academy by prison service instructors. Sixteen places are available in the engineering workshop for a course in machine-setting and operating. The course lasts for 16 weeks. There are two instructors. At the time of the inspection, nine learners were enrolled on the course. A part 1 certificate is awarded for the completion of 11 test pieces produced on a capstan lathe. A part 2 certificate is awarded for the further completion of six test pieces using a computer-controlled lathe. Learners also receive a record of achievement certificate for individual test pieces completed successfully. Support for literacy and numeracy is provided and taught within the context of a health and safety module lasting approximately five weeks.

### **Information & communications technology**

6. There are currently 38 learners on ICT programmes leading to qualifications at entry level, level 1 and level 2. Learners are able to take the appropriate level in each class and to progress between levels. Course duration at entry level is 30 hours, at level 1 it is 120 hours and at level 2, 180 hours. Training is provided by the education subcontractor and is managed by a full-time co-ordinator employed by the college. The training is carried out by one full-time member of staff and two part-time members. The prison has four computer rooms each with 10 computers. Learners attend on a part-time basis, for up to five, three-hour sessions each week. Training is available in the mornings and afternoons. Information technology (IT) is also used for key skills in communications and application of number on the Welfare to Work programme. No key skills course in IT is offered.

## Hospitality, sport, leisure & travel

7. The PE department offers a variety of short courses. These include the community sports leader award, a weightlifting leaders' award, football association and basketball referee qualifications, and 10 qualifications in weight lifting, basketball, volleyball, football, fitness, badminton, and rugby. The average duration of these courses is three weeks. Thirty places are available on a daily basis and the courses are all over-subscribed. Eight learners are employed as gymnasium orderlies in the PE department. Of these, three are following an NVQ at level 1 in sport and recreation. There is one senior PE officer, nine PE officers, and one sports and games officer. Two of the staff have additional responsibilities as representatives for community liaison and resettlement. Programmes operate for 50 weeks of the year, Monday to Thursday. The gymnasium is open seven days each week and four evenings. The facilities consist of two sports halls, a weight training room, a fitness room, two football pitches and a rugby pitch. There is one main classroom and two small rooms where there is access to a computer.

## Foundation programmes

8. Eighty-six learners are on literacy, numeracy and language courses. The morning sessions last for eight weeks, and afternoon sessions for nine weeks. There are four classes at level 1 and 2 and at entry level 2 and 3. Two additional classes are at pre-entry level and entry level 1. Two 10-week sessions are offered to speakers of additional languages. With the exception of English for speakers of other languages (ESOL) courses, all programmes lead to nationally recognised qualifications. Fifty per cent of learners attending classes attend literacy and numeracy at level 1 and 2, 17 per cent at entry level 2 and 3, and 19 per cent at entry level 1 and pre-entry level. Fourteen per cent attend ESOL programmes. Learners have options to attend vocationally linked courses. Basic employability skills are offered to learners, including jobsearch skills and preparation for work. Foundation training is provided by the subcontractor and managed by a co-ordinator and a team of 18 part-time staff. Additional support for literacy and numeracy is offered in the vocational training workshops, the healthcare centre and as supported self-study in the living units.

## ABOUT THE INSPECTION

Number of inspectors	7
Number of inspection days	35
Number of learner interviews	125
Number of staff interviews	42
Number of employer interviews	3
Number of subcontractor interviews	2
Number of locations/sites/learning centres visited	1
Number of partner/external agency interviews	2

## OVERALL JUDGEMENT

9. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, ICT programmes are unsatisfactory and foundation programmes are very weak. Engineering and construction courses are satisfactory and the provision in hospitality, sport, leisure and travel is good. Leadership and management are unsatisfactory. The arrangements for equality of opportunity are satisfactory, but quality assurance arrangements are unsatisfactory.

## GRADES

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

<b>Leadership and management</b>		<b>4</b>
Contributory grades:		
Equality of opportunity		3
Quality assurance		4

<b>Construction</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Construction crafts</b> - Other government-funded provision	16	3

<b>Engineering, technology &amp; manufacturing</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Mechanical engineering</b> - Other government-funded provision	9	3

<b>Information &amp; communications technology</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Other government-funded provision	38	4



Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
<b><i>Leisure, sport and recreation</i></b> - Other government-funded provision	30	2
Foundation programmes		5
Contributory areas:	Number of learners	Contributory grade
<b><i>ESOL</i></b> - Other government-funded provision	13	5
<b><i>Literacy and numeracy</i></b> - Other government-funded provision	86	4

## KEY FINDINGS

### Achievement and standards

10. It is not possible to make a reliable judgement about achievement rates in some areas as there is no data to show the number of learners who started each qualification programme. Pass rates are satisfactory for vocational training courses, whereas they are low on most of the education programmes. **The exception is literacy and numeracy courses where pass rates are good at level 1. Skills are developed well through project work at level 1 and 2.** Achievements of literacy and numeracy qualifications are better in the vocational training workshops than in the discrete classes offered by the education department.

11. Many learners make satisfactory progress and develop good skills in the engineering and construction areas of learning, and produce good-quality practical work, **particularly in brickwork training. In PE, learners' written and practical work is of a very good standard. Steady progress is made with interpersonal skills through the excellent work with the local community.** ESOL classes are integrated with the literacy and numeracy courses and learners make slow progress with language skills. **In engineering, some learners are not sufficiently motivated. They find it difficult to concentrate and some have problems completing their logbooks. Some do not have confidence in their abilities.**

12. **Learners make slow progress through ICT courses,** and although staff provide particularly good support for learners, progress is hampered by staff shortages and class cancellations.

## 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	0	1	0	0	0	2
Engineering, technology & manufacturing	0	0	0	1	0	0	0	1
Information & communications technology	0	0	1	5	0	0	0	6
Hospitality, sport, leisure & travel	1	1	4	0	0	0	0	6
Foundation programmes	0	1	0	4	4	0	0	9
<b>Total</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>11</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>24</b>

13. Most teaching and training is satisfactory or better in the vocational training programmes. The most effective lessons are those with a practical content and focus on individual needs. **Engineering offers good teaching and individual support. Sessions in PE are particularly well structured and planned. In ICT and foundation lessons, teaching strategies are not sufficiently varied and learners quickly become bored and inattentive. Some lessons are dull and uninspiring and insufficient use is made of resources that are readily available, especially in foundation programmes.** A lot of teaching on pre-entry and entry-level programmes is unsatisfactory. **Health and safety practice in the carpentry and joinery workshop is poor.**

14. Learners have adequate access to most education courses. The prison regime supports education and training and makes every attempt to ensure that learners get to classes. However, on many occasions classes have less than 50 per cent attendance, with no systematic structure to fill the classes. There are waiting lists, particularly for ICT courses and some of the vocational training courses, where there are fixed-length programmes. **ICT courses provide a wide range of well-chosen options.** The prison will allow learners to remain to finish their courses instead of being transferred.

15. Assessment and verification arrangements are satisfactory in all cases. Most pieces of written work are marked methodically and the comments made are useful and constructive. **However, in many cases, target-setting for individuals is weak, particularly on ICT programmes** where targets on individual learning plans are generalised. Statements often describe unit achievements, rather than the steps necessary to achieve them. **The progress reviews are often too general and offer insufficient support in defining the next steps for learners.**

16. **Good levels of support for individuals are provided throughout much of the provision;** staff understand learners' needs and help them with learning and personal issues. There is a high level of respect between staff and learners and between learners.

17. Practical resources are adequate with a recent investment in new IT equipment.

**Computing resources are good.** Training resources in engineering are fit for purpose but dated in terms of their commercial relevance. Accommodation is sound in both the north and the south centres. **Some classroom accommodation, for example in the PE department, is not well ventilated.**

18. Both the north and the south centres have a good library, with a wide range of reading materials. The range of reference books for vocational training is limited, as is the material to support the needs of ESOL learners.

19. **The education department is short of staff to teach literacy, numeracy, ICT and ESOL classes** and has no structured arrangements to cover for staff on sick or annual leave. **Some literacy, numeracy and ESOL classes are taught by unqualified staff.** Many classes are cancelled and part-time teaching staff are working virtually full time. The education subcontractor is unable to deliver its contract satisfactorily. **Literacy and numeracy support in construction is given very effectively in the workshops. Learners gain accreditation for literacy, numeracy and key skills at level 1 and 2.**

20. **The range of programmes in the education department and in the vocational training areas is restricted.** Further courses are planned. These include, for example, painting and decorating, lift truck operations, farms and gardens, and general building operations. The range of ICT courses is particularly restricted with few progression opportunities. **Carpentry, joinery and brickwork courses are offered at a very basic level and only give accreditation which is not recognised by the industry.**

## Leadership and management

21. **The prison has a clear and focused strategy to develop and improve the education and training provision.** This is well conceived and plays a key part in the strategic implementation plan for Glen Parva. Additional vocational training programmes are ready to be implemented. The prison has worked hard to help the subcontractor fulfil its obligation under the education contract and has recently managed to resolve the issues of non-compliance. **Curriculum management of ESOL and entry level 1 literacy and numeracy is unsatisfactory.** Learners are not offered appropriate levels in vocational courses or computer literacy options. Feedback is not used effectively to plan a responsive curriculum.

22. **The prison has very effective links with external agencies, particularly with a national employer for gas operatives.** This employer, together with a private employer and the Prince's Trust, provides support and opportunities for learners to gain jobs when their sentences are completed.

23. **The prison effectively promotes equality of opportunity with a strong emphasis on combating racism through a 'Parva against Racism' initiative.** There is insufficient monitoring of participation and achievements between different groups and not enough target-setting for improvement. **The PE courses do not have enough places to meet demand. There is no waiting list and learners must reapply if they fail to get a course.**

**24. Arrangements for the collection and analysis of data are inadequate beyond that which is required in terms of monitoring key performance targets.** The learning and skills department has recently introduced a system to identify learners' needs and integrate the results with a structured sentence plan, but it is too soon to measure the effect of this development.

**25. Quality assurance is not fully established.** Although the self-assessment process is working well, it is in the early stages of development. Strong support is evident from senior management staff and the head of learning and skills has been active in involving most staff in the process. A draft quality manual is intended to detail quality measurement throughout the prison; however, this has not been approved and introduced yet. The use of lesson observations has not been fully implemented. The prison has carried out an internal inspection of the provision and so has the education subcontractor, but good practice identified during these inspections is not shared or co-ordinated sufficiently.

**26. Management of the ICT curriculum is unsatisfactory. New systems have been introduced but are not fully established.**

## **Leadership and management**

### **Strengths**

- clear and focused strategy for the development and improvement of education and training
- very effective links with external agencies
- very effective initiatives to raise awareness and combat racism

### **Weaknesses**

- poor education provision
- insufficient vocational training
- inadequate management information systems to support decision-making and planning
- insufficiently established quality assurance

## **Construction**

### ***Construction crafts***

#### *Strengths*

- excellent initiatives to train gas operatives
- very effective workshop support for literacy and numeracy needs
- good standards of training for learners on brickwork courses

#### *Weaknesses*

- poor health and safety practice in the carpentry and joinery workshop
- some inappropriate qualifications
- restricted range of courses

## **Engineering, technology & manufacturing**

### ***Mechanical engineering***

#### *Strengths*

- good teaching and individual support for learners

#### *Weaknesses*

- insufficient motivation in some learners

## **Information & communications technology**

### ***Using IT***

#### *Strengths*

- good progress by many learners
- effective individual support for learners in the ICT workshops
- good computing resources
- well-chosen courses meet learners' needs

#### *Weaknesses*

- insufficient variety in teaching methods
- weak target-setting for learners
- unsatisfactory management of the ICT provision
- inadequate arrangements to staff courses

## **Hospitality, sport, leisure & travel**

### ***Leisure, sport and recreation***

#### *Strengths*

- good standards of written and practical work
- much good teaching and learning
- well-planned programme of learning
- very effective links with the community

#### *Weaknesses*

- poor classroom facilities
- insufficient monitoring of learners' progress
- insufficient places on courses

## **Foundation programmes**

### ***ESOL***

#### *Strengths*

- no significant strengths identified

#### *Weaknesses*

- much unsatisfactory teaching
- insufficiently varied learning resources in teaching
- some unqualified teaching staff
- unsatisfactory management of ESOL

### ***Literacy and numeracy***

#### *Strengths*

- good pass rates at level 1
- good skill development through project work at level 1 and 2

#### *Weaknesses*

- much unsatisfactory teaching at entry level and pre-entry level in literacy and numeracy
- insufficiently varied learning resources in teaching
- some unqualified teaching staff
- unsatisfactory curriculum management of pre-entry and entry-level programmes

## **WHAT LEARNERS LIKE ABOUT HMYOI & REMAND CENTRE GLEN PARVA:**

- the teachers
- getting out of cells
- the chance to get qualifications
- the new computers
- opportunities to learn and train outside the prison
- the chance to learn a trade
- practical lessons
- help and support provided by tutors and resettlement staff

## **WHAT LEARNERS THINK HMYOI & REMAND CENTRE GLEN PARVA COULD IMPROVE:**

- length of lessons - too long
- the amount of hot food at lunchtimes
- access to the gymnasium
- the number of courses
- the amount of hi-tech equipment in engineering
- the number of computer courses

## **KEY CHALLENGES FOR HMYOI & REMAND CENTRE GLEN PARVA:**

- identify and provide additional vocational training programmes which provide learners with employment skills and recognised national qualifications
- implement an effective quality assurance framework which provides the establishment with a clear view of the quality of its education and training and provides a means of measuring improvements
- recruit additional teaching staff to deliver an appropriate level of literacy, numeracy and language support and ICT courses. Develop a framework to ensure that teaching staff are qualified to teach the programmes
- identify areas for improvement in teaching and learning styles and provide staff development opportunities to support teaching staff and raise the quality of teaching and learning
- introduce an effective management information system which clearly monitors the needs and progress of learners and supports management decision-making and target-setting
- establish and implement an effective course management and review framework that will enable good practice to be shared and raise the quality of courses offered
- further develop the literacy and numeracy screening and diagnostic materials to provide clear and useful information on which to base sentence and learning plans



## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 4**

#### Strengths

- clear and focused strategy for the development and improvement of education and training
- very effective links with external agencies
- very effective initiatives to raise awareness and combat racism

#### Weaknesses

- poor education provision
- insufficient vocational training
- inadequate management information systems to support decision-making and planning
- insufficiently established quality assurance

27. The prison has made good progress in identifying key strategies for the improvement of education and training including the introduction of academies and learning zones and the focus on providing literacy and numeracy support in the vocational workshops. These strategies have formed a vital part of the prison's implementation plan which is clearly articulated with action plans, targets and responsibilities. Although the implementation plan has only recently been written, there is evidence that some aspects have already begun including the introduction of a cohesive structure which combines sentence planning and the planning of individual learning, with a clear focus on resettlement.

28. The prison has very good links with external agencies, particularly with a national employer of gas operatives. Learners are risk-assessed and then released on temporary licence. They are then trained by the provider during their final months of sentence, with good opportunities for employment. There are also good links with the Prince's Trust which provides excellent support for young people during their sentence and on their release. One private training provider visits the prison to assess learners' progress and competence in catering qualifications and then provides continuation training on release.

29. A recently appointed head of learning and skills has played a significant role in redefining learning and skills. Good opportunities exist to gain nationally recognised qualifications in education and vocational training programmes, including PE, catering and in the laundry. The department has had significant problems with the education provision where the subcontractor has regularly failed to meet contract requirements. Twenty to 30 hours of learning provision have been lost daily. Insufficient staff have been recruited and cover is poor for sickness and holiday absences. Cancelled classes are a regular occurrence and classes are often less than 50 per cent occupied. The

prison has worked hard with the subcontractor to resolve these issues, but significant education provision has been lost. The education provision has focused on literacy, numeracy and language support, with some ICT, life skills and art classes.

30. Industrial contract work is restricted to a plastic injection moulding workshop. The learning and skills department does not have sufficient vocational training programmes. The provision is limited to brickwork, carpentry and joinery, with a small number of general engineering courses. More training programmes are planned and identified in the implementation plan, and include training in lift truck operations, painting and decorating, and general building operations. The farms and gardens training programme is ready and awaiting approval by the awarding body. There is strong support from the senior management team, which meets at least weekly and sometimes daily with the head of learning and skills and her deputy to discuss participation in education classes and the take-up of work and training opportunities. The quality improvement group is well established and used to help develop the provision, in addition to validating the self-assessment process.

31. The induction process is sound, although assessment for literacy and numeracy is limited to screening assessments, with no further diagnostic tools. The learning and skills department has introduced a literacy and numeracy programme but has not developed it for diagnostic assessment. Staff training and development is satisfactory. Staff, including those employed by the education subcontractor, receive adequate training in, for example, tutoring, combating racism, assessor and verifier courses, and some behaviour management programmes. Communications between staff are satisfactory, although opportunities to share good practice are limited as are opportunities for education staff to link with their parent college. Education classes have a clear focus on literacy and numeracy, which is also promoted in the workshops and through supported self-study in the living units. However, there are staff shortages in this area and classes are often cancelled.

32. The learning and skills department does not have adequate data to monitor the quality of provision effectively and to make improvements. Simple data about the number of qualifications achieved is not collected routinely. Targets for improvement are limited to compliance with key performance indicators. There is insufficient data to measure participation rates by, for example, living units or different groups.

### **Equality of opportunity**

### **Contributory grade 3**

33. The prison has developed a very effective initiative to raise awareness and combat racism through the particular dedication and drive of two officers in the PE department. 'Parva against Racism' (PAR) was established originally through links set up by the community sports development officer. The PAR committee membership includes volunteer representatives from the staff, young offenders and external agencies. The aim of the initiative is to raise awareness and educate staff and young offenders through sport, education and a variety of activities to combat racism. Examples of sporting activities include talks by players from Leicester City Football Club, Leicester Tigers and Leicester Riders Basketball Club. Other activities include workshops, debates and poetry,

in addition to using music as a medium to relay messages. Learners have produced music reflecting different cultures and with poignant lyrics, specifically to raise awareness of racism. All the events are very well supported by young offenders and staff. Learners involved in the committee value highly the opportunities made available through PAR, which include learning, self-development and organisational skills. Staff involved with PAR are very enthusiastic.

34. Staff have a good awareness of equal opportunities and diversity issues and most have received specific training. There are good examples of prison staff working closely with young offenders with language and cultural differences, to ensure adequate resources and opportunities to fully engage learners from all backgrounds. Learners attending education and training are treated with respect and dignity. They speak favourably of the help and support they receive from staff. Staff show an active interest in the progress being made by learners. They provide effective help and guidance to allow learners to overcome barriers to learning and achieve their qualification. There is equality in pay. Learners are paid on an attendance basis, with equal payments for employment. Complaints made by prisoners are considered and appropriate responses made, all complaints are dealt with promptly, within seven days. Feedback is given to learners regarding the outcome of their complaints.

35. Equality of opportunity is promoted satisfactorily. Written equal opportunities policies and procedures cover a range of issues including harassment, complaints and appeals. Copies are displayed prominently throughout the prison and young offenders display a satisfactory understanding. All new arrivals spend a period of five days in the induction unit. Day two of the induction includes coping with prison life, and equality of opportunity, including bullying and harassment. The induction equal opportunities workshop makes good use of a video and handouts to help deliver the messages and stimulate interest. The prison takes the issue of bullying seriously and has a wide range of effective strategies and procedures to ensure that young offenders are not subjected to intimidation. The three stages of bullying are recorded and careful analysis takes place to inform the prison of potential and current trends and threats. There is good promotion of equal opportunities throughout the prison to raise awareness and combat bullying.

36. Access to some areas is limited for those with mobility difficulties. Alternative arrangements have been made, but currently some classrooms are difficult to access. Some courses are over-subscribed; for example, many of the PE courses are over-subscribed by 50 per cent or more.

37. Data is collected as the young offenders arrive at the prison. This includes ethnicity and disabilities, but not enough data is collected in education and training to enable the prison to analyse recruitment, retention and learners' achievements. There is currently no record of the different languages spoken by young offenders.

## Quality assurance

## Contributory grade 4

38. Quality assurance arrangements are not established sufficiently. A comprehensive quality assurance manual has been produced but not implemented. It contains the

quality assurance policy, other associated policies and operating processes. The manual covers the training and subcontracted education provision appropriately. A quality improvement group meets regularly and has been active in completing the self-assessment report and identifying the quality assurance processes to be implemented. The subcontracting college has a representative on the group. A report on the quality of the subcontracted education provision was produced which included the formal observation of lessons by the prison's learning and skills staff. This report has not been fully utilised in the quality improvement of teaching and learning.

39. The self-assessment process has identified areas for improvement. The learning and skills department has begun to implement actions in some areas, such as accrediting the induction process and introducing the individual learning plans, but it is too soon to measure the effects. Some actions have resulted from learners' feedback, such as improving the range of training opportunities, and reprogramming the provision to allow learners to attend options for half a day. Internal verification is satisfactory. However, the provision does not have a quality assurance framework which comprehensively covers all aspects of education and training. For example, the training programmes have not been formally observed and there is no systematic collection of learners' feedback from all parts of the prison. There are uncertainties about who is responsible for arranging external verifier visits for the farms and gardens programme, and at the time of inspection the prison had not obtained awarding body approval. Some learners had been assessed and could only be given a Glen Parva certificate of achievement, instead of a nationally accredited one.

40. The self-assessment report is the first to be produced by the learning and skills department. It involved most of the education and training staff. Staff in the various course and training areas identified significant points under each of the key questions. Overall key strengths and weaknesses were then identified. After moderation and further discussion each area was given a grade and a development plan was produced for each academy. Individual reports were aggregated to produce a final self-assessment report for education and training in the prison. The report mainly identified strengths and weaknesses associated with resources, course provision and external links; there was little or no comment on the quality of teaching and learning. The report understated the problems with the subcontracted education provision. Inspectors agreed with one of the curriculum grades in the self-assessment report, and awarded a higher grade in one area and lower grades in three areas. Inspectors awarded a lower grade for leadership and management and agreed with the contributory grades for equality of opportunity and quality assurance.

## AREAS OF LEARNING

### Construction

Construction		3
Contributory areas:	Number of learners	Contributory grade
<b>Construction crafts</b> - Other government-funded provision	16	3

### **Construction crafts**

#### *Strengths*

- excellent initiatives to train gas operatives
- very effective workshop support for literacy and numeracy needs
- good standards of training for learners on brickwork courses

#### *Weaknesses*

- poor health and safety practice in the carpentry and joinery workshop
- some inappropriate qualifications
- restricted range of courses

### **Achievement and standards**

41. In 2003-04, of the 25 learners who began the basic carpentry and joinery programme, only 40 per cent achieved the full qualification and 60 per cent left with nothing. Of the 12 learners in this year's intake most have achieved some of the modules, but only four have achieved the full qualification. Similarly, in basic bricklaying skills, of the 17 learners who began the programme this year, some of them have achieved some modules and six have successfully completed the full qualification. Although the achievement of full qualifications has previously been low, most learners currently on programme are now on target to complete their qualifications over the next two months. All learners who have left the prison and have not completed their programmes have received accreditation for what they have achieved. There is now an improving trend in achievements, but most learners in brickwork are achieving higher competences than they are being accredited for. There is not enough accreditation of higher levels of learning.

42. A 13-week training programme has been organised by staff from the resettlement unit to train operatives in gas engineering. This has been done with the assistance of a national network of gas contractors. Fifteen learners have achieved their level 1 NVQ. Five learners currently on the programme are also nearing achievement. Gaining the qualification guarantees permanent employment for the learners on their release from prison. These learners are released from prison on licence on a daily basis to work with

gas engineering companies that are involved in renewing and maintaining highway gas services in the Leicestershire area. During this training they are supported with taking their driving test and in finding suitable accommodation on their release from prison. These learners are exceptionally well motivated, value the opportunities and are very complimentary about all the support and encouragement given to them while in prison. This is an excellent initiative.

### **Quality of education and training**

43. Workshop sessions are planned effectively and schemes of work have been produced. Brickwork is of a particularly good standard with learners showing good levels of attainment after only a short time in the workshop. Learners are building brick and block cavity walls, piers, segmental arches and solid walls in English bond. Most projects are being constructed to very good industrial standards. These learners have developed good relationships with their instructor and the atmosphere in the workshop is industrious and respectful. Staff are well qualified and experienced to train and assess the learners. Good assessment records are maintained and learners know what they have achieved and what remains to be done. The workshops are well resourced with appropriate tools and equipment, with one exception. The cross-cut saw in the carpentry and joinery workshop is inadequate for cutting large-section timber and when used for this purpose poses a safety hazard to the user and learners in close proximity. The external verifier has also previously identified this issue.

44. Effective literacy and numeracy support is given to the learners where the need has been identified, and a specialist tutor works with learners in the workshops. Learners gain accreditation for literacy, numeracy and key skills at levels 1 and 2. The tutor uses the health and safety module to develop these skills and the learning is done in context. Learners value these twice-weekly sessions and are well motivated to succeed.

45. The range of provision is very restricted. It only extends to carpentry, joinery and brickwork courses. These courses are at a very basic level and offer accreditation which is not recognised by industry. Most brickwork learners are achieving good industrial standards in the workshop at a higher level than they are being accredited for. It is planned to offer courses in painting and decorating and for construction operatives, and the necessary resources have been identified.

### **Leadership and management**

46. The construction provision is overseen by a manager who has been temporarily promoted. Staff meetings take place monthly. Minutes are recorded and actions are identified. Lines of communication are satisfactory and tutors feel suitably informed. Informal monitoring is carried out in the workshops and a more structured process is being considered. Tutors are appraised annually and targets are agreed and reviewed periodically. Achievement and retention data is not collected systematically and analysed to contribute to improvement. Tutors are asked to fill in forms that are collated and help in developing the self-assessment report.

**Engineering, technology & manufacturing**

<b>Engineering, technology &amp; manufacturing</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b><i>Mechanical engineering</i></b> - Other government-funded provision	9	3

***Mechanical engineering****Strengths*

- good teaching and individual support for learners

*Weaknesses*

- insufficient motivation in some learners

**Achievement and standards**

47. Retention and achievement data about the success rates of individual engineering learners was not available. The self-assessment report claimed that 70 per cent of the learners successfully completed at least one test piece on their course. Attendance is generally satisfactory. Reasons for non-attendance are recorded and normally relate to learners' involvement in other activities such as court visits.

48. A few learners are very motivated and work industriously. One learner who completed an NVQ programme recently has progressed to a modern apprenticeship after his release. Another learner had progressed rapidly through his course and was programming a computer-controlled lathe. He was confident, understood the programming language and was able to produce simple components with a minimum of supervision. However, a number of learners are not motivated. They struggle to concentrate on their work and some have problems completing their written logbooks. Some do not have confidence in their abilities.

**Quality of education and training**

49. Instructors provide good support in the engineering workshop. Learners are at different stages on their course and individual tuition on the use of the capstan lathes is provided by the teachers. For example, one instructor was observed showing a new learner how to machine a diameter accurately. He helped the learner to make an initial rough cut and then to measure the resulting diameter using a micrometer. The procedure for adjusting the machine to take the next cut, and to allow for the backlash in the indexing mechanism, was explained carefully. The learner was then able to make the next cut, and successfully set the machine up to make the final cut. If learners complete their courses early, further suitable work is provided to broaden their skills, for example



on a milling machine. Close links have been developed with an engineering group training association in a local city and one learner has progressed to a modern apprenticeship with this organisation. Those in the plastics workshop work on a range of suitable operative tasks, but their work is not accredited.

50. The range of equipment available in the engineering workshop is appropriate for the course. Although much of the equipment is dated, it is suitable for teaching basic lathe-turning skills. There is a sufficient quantity of machines, including computer-controlled teaching lathes. The computer-controlled machines are located in a 'clean' area and there is a further classroom area for the completion of logbooks and the teaching of health and safety matters. Instructors are suitably qualified and experienced, including in the use of computer-controlled equipment and in drafting software. There are no maintenance technicians or storekeepers, instructors are responsible for the maintenance of machines and stores control. The plastics workshop has two commercial-standard injection moulding machines, raw material processing equipment and other industry-standard packing and warehousing equipment.

51. Assessments on the engineering course are satisfactory. Instructors assess learners' practical work by measuring the test pieces. Learners understand what they have to do to meet the dimensional standards on the test pieces. They are assessed when they feel ready. Learners receive a record of achievement certificate for individual test pieces completed successfully. As part of the initial selection process learners carry out a short mathematics test. Internal verification procedures are satisfactory and meet the standards of the awarding bodies.

52. One engineering course is offered. The course develops suitable capstan lathe machining skills which provide a basis for further training and possible employment relating to machining. The full course develops additional skills relating to computer-controlled lathes, as well as conventional lathes. At the time of the inspection, there was no waiting list for the engineering course. There are plans to provide NVQ training in the plastics academy, linked to warehousing and distribution.

53. Literacy and numeracy support is satisfactory. A module on health and safety is taught in the engineering workshop and is used to support the development of literacy and numeracy skills. It lasts for five to six weeks and is taught by education staff. Learners work on relevant activities related to engineering which help them to appreciate health and safety and to develop their literacy and numeracy skills. The instructors provide close support for individual learners, but all learners carry out the same tasks, despite their widely varying capabilities.

54. Learners apply for the course through the labour board. The support they receive is satisfactory. Prospective learners are interviewed by engineering staff to assess their suitability for the course. Learners have an initial two-week trial to further test their suitability for the course. Learners may be allowed an extension to the allotted 16 weeks if they are near to completing their courses. The plastics workshop provides a safe working environment for those from the motivational skills unit.



## **Leadership and management**

55. Changes have recently been made to the course profile, to concentrate more appropriately on the 16-week course. Staff in the skills academy meet regularly to discuss administrative and curriculum issues. The plastics workshops have been rationalised. Plans to improve the engineering workshops have been developed, including the updating of equipment. Staff's skills to support the engineering course have been updated, especially in the use of computers. The current group of engineering learners has learners from different ethnic backgrounds. The self-assessment report was produced by the engineering team with suitable support from senior managers.

## Information & communications technology

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Other government-funded provision	38	4

### *Using IT*

#### *Strengths*

- good progress by many learners
- effective individual support for learners in the ICT workshops
- good computing resources
- well-chosen courses meet learners' needs

#### *Weaknesses*

- insufficient variety in teaching methods
- weak target-setting for learners
- unsatisfactory management of the ICT provision
- inadequate arrangements to staff courses

## Achievement and standards

56. Historically, data has not been collected to provide an overall analysis of retention and achievement on an annual basis, and the qualifications offered have recently been changed. In the three months from June to August of this year, seven full certificates have been achieved at level 1 and two at level 2. Sixty-four units were achieved at level 1 and eight at level 2. Many learners are making some good progress in lessons and some are making very good progress. Learners progress from level 1 to level 2 during their courses and a few achieve two units in a three-hour session. They demonstrate good computer skills and build their confidence in the manipulation of text, data and graphics.

## Quality of education and training

57. Individual support is effective for learners in the IT workshops. All lessons consist of learners working through practice assignments with support from staff, who then constructively assess completed work when the learners are ready. Teachers provide prompt support and clear guidance to individuals to solve immediate problems. In one lesson, however, a teacher had difficulty in solving a simple error by a learner. Groups are usually small and classes are well managed. Learners are not kept waiting and class attendance is satisfactory. Relationships between learners and staff are good and staff

empathise with the learners, providing good support for learners' personal problems in addition to giving practical IT support for lessons.

58. Computing resources are good and tutors use them well. Rooms are well furnished and bright, and most contain displays of work and celebrate learners' success. Ample numbers of computers are available. Recently, significant investment in equipment has been made, and all computers meet industry standards. They are fast and reliable and there is a good range of the latest software. All the computer rooms are networked. There is no evidence of computer projectors or overhead transparencies being used in teaching, although the equipment is available. Staff all have teaching qualifications, but their IT qualifications are only adequate for the levels they teach. Library resources are inadequate for ICT with insufficient relevant learning materials available for the courses being offered.

59. A good range of well-chosen courses is provided to meet learners' needs. Learners can take courses leading to qualifications at entry level, level 1 and level 2 and progress between levels in lessons. Learners can take a full qualification, or gain accreditation for an individual unit, which helps those learners who do not complete the full course. Learners are able to gain a wide range of units to broaden their IT experience, but units on internet use and e-mail are not available, as no such computer simulations have been established. A level 3 course is planned.

60. Assessment practices for ICT are satisfactory and meet the awarding body requirements. All assessed work is marked and then re-marked by another member of staff to ensure accuracy and consistency of marking. Staff have had training in assessment and verification by the awarding body. Learners' practice work is marked quickly and returned to them with constructive comments from staff.

61. Lessons often do not provide a sufficient variety of activity and learners get bored and lose motivation towards the end of the three-hour sessions. Learners take a number of practice assignments to build their skills, but these assessments are not sufficiently differentiated for the wide ability range of learners, although learners are able to work at their own pace and get extensive help to progress. The practice assignments used by learners are the ones provided by the awarding body and have not been adapted for the age group or the environment. Learners have recently completed a learning styles questionnaire, but it is not clear how this is to be used by all staff. Lesson plans are all generic and are not adapted to meet the needs of particular groups. Room layouts are not conducive to whole-group teaching. Teachers are not made aware of learners' specific literacy, numeracy or language support needs, and no provision is made in classes for extra help other than that provided by the teacher. However, teachers do take time and are very patient with learners.

62. Target-setting for learners is weak. Although learners, or staff, complete a log of the learners' work carried out at each lesson, this often lacks detail. Some discussion of individual targets does take place, but targets set are not sufficiently specific. Learners and staff are not able to judge how well the learners are progressing. Some learners are not sufficiently challenged. Individual learning plans have recently been revised, but

some learners do not have them yet. Where they exist, targets for learners are not precise enough and do not have achievement dates. Overall progress in completion of units is monitored well and records are updated at each lesson where units have been achieved.

## **Leadership and management**

63. Management of the ICT curriculum is unsatisfactory. The organisation of ICT has been changed recently and learning co-ordinators have been appointed. New systems have been introduced, but these are not fully established. There is a sense of purpose and a desire to improve. The qualifications offered have been chosen to allow learners to progress and to achieve success quickly. Currently, the use of data for the analysis of retention and achievement is inadequate. The collection and use of such data is at an early stage of development. Although statistics are discussed at quality assurance meetings, these are on an individual course basis and no trends or baselines have been established. Targets for retention and achievement have not been set. ICT staff do not meet frequently for formal discussions. Feedback from learners about their perception of courses is rare and course reviews have only recently been established. Each member of staff is only observed once each year; actions for improvement are identified but there is no follow-up action. Annual performance reviews identify staff development opportunities.

64. The self-assessment report for ICT is brief and the evidence on which judgments are based is not clear. Staff were not fully involved in the self-assessment process, but are updated on progress made with the development plan.

65. Arrangements for staffing of courses are inadequate. The number of staff currently available is not sufficient. Opportunities for learners to take qualifications are restricted. Part-time staff are currently working almost full time in order to cover the current classes and one course has had to be postponed. Courses have not been actively promoted to learners because of staff shortages. There is not enough cover for staff absence.

**Hospitality, sport, leisure & travel**

<b>Hospitality, sport, leisure &amp; travel</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b><i>Leisure, sport and recreation</i></b> - Other government-funded provision	30	2

***Leisure, sport and recreation****Strengths*

- good standards of written and practical work
- much good teaching and learning
- well-planned programme of learning
- very effective links with the community

*Weaknesses*

- poor classroom facilities
- insufficient monitoring of learners' progress
- insufficient places on courses

**Achievement and standards**

66. The standard of written and practical skills is good. Portfolios are comprehensive and questions are answered thoroughly. The tutor marks the work and provides learners with positive feedback. Learners collect additional evidence in the form of photographs, illustrations and drawings which clearly demonstrate the learners' understanding of the subject. They have regular access to computers to complete relevant tasks. The portfolios are well presented and cross-referenced where necessary. Practical skills are developed well in a variety of sports. Learners are given the opportunity to participate in sports they have never had access to, for example rugby. The level of skills developed in beginners is particularly significant. The range of skills and knowledge developed in different sports is particularly good. Achievement of all types of qualification is good. The lowest level of achievement is 70 per cent and the highest is 100 per cent.

**Quality of education and training**

67. Standards of teaching and learning are good in PE. The lessons are well planned and develop more than practical skills. Learners gain more confidence, better communications skills and the ability to work as a team. The tutors include additional information about health and safety, real-life situations and the importance of good nutrition. The lessons, both theory and practical, are motivational, enjoyable and very interactive. The tutors are enthusiastic and there is very strong mutual respect between

learners and staff. Learners' attainments are very good and the skills developed after just one lesson were evident.

68. The sports facilities are good and well maintained, but the showers are old and in need of some updating. Staff are well qualified and there is a good range of experience and expertise among the staff to meet most needs. The gymnasium has a good range of relevant books and learning materials. Learners completing course work are given time, a quiet room and access to a computer. The PE department has one exceptional practical course, which is used by professional football and rugby teams to develop skills. It is very effective and provides an excellent learning experience.

69. Learners are given support and guidance through a thorough gymnasium induction, positive reinforcement during all lessons and good feedback on written and practical work. Time has been planned appropriately to give learners guidance and support with their portfolios.

70. The education and the PE departments have no effective links. Learners who are identified at induction as needing support are sent to the education department. Staff in the gymnasium are unaware of any support needs, but over a period of time assess learners' abilities and refer them to the education department if the problems are significant. Gymnasium staff mark learners' work but do not correct spelling mistakes.

71. The classroom facilities are poor. There is only one classroom, and that is small, dull and in need of decoration. There are no desks and the whiteboard is inaccessible. Some learners complete their written work in the weights room, lying on the floor and on benches. The other two rooms hold a maximum of three people.

72. Learners' progress is not monitored sufficiently. Individual learning plans have been introduced recently, but they are not being widely used. PE staff record learners' achievements, but do not analyse or assess their progress. Staff are not aware of learners' support needs. Learners receive an induction and initial assessment, but the results are not passed to the gymnasium staff.

## **Leadership and management**

73. The learning programme is well planned. Timetables focus on achieving qualifications to gain employment. The departments' main target is to take the emphasis from weight training and get learners involved and interested in a wider range of activities. The results are positive, as more learners are enrolled on programmes, which involve cardiovascular work and team sports. These activities are successful in helping with the rehabilitation of drug misusers, developing confidence, communication skills, teamwork and a positive attitude.

74. Staff from the PE department have developed very effective links with the community. Many guest speakers, for example famous bodybuilders, have visited the prison to give seminars to learners and staff. Coaches from local professional football, rugby, basketball, hockey and cricket clubs have visited to carry out coaching sessions

with the learners. The prison football and rugby squads play local teams in the community on a regular basis. The PE staff have good connections with employers and have had success in finding employment for some learners when released.

75. The gymnasium has positive images promoting equality of opportunity. Staff are aware of, and active in dealing with, racism and bullying. A new strategy to counter bullying and harassment has proved to be effective in reducing the number of violent incidents in the gymnasium. Learners form part of a committee to discuss and resolve any issues in the prison, and meetings have included visitors from race relations organisations. Data is collected but is not used to inform staff of learners' progress or achievements. Data is not collected on ethnicity.

76. Lessons are not formally observed but are occasionally supervised. No records are kept and feedback to tutors is informal. Internal verification is completed by an external member of staff, as no one from the gymnasium staff is qualified to do so.

77. PE courses do not have enough places to meet demand. All courses are over-subscribed. There is no waiting list and learners must reapply when they fail to get on a course. On popular courses like bodybuilder, up to 75 per cent of applicants do not get a place, and learners will often apply to go on other courses in the prison to ensure some activity. When a gymnasium course then becomes available, they will leave the course they are on without achieving anything. The prison has recognised this problem and has recently introduced some changes, to ensure fair access; however, the shortage of places remains.

## Foundation programmes

Foundation programmes		5
Contributory areas:	Number of learners	Contributory grade
<b><i>ESOL</i></b>		
- Other government-funded provision	13	5
<b><i>Literacy and numeracy</i></b>		
- Other government-funded provision	86	4

### ***ESOL***

#### *Strengths*

- no significant strengths identified

#### *Weaknesses*

- much unsatisfactory teaching
- insufficiently varied learning resources in teaching
- some unqualified teaching staff
- unsatisfactory management of ESOL

### ***Literacy and numeracy***

#### *Strengths*

- good pass rates at level 1
- good skill development through project work at level 1 and 2

#### *Weaknesses*

- much unsatisfactory teaching at entry level and pre-entry level in literacy and numeracy
- insufficiently varied learning resources in teaching
- some unqualified teaching staff
- unsatisfactory curriculum management of pre-entry and entry-level programmes

## Achievement and standards

78. Achievements at level 1 in literacy and numeracy are good. From May to September 2004, of 45 learners at level 1, 68 per cent achieved a literacy qualification and 52 per cent a qualification in numeracy. Most learners enter prison education with low aspirations and poor previous learning experiences. They take a lot of pride in the learning process and value their achievements. Forty-one entrants at level 2 produced achievements, but this figure is low, with 32 per cent in literacy and 25 per cent in numeracy. Achievements on other accredited courses are satisfactory.

79. Most learners gain confidence in essential skills in literacy, numeracy and language.



Most learners participate well during lessons. They contribute assertively to open discussions, engage in debates and seek clarification when they do not fully understand. Learners at levels 1 and 2 develop excellent research, report writing, and data analysis skills, with graphical presentation through projects. Examples include descriptive reports about the effects of violence on victims; music; drug misuse; service and facilities in the prison; and favourite football clubs and players. The reports are word-processed which further enhances their computer literacy skills. In mixed-level groups the more able learners support those peers who are experiencing difficulties.

### **Quality of education and training**

80. Teaching in literacy and numeracy at entry level 2 and 3 and levels 1 and 2 are satisfactory. Learners are sufficiently challenged and engaged in completing tasks. Teachers provide good individual coaching and support and build on learners' previously attained skills and knowledge. Class control is satisfactory.

81. Internal and external verification systems are satisfactory. The learning centre has recently been reregistered because of staff changes. Learners at entry level 1 to 3 are entered for accreditations when they are confident, have sufficient competences in literacy and/or numeracy or language, and have completed their portfolios. Learners take examinations at level 1 and 2 once they have passed the internal mock examinations. The use of individual learning plans is new. It is too soon to measure the effects of this initiative.

82. Arrangements for initial and diagnostic literacy and numeracy assessment at induction are satisfactory. Individual learning plans are developed, but targets are generalised and do not provide sufficient detail for learners to identify the stages in achievement. Arrangements are unsatisfactory for ESOL initial assessments. Advice and guidance to learners is satisfactory for learners at level 1 and 2. Support for individuals on self-study programmes is satisfactory.

83. Learners have a broad range of progression routes from pre-entry level to level 2, including vocational programmes in PE, hospitality and construction, for example. Sixty learners at level 1 and 2 and entry level 2 and 3 are offered the full range of wider learning programmes.

84. Most teaching and learning observed at entry level and pre-entry levels in literacy, numeracy and language is unsatisfactory. Lessons have generic schemes of work and lesson plans for whole groups. Teaching strategies in the main use whole-group question and answer techniques and individual completion of worksheets. There is insufficient differentiation between mixed-level groups at entry level 1 and pre-entry level literacy, numeracy and language groups to meet individual needs. Teachers work hard and much time is spent providing individual support, while early completers are waiting for attention. Many activities are not sufficiently challenging for higher-level learners and pre-entry level learners struggle to complete the tasks.

85. Learning resources are not used sufficiently to provide learners with stimulating learning experiences. Much of the learning is through paper-based activities and learners are required to continually complete worksheets during lessons. Teaching staff have access to an extensive range of learning resources, including audio, video, PowerPoint presentations, textbooks, and games, but these are rarely used to supplement teaching and learning. Learners do not have sufficient access to library facilities.

86. Staffing resources are unsatisfactory. Thirty-three per cent of staff are inappropriately qualified to teach literacy, numeracy and language. ESOL teachers' qualifications are out of date. Twenty per cent of teachers do not have current teaching qualifications. Effective deployment of staff and staff cover are poor.

### **Leadership and management**

87. The staff handbook is satisfactory and all staff have a copy. It outlines grievance and disciplinary procedures. Staff development and training are offered to all staff by the prison and the subcontractor and are satisfactory. Topics include racism awareness and prison-related training. Weekly lunchtime meetings allow staff to share experiences and expertise. Staff have annual appraisals and teaching and learning observations. Most teachers are taking literacy and numeracy teaching skills qualifications at level 2. However, the weaknesses identified in the internal teaching and learning observations are not resolved effectively by management. New staff have mentors who provide good support and coaching, which new staff welcome and appreciate as they are made familiar with the establishment, the systems and the range of resources available.

88. The co-ordinator and the team of part-time teachers meet every day to resolve emerging issues, though no formal records of any actions are kept. There is a meeting of co-ordinators every two weeks. The issues of insufficient staffing resources and the shortage of some equipment have been raised but not effectively resolved.

89. The management of literacy, numeracy and language provision is very weak. The skills for life strategy is weak. It is not comprehensive enough and does not acknowledge the needs of the range of learners entering education and training. There is no evidence of development planning to measure progress and improvement.

90. However, the curriculum management for learners at pre-entry level and entry level 1 literacy and numeracy and ESOL is unsatisfactory. Learners are not offered appropriate levels in vocational courses or computer literacy options. Feedback from learners is not used effectively to plan a responsive curriculum.