

# REINSPECTION REPORT

## **HMP & YOI Holloway Reinspection**

**03 September 2004**



ADULT LEARNING  
INSPECTORATE

## HMP & YOI HOLLOWAY REINSPECTION

### 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.

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## **HMP & YOI Holloway Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP and YOI Holloway is a closed women-only prison located in the London borough of Islington. It is the largest women's prison in Europe with an operational capacity of 532. The prison was built in the early 1970s on the site of the previous Holloway prison. A major refurbishment programme is currently taking place to update facilities. The prison holds juveniles, young offenders and adults from ages 16 to 80 who come from all over the country. All categories of prisoners are accommodated at HMP and YOI Holloway including convicted, remand, psychiatric and medical. The average length of stay for prisoners at HMP and YOI Holloway is 22 days, with over 75 per cent of prisoners staying less than 28 days. There are currently 359 prisoners, of whom 14 have life sentences, 42 are young offenders and six are juveniles. Juveniles and young offenders are accommodated on a separate wing to other prisoners.

2. A college of further education is subcontracted to provide full- and part-time courses including literacy and numeracy, art and design, English for speakers of other languages (ESOL) and information and communications technology (ICT). The provision for ICT was not inspected. The prison has a purpose-built education centre that includes the library operated by the local authority. Most training takes place in the education centre, although some takes place on the wings. Juvenile prisoners are taught in separate teaching accommodation to the rest of the prisoners. Prisoners who work in the gardens, kitchen, staff mess, laundry and on wing cleaning are taught non-accredited vocational skills. A small number of prisoners are employed as orderlies in areas such as the library, education and chaplaincy.

3. The senior management team is led by a recently appointed governor who has overall responsibility for the provision at HMP and YOI Holloway. The head of learning and skills is responsible for vocational training and education and workshops, and works closely with the head of resettlement responsible for employment and resettlement. The day-to-day management of the education department is operated by an education manager employed by the college. There are a further eight full-time and 41 part-time staff in the education department. Education is available for 150 prisoners each day. The education manager holds monthly meetings with the head of resettlement and head of learning and skills to review the education contract.

### SCOPE OF PROVISION

#### Hospitality, sport, leisure & travel

4. There are seven physical education officers and one senior physical education officer responsible for providing physical education programmes. Currently there are six learners working towards the key manual handling tutor award qualification. Learners attend training sessions twice daily in the morning and afternoon over a three-day period. The programme includes physiology and manual handling. The course is part of a programme

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of 11 different courses scheduled over the year. From January 2004 to date four courses have been run and two courses have been cancelled. Training is provided by qualified instructors. The senior physical education officer also has an assessor award. In the kitchen, two civilian kitchen managers report to a prison officer. There are also two full-time staff supported by agency staff. No kitchen staff have assessor or verifier qualifications. Prisoners are allocated work in the kitchen and at the time of inspection there were between three and six learners working there at any one time. Currently there are no learners on accredited vocational training programmes in the kitchen. However, arrangements are being finalised with a local college to provide national vocational qualification (NVQ) training. Thirteen prisoners are currently working towards a basic food hygiene certificate.

### Foundation programmes

5. Foundation provision is subcontracted to a college of further education, and classes are provided for 50 weeks of the year. Currently approximately 79 learners are following foundation programmes. Each week there are 164 places available in literacy and 248 in numeracy sessions, 90 places on social and life skills programmes, 110 places on ESOL and 380 places on visual arts and crafts programmes. Sessions for literacy, numeracy and ESOL are organised according to learners' ability level. Learners can work towards externally accredited qualifications at entry level, level 1 and level 2. The education manager reports to the head of learning and skills and manages the provision. There are seven full-time and 24 part-time tutors who teach on foundation programmes. Additional cover for classes is provided by the education manager and the deputy education manager.

## ABOUT THE REINSPECTION

Number of inspectors	4
Number of inspection days	15
Number of learner interviews	54
Number of staff interviews	30
Number of locations/sites/learning centres visited	1
Number of partner/external agency interviews	2

## OVERALL JUDGEMENT

6. At the previous inspection, hospitality, sport, leisure and travel, foundation programmes and equal opportunities were judged to be unsatisfactory. At the end of the reinspection process, hospitality, sport, leisure and travel, foundation programmes and equal opportunities were judged to be satisfactory and leadership and management and quality assurance unsatisfactory.

## KEY FINDINGS

### Achievement and standards

7. Achievement rates on literacy, numeracy and ESOL programmes are satisfactory. Most learners pass the qualification they are entered for. Ninety-three per cent of those entered have passed this year. Records on key skills achievements and on retention rates are incomplete and unable to provide accurate figures to be able to make clear judgements.

8. Achievement of qualifications in physical education is satisfactory with a good number of learners successfully achieving their learning outcome. Eighty-three per cent of learners achieved their badminton proficiency award and 77 per cent of learners achieved the community sports leader award. Sixty-three learners have enrolled on a basic food hygiene course. Of these, 25 have achieved so far and the rest are still in learning. Data is not accurate enough to be able to provide clear retention rates.

### Quality of education and training

9. **There is good access to a wide range of physical education activities.** A good range of games take place in the sports hall including volleyball, circuit training and step aerobics and a minority sports programme. The pool is used effectively to meet the needs of different groups of prisoners such as expectant mothers, juvenile prisoners and those on detoxification programmes.

10. Teaching is satisfactory in physical education and in the kitchen. Tutors and other staff develop good working relationships with learners. Support for learners on physical education courses with literacy and numeracy needs is adequate.

11. **Learning plans are ineffective for learners on physical education courses.** Learning plans have only recently been introduced. There are a variety of plans being used and staff do not know how to use them effectively. Targets set are not clear.

12. **Teaching and learning is good on foundation programmes.** All lessons observed were satisfactory or better and most were good. Teachers are well qualified, knowledgeable about their subject area and understand their learners' needs. They use a good range of teaching strategies that engage and motivate learners.

13. **There is very good support for ESOL learners.** Learners develop good language skills. Learners are encouraged and supported to attend other programmes such as art and information technology (IT). Tutors have developed a particularly good set of self-study modules to develop learners' language skills. The library has a good range of books for speakers of other languages.

14. **Accommodation for arts courses is often unsatisfactory.** All classes are oversubscribed and rooms are filled to capacity. The space available for teaching, learning and storing equipment is inadequate in most classrooms. There are insufficient

ICT resources to support literacy, numeracy, ESOL and life skills learning.

**15. Initial and diagnostic assessment is not used adequately to plan learning for foundation programmes.** Recently introduced screening for dyslexia is not fully established and learners who may be dyslexic do not complete a full diagnostic assessment. Tutors do not always receive sufficient guidance on strategies to support these learners.

### **Leadership and management**

**16. The physical education department and the kitchen are well managed.** There are good informal communications within the physical education team and the education department, although meetings are not routinely recorded.

**17. The planning of foundation programmes is ineffective.** Managers do not use data sufficiently to monitor the retention and achievement of learners. Recently introduced quality assurance systems are incomplete. Attendance and punctuality are poor. Many arts foundation classes are oversubscribed and learners are only admitted to classes if they arrive sufficiently early.

**18.** Significant progress has been made since the previous inspection when there was no clear strategic direction. Staff now have a clear understanding of the key issues and challenges they face at the prison. There is a clear plan on how these will be overcome.

**19. The prison has effective links with external organisations and agencies.** These have been significantly extended and strengthened since the previous inspection. With the development and refurbishment of the resettlement area learners now have good access to staff for accommodation, childcare and employment concerns as well as being able to discuss a wide range of other personal issues.

**20. There is insufficient accreditation of vocational skills.** However, there are clear plans to introduce an accredited training programme for industrial cleaning and for learners working in the kitchen and staff mess.

**21. There are poor systems in place to ensure good access to education and vocational training.** At the time of the inspection many art classes in education were oversubscribed and learners were placed into classes on a first come first served system. For prisoners applying for jobs, the applications are slow.

**22.** There is inadequate use of data. Data is collected using several systems that are not linked. There is no accurate data to help identify trends and to make clearly informed improvements to the provision.

**23.** Equality of opportunity is now satisfactory. Staff are fully able to deal with unacceptable behaviour. They set good behavioural examples and ensure that learners treat them and each other with respect. Most learners understand how to register a complaint and are confident that it will be resolved fairly.



24. **Quality assurance is unsatisfactory.** At the previous inspection quality assurance was very weak and staff have worked well to improve this area of the provision. A quality assurance framework has been written, but this is not yet fully introduced. There have been some observations of tutors in the education department, although these were not part of a planned process. There is no system in place to quality assure training in other parts of the prison.

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

## **Leadership and management**

### **Strengths**

- good management of change
- effective links with external organisations
- good communications between staff involved in education and training

### **Weaknesses**

- inadequate use of data
- insufficient accreditation of vocational skills
- poor systems for access to education and vocational training
- inadequate quality assurance arrangements

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

### **Strengths**

- good access to a wide range of physical education activities
- effective use of good resources for physical education programmes

### **Weaknesses**

- insufficient range of courses leading to qualifications
- ineffective use of learning plans

## **Foundation programmes**

### **Strengths**

- high standards of learners' work
- good teaching and learning
- very good support for ESOL learners

### **Weaknesses**

- inadequate use of initial and diagnostic assessment
- unsatisfactory accommodation for arts courses
- ineffective planning of foundation programmes

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

25. Leadership and management and quality assurance are unsatisfactory. Equal opportunities is satisfactory.

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

#### **Strengths**

- good management of change
- effective links with external organisations
- good communications between staff involved in education and training

#### **Weaknesses**

- inadequate use of data
- insufficient accreditation of vocational skills
- poor systems for access to education and vocational training
- inadequate quality assurance arrangements

26. Management of change is good and significant progress has been made since the previous inspection when there was no clear strategic direction. With the very recent appointment of a new governor and the appointment a head of learning and skills earlier in the year, there is now a clear focus on education and training across the prison. All staff fully understand the importance of improving learning and skills. Senior staff are clearly committed to education and training as part of the resettlement process for prisoners and this is clearly communicated in the prison's development plan. Staff have a clear understanding of the key issues and challenges they are faced with at HMP and YOI Holloway. However, although there is a clear plan with set targets on how these will be overcome, there is no reliable data available on achievement and retention by which to measure success.

27. The prison has effective links with external organisations and agencies. These have been significantly extended and strengthened since the previous inspection. With the development and refurbishment of the resettlement area, learners now have good access to staff for accommodation, childcare and employment concerns as well as being able to discuss a wide range of other personal issues. Staff from specialist organisations regularly visit the prison to help prisoners with personal issues. Organisations include those that deal with housing, parenting in prison, housing benefits and welfare issues. One organisation provides education advice and guidance linked to training for release. Learners can also work towards an accredited ICT and media programme which can be

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continued upon release. There are currently nine learners taking part in this and as part of the programme they have successfully produced a newsletter for other inmates. Other effective links include voluntary and community organisations including colleges that provide good support and activities to develop interpersonal skills. Agencies are regularly invited to attend a monthly marketplace where prisoners are able to pick up information and book individual counselling sessions.

28. Communication links between staff involved with education and training is good. Learners are now able to receive a good range of help and guidance. Several staff are able to communicate in languages other than English and induction is available in 11 languages through a touch-screen computer. Staff develop good working relationships with prisoners. Clear records are kept on prisoners, and education and training staff have good access to this information. All staff have an annual appraisal of their performance which is reviewed every six months. Appropriate targets are set and monitored.

29. There is inadequate use of data. Data is collected using several systems but these are not linked. There is no accurate data to help managers identify trends and make clearly informed improvements to the provision. Although discussions on performance are held at the monthly quality improvement group meetings, these generally focus on prison key performance targets and not retention and achievement rates.

30. Although there are clear plans to introduce an accredited training programme for industrial cleaning there is still insufficient accreditation of vocational skills. A significant improvement to the provision is the introduction of key skills accreditation in the gardens and the introduction of a food hygiene programme for all food handlers. Although literacy and numeracy support is provided in areas such as the laundry, gardens and physical education, this support is not provided in all areas. Some staff are not appropriately qualified to provide this support. There are plans to introduce vocational qualifications across a number of areas, but this has not yet taken place.

31. There are poor systems to ensure access to education and vocational training by all learners. Although more staff have been employed to rectify the excessive cancellation of education and training, there is no clear system to ensure all classes are regularly filled. At the time of the inspection many art classes in education were oversubscribed and learners were placed into classes on a first come first served system. Learners who have attended a class previously cannot complete projects that they have started. Learners who do not arrive early are either offered classes that they may not want or are sent back to their cells or the gymnasium. There is no clear procedure to deal with learners on waiting lists. While some classes are oversubscribed, other foundation classes are not filled at all, with classes attended by only two or three learners. For prisoners applying for jobs, the applications are slow. Prisoners are often into their last days at HMP and YOI Holloway by the time applications are processed. Those who apply for jobs in areas such as the gardens, laundry and kitchen often have to wait for over a week before their application is processed. In some cases prisoners have to wait for more than 14 days for an application to be processed.

### **Equality of opportunity**

32. The prison and the college contractor have clearly written policies and statements regarding equality that cover ethnicity, disability, health issues, sexual orientation, age, harassment and bullying. Policies and statements are well written in English and other languages. Learners are introduced effectively to equality during their induction to the prison and to the education department. Learners sign a document that clearly explains their rights and responsibilities during the time they spend in education. Staff deal effectively with unacceptable behaviour. They set good behavioural examples and ensure that learners treat them and each other with respect. Most learners understand how to register a complaint, however, some younger learners are not sufficiently confident to make complaints. Complaints are well recorded and actions taken are clearly recorded.

33. Monthly meetings are held by the race relations management team and the safer prisons committee to improve prison life. Equality of opportunity is a regular agenda item for discussion at the quarterly quality improvement group meetings. Action points set at these meetings have been implemented and are well recorded. Since the previous inspection, staff have attended more training related to equality and diversity. They use the knowledge they gained through this training effectively in their daily work. Twenty education staff have attended diversity training, 19 have attended suicide awareness and 17 have attended drug awareness. Two tutors have attended courses related to mental health issues, sex abuse and addiction. Prison staff who collect learners from classes treat learners with respect and show interest in work the learners produce. Wheelchair users and those with physical disabilities have satisfactory access to classrooms.

34. Learners' access to education and training has improved. Information about the education and training for prisoners is available in 11 languages during induction. Education and training information is also given by prison officers to potential learners on the wings. However, the education department is still oversubscribed. Learners are released from their cells more punctually, although some learners enrolled on courses arrive when the teaching rooms are already full. This continues to disrupt training for these learners. Work commitments still prevent some learners from attending planned education. In-house training is provided for learners unable to attend classes and the use of laptop computers is currently being introduced by the education department for some of these learners. Minority ethnic data is collected and analysed, but there is no clear use of data to analyse retention and achievements in relation to ethnicity or disability.

### **Quality assurance**

35. At the previous inspection, quality assurance was very weak and staff have worked well to improve this area of the provision. The head of learning and skills has overall responsibility for the quality assurance of education and training within HMP and YOI Holloway. There are regular monthly meetings of the quality improvement group and these are attended by key members of the management team including the education manager. These are used to review self-assessment and progress towards action plans. The quality improvement group has identified many of the issues identified by inspectors. Although some actions have taken place to tackle these issues, progress

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against others is too slow, for example the introduction of NVQs to accredit vocation skills.

36. Self-assessment and action-planning is satisfactory. The self-assessment report was produced immediately before reinspection. Managers and staff from all departments were involved in identifying strengths and weaknesses. Inspectors agreed with many of the weaknesses identified in the report. The education department conducts its own self-assessment and is linked to the prison self-assessment. The self-assessment reports and action plans of the prison and the education department are discussed at regular meetings between the head of learning and skills and the education manager.

37. At the previous inspection, it was identified that there was no overall quality assurance framework. The newly written quality assurance policy and quality assurance framework have not yet been fully introduced. The framework outlines the broad aims for quality assurance and the role of the quality improvement group in monitoring them. However, there are no detailed procedures on how the prison will quality assure training. There have been some observations of tutors in the education department but these were not part of a planned process. A newly written plan for observations has now been introduced, but staff have not yet been trained in carrying out these observations. Many staff have not been observed. There is no system to quality assure training in other areas of the prison or training provided by external agencies. The prison does not collect data in an appropriate format to monitor trends and ensure continuous improvement.

38. The education department collects leaver feedback on an annual basis and there is some evidence of this leading to appropriate actions. The last feedback evaluation was completed in November 2003. Some feedback was collected from learners in July 2004, but, as yet, no evaluations or analysis of trends have taken place. The head of learning and skills has recently carried out a survey of all prisoners. However, an action plan has not yet been developed. Learner feedback is not yet used as part of the course reviews and self-assessment process. Internal verification was poor at the previous inspection, and although some improvements have been made, it is still inadequate. Internal verification procedures are new and are not fully established. The sampling of assessment does not sufficiently focus on assessment practice, and is informal and not sufficiently recorded. There is insufficient evidence of feedback given to assessors.

## AREAS OF LEARNING

### Hospitality, sport, leisure & travel

39. Hospitality, sport, leisure and travel provision is satisfactory.

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

#### Strengths

- good access to a wide range of physical education activities
- effective use of good resources for physical education programmes

#### Weaknesses

- insufficient range of courses leading to qualifications
- ineffective use of learning plans

### Achievement and standards

40. Achievement of qualifications is satisfactory. Learners are generally only entered for qualifications when they are likely to pass. Eighty-three per cent of learners who were entered last year achieved their badminton proficiency award and 77 per cent of learners achieved the community sports leader award. Sixty-three learners have enrolled on a basic food hygiene course of whom 25 have achieved and the rest are still in learning. The programmes enable learners to gain appropriate knowledge, understanding and skills. Most learners improve their self-confidence and some develop useful study skills.

### Quality of education and training

41. There is good access for all prisoners to a wide range of physical education activities. The physical education department provides a flexible timetable including regular sessions in the gym, the pool and the sports hall. Daily gym sessions are held for those in work and for prisoners aged over 35. Weekend sessions are held for prisoners in healthcare. A wide range of games take place in the sports hall including volleyball, circuit training, step aerobics and a sports programme. The pool is used effectively to meet the needs of different groups of prisoners such as expectant mothers, juvenile prisoners and those on detoxification programmes. Regular timetabled pool sessions help mothers to interact with their babies. Swimmers can work towards distance awards. Special events are held to promote exercise and fitness. Staff promote healthy lifestyles during sessions and encourage learners to quit smoking. The department has also developed good links with the community, and senior citizens join learners in the pool for exercise classes.

42. The good physical education resources are used effectively. The facilities and the

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range of equipment available for use by prisoners are very good. The gym is well equipped with a wide range of equipment including cardiovascular and resistance machines, a multi-gym and free weights. The room is well lit and spacious. The gymnasium hall has a wide range of sports equipment to allow a large number of different activities to take place. A climbing wall at one end of the hall is not currently used, but there are plans to start courses later in 2004. The swimming pool is used regularly. An outside sports area is also used for exercise classes. Although classroom learning resources are satisfactory, one classroom is not sufficiently well ventilated or lit.

43. Teaching is satisfactory. Tutors and other staff develop a good working relationship with learners. Support is adequate on physical education courses for learners with literacy and numeracy needs. A basic skills tutor provides support for learners during classroom sessions as part of the community sports leader programme. Key skills communications at level 1 is taught effectively alongside the community sports leader programme. The standard of learners' work in the gym and the kitchen is satisfactory.

44. At the previous inspection, the provision was found to be inadequate. Although this is no longer the case, there is still an insufficient range of courses leading to qualifications in physical education and catering. Currently there is no accreditation of any training and development carried out in the kitchen. However, a basic food hygiene course has recently been introduced. Staff shortages due to sickness and cross-deployment caused problems with staffing and only three physical education courses have been completed this year with another course currently running. Only 30 learners have attended physical education courses this year to work towards an externally certificated qualification.

45. Learning plans are not used effectively for learners on physical education courses. Learning plans have only recently been introduced. A variety of learning plans are currently in use and staff do not understand how they should be used effectively. Some learning plans have targets that are not achievable, as courses will not be running within the period identified. Learning plans are not regularly updated. Initial assessment is used to identify learners' literacy and numeracy skills, previous experience and career aims. However, these are not used to plan learning. Other plans comprise only a list of targets with no details of how they will be achieved or the level of support required.

46. At the previous inspection, induction was judged to be unsatisfactory. It is now satisfactory. Learners' responsibilities and entitlements and the training provision are explained in detail. Essential knowledge required to use equipment and apparatus safely is clearly explained.

### **Leadership and management**

47. The physical education department and the kitchen are managed well. However, staffing levels have affected the number of accredited programmes that are provided in physical education. There are good informal communications within the physical education team and the education department, but the meetings are not routinely recorded. Equal opportunities literature is displayed in both the gym and the physical education areas. Internal verification procedures are new and are not fully established.



Some informal checking and sampling of assessment does take place, but it is not sufficiently focused on assessment practice. Records for internal verification are incomplete. The self-assessment report for physical education and catering clearly identified the key issues identified during inspection.

## Foundation programmes

48. The provision of foundation programmes is satisfactory.

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

### Strengths

- high standards of learners' work
- good teaching and learning
- very good support for ESOL learners

### Weaknesses

- inadequate use of initial and diagnostic assessment
- unsatisfactory accommodation for arts courses
- ineffective planning of foundation programmes

## Achievement and standards

49. The average length of stay for prisoners at HMP and YOI Holloway is 22 days and many learners leave education before they are able to complete a qualification. Learners are only entered for qualifications when their tutor has assessed them as ready to take and pass their qualification. Most learners pass the qualification entered for. Achievement rates in ESOL, literacy and numeracy and IT qualifications are satisfactory. Ninety-three per cent of those entered have passed this year. Between August 2003 and July 2004, 96 per cent of learners who completed a literacy programme and 82 per cent of those learners entered for a numeracy qualification achieved at entry level, level 1 or level 2. Some learners who remain in the prison for a longer period enter the prison at entry level and make good progress through level 1 and on to level 2.

50. Learners produce a high standard of work in art, craft and ceramics. Some learners produce work that demonstrates the development of their own individual style. Pieces of art and craft work are carefully designed specifically for friends and relatives. All learners produce work of an increasingly good standard as they attend more classes. Learners who accumulate the required learning hours and standard of work submit their work for qualifications at levels 1 to 3. Some work is entered for other external awards and many learners win recognition. Good work is celebrated and is displayed in the prison. Some work is sold through a prison shop and the visitors centre. Skills are shown using a variety of media that include drawing, painting and collage. One learner has already been transferred to another prison where she has also attended an external art school. Another hopes to progress in the same way. All learners who submit their art and craft work for assessment achieve qualifications. Learners on literacy, numeracy, IT and language programmes make good progress and standards of work are good. Learners improve their skills and increase their self-confidence and self-esteem.

## Quality of education and training

51. Teaching and learning is good and meets the needs of individual learners. All lessons observed were satisfactory or better and most were good. Teachers are well qualified, knowledgeable about their subject area and understand their learners' needs. They plan sessions carefully and set individual learning targets for learners. Teachers use a good range of teaching strategies that engage and motivate learners. Working relationships between tutors and learners are highly effective. Learners and staff demonstrate mutual respect and the behaviour and attitude of learners in sessions is very good. They give good explanations of concepts and tasks. There is good checking of knowledge and understanding and learners receive good individual tuition and support from their teachers. In visual and performing arts classes, tutors manage groups well and deal effectively with disruptive learners.

52. There is very good support for ESOL learners. The ESOL co-ordinator visits the residential wings to give individual support and guidance to some learners. Learners are encouraged and supported to attend other programmes such as art and IT. Tutors have developed a particularly good set of self-study modules to develop learners' language in the context of living in prison. Learners develop good language skills. The library has a good range of books for speakers of other languages.

53. There are not enough social and life skills classes. There are insufficient classes aimed at the learners' personal development such as positive thinking, confidence building, budgeting and cookery. The teaching of literacy and numeracy through other subjects is not adequately explored or developed by staff.

54. Initial and diagnostic assessment is not used adequately to plan learning. The education department responds very quickly to prisoners arriving in the prison and offers classes within a few days of arrival. However, the results of the initial assessment in literacy and numeracy are only communicated to tutors on a monthly basis. Tutors do not have sufficient information on the learners to use the diagnostic assessments. Tutors in curriculum areas such as IT and art do not use this information to help support learners' literacy and numeracy needs. Recently introduced screening for dyslexia is not fully established and learners who may be dyslexic do not complete a full diagnostic assessment. Tutors do not always receive sufficient guidance on strategies to support these learners.

55. Accommodation for arts is unsatisfactory. All classes are oversubscribed and rooms are filled to capacity. The space available for teaching, learning and storing equipment is inadequate in most classrooms. ICT resources are insufficient to support literacy, numeracy, ESOL and life skills learning. Classes used for literacy, numeracy and ESOL do not all have sufficient ICT equipment available. There is insufficient appropriate interactive software used to enhance learning and promote independent study. Education and prison staff work well to create a calm, relaxed and purposeful learning environment in the education centre.

## **Leadership and management**

56. Although there are insufficient regular formal team meetings to share good practice, there is satisfactory communication between staff. Learner feedback has been used to improve some of the provision. Annual appraisals are used to identify training needs. The wide range of staff development opportunities available locally and through the managing college has supported staff development. However, the distance between the prison and the college deters some staff from attending. Managers do not use data sufficiently to monitor the retention and achievement of learners. Recently introduced quality assurance systems are incomplete. Some observations of teaching and learning have taken place, but not all tutors have been observed. Internal verification and moderation is informal and generally not recorded.

57. Planning of foundation programmes is ineffective. Attendance and punctuality are poor. There are insufficient programmes for life skills and many foundation classes are oversubscribed and learners are only admitted to classes if they arrive sufficiently early. One learner arrived to her craft class to complete a piece of embroidery work but was sent to a mathematics group as her class was already full. The mathematics tutor was not expecting this learner and did not have her initial assessment results.