

# REINSPECTION REPORT

## **HMP Winchester Reinspection**

**18 August 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. 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
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes 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.

# **REINSPECTION REPORT**

## **HMP Winchester Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Winchester is an adult male, category B community prison. The annexe known as West Hill previously housed women prisoners but has very recently changed its role to house a male adult category C resettlement unit. This was not inspected. The prison's operational capacity is 568. The prisoner population includes sentenced and unsentenced offenders, with approximately 195 of them on remand. There is a vulnerable prisoners' unit, which houses some 90 prisoners. Currently there are 532 prisoners in the main part of the prison, including 28 prisoners with life sentences. The prison has a specialised induction and resettlement centre. As a local prison serving courts, the prison is subject to daily prisoner movements, which means that the average length of stay of many prisoners is eight to 12 weeks. A small proportion of the population is employed in industrial workshops, while others work as orderlies in the library and works department. The library is subcontracted to the county council. A college of further education has the contract to deliver the education programmes, which are offered mainly on a part-time basis. The provision includes literacy, numeracy, English for speakers of other languages (ESOL), going solo courses, parenting, visual and performing arts and media programmes, information and communications technology (ICT) and key skills. There are no evening or weekend classes. There are few opportunities for vocational training leading to nationally recognised qualifications. Where these are offered, these are mainly in catering and physical education (PE), where national vocational qualifications (NVQs) are currently being offered to four learners. The inspection report covers ICT, visual and performing arts and media, and foundation programmes.

### SCOPE OF PROVISION

#### Information & communications technology

2. HMP Winchester offers a range of nationally recognised courses in ICT at levels 1, 2 and 3, and one at entry level in the use of the office applications, word processing, spreadsheets and databases. The prison also offers a key skills qualification in information technology (IT). There are 36 learners who spend between two and six hours each week studying these courses. There is also a small number of learners studying a learndirect course relating to use of the internet. Since March 2004 there have been 45 learners on this programme. The ICT section has one full-time co-ordinator, one part-time key skills co-ordinator and a further four sessional teachers. Some of the IT key skills are delivered within the prison's light engineering workshops. In the education centre there are two dedicated computer suites, each with 10 computers. There is also a suite of six computers in one of the engineering workshops which is for vulnerable prisoners. The healthcare centre has three computers which are primarily used for recreational purposes. Most learners working on key skills and the office applications courses are full time. The prison has recently started to work with a charity to set up a computer repair workshop. This workshop takes redundant computers from industry and refurbishes them

## HMP WINCHESTER REINSPECTION

for use within prison education and training. This is still in its very early days and training has not yet started.

### Visual & performing arts & media

3. HMP Winchester offers nationally accredited programmes in music technology for 18 hours each week, in the visual arts for 12 hours each week, and in drama for four hours each week. Classes in drama were not running at the time of the inspection. There are 19 learners following a music technology qualification and 26 creative arts learners. All learners are part time and most attend each programme for four morning or afternoon sessions. Classes take place in a studio and general classroom in the education centre. There is one art session a week in the hospital wing. Two hours of the music and visual arts programmes are available to vulnerable prisoners. The time learners spend on their programmes varies from a few weeks to several months. There are four part-time tutors and the area is co-ordinated by the education manager.

### Foundation programmes

4. HMP Winchester offers literacy, numeracy and language support and life skills training as foundation programmes. There are 74 learners following foundation programmes. There are 49 on literacy and numeracy programmes, seven on an ESOL programme, nine on social and life skills and nine learners on the parenting programme. Learners work towards an externally accredited entry level qualification at level 1 in literacy and/or numeracy. Education staff provide support on the wings, and in the workshops, kitchens and PE department. The deputy education manager is responsible for co-ordinating foundation programmes. There are six part-time staff and three volunteers who provide support for literacy, numeracy and ESOL. Additional cover for classes is provided by the education manager. The ESOL provision has only recently been introduced. There is a shortage of staff but interviews are due to be held for four new posts in the few weeks following the inspection.

## ABOUT THE REINSPECTION

Number of inspectors	5
Number of inspection days	15
Number of learner interviews	84
Number of staff interviews	27
Number of subcontractor interviews	1
Number of locations/sites/learning centres visited	1
Number of partner/external agency interviews	1

## OVERALL JUDGEMENT

5. At the previous inspection, ICT, visual and performing arts and media, and foundation programmes were satisfactory. Leadership and management, equality of opportunity and quality assurance were unsatisfactory. At the end of the reinspection process, ICT and visual and performing arts and media remain satisfactory, while foundation programmes

are considered to be good. Leadership and management, equality of opportunity and quality assurance are satisfactory.

## KEY FINDINGS

### Achievement and standards

6. **Achievement rates on literacy and numeracy programmes are very good.** Pass rates have reached 100 per cent in both subjects at entry level and levels 1, 2 and 3. This is an improvement on a 50 per cent rate at the previous inspection. Large numbers of learners have passed key skills but incomplete records are unable to provide accurate rates of achievement.

7. Achievement rates are satisfactory on ICT courses, with learners quickly demonstrating good skills. While the standard of work produced in visual arts and media courses is high, delays in internal verification on the music course and regular movement of prisoners means that actual accredited achievement is low.

### Quality of education and training

8. **Training in ICT and foundation programmes is well planned, with much of the teaching and learning observed graded good or better.** Lessons in ICT are managed in a way that provides good opportunities for diversified learning.

9. **There is good support in visual art and media courses where tutors have a commercial background and are practising professionals in the field.** This provides learners with up-to-date commercial practice and motivates them to develop their skills.

10. **The induction and resettlement unit provides an effective introduction into the prison and education, training and work opportunities.** However, the links with the education department have only recently been developed and some prisoners who refuse to participate miss out on initial assessment opportunities.

11. **There is good support from tutors despite the shortage of staff in some areas.** Staff and learners have good working relationships and several prisoners provide reader support for other learners. Individual learning plans are used in all areas but there are inconsistencies in the way they are completed. At times, target-setting is too general and does not provide sufficient information for learners to be aware of what they need to do to progress.

12. Resources are generally satisfactory in most areas. However, in ICT, learners' progress is hampered by the absence of computer networking, and accommodation for music courses is cramped. The prison has made a significant effort to provide resources for key skills in both the industrial workshops and the healthcare centre. Computer resources are also available and used effectively in catering and PE, in the development of learners' skills.

13. Assessment and monitoring on foundation and ICT programmes is satisfactory but there are delays associated with the music technology programmes.

### **Leadership and management**

14. **The strategic management of the provision has improved significantly since the previous inspection, with a clear and established self-assessment and development-planning process.** There is strong direction and commitment from senior managers to learning and skills development, particularly supported by the introduction of a corporate logo and vision which is widely published.

15. **There is a clear key skills strategy, which has so far seen the introduction of key skills into the industrial workshops.** Learners are able to become involved in learning programmes while working part time.

16. **There is well-managed support from education staff who regularly visit wings to promote education and provide a contact for those who may have missed initial assessment at induction.** There is an effective monitoring process in place to identify those missing induction.

17. Equality of opportunity is now satisfactory, with a wide range of activities successfully providing opportunities for diversity and inclusive learning. These include computerised touch screens on wings, in a variety of languages. Monitoring of the population is now managed effectively.

18. Quality assurance has improved since the previous inspection, with some areas continuing to be satisfactory, such as lesson observations. There is a detailed and relevant quality assurance manual. Some of the processes are in place but there is limited sharing of good practice at this stage, for example in the development of individual learning plans. However, good use is now made of staff and learners' feedback.

19. The management of literacy, numeracy and ESOL provision is satisfactory, although the basic skills strategy developed by the senior management does not have an implementation plan.

20. **There are still some problems concerning the management of the education subcontractor.** Although there has been significant improvement in communication since the previous inspection, staff cover and staff shortages still hamper the provision. Delays in contracting have contributed but there are areas which are not managed effectively. By the end of August the contract will be short of some 600 hours of delivery.

21. **The regimes practices associated with the prison and local category B establishments generally hamper participation in education.** This is a significant barrier to participation for vulnerable prisoners and those with mobility difficulties.



*The following strengths and weaknesses were identified during this inspection:*

## **Leadership and management**

### **Strengths**

- effective management of change
- good links with external agencies
- good developments to promote diversity and inclusive learning
- well-developed and effective self-assessment

### **Weaknesses**

- weak management of education subcontractor
- restricted access to education for learners
- some quality assurance arrangements not yet fully implemented

## **Information & communications technology**

### **Strengths**

- good teaching and learning
- good planning and monitoring of learners' progress

### **Weaknesses**

- poor IT resources

## **Visual & performing arts & media**

### **Strengths**

- good development of learners' skills
- good individualised programmes of learning
- good external links to enrich programmes

### **Weaknesses**

- poor accommodation for music programmes
- insufficient formal review of learners' progress

## **Foundation programmes**

### **Strengths**

- good teaching and learning
- very good achievement rates

### **Weaknesses**

- incomplete individual learning plans

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

22. Leadership and management are satisfactory, as are quality assurance and the prison's approach to equality of opportunity.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### **Strengths**

- effective management of change
- good links with external agencies
- good developments to promote diversity and inclusive learning
- well-developed and effective self-assessment

#### **Weaknesses**

- weak management of education subcontractor
- restricted access to education for learners
- some quality assurance arrangements not yet fully implemented

23. Significant progress has been made since the previous inspection, when the strategic management of the education and training provision was incomplete and insufficiently cohesive and inclusive. Subsequently, a new governor was recruited. In October 2003, the prison appointed a head of learning and skills and made the post directly responsible to the governor. A new head of regimes is due in September 2004. Leadership and management are now satisfactory. Change has been well managed, with all staff aware of the focus on learning and skills and the emphasis of calling prisoners learners has been widely accepted. All senior staff are committed to the notion of education and training as part of the resettlement process and the strategy is clearly articulated in the prison's three-year development plan. The prison sets targets but, in the absence of reliable data on achievement and retention, there is little awareness of the level of challenge to staff.

24. The management of the educational subcontractor is better and more effective in terms of communication links, but in some areas it remains poor. Often the subcontractor receives insufficient information about staff absentees from the education staff and is slow to react and provide cover. In an attempt to provide classes, the senior education staff often cover classes themselves. The high quality of teaching and learning is largely due to the enthusiasm and commitment of teaching staff, who try to ensure that learners do not suffer unnecessarily from class closures. There are plans to recruit additional staff for literacy and numeracy support but these have yet to start. The current contract has been running for five months and is likely to fall short by some 600 hours

## HMP WINCHESTER REINSPECTION

when the contract finishes at the end of August. At the time of inspection there was no new contract agreed for post-September. All parties are aware of the issues and the development plan deals with them, but it is dependent on the issue of a contract. Data on retention and achievement is still a concern. The subcontractor was unable to provide inspectors with reliable data and few judgements could be made. The prison has identified this as a weakness and has begun to introduce participation and achievement monitoring systems.

25. The prison continues to have good links with external agencies and this has been extended since the introduction of the induction unit. Learners now have good access to staff for accommodation and employment concerns, and they can also get support from the unit and library for careers information. Many learners come into the prison with a multitude of psychological barriers and the calm, confident staff delivering the induction provide a platform for future support. The prison keeps clear records and education and training staff are able to access the information and individualise learning plans. Other effective links include voluntary and community organisations, including colleges that provide invaluable support and opportunities for learners to develop their interpersonal skills.

26. Links between wing officers and education staff have been strengthened and a system to monitor learners' absenteeism has been introduced recently. This identifies clearly at each learning session which learner has refused to attend and those who have been removed for court or legal visits. Education staff then follow up absences to ensure that classes are kept full wherever possible. There are few learners on waiting lists and in some cases, such as PE courses, the classes are oversubscribed. Links with sentence planning are still insufficient. Learners are often taken out of classes at very short notice for offending behaviour courses. This has a negative impact on the learners' motivation and the dynamics of each group. On occasions learners have to choose between making telephone calls, taking a shower, or attending education and training programmes.

27. The prison continues to provide little vocational training but there are plans to introduce industrial cleaning, construction trades and performing manufacturing operations qualifications in the workshops. A significant improvement has been the introduction of key skills accreditation opportunities in the workshops and increased contact by education staff in PE, where literacy and numeracy support is given in the training context. For example, a teacher uses lifting weights as a means of introducing calculations and other numeracy exercises. Staff in catering have effectively adapted qualifications for catering in prisons to ensure that learners are able to gain a relevant qualification in a meaningful environment.

### **Equality of opportunity**

28. The promotion of equality of opportunity is now satisfactory. Since the prison's previous inspection, there have been some good developments to promote diversity and an inclusive learning culture. The appointment of a head of learning and skills positions education and training more centrally within prison activities and supports the

development of an inclusive range of activities across the prison. The development of the learning and skills logo, improved signage and the introduction of a dress code for learning area assistants contribute to the development of a stronger identity for learning. Touch screens providing information about all prison activities have been introduced in all the wings and this information is available in five languages. Better links have been developed between the education centre and the induction unit, and education staff contribute to induction sessions run by the unit. These links are in their early stages and have yet to be fully explored to extend learning opportunities and avoid duplication of provision.

29. The range of learning programmes is expanding to recognise the diverse needs and backgrounds of the prison population. A new course to prepare learners for work has been developed and includes better links with sentence planning. There are some good opportunities for learners to develop skills in catering, computer repair workshops and in the growing number of initiatives in PE, such as an externally accredited gym instructor course. Opportunities for key skills assessment have been developed in the areas of learning and in the industrial workshops, and the music technology programme provides opportunities for learners to follow specific interests. This programme also offers appropriate qualifications to support employment opportunities on release. Storybooks for Dads, the prisoners' magazine and the parenting course provide learners with valuable opportunities to express their psychological and creative needs and support strategies for social inclusion. Improvements in the individual planning of learning support the diversity agenda.

30. Education and library staff develop a very good rapport with learners, and the education centre and library offer a safe, culturally supportive learning environment. Learners who have often had little opportunity to take control of their learning are provided with good opportunities to develop independent learning skills and act in support roles to their colleagues. Support for dyslexia is offered and 'readers' and learning area assistants are recruited to provide support in the education centre and in the wings. There have been some improvements in the location of the library, although the area is too small and the library office is inconveniently situated. The provision of books on the wings has significantly reduced the loss of books. Access to the education centre and library continues to be difficult for learners with restricted mobility and there are no adaptive technologies readily available. There is a small provision of recreational books in the care and separation unit, and in the healthcare centre, and prison officers are willing to exchange books for those learners who are unable to access the library. Good use is also made of the library to display learners' visual art projects.

31. The prison has become more alert and active in its responsibilities and role in promoting race relations. There is visible promotion of race relations, and related policies and procedures are clear, accessible and there is prompt action on complaints. The race relations management team includes the education manager. Meetings include the monitoring of minority ethnic groups' use of education and training. The recent introduction of ESOL has developed as a result of gaps in provision identified through data monitoring activities.

32. Regime activities continue to restrict the learners' access to education. There are inconsistencies in the induction and initial assessment process and the current under-utilisation of education hours restricts the learners' development and participation. Currently, approximately 50 per cent of the prison population participate in education and training. Operational pressures often limit attendance. There is still not enough provision for vulnerable learners and evening classes are limited to art. Diversity training forms part of the induction for all new staff. An ongoing programme of diversity training has also been introduced alongside other training, which includes suicide prevention and offending behaviour awareness. There is currently poor take-up of these training opportunities by education staff.

33. The basic skills strategy provides a good focus for development of literacy and numeracy support, and HMP Winchester clearly recognises literacy, numeracy and language skills as a core part of the educational and social development of the prison population. However, there is no implementation plan to support the strategy. The strategy does not include sufficient focus on the language needs of ESOL learners.

### **Quality assurance**

34. Some progress has been made since the previous inspection and quality assurance is now satisfactory. The learning and skills centre has developed a clear and comprehensive quality assurance strategy covering the whole learning and skills provision. Self-assessment is now well integrated with the strategy. The process has continued to develop since the previous inspection, effectively involving staff and clearly highlighting the strong focus on continuous improvement. The quality assurance framework takes account of the 'Common Inspection Framework' and includes a range of policies, processes and procedures. The head of learning and skills is the quality assurance manager and chair of the quality improvement group. The group meets quarterly and includes the education manager. Internal verification is satisfactory, although there are some problems concerning internal verification in visual and performing arts. The prison has now secured internal verifiers for the catering NVQ provision. The PE programmes are well developed, with excellent lesson plans and schemes of work. The PE staff also place a high priority on session feedback and all evaluation forms are shared and improvements identified. At the present time these processes are not shared fully with staff in the education department.

35. Some quality assurance arrangements are not yet fully implemented. The action plan is clearly articulated within the overall development plan and there is some target-setting to support implementation. Few targets are set at programme level and the absence of reliable achievement and retention data limits the impact of quality assurance on improving teaching and learning. Systems to gather feedback from learners are now integrated with the overall quality assurance framework. There are few opportunities relating to the provision of structured opportunities for staff to share good practice. There is also insufficient access to the quality assurance processes of the subcontractor. For example, although there is effective observation of teaching and learning, there is insufficient clarity about the outcomes. A new individual learning plan has recently been introduced but there are inconsistencies in the use of these learning plans and in the

monitoring of learners' progress, although informal methods are strong and effective.

36. The induction unit is working well in the prison. Participation in education and training relies on information being given at the induction process. While the corporate focus is on learning and skills, the nature of the establishment as a local prison means that prisoner movement happens every day. Prisoners often refuse to attend induction and subsequently do not receive an initial assessment. There are detailed procedures for education staff to follow up non-participants, to offer support and alternative assessment opportunities and these are followed with good recording of outcomes. Not all staff in the induction unit are sufficiently aware of the processes but informal links with wing staff are strong and few learners are unaware of the education and training provision.

37. The self-assessment report produced for the inspection was well written and contained a detailed description of the establishment. It also contained information about the areas of learning, including strengths and weaknesses and judgements about the overall quality. Inspectors agreed with many of the judgements, particularly about resources, teaching and learning, and staff shortages. The report contained an action plan which is detailed in the prison's three-year development plan.

## AREAS OF LEARNING

### Information & communications technology

38. ICT training is satisfactory.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### Strengths

- good teaching and learning
- good planning and monitoring of learners' progress

#### Weaknesses

- poor IT resources

### Achievement and standards

39. At the previous inspection the education department delivered NVQs up to level 2, but these are no longer offered. The standard of most learners' work is satisfactory. The skills they develop are relevant to the workplace and other progression routes upon release into the community or onto other prisons. Some learners have made excellent progress. For example, one learner had completed his qualification in approximately half the time. However, some learners have made relatively poor progress during their time on the programme, with one learner taking three months to complete a qualification that would normally take one month. The prison was not able to provide reliable data on achievement and retention for any of the programmes.

### Quality of education and training

40. There is good teaching within the ICT provision, with all lessons observed graded as either good or better. Lessons are well managed and learners work in a quiet, purposeful environment. All teaching takes place in IT workshops, where each learner works individually with assistance from the tutor. Tutors regularly check on learners' understanding and progress. They give very good individual support to those who need it and monitor what each learner is doing. They often give learners additional assistance on the best way to do a task, even if the learner has not asked for help. The lessons are well planned, although there is no standard format for lessons plans. All are appropriate, although some provide a better level of detail about each learner. All of the tutors have an excellent relationship with learners and learners enjoy the lessons. Learners comment on the good support that tutors provide.

41. Learners' progress is well planned and monitored. Tutors record in detail what each learner has done during the lesson. Records are sufficiently detailed for other tutors to



clearly understand what each learner has done and their progress. In the best examples the tutors also record any individual problems, including personal problems that a learner might have so that any other tutor taking the class would be aware of these. Tutors plan what each learner will do in the following lesson. These plans are similarly detailed enough for other tutors to be able to cover the lesson without difficulty. However, tutors do not share these with learners. Neither do learners receive effective short-term targets on, for example, a target completion date for their next unit. Some learners are unclear of their qualification aim and this hampers their progress.

42. IT resources are poor. The computers in the main education centre are very old and out of date. Software is not the most recent version and learners are disadvantaged by this. Some computers are unreliable and in one lesson a learner had to try three different machines before he found one that worked. None of the computers are connected to a network. Each computer shares a printer with one other, with a manual printer switch that slows the printing of learners' work. Software settings are sometimes set incorrectly by learners, which makes it difficult for the next lesson. Resetting to the standard software settings is slow and time-consuming, compared with automatically reloading from a network. Learners do not gain appropriate experience of using a network as would be used in a work environment.

43. Learners have no access to the internet or e-mail facilities, even those restricted to within the prison. The learndirect course uses a simulated internet, but only a relatively small number of learners take this course. There is no specialist equipment to help learners with learning difficulties and/or disabilities. For example, the prison does not have any computers with large screens, large keyboards or speech synthesisers for learners with a visual impairment.

44. The prison uses appropriate commercially produced ICT learning materials, although in some circumstances these do not match the version of the software. Staff are appropriately qualified and experienced for the courses that they are teaching.

45. Assessment practices are satisfactory. Learners receive feedback from the tutor after their work is marked, although some of this feedback has insufficient detail. Initial assessment is effective in assessing literacy and numeracy needs. Assessment of the learners' prior IT skills is carried out during their initial interview. Once the learners start in the class, the tutor assesses their skills through a series of questions and an exercise to determine the appropriate course.

46. HMP Winchester offers an appropriate range of qualifications in the use of office applications. However, at present there are no technical courses on offer, such as computer repair. The prison has a recently installed computer maintenance workshop and plans to offer technical qualifications in the future.

## **Leadership and management**

47. The management of ICT is satisfactory. There are regular meetings to discuss broader issues concerning the area of learning, although many of these are informal. Communications within the ICT team are good. However, there is little contact with the ICT team in the subcontracting college. There are no meetings between ICT staff at the prison and those at the college to share good practice and to discuss general ICT issues. Links between the education department and induction unit that offers the learndirect course are very limited.

48. The ICT section does not record appropriate data about learners' retention and achievement and was unable to provide inspectors with these figures. The section does not have targets for retention and achievement. Internal verification is satisfactory, with clearly written procedures and good records of the verification of learners' work. There are regular standardisation meetings to ensure that marking is consistent across all staff. All staff are observed teaching at least once each year. A detailed observation report is written, with clear action points for the tutor that the education manager monitors. The self-assessment process is consultative. The weakness identified by inspectors was recognised in the self-assessment report.

## Visual & performing arts & media

49. Training in visual and performing arts and media programmes is satisfactory.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

### Strengths

- good development of learners' skills
- good individualised programmes of learning
- good external links to enrich programmes

### Weaknesses

- poor accommodation for music programmes
- insufficient formal review of learners' progress

## Achievement and standards

50. Learners develop a good range of skills. In music technology programmes, learners demonstrate confidence in using computers to explore musical ideas with creativity and expression. They demonstrate a good understanding of musical form and awareness of stylistic conventions. In art and design, learners demonstrate good skills in observational drawing, use of colour, composition and perspective. Learners explore ideas using a range of different materials and are effective in evaluating their own work and in initiating informal discussion with fellow group members about different techniques and approaches.

51. Learners take pride in their work. They significantly improve their self-esteem. Learners' visual work is exhibited, there are photographic displays of work in drama, and musical compositions are recorded onto CD and cassette.

52. The weakness identified in the previous inspection relating to the accreditation of programmes has been rectified. All programmes are now accredited. However, the overall numbers of learners achieving certificates or units of qualifications are low. Learners are leaving the prison without gaining accreditation for their work. Of the 300 learners enrolled on programmes in this area of learning between September 2003 and August 2004, less than 30 per cent gained a qualification, although this figure includes learners who were in training for only short periods of time. Learners' attendance is satisfactory but they frequently arrive late for classes.

## **Quality of education and training**

53. There are good individualised programmes of learning. Learners receive a brief subject-specific initial assessment to identify their prior experience and particular interests. Learning activities and projects are then devised to meet learners' interests and extend their understanding. Learners are engaged in a wide range of activities, such as portraiture, landscape painting, freehand drawing, deploying the techniques of other artists, digital creation of musical sequences, and composing rap lyrics to perform to their own backing tracks. There are good working relations between tutors and learners and the needs of mixed-ability groups are well catered for. Learners are able to work at their own pace. Well-timed and sensitive interventions by tutors maintain the momentum of learning. Tutors use good examples from a broad range of cultural traditions to illustrate particular techniques and to suggest new directions for learners to pursue.

54. Good use is made of external links to enrich programmes. Through the professional contacts of the art tutor, learners' artwork has been publicly exhibited at a local gallery, as well as displayed in the prison's education centre. Learners' artwork is regularly submitted for external awards and this year five learners have won prizes. Through contacts with a local college of higher education, drama workshops and productions involve college students working alongside learners. An opera company visits the prison to run workshops leading to the public performance of musicals. The professional experience of the music technology tutors is effectively used to help develop learning. Learners' and tutors' work in art, drama and music was the subject of a recent documentary on prison life that was broadcast on television.

55. The range of programmes is satisfactory. Learners are able to study at an appropriate range of levels and learners are allowed to take sketchbooks to their cells to continue their studies. However, there is limited provision for vulnerable prisoners and those in the hospital wing, and there are few evening classes or classes at weekends.

56. Resources for learning are satisfactory. There is an adequate supply of materials in art and design, and of recent software packages for music technology. Both areas have small collections of magazines related to the cultural industries and contextual and historical materials. The provision in the library is satisfactory and is supplemented by access to a country-wide system of inter-library loans. Tutors are appropriately qualified and experienced. Classrooms have attractive displays of learners' work and other materials related to the topics being studied.

57. The support for the development of learners' skills in literacy and numeracy is adequate. Assessment opportunities in numeracy have been developed in the music technology programme. Some learners have completed an assignment involving the calculation of the cost of equipment in setting up a sound-recording studio, producing a scale drawing, and calculating studio operational costs and charges in a business plan. In art and design, opportunities to assess learners' communications skills through making presentations on their own work have only recently been planned.

58. There continues to be poor accommodation for music, a weakness identified in the previous inspection. The room is too small for the number of learners using it and the facilities do not meet current demand for this programme. Theory and practical activities are taking place simultaneously in a room without adequate partitioning. When recordings are taking place, other learners involved in different projects have to discontinue their work. Learners' concentration is impaired and progress is restricted by extraneous noise. There are limited opportunities for learners to pursue instrumental work.

59. There is insufficient formal review of the learners' progress. In some individual learning plans information is incomplete and the targets set are too general. Some portfolios are poorly organised. Some progress reviews have not been completed with sufficient frequency to ensure clear records are maintained of learners' progress. In some cases, particularly in music technology, tutors' comments in reviews are insufficiently detailed and do not clearly indicate how to improve the work. Some reviews of individual projects completed by learners in visual arts contain no written comments by tutors. There have been delays in completing the internal verification of learners' work, particularly in music technology, a programme where few learners have currently gained accreditation.

### **Leadership and management**

60. The management of this area of learning is satisfactory. Programmes are well planned and documented. Communication with and between part-time tutors is satisfactory and there are regular meetings with the education manager. A new system of course review has been introduced that closely follows the 'Common Inspection Framework'. Learners' views on their programmes are collected but are not reflected in course reports. There is insufficient emphasis on the collation of data and analysis of trends in learners' achievement. When a part-time tutor was recently on annual leave, no cover was arranged and the classes were cancelled. The self-assessment report for this area is usefully evaluative. Strengths and weaknesses correspond to those identified by inspectors. The development plan has clearly formulated actions to rectify weaknesses.

## **Foundation programmes**

61. The provision of foundation programmes is good.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

### **Strengths**

- good teaching and learning
- very good achievement rates

### **Weaknesses**

- incomplete individual learning plans

## **Achievement and standards**

62. There is very good achievement for those participating in foundation programmes. In the past year there has been a 100 per cent pass rate achieved on entry levels 1, 2 and 3 in both literacy and numeracy. Large numbers of learners have passed key skills tests but incomplete records prevent accurate rates to be calculated. Within the past six months, four learners have received recognition as 'readers' on the accredited Open College Network scheme. Learners develop strong independent learning skills and other skills, such as team-working and appropriate social interaction.

## **Quality of education and training**

63. There is much good teaching and learning, which is a strength identified in the previous inspection. All observed teaching sessions were satisfactory and 83 per cent were good or better. Sessions are well planned and appropriately paced and tutors clearly outline the session's purpose and regularly summarise the learning points. Sessions are well managed, and tutors use a variety of behaviour management techniques, such as positive reinforcement, group work and humour, to engage all of the learners.

64. Staff are knowledgeable and learners are motivated and proud of their achievements. There is good rapport and mutual respect between learners and tutors, which help remove barriers to learning. Tutors plan programmes of study using differentiated content and materials to suit individual learners' needs. For example, in a numeracy session, one learner was working on a numeracy software package, another was calculating percentages and completing a worksheet, two learners were drawing and colouring bar charts, and the remainder of the group were using food packaging and scales to learn about comparative weights. Sessions are contextualised, for example through the use of canteen menus in literacy sessions, to motivate learners and enable them to derive the maximum benefit. Also, there is clear explanation of how to calculate

small business set-up costs. Tutors use a range of learning strategies, such as effective questioning and peer-learning, to motivate and promote learning and give effective individual support that increases the learners' self-confidence. Tutors encourage learners to develop independent learning strategies, such as dictionary use, and further encourage the more able to assist less confident learners, which results in improved progress and self-esteem for all. However, at two hours without a timetabled interval, the sessions are too long, which causes some learners to lose concentration and leave the room for refreshments. Sessions are planned to make good use of classroom assistants and learner 'readers' when available, to give additional support to individual learners. Staff also listen sensitively to learners' social and personal concerns when raised.

65. Resources are satisfactory and allow most learners to participate fully. However, there are no lift facilities, which prevents learners with mobility difficulties from attending the education centre, although staff do hold sessions on the wings and in the healthcare centre. Teaching staff are suitably qualified and experienced, including one who has partly completed training as a dyslexia assessor. Most accommodation is appropriate in size for the numbers of learners, although the room used for the business start-up course is very small and poorly ventilated. All learners have access to dictionaries to aid independent study but these are not available for use outside of the education department. Other reference books were not in use at the time of the inspection but have been ordered. Several literacy and numeracy posters are inappropriate in design for the age of the learner group, which demotivates them.

66. There are incomplete individual learning plans that do not record sufficient information to allow learners' progress to be monitored regularly or adequately. Not all achievements are formally recorded, such as improved social interaction or self-esteem, or the added responsibility of assisting another learner, and do not provide a complete record of the learners' developments. Documents are poorly designed and do not offer sufficient opportunity to record the learners' input to the target-setting and review process. However, learners' work is assessed regularly and accurately and progress and targets are negotiated and reviewed with them, in more detail, during teaching sessions. This allows personal planning and enables learners to be aware of their individual progress and the steps necessary to progress further. Documents show that some short-term targets are generic, such as 'improve numeracy' or 'move on to higher levels'.

67. Learners' literacy, numeracy and language support needs are dealt with satisfactorily. Initial assessment includes a literacy and numeracy screening, the results of which are recorded in the individual learning plans to enable learners to be placed on an appropriate level programme. Some individuals initially refuse, which means that they are unable to access education. Staff arrange alternative times, either in the education department or on the wings, for those who subsequently agree to be screened. There is no further formal literacy and numeracy diagnostic process, although a range of informal assessments are used, such as spelling and reading tests and responses to taped language exercises. Support materials are appropriate to individual learners' needs. One tutor, part-qualified in dyslexia assessment, offers dedicated screening and support to learners exhibiting dyslexic tendencies or signs of dyscalculia. The prison is recruiting a basic skills co-ordinator and additional teaching staff.

## **Leadership and management**

68. Leadership and management are good. There are regular meetings. The self-assessment process is thorough and has identified clear priorities, such as the need to improve access to education for all learners, and challenging targets, such as the necessary introduction of a monitoring system to evaluate retention and achievement. The appointment of new personnel and the introduction of new strategies, such as the quality assurance strategy, has motivated staff to improve education and training, although this has yet to be fully implemented. Wing regimes do not allow all learners to have an equivalent learning experience and achieve their full potential. For example, learners have to choose between attending education or taking a shower or making a telephone call, or another form of association. Some disabled learners are unable to access the education centre because it is located at the top of several flights of stairs and there is no lift. Vulnerable learners can only attend the education centre on one day each week. Staff attempt to improve access by visiting wings but lockdowns, resulting on many occasions from shortage of staff, makes this difficult. On occasion, lockdowns also prevent learners attending the education centre or often delay start times in classes.