

INSPECTION REPORT

HMP Magilligan

24 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

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Magilligan is for adult male prisoners with six years or less of their sentence to serve. The prison is located at Magilligan Point in the northwest of County Londonderry, Northern Ireland. The prison was opened in May 1972. It consists of three H blocks similar to those at the now closed Maze prison in Belfast. Apart from this secure facility the prison has accommodation in Foyleview, which is located on the outskirts of the main prison campus, for 48 selected low-risk prisoners nearing the end of their sentences. There are plans to expand this facility to be able to accommodate up to 82 prisoners. The certified normal accommodation at HMP Magilligan is 412 and the prison has an operational capacity of 372. At the time of inspection there were 348 prisoners in total at Magilligan. The prison has 406 staff.

2. Education is delivered by a local college of further education. It offers full- and part-time courses with a focus on literacy and numeracy, art and design, and information and communications technology (ICT). At the time of inspection there were no accredited courses in art and design. The education centre is accommodated separately from the rest of the prison and includes a library which is operated by the local authority. Most classes are taught in the education centre, although there is additional accommodation in the prison for teaching ICT. Prisoners in Foyleview have a separate library facility and can access education by attending local colleges. No education takes place on the wings. A pilot diploma in design programme has been running since December 2003; 10 learners started the course at that time, but six have left. This area was not inspected. Nine learners are currently following an access course to further and higher education. The prison has many workshops and other areas where prisoners are taught vocational skills, although most of these skills are not accredited. Areas and skills include: the gardens, kitchen, laundry, cleaning, bricklaying, plastering, joinery, painting and decorating, garden furniture and shed manufacture.

3. The senior management team is led by the governor who was appointed in 2002 and has overall responsibility for the provision at HMP Magilligan. The head of resettlement and services is responsible for vocational training, education and workshops, and works closely with the heads of training and employment, inmate activities and education. He is also responsible for the day-to-day operational management of the education department. A senior teacher from the college is in charge of the individual education programmes. Two full-time staff and eight part-time staff work in the education department. Education is available for up to 50 prisoners each day. At the time of inspection, 35 prisoners were engaged in education, with a further four prisoners taking distance learning university courses. The head of education holds regular meetings with representatives from the college to review the education service.

SCOPE OF PROVISION

Information & communications technology

4. Twenty-five learners are taking ICT courses, of whom 17 attend lessons in the education centre and eight attend a full-time workshop, learning to build and repair computers. Learners who attend the education centre work towards entry level information technology (IT) qualifications for between seven and nine hours each week. This forms part of a wider foundation programme. Nine computers and one printer are available to those learners in the education centre. They are divided into three groups and attend ICT training on a rota basis. Learners who attend the computer build and repair workshop are not currently working towards a qualification. They attend training for 20 hours each week. Recreational classes in basic computer operations are provided for other prisoners during two evenings each week. One full-time instructor provides training in the computer build workshop, and two part-time staff provide other ICT training.

Foundation programmes

5. Ten learners are following full-time foundation programmes. A further 23 learners, who work in vocational workshops, receive literacy and numeracy support for two hours each week. All full-time learners attend a 10-week course in personal, social and health education for accreditation at entry level 3. This covers topics such as personal health, relationships, drug and alcohol awareness, and preparation for job applications. This is followed by a two-week course in literacy and numeracy, providing accreditation from pre-entry level to level 2. Learners attend education full-time for 20 hours each week. They receive training in ICT when they have completed other aspects of the programme. A part-time co-ordinator manages foundation programmes, and another seven part-time staff provide training and support.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	30
Number of learner interviews	45
Number of staff interviews	38
Number of partner/external agency interviews	1

OVERALL JUDGEMENT

6. The quality of provision is not adequate to meet the reasonable needs of those receiving it. The quality of learning in ICT is very weak and in foundation programmes the provision is unsatisfactory. The leadership and management of HMP Magilligan is unsatisfactory, as is its approach to equality of opportunity. Quality assurance is very weak.

GRADES

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

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

Information & communications technology		5
Contributory areas:	Number of learners	Contributory grade
Using IT - Work-based learning for adults	25	5

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy - Work-based learning for adults	10	4

KEY FINDINGS

Achievement and standards

7. Data is not collected in any meaningful format to enable clear judgements to be made about retention and achievement. Although learners' achievements for the past year have been recorded, there is no clear indication of the number of learners who began programmes.

8. The standard of most learners' work is unsatisfactory in ICT, although the standard of work produced by learners on the computer build course is good. **Learners on this course are developing good, practical skills.** The standard of most learners' work on foundation programmes is satisfactory. **However, the range of foundation programmes offered is not sufficient to meet learners' needs.**

Quality of education and training

9. Teaching in ICT ranges from good to unsatisfactory, most being satisfactory or better. Foundation programmes teaching standards are predominantly poor, with some good sessions. **The teaching provision is unsatisfactory on the personal, social and health**

education programme. The course is based on a syllabus for 14-16 year olds and learning resources are not suitable for adults.

10. **Teaching and learning in literacy and numeracy is good** and literacy and numeracy support for those in workshops is well integrated with the workshop activity, although some workshops have insufficient space to give individual support. **Good peer support exists for learners who have difficulty in reading and writing.** Two learners who have graduated from the access course provide support for individual learners who are non-readers.

11. All prisoners have good access to a wide range of physical education (PE) activities. The multi-purpose sports hall is well resourced. The PE facilities at Foyleview are also good. Instructors provide good supervision and training, although this is not accredited.

12. **ICT resources are poor.** Computers used for ICT training in the education centre are unreliable. The prison does not have adequate technical support to maintain and service the IT resources used in the training rooms. There are no appropriate support materials for software applications. **ICT learners have access to a limited range of qualifications.** They can gain accreditation only at entry level. To progress, they must join the access to further and higher education course. **Vulnerable prisoners do not have access to accredited ICT training.** Access to computers is restricted to two inadequate machines.

13. **Accommodation and learning resources are generally very poor.** Most training takes place in classrooms or vocational workshops which are converted Nissen huts. Rooms are cramped and heating pipes linked to adjacent rooms cause problems with noise disturbance from other groups. The education rooms do not provide attractive, appropriate learning environments. Accommodation for arts is cramped and storage space is limited.

14. **Initial and diagnostic assessments are not used adequately enough to plan training for foundation programmes and ICT.** All learning plans are identical in ICT and do not record individuals' needs. Learners do not receive copies of their learning plans and do not have a clear understanding of the courses they are on, or what stage of training they have reached.

Leadership and management

15. There is no clear strategy for education and training at HMP Magilligan and very little mention is given to these areas in the prison's strategic plan. However, the prison has a wide range of useful work activities for prisoners where prisoners have the opportunity to learn new skills. **The operational management of PE is good;** this programme is well resourced and planned.

16. **The prison provides a very good range of vocational training. Learners develop good, useful vocational and occupational skills in the workshops.** Learners who work in metal fabrication and in cabinet making develop extremely high standards of skills. **However, vocational training is not accredited sufficiently.** Although there is

accreditation in some areas, this is restricted to a small number of learners.

17. The prison has introduced a very innovative project to help learners develop their creative writing skills. A full-time professional writer is employed by the prison to help learners develop these skills. A good working relationship has been developed with the prison arts foundation in Northern Ireland. A book of short stories and poems written by learners has been produced to very professional standards. This has now been published and is available to the public.

18. A good access course exists for those learners wishing to go into further or higher education. This is a good progression route for learners wishing to progress to higher level qualifications.

19. Education and vocational training at HMP Magilligan are poorly co-ordinated. No regular meetings are held between staff in education and those teaching in vocational areas. Learners who are transferred to Foyleview from the secure prison do not have enough opportunities to continue their education or training.

20. Quality assurance is very weak. The prison has no internal quality assurance group or any regular meetings to discuss the quality of provision for education and training. The prison does not have a formal partnership or service level agreement with the local college, or any other external organisations delivering education and training. There is no overall quality assurance policy, or related procedures.

21. The quality of data collected by the prison is poor, and conflicting figures are often presented. The prison has no clear information about those attending education, training or the workshops. Insufficient information is available about learners' achievement rates. **Some data is available for pass rates, but this is not used in management decisions.**

22. Equality of opportunity is not promoted adequately enough. It is poorly reinforced and an insufficient number of staff has received updated training in equality and diversity. Few complaints have been received and learners have little confidence in the complaints and anti-bullying procedures.

23. Self-assessment and action-planning is poor. The support does not identify strengths and weaknesses clearly and there is no structured action-planning from the self-assessment process. Internal verification is poor and procedures are not fully established.

Leadership and management

Strengths

- very good range of vocational training
- good development of vocational and occupational skills

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- very innovative project to develop creative writing skills
- good access programme for further and higher education
- good operational management of PE

Weaknesses

- inadequate co-ordination of education and vocational training
- insufficient accreditation of vocational skills
- poor accommodation in education and most vocational areas
- inadequate promotion of equality of opportunity
- very weak quality assurance arrangements
- inadequate collection, analysis and use of data to inform management decisions

Information & communications technology

Using IT

Strengths

- good practical skills development in computer build workshops

Weaknesses

- poor management of ICT resources
- inadequate range of qualifications
- inadequate planning of training
- very poor access to ICT training for vulnerable prisoners

Foundation programmes

Literacy and numeracy

Strengths

- good standards of teaching and learning in literacy and numeracy sessions
- good peer support on pre-entry course

Weaknesses

- inadequate range of foundation programmes
- unsatisfactory teaching on personal, social and health education courses
- poor use of initial assessment and individual learning plans
- poor-quality learning resources

WHAT LEARNERS LIKE ABOUT HMP MAGILLIGAN:

- helpful and friendly teachers
- good opportunities to develop vocational skills
- literacy and numeracy support in the workshops

WHAT LEARNERS THINK HMP MAGILLIGAN COULD IMPROVE:

- the teaching time
- the library
- the amount of education provision in the evenings
- the opportunities to be able to finish courses at Foyleview
- the workshop accommodation
- the number of vocational skills courses
- the range of education courses
- the information available about courses at induction

KEY CHALLENGES FOR HMP MAGILLIGAN:

- develop a coherent and inclusive quality assurance strategy and procedures
- gain awarding body approval to accredit the range of vocational training offered
- develop a strategy and plan to improve accommodation in education and most vocational workshops
- ensure staff are trained to deliver the improvements needed
- provide a contingency plan to ensure appropriate staff cover is available for absences
- collect and analyse meaningful data throughout the provision and use in decision-making
- better recording and use of individual learning plans

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 4

Strengths

- very good range of vocational training
- good development of vocational and occupational skills
- very innovative project to develop creative writing skills
- good access programme for further and higher education
- good operational management of PE

Weaknesses

- inadequate co-ordination of education and vocational training
- insufficient accreditation of vocational skills
- poor accommodation in education and most vocational areas
- inadequate promotion of equality of opportunity
- very weak quality assurance arrangements
- inadequate collection, analysis and use of data to inform management decisions

24. Leadership and management are unsatisfactory. The head of resettlement and services is responsible for managing work and vocational training activities in the prison. Education is managed by the head of education. There is no clear strategy for education and training at HMP Magilligan and very little mention is made of these areas in the prison's strategic plan. However, the prison has a wide range of useful work activities for prisoners where they have the opportunity to learn new skills. This includes: training in painting and decorating, carpentry and joinery, plastering, bricklaying, gardening, laundry, cooking, cleaning, metal fabrication, garden furniture manufacturing, cabinet making, candle making, and picture framing. Most of the work produced in workshop areas is of a high standard and often sold to the public, to prison officers, or used in other parts of the prison service. Prisoners at Foyleview have the opportunity to work outside the prison on community projects or for charities.

25. Prisoners develop good vocational and occupational skills in the workshops which are useful to them when they leave, although most of this is not accredited. Learners who work in the upholstery area produce work to a very good professional standard. Some learners find work as upholsterers when they leave prison. Other learners develop excellent skills in cabinet making. A wide range of work is being produced, all of it to a very good standard. Learners make furniture for other prisons in Northern Ireland as well as for Magilligan. Learners who work in metal fabrication develop very good skills; they work to high occupational standards, making ornate fabrications, intricate gates, trailers and other useful equipment. Much of the work produced is made to order for prisoners and staff. Some work has won awards in national prisoners' skills competitions. Good

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skills are also developed in other areas, such as painting and decorating, plastering, bricklaying and industrial cleaning. Training is generally well planned, structured and clearly recorded, although many workshop sessions are closed because of regime restrictions, or because training staff are transferred to other duties.

26. The prison has a very innovative project which helps learners to develop their creative writing skills. A full-time professional writer is employed by the prison to help learners, who speak very highly of the support given to them. A good working relationship has been developed with the prison arts foundation in Northern Ireland. A very professionally produced book of short stories and poems has been written by prisoners. This has now been published and is available to the public. Seventeen prisoners were involved in this project with the guidance and support of the resident writer. Prisoners have gained very good writing skills during this project and have also gained confidence. One prisoner has expressed an interest to pursue a career as a professional writer.

27. The prison provides a good access course for those wishing to go into further or higher education. Nine learners are enrolled on this course. Progression is good for those learners wishing to progress to higher levels of qualifications. Of the 11 learners who started the course last year, seven have successfully completed it. Two of these have graduated to level 4 or 5 programmes, and two have made applications to universities. Two of those who passed last year are working in peer support roles on the pre-entry foundation course. Of the four learners who are currently on distance learning university courses, three have progressed from the access course after completing a pre-entry foundation programme. The course has been well planned and structured and is jointly designed and approved by a local college and a university. Teaching is good and learners are well motivated.

28. The physical and recreational department is well managed and provides a wide range of programmes to promote the health and general physical development of prisoners. The prison has awarded body approval to provide a good range of PE courses. Although none of the courses are accredited at the moment, 48 prisoners have achieved qualifications in a range of activities, including canoeing and rescue emergency care, during the past year. The multi-purpose sports hall is well resourced with a good range of cardiovascular equipment, and a wide range of free and fixed weights, boxing training equipment and an indoor soccer court. The PE facilities at Foyleview are also good. Instructors provide good supervision and training. The PE programmes are well planned and managed. They are scheduled carefully and ensure that all prisoners have good opportunities to participate in a broad range of activities. The department has drawn up a detailed business plan, and a three-year development plan with clear aims and objectives, outlining the role and contribution of the PE department to the prison as a whole.

29. Education and vocational training at Magilligan are poorly co-ordinated. Staff in education and those teaching in vocational areas do not meet formally and regularly. Learners who are transferred to Foyleview from the secure prison have few opportunities to continue their education or training. Links between education, vocational training and

Foyleview are particularly poor. Although the prison has good links with the local library service, the library facilities at the prison are poor. At Foyleview, the facility is extremely poor and is little more than an untidy cupboard where a collection of out-of-date books and videos are scattered around the room, or placed randomly on the shelves. The range of books and other learning materials is inadequate for those engaged on education or vocational courses. Access to the library for prisoners is poor and mainly restricted to those in education, with insufficient opportunities for those attending vocational training programmes. The library at Foyleview is only open for half an hour each week, which restricts access for those returning late after working outside in the community.

30. Vocational training is not accredited sufficiently. Although there is some accredited training it is limited to a small number of prisoners. Ten prisoners are currently on a basic welding course and a further 10 are on a basic woodworking skills course. Two prisoners working in the kitchen are working for a national vocational qualification in food preparation and cooking. A small number of prisoners are working towards a basic skills qualification in painting and decorating, and bricklaying and joinery. Four prisoners are working for a first diploma in design. There is no accredited training programme for those engaged in industrial cleaning, or for those working in the laundry or gardens. A significant number of prisoners at Foyleview attend daily community work, but no training is planned and no opportunities are offered for accreditation.

31. The workshops for metal fabrication and cabinet making are in good order and well equipped. The kitchen and laundry are clean and tidy, although most other workshops are extremely poor. Most workshops are accommodated in old Nissen huts which are often damp and inadequate for work activities. They are often too small to accommodate the number of prisoners, which restricts the range of work that can be done. Storage space is inadequate, and there is insufficient space to work safely with potentially dangerous equipment. Health and safety standards are poor. Floor markings in some workshops are poor, with no clear walkways identified. The garden furniture workshop is particularly untidy. There are insufficient work bays in the plastering workshop for the number of learners. They often have to work in pairs. In education, training rooms are cramped and poorly equipped. The accommodation for prisoners receiving literacy and numeracy support in workshops is also poor; support is provided in areas such as workshop kitchens and instructors' offices. Learners do not have access to ICT equipment to help them develop their literacy and numeracy skills.

Equality of opportunity

Contributory grade 4

32. Equality of opportunity is unsatisfactory. The prison has a clearly written equal opportunities policy that covers all aspects of the prison, including education, training and employment. It includes a clear policy for complaints. Copies are given to all staff, but not to learners. The learning plan used for learners who attend education includes a clearly written learners' charter. This clearly explains their rights and responsibilities during the time they spend in education. They are not given a copy of the charter. The education department displays a comprehensive range of anti-bullying leaflets and posters, although these are not on display in all workshops. Access to workshops for

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those with limited mobility is poor, although staff try and ensure that prisoners who have difficulties are suitably accommodated.

33. Prisoners are introduced effectively to the culture of equality at their prison induction, and they have a reasonable understanding of equality of opportunity, although this is not regularly reinforced. Prisoners are clear about the process for complaints, although many do not have confidence in the prison's complaints procedure and they rarely use it. Only a small number of complaints has been received during the past two years; any complaints received are carefully recorded and actions are taken. There are no committees or regular meetings with an equal opportunities agenda and some staff have a poor understanding of the broader issues relating to equality of opportunity. The prison has no regular programme of equal opportunities training for its staff and only a few staff have received updates recently. However, education staff are sensitive and firm in dealing with unacceptable behaviour. They set good behavioural examples and make sure that learners treat them and each other with respect.

34. Vulnerable prisoners have poor access to courses and the library because of regime restrictions and have difficulty accessing art and design, ICT, literacy and numeracy, and personal and social health education courses. Other prisoners do not have access to ICT accreditation beyond entry level, unless they choose to follow the access course to further and higher education. No specific support is available for those learners identified as having dyslexia or dysphasia. Access to the library is poor for those on vocational training programmes and is mainly restricted to those who attend education programmes.

35. The prison's collection and use of equal opportunities data is poor. Data is not used to monitor learner groups, or to check representation in relation to distribution of work and training. Retention and achievement rates are not analysed in relation to ethnicity or disability. Data is not used to plan actions for improvement.

Quality assurance

Contributory grade 5

36. Quality assurance is very weak. The head of resettlement and services has overall responsibility for the quality assurance of education and training and employment in HMP Magilligan. The prison and the local college have good working relationships. Regular monthly meetings are held between representatives from the college and the head of education in the prison, although quality assurance is not a key agenda item. Few actions have been identified as being necessary at these meetings and where actions have been highlighted, these are poorly recorded and monitored. The prison has no internal quality assurance group, or any meetings where the quality of provision for education and training is regularly discussed. The prison does not have a formal partnership or service level agreement with the local college or other any external organisations delivering education and training. There is no overall quality assurance policy or related procedures.

37. Self-assessment and action-planning is poor. The prison produced a self-assessment report in May 2004 and the college produced its own report on essential skills. These

did not identify the clear strengths and weaknesses of the provision; no clear action-planning was carried out as a result of self-assessment. The process of self-assessment did not take sufficient account of staff's and learners' views and there was no overall report or development plan. Internal verification is poor and procedures are not fully established.

38. A small number of observations of tutors has been carried out by the head of education recently, but these are not recorded and it is difficult to see if any improvements have been made. There are no procedures or guidelines for lesson observations, or quality monitoring, in either the education or vocational training areas. Although the college has its own quality assurance procedures, these are not used in the prison to ensure good-quality teaching and learning. Learners' feedback is not used adequately enough to provide managers with information about the quality of provision. In a recent survey of library use, the prisoners working in workshops indicated a high level of dissatisfaction with the access facilities to the library. No action has been taken to resolve this problem. The results of other feedback initiatives are not clearly analysed and actions are not always taken.

39. The quality of data collected by the prison is poor, often giving conflicting information. There is no clear information about those learners attending education, training or workshops. Insufficient information is available about the achievement rates of learners. Some data is available for pass rates, but this is not used in management decisions. Basic data about the number of qualifications achieved is maintained, in order to comply with the prison's key performance targets. The prison is successful in achieving these targets. The number of prisoners in education and training is not easily identifiable from existing data systems. There are no procedures to collect data in relation to the number of learners starting and completing qualifications on education and vocational training programmes. Data that has been collected is difficult to validate. The prison does not collect data in a useful format which could be used to monitor trends to ensure continuous improvement.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		5
Contributory areas:	Number of learners	Contributory grade
Using IT - Work-based learning for adults	25	5

Using IT

Strengths

- good practical skills development in computer build workshops

Weaknesses

- poor management of ICT resources
- inadequate range of qualifications
- inadequate planning of training
- very poor access to ICT training for vulnerable prisoners

Achievement and standards

40. Data is not collected in any meaningful format to enable clear judgements to be made about retention and achievement rates. Although learners' achievements for the past year have been recorded, there is no clear indication of the number of learners who began programmes. Records show that 21 learners achieved entry level 3 in using ICT, and 36 learners achieved word-processing modules at level 1. Seven level 1 accreditations were achieved. The standard of most learners' work is unsatisfactory, although the standard of work produced by learners on the computer build course is good.

Quality of education and training

41. Learners develop good practical skills in computer build workshops, although this is not accredited. They have the opportunity to work on a range of modern hardware and software problems. Subject to security clearance, learners competently dismantle and rebuild computers throughout the prison, although this service is not provided for computers in use in the education centre. Good skills are developed in operating systems and the instructor provides good training support for individuals. The quality of teaching and learning on the use of ICT is sometimes unsatisfactory. In better classes, teachers have a good knowledge of the subject area and teaching and learning is well planned. Staff who cover for absent colleagues have insufficient knowledge of ICT and of the courses provided.

42. The management of ICT resources is poor. Computers used for ICT training in the education centre are unreliable. Two computers and a printer are not in use and other computers use different versions of software, which makes it difficult for learners to transfer files. Technical support is inadequate to maintain and service the IT resources used in the training rooms. There are no appropriate support materials for software applications, and two computers have not been safety tested since 2000. The accommodation is too small to allow use of visual display boards and for learners to make notes. Some learners' work is defaced; secure storage space is not readily available. The prison has a well-equipped computer suite in adjacent accommodation which is not being used. Until recently, this resource was used as a full-time workshop training facility providing training to level 2. The prison does not have enough staff to operate this facility.

43. Learners in ICT do not have sufficient choice of qualifications. They are only able to gain accreditation at entry level. If they want to progress, they must join the access to further and higher education course to gain a level 1 certificate in the use of ICT.

44. The planning and reviewing of learning is inadequate. Learning plans are identical and do not indicate individual needs. They do not record programme contents of any support needs. Learners do not receive copies of their learning plans and do not have a clear understanding of their courses, or what stage they have reached. Learners' progress is poorly monitored and cover staff have difficulty in providing continuity in teaching and providing appropriate learning activities. Although schemes of work are available for both the ICT programme and for evening recreational classes, these do not clearly indicate key aims and objectives.

45. Vulnerable prisoners do not have access to accredited ICT training because of regime restrictions. Access to computing is limited to the use of two machines located in their training room. This equipment is not adequate and one computer is not installed with the appropriate software. These computers are not attached to printing facilities and learners have to transfer data to be able to print it out.

Leadership and management

46. The prison has no formal process to monitor the quality of teaching and learning. Although regular staff meetings are held and they are responsive to initiatives to improve courses, insufficient action has been taken. The education self-assessment process identified issues related to the availability of resources and restricted progression opportunities, but did not recognise the significance of the inadequate management of resources. The narrow range of programmes and poor planning of learning was not recognised through self-assessment. Although an action plan has been written, it has not had any effect regarding improvements to training. Not all prisoners have equal access to accredited training opportunities. Cover staff have not been provided with staff development training in ICT.

Foundation programmes

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> - Work-based learning for adults	10	4

Literacy and numeracy

Strengths

- good standards of teaching and learning in literacy and numeracy sessions
- good peer support on pre-entry course

Weaknesses

- inadequate range of foundation programmes
- unsatisfactory teaching on personal, social and health education courses
- poor use of initial assessment and individual learning plans
- poor-quality learning resources

Achievement and standards

47. Data is not collected in any meaningful format to enable clear judgements to be made about retention and achievement, although records maintained between 2003-04 indicate that most learners who were entered for examinations were successful. Records indicate that 89 per cent of those who were entered for qualifications in essential skills and literacy and numeracy achieved them, although this is difficult to validate. The prison met its key performance targets set by the Northern Ireland prison service for literacy and numeracy during the previous year. The standard of most learners' work on foundation programmes is satisfactory.

Quality of education and training

48. Teaching and learning in literacy and numeracy skills is good. Schemes of work are clearly written and well referenced to individual ability levels. Most of the support for learners in workshops is given on an individual basis, integrating literacy and numeracy teaching well with workshop activities. Tutors choose tasks that are relevant to the learners' trade in the workshops. Learners are very appreciative of the support they receive. In the pre-entry class the tutor tries hard to develop good reading skills in learners, through shared reading and discussion of a well-chosen novel. Many learners' skill levels in this particular programme exceeded the level of the course.

49. Those learners who have difficulty in reading and writing receive good peer support.

Two prisoners who have graduated from the access course for further and higher education provide good support for individual prisoners who are non-readers. They provide good reading practise for the non-readers and work through a structured phonetic programme with them. Prisoners respond well to this support and some progress to the access course themselves, or are able to join vocational training programmes with more confidence.

50. The range of foundation programmes is inadequate to meet the needs of the diverse prison population. Learners do not have access to a range of programmes suitable for their needs. Some learners' programmes are not sufficiently challenging. Only two programmes are provided for learners at foundation level. The personal, social and health education programme is only available at entry level 3, which does not meet all the needs of prisoners. Vulnerable prisoners can only participate in a pre-entry programme which is below many learners' assessed literacy and numeracy levels. Learners in vocational training cannot gain accreditation in literacy and numeracy.

51. Teaching on the personal, social and health education programme is unsatisfactory. The course is based on a syllabus for 14-16 year olds and the learning resources are not appropriate for adults. Learners do not have enough opportunities to develop composition and reading skills and teachers rely too much on learners' completion of worksheets. The course is delivered full time for 10 weeks, but not enough time is allocated to developing learners' literacy and numeracy skills. Learners are unable to access accreditation on demand. The course is intended to integrate literacy and numeracy skills, but this is not planned to meet the individual learners' ability levels. Attainment is poor, and learners do not develop their literacy and numeracy skills quickly enough. The learners interviewed were poorly motivated and did not find the course relevant to their needs.

52. Initial assessments are poor and are not used in compiling individual learning plans. Of those learners working towards the personal, social and health education course at entry level 3, only five learners have been assessed as being below that level in literacy and numeracy skills. Individual learning plans do not make use of the results of the initial assessment. Learners follow the same programme of training, irrespective of their ability levels. Testing for dyslexia has been discontinued and no support is provided or available. This matter has been identified by the prison and one member of staff is working towards accreditation to be able to provide support in the near future.

53. Accommodation and learning resources are poor. Most training takes place in three classrooms which are converted Nissen huts. Rooms are cramped and heating pipes which are linked to adjacent rooms cause problems with noise disturbance from other groups. Rooms do not provide attractive, appropriate learning environments. Most learners do not have access to ICT resources outside of dedicated classes. Vulnerable prisoners have access to two computers, although only one has an office applications package installed and the other is old, with out-of-date software. These computers are not linked to a printer and learners have to transfer documents to be able to print them out. Staff do not have sufficient knowledge of the curriculum and most learning resources are not designed to meet the various needs of learners with different ability

levels. However, classrooms used for vulnerable prisoners are well equipped and provide attractive, stimulating learning environments. Good storage space is provided for learners' work.

Leadership and management

54. Lessons are often disrupted by poor punctuality because of regime restrictions. During inspection, lessons consistently started late and ended early. Some learners arrived at lessons up to half an hour late and this was not challenged. The education department's self-assessment matched inspectors' findings in identifying weaknesses related to resources, and acknowledged problems with the time allocated to essential skills. It did not recognise significant weaknesses relating to the poor range of programmes, initial assessment, and the planning of training. Some staff development activities have taken place recently, but not all staff are appropriately qualified to teach essential skills. Internal verification for essential skills takes place at the college; few observations of assessments are carried out in the prison. Regular meetings take place between education and prison staff and lesson evaluations are completed each day, although insufficient action is taken to resolve any issues arising.