

REINSPECTION REPORT

HMP Swaleside Reinspection

17 September 2004



ADULT LEARNING
INSPECTORATE

Grading

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

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

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. 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 Swaleside Reinspection

Contents

Summary

Description of the provider	1
Scope of provision	1
About the reinspection	3
Overall judgement	3
Key findings	4

Detailed reinspection findings

Leadership and management	13
Equality of opportunity	15
Quality assurance	16
Construction	19
Business administration, management & professional	22
Information & communications technology	25
Hospitality, sport, leisure & travel	28
Visual & performing arts & media	32
Foundation programmes	35

REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Swaleside (the prison) is an adult male category B training prison on the Isle of Sheppy in northeast Kent. Approximately 40 miles from London, it is situated adjacent to HMP Stanford Hill and HMP Elmley. The prison has a certified normal accommodation of 747 and an occupational capacity of 775. Currently there are 751 prisoners. All prisoners are sentenced and come to HMP Swaleside from another prison. When they leave it is usually to go to another prison. Approximately 50 per cent of the prison population are serving life sentences. The education department is subcontracted to a local further education college. It offers courses in literacy and communications, numeracy and application of number, English as an additional language, information technology (IT), business administration, and art and design courses, mainly up to level 2. A few learners are taking university distance learning courses and other distance learning courses. Other courses offered in the prison include painting and decorating, industrial cleaning, sports/gymnasium courses, food preparation and catering. There are five production workshops, offering training for work, without qualifications. Three of these are operated by external contractors as commercial enterprises. Prisoners are also employed in a few other areas of the prison where qualifications are not offered. The library is subcontracted to Kent library services.

2. The areas of learning reinspected were painting and decorating, IT, and foundation programmes. Hairdressing was not reinspected as the prison no longer provides this training. Industrial cleaning was not reinspected as the trainer was on sick leave and no activities were taking place. The new areas of learning included at this inspection were: business administration, sports, and art and design, which were previously included in foundation. The new catering provision was not inspected because of low numbers of learners.

SCOPE OF PROVISION

Construction

3. Fourteen learners are working towards nationally recognised vocational qualifications in basic painting and decorating techniques. The qualification comprises a series of practical skills tests. The length of programme is determined by the training needs of individual learners. Learners are able to join the programme at any time during the year. They all carry out an initial assessment of their literacy and numeracy skills. Three learners have literacy and numeracy support needs. Learners receive an induction to the prison, and the painting and decorating workshop. They spend approximately 20 hours each week in training which includes literacy and numeracy training. The instructor does all the training and assessments. An appropriately qualified former member of staff carries out the internal verifications. Learners' progress reviews are carried out before and after each training task and assessment.

Business administration, management & professional

4. The prison education department offers two business courses: starting a business, and bookkeeping and accounting. These are offered at levels 1,2 and 3. Learners attend seven, two-and-a-half hour sessions each week. Currently, there are 12 learners on the starting a business programme, six are working at level 1, four at level 2 and two learners are at level 3. Classes are taught in a dedicated business classroom that has eight IT stations. Learners can start the programme at any time when there is a vacancy. There is a main tutor, a sessional tutor who gives occasional support, and a temporary standby cover tutor. The tutor also acts as assessor, with internal verification provided by other staff in the education department. The bookkeeping and accounts course was not operating at the time of inspection.

Information & communications technology

5. The prison's IT provision takes place in three areas: the education department and two workshops, consisting of a vocational unit and the new Prisons ICT Academy (PICTA) unit. Twenty-two learners attend sessions in the education department for a nationally accredited level 3 information and communications technology (ICT) award and key skills in IT at level 2. Twenty-two learners in the vocational unit are taking nationally accredited computer user awards at level 1 and 2. Twelve learners in the PICTA unit are working towards an examination-based qualification in IT and a range of vocational certificates to level 3. Most learners attend classes on a full-time basis for seven sessions each week. There are six full-time tutors, four of whom are employed by the prison and two are employed by the subcontracted college. In addition, there are two part-time education department staff. No evening or weekend courses are currently offered and the computer facilities are not available outside the normal session times. The head of learning and skills has very recently assumed management of the ICT provision throughout the prison.

Hospitality, sport, leisure & travel

6. Physical education (PE) activities include basketball, volleyball, football, weight training, cricket, tennis, badminton, circuits and step aerobics. Accommodation comprises a sports hall, an open-plan weight and fitness room, a classroom, two external hard court areas, a large grass area and a new astro turf pitch. The activities form part of a structured PE programme, organised by a senior PE officer and eight PE instructors. The recreational timetable operates during the day, evenings and weekends; educational PE courses take place daily. Six gym orderlies assist with the cleaning, preparation and maintenance of facilities and equipment. Learners work towards community sports leader awards, higher sports leader awards, British weight lifting awards at basic and leader levels, and a national vocational qualification (NVQ) in sport and recreation at level 1. Induction for all learners includes accreditation of a first-aid and a manual handling award. Learners apply to take part in the PE courses. Separate sessions are provided for learners needing remedial PE and learners who work full time. Learners can play in a league football and volleyball team or join a specialist circuits club. Seventy per cent of the prisoner population attend PE; a large number are from minority ethnic groups and two learners have disabilities.

Visual & performing arts & media

7. The general NVQ at intermediate level in art and design is based in the education department. The previous inspection included this area in the foundation programmes section. The course is full time and learners attend seven sessions each week; it operates on a roll-on roll-off basis, with most learners completing the course within 12 months. This period can be extended by up to two months where a genuine need has been identified. At the time of the reinspection there were 13 learners, most of whom had being studying for two to three months. Eighteen learners can be registered, with a maximum of 12 in attendance at any one time. One full-time teacher delivers the entire course. Learners who have been identified as requiring additional learning support have access to a literacy and numeracy peer tutor. A member of staff teaching key skills also provides additional support in communication on a weekly basis. All learners work towards achieving key skills in communication at level 1 or 2.

Foundation programmes

8. Foundation programmes are managed by the subcontracted education department. The contractor employs a manager who is based in the education department of the prison. In addition to the manager there are three co-ordinators for literacy, numeracy and English for speakers of other languages (ESOL) courses and 10 other full-time and part-time tutors. Courses are provided to assist learners to develop skills in literacy, language and numeracy. Learners are helped to achieve nationally recognised qualifications at entry and level 1 and key skills qualifications at level 1 and 2. Currently, there are 153 learners on the programmes, of whom 78 are participating in literacy courses, 28 are on language courses and 47 learners are on numeracy courses. All classes currently take place in the education department.

ABOUT THE REINSPECTION

Number of inspectors	7
Number of inspection days	31
Number of learner interviews	143
Number of staff interviews	58
Number of subcontractor interviews	4
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

9. At the previous inspection in July 2002, leadership and management and quality assurance were found to be unsatisfactory. Equal opportunities, foundation, hairdressing and beauty therapy and ICT were satisfactory. Construction, and health, social care and public services were good. At the end of the reinspection process, ICT; hospitality, sports, leisure and travel; visual and performing arts and media, and foundation programmes were judged to be good. Construction, and business administration, management and professional were both satisfactory. Leadership and management were judged satisfactory and equal opportunities was good. The arrangements for quality

assurance remain unsatisfactory.

KEY FINDINGS

Achievement and standards

10. **Learners' development of practical skills in painting and decorating is very good. Instruction is well supported by good demonstrations, individual coaching and good advice and guidance.** Learners then carry out practical tasks independently with minimal supervision. Free brushwork skills are of a particularly good standard and examples of coats of arms painted by learners are displayed in the workshop.

11. **Retention and achievement rates are good on all business courses.** All learners involved have passed on all three of the bookkeeping and accounting courses, with nine of the 27 learners gaining merit awards. The firm start course introduced in January 2004 has 14 successful learners, assessed at level 1, and five learners at level 2. There are long waiting lists for these courses.

12. **Learners on ICT courses develop good skills, and produce good standards of work.** Skills include word-processing, e-mail and file manipulation. Some courses have a good combination of practical and background knowledge teaching, enabling the learners to develop fundamental software and hardware skills. **Progress and achievement in the IT key skills class is slow.** Ten per cent of learners achieved an IT key skills qualification in 2003-04 and 40 per cent are still in learning.

13. **The PE programme has very good achievement and retention rates on all courses;** most have achievement rates of almost 100 per cent. On short courses, 282 learners have achieved manual handling awards and 195 have achieved heart association awards in the past year.

14. **On the art course the standard of learners' work and the achievement of qualifications are good.** The quality of research, developmental studies and the standards of final work is exceptionally high, and in many cases are beyond the requirements of the qualification. Work in fine art and particularly portraiture and life drawing is very strong and learners are able carry out extremely taxing exercises and have very good levels of concentration in classes. The range of qualifications offered in this area of learning are restricted. No progression routes exist for those learners who clearly demonstrate the ability to study to an advanced level.

15. In the past year 295 learners began language and literacy courses on foundation programmes, of whom 144 have already achieved a qualification and 106 are still in learning. The retention rate for learners over the past year is 87 per cent. Retention on all numeracy courses is satisfactory, at just above 70 per cent. **The achievement rate of numeracy qualifications is low. Of the 89 who began entry and level 1 awards, 32 per cent have achieved the full award and 29 are still in training.** At level 2 and 3, of the 46

learners who began during the past year, 26 per cent achieved the full award and 15 are still in training.

Quality of education and training

16. **Business courses provide a very good standard of teaching.** It is stimulating, challenging and motivational, delivering complex information in a manageable way. Learners derive a great deal from the well-planned and well-structured sessions.

17. **Most standards of teaching and learning are good in ICT classes.** All sessions have a very relaxed learning environment which is appreciated by the highly motivated learners. The learners work at their own pace and receive good guidance from staff or peer tutors.

18. **In the PE department, peer tutors and gym orderlies are used very effectively.** Gym orderlies are very capable of supporting learners in theory and practical PE sessions. They have a good deal of sports-related knowledge and high standards in skills and fitness levels. Those peer tutors who have gained instructor qualifications, train learners on the induction programme, taking the lead on manual handling and preparation for work classes. Peer tutors develop their own learning materials, perform accurate demonstrations of lifting techniques, explain health and safety issues, and work efficiently as a team.

19. **Arts course teaching and learning is good** and learners are well motivated by the knowledge and ability of their teacher. He is a practising artist in portraiture and the benefits of this can clearly be seen in the quality of the learners' work. The teacher continuously encourages the learners to aspire to higher achievements, and right from the outset expects the disciplines of research and developmental work to be fully explored. Evidence of this is provided through the extensive drawings, developments and reviews that feature in all learners' portfolios. **Good additional support is provided for learners on the arts course.** They are helped with communications and key skills elements during their classes.

20. **Standards of teaching and learning are good on literacy, numeracy and language courses.** Lessons are well planned and generally make effective use of lesson plans and schemes of work, although some lesson plans are too generalised. Tutors give appropriate attention to individual learners, who have a wide range of needs. Good use is made of a variety of teaching methods to meet different learning styles.

21. **Resources for ICT courses are very good** and many improvements have been made since the previous inspection. All vocational workshops and most education rooms have modern, industrial-standard computers and some have e-learning materials, using multimedia and online assessments through the internet. Others have very well-designed, dedicated course handouts and networks which simulate the internet and allow electronic communications.

22. **IT resources for the development of business programmes are inadequate.** Learners do not have sufficient up-to-date software, hardware equipment and learning materials. Software is not up to industrial standards and is counter-productive to learners who have

studied using better resources on the prison's IT courses.

23. The prison has extensive sports facilities, some of which are well used. **Some are in a poor state of repair and some equipment needs to be replaced.** The large grassed area is unfit for sport and the hard court and astro-turf area are rarely used. Changing and showering facilities are inadequate. Learners occasionally use the sports hall and classroom as a changing area. New cardio-vascular equipment with a large-screen projector attracts many learners, but some of the resistance machines are antiquated. **The number of staff restricts the amount of programmes available.**

24. **A wide range of materials and technology is available to all learners on the arts courses.** This includes the use of synthetic clay, papier mache, plaster and wire armatures for the development of large sculptural pieces. Throughout the course, learners are exposed to wide range of techniques, using materials ranging from charcoal and pencils through to pastels, acrylics and oil paints. Work completed with these materials is done using out on a number of different papers and textured surfaces. Other work on display and in progress includes printmaking, collage, constructional pieces and large-scale murals.

25. Suitably trained peer tutors are used very effectively throughout the foundation programmes. Peer tutors work to gain an appropriate qualification in adult learner support. They then achieve the key skill in communication at level 2. Once qualified, they work in classes with tutors to provide appropriate support for learners. Some peer tutors provide additional help to learners outside standard education hours.

26. **The PE department makes very good use of a wide range of external partnerships.** Learners can practise and develop their training skills in realistic environments with different community groups and ability levels. The prison has a long-standing weekly arrangement with a local school. Learners have experienced working with elite athletes visiting Swaleside, and have made a valuable contribution to a basketball training camp for a professional basketball squad.

27. Assessment is generally satisfactory in all areas. Prisoners receive feedback about their work, although some staff are better than others in helping learners to identify ways to improve their work. **Internal verification and moderation activities are unsatisfactory in many areas.** Subcontracted internal verification by other establishments is not giving the prison's assessors the support they need to improve the provision.

28. **On the business courses, learners are provided with good vocational advice and individual support.** They can join the group without a specific business project in mind. However, evidence suggests that this general interest soon becomes focused as a specific interest in learning this subject. The tutor takes great care to involve all learners' interests from the start.

29. **A good range of literacy, numeracy and language programmes meets the needs of learners.** Courses are provided at pre-entry, entry level and level 1 and learners progress as their skills improve. Learners attaining level 2 skills, progress to key skills courses at

the appropriate level.

30. Literacy, numeracy and language development is not integrated adequately with business classes. Learners are screened for their abilities and need to be at level 1 before acceptance. Following this the tutor conducts an interview, but does not identify additional, or specific individual needs. Learners' past experience and additional qualifications are not recorded sufficiently.

31. The range of business programmes is not large enough to meet the needs of all learners. Not enough advanced courses, or specialist subject programmes are provided. There are no office technology, administration and integrated IT and business awards. Learners do not have the opportunity to use simulated business technology to provide realistic working situations.

32. Literacy, numeracy and language skills and key skills are not developed and accredited sufficiently in PE classes. Two PE staff members are qualified in literacy, numeracy and language skills, but PE staff have a poor understanding of key skills qualifications. The PE department does not receive sufficient information from the initial induction screening about learners' ability levels. The department does not receive any additional diagnostic results to support learning.

33. The recording of reviews and action-planning in painting and decorating is inadequate, although there have been some improvements since the previous inspection. Learners are now given constructive and informative feedback after each training task, or assessment, but this is not always adequately recorded to help them remember the improvements they need to make. The progress review form is poorly constructed and makes no reference to key aspects of the review process, such as equality of opportunity, health and safety and target-setting. If learners need additional support in literacy or numeracy they have to go to education department classes.

34. Learners' progress is not formally recorded sufficiently in some instances. Staff meet frequently with learners to discuss learning and identify improvement initiatives, but these are seldom recorded.

Leadership and management

35. Leadership and management at Swaleside have experienced many significant changes since the previous inspection. In April 2003 an operational governor was appointed as head of learning and skills. The current head of learning and skills began in September, 2004. He is a member of the prison's senior management team and integral with the prison's resettlement agenda, raising the focus of education and training.

36. The prison now has a common managerial approach to education and training activities, resolving a weakness identified at the previous inspection. A new governor started at HMP Swaleside on the same day as the final reinspection team started their visit. An industries manager now co-ordinates the diverse group of workshop staff and the head of learning and skills holds monthly functional heads meetings to integrate

education and training issues.

37. The PE department has made the most significant and established changes since the previous inspection. It has a new leader who has led staff positively through a period of rapid change and has refocused its strategic development, through sound business planning and new quality assurance developments. Curriculum development, staffing issues and accommodation problems have been resolved. The inside accommodation has been transformed well, and includes motivational wall graphics. The new members of staff have been carefully chosen to complement each other and extend learning opportunities.

38. Management of ICT provision throughout the prison is still inadequate. Staff do not have strategic guidance about the curriculum, recruitment of learners, or course progression. Cover for absentee staff is inadequate.

39. The data systems provide management with a good range of accurate information to use in making decisions, resolving a weakness from the previous inspection. The centralised prison systems can easily show the daily prisoner allocations to education, training and work, for each of the four sessions each day. The education department systems have always recorded achievement of key prison performance targets; staff now have information about learners' retention and achievement performances, and comparative trends when analysing and evaluating course success. Foundation programmes are now well co-ordinated. Data is used effectively to achieve improvements.

40. There is insufficient management of vocational training and the weakness relating to insufficient qualifications offered in workshops remains from the previous inspection. Developments planned to introduce vocational qualifications into four production workshops, where 198 men work have still not taken place. In addition, staff absences continue to cause disruption to learning.

41. The industrial cleaning qualifications have not been introduced as planned for the 114 wing cleaners and only four learners are enrolled on the new industrial cleaning course. Eight prisoners are not able to work in the engineering workshop as it is non-operational.

42. Of the 27 men who work in the kitchens only six are taking NVQs in catering. The national accreditation of food hygiene awards is inadequate. Learners' progress is slow. They are not given sufficient time for training and their duties in the kitchen are not varied enough for relevant training and assessment. Two kitchen staff have worked hard to develop the new programmes and resource the new kitchen classroom, but are not supported adequately by management.

43. The prison's business plan includes key performance targets for education and work skills, but contains no developments for education and vocational training. Key priorities for 2004-05 include: a needs analysis for the preparation of a three-year strategic plan; more construction-based courses; the inclusion of literacy, numeracy and language and

key skills in all areas of learning; and converting to the regime completely to full-time activities, with education access available to all.

44. The four-week education and training induction programme is poorly co-ordinated and the disjointed approach to management is acknowledged in the self-assessment report. There are two parts to the induction programme, which are intended to take place during the prisoners first few weeks at Swaleside. Prisoners are not eligible for education, training or work activities until their induction is completed. The 12 places for the initial assessment tests are only rarely filled, sometimes only one or two men are present. The results are sent to the sentence planning board, but there is no effective system for sending appropriate test results to where the prisoners are then working, or to the gymnasium.

45. Equality of opportunity in education and training is good. The prison has statements and guidelines on equality of opportunity, discrimination and bullying. The library has a range of books and tapes, which reflect the diversity of the population of the prison. Learners originate from 56 different countries and 38 per cent of the population are foreign nationals. They can request library visits, but there is no structured allocation of library sessions.

46. Regular meetings are held to discuss diversity, anti-bullying, and disability. Learners are appointed as wing representatives and attend these meeting to air their views and provide feedback to the wings. Diversity meeting are chaired by the governor, a race relations officer, a diversity manager, the anti-bullying co-ordinator, representatives of various religious faiths and other managers, and a prisoner representative from each wing.

47. Diversity training is good. Almost all staff, including those from subcontracted workshops and the education department have attended. Most have also attended a course which helps staff to consider how they portray themselves and how this may effect other people's actions. Learners receive diversity training during induction and a recently introduced race equality scheme provides an opportunity to raise learners' awareness of a range of different cultures.

48. Equal opportunities data is now collected and used to implement changes. A new complaints procedure has been introduced. A recent recruitment campaign has been effective in recruiting members of under-represented groups to the staff. Meetings with prisoners' representatives have been instigated to reduce bullying. The number of incidents has decreased. Diversity and equality of opportunities targets set in the business plan are being met. The prison is aware of the Disability Discrimination Act (1995) and has recently used a specialist contractor to carry out a disability access audit. Some action points have been identified and prioritised. Learners with disabilities are individually assessed to identify relevant support needs. Some specialist equipment is provided, such as specialist computer aids, for those who are visually, or hearing impaired.

49. The allocation of prisoners to activities and waiting lists is centrally co-ordinated. There are specific selection criteria for each job, educational course, or vocational

HMP SWALESIDE REINSPECTION

training course. Security clearance forms part of the selection criteria and some delays occur when learners are transferring from one area to another. The waiting list is published on the intranet, so that learners can ask their personal allocated wing officer to access the information and monitor their position on the list.

50. Many new developments have taken place over recent months to develop quality assurance arrangements that apply to all education and training activities in the prison. The senior PE officer and the education manager have led much of this work, building on their experiences in their own departments. **The new quality assurance policies focus well on education and training.**

51. Since the previous inspection, self-assessment and development action-planning have become an integral part of the prison's quality assurance arrangements. Staff have contributed to the self-assessment process and now have a satisfactory understanding of its importance and purpose in supporting continuous improvement.

52. **As at the previous inspection, the prison has no procedures to assure the quality of key training processes such as induction, initial assessment, progress reviews and internal verification.** Observations of teaching and learning in the education department do take place, but **observations of vocational training only began in the two weeks before the final reinspection visit, following a lapse of over two years.**

53. Good practice is not shared sufficiently. A lot of good teaching takes place, but ideas, techniques and resources are not shared systematically with staff throughout the education and training areas. Prison development meetings and meetings between staff from education and vocational training no longer take place.

54. **The management of internal verification for vocational training is poor. Insufficient management action has been taken to resolve problems in internal verification practice in painting and decorating, catering and PE.** Internal verification is not understood adequately throughout the prison and there is no overall internal verification strategy, or lead internal verifier to ensure standardisation and to support staff. Sub-contracted arrangements which use internal verifiers from other organisations are poorly managed and are not quality assured. Internal verification and moderation activities within the education department are satisfactory.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good and improving use of data and information systems
- good promotion and training in equality and diversity issues
- good focus on education and training in quality assurance policies

Weaknesses

- insufficient management of vocational training
- poor co-ordination of induction programme
- incomplete quality assurance arrangements

Construction

Strengths

- very good practical skills development
- effective coaching in practical lessons

Weaknesses

- inadequate recording of learners' progress and action-planning
- insufficient monitoring of internal verification

Business administration, management & professional

Strengths

- good retention and achievement rates
- good standards of teaching and learning
- good vocational advice and personal support for learners

Weaknesses

- inadequate IT resources
- restricted range of programmes to accommodate learners' abilities
- insufficient support for some learners with additional needs

Information & communications technology

Strengths

- good skills development
- good standards of teaching and learning
- very good resources

Weaknesses

- slow achievement of IT key skills
- insufficient management of ICT provision across the prison

Hospitality, sport, leisure & travel

Strengths

- very good retention and achievement rates
- good use of peer tutors and gymnasium orderlies to support learning
- very good use of a wide range of external partnerships
- very successful curriculum management

Weaknesses

- insufficient development and accreditation of learners' literacy, numeracy, language and key skills
- inadequate resources to support new developments
- insufficient internal verification of NVQs

Visual & performing arts & media

Strengths

- good achievement rate
- good standard of teaching and learning
- good use of a wide range of materials and technology
- good additional support for learners

Weaknesses

- restricted range of qualifications

Foundation programmes

Strengths

- good standards of teaching and learning
- good range of programmes to meet learners' needs
- good programme co-ordination

Weaknesses

- low achievement rate for numeracy qualifications
- insufficient formal recording of some learners' progress

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

55. Leadership and management are satisfactory.

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

Strengths

- good and improving use of data and information systems
- good promotion and training in equality and diversity issues
- good focus on education and training in quality assurance policies

Weaknesses

- insufficient management of vocational training
- poor co-ordination of induction programme
- incomplete quality assurance arrangements

56. Leadership and management at Swaleside has undergone many significant changes since the previous inspection. The current head of learning and skills began work on 1st September 2004. The head of learning and skills is a member of the prisons' senior management team and also an integral part of the prison's resettlement agenda, raising the focus of education and training. A common managerial approach to education and training activities is now adopted, resolving a weakness identified at the previous inspection.

57. Significant staff changes have taken place at the prison since the previous inspection. For much of the reinspection process, the deputy governor was acting governor in charge of the prison. A new governor began work at the prison on the same day as the final reinspection team began their visit. A new head of PE has had a significant impact at the prison. Major developments have been introduced in the past year, such as increases in numbers of staff, resources and curriculum developments, including business planning and quality assurance arrangements. An industries manager has now been appointed to co-ordinate the workshop staff. The head of learning and skills holds monthly functional heads meetings to draw education and training issues together. In addition, the ICT team, which consists of both education department and prison workshop staff, now meets regularly.

58. Data systems are now providing management with a good range of accurate information with which to make decisions. The centralised systems can easily show the daily prisoner allocations to education, training and work, for each of the four sessions

HMP SWALESIDE REINSPECTION

each day. Computerised waiting lists allow officers to inform prisoners of their position on the list. Prisoners can now participate in a combination of part-time activities, such as education classes and work. The education department systems still record the achievement of prison key performance targets, but staff now have information about learners' retention and achievement rates, and comparative trends when analysing and evaluating course successes. Partial achievements are also recorded. A lot of work has taken place to resolve previous inspection weaknesses.

59. Vocational training is not managed sufficiently. Not enough qualifications are offered in workshops, a weakness remaining from the previous inspection. Plans to introduce vocational qualifications into four production workshops, where 198 men work, have still not taken place. In addition, single tutor positions, such as the one in industrial cleaning, continue to cause disruption to learning when staff are absent. Industrial cleaning qualifications have not been introduced as planned for the 114 wing cleaners, and only four learners are enrolled on the new industrial cleaning course. Eight prisoners are not able to work in the engineering workshop as it is non-operational.

60. Of the 27 men who work in the kitchens only six are taking NVQs in catering and food hygiene awards are not accredited adequately. The NVQ catering learners' make only slow progress. They are not given sufficient training and their duties in the kitchen are not varied enough for training and assessment needs. Learners are taking over eight months, instead of three to four months to achieve the NVQ at level 1 in food preparation and cooking, some learners are moved on before qualifications are achieved. This is despite good developments by two well-qualified staff who issue learners with an excellent textbook for independent study. In painting and decorating there is not enough management support for curriculum development and related paperwork. Hairdressing training has ceased since the previous inspection at the prison for reasons of discipline. Business courses are now offered by the education department, but there are not enough levels and types of training, or training places to meet the needs of prisoners. These courses have long waiting lists.

61. The prison's business plan includes key performance targets for education and work skills. It does not include developments for education and vocational training. The July 2004 self-assessment report details key priorities for 2004-05, including a needs analysis to provide information for a three-year strategic plan; more construction-based courses; the establishment of literacy, numeracy and language and key skills in all areas of learning; and moving the regime completely to full-time activities, with education access available to all prisoners. It does not include the previously planned development of vocational training in the production workshops. The self-assessment report acknowledges that strategic development is a relatively new concept and is not fully established.

62. The four-week education and training induction programme is poorly co-ordinated and the disjointed management of this area is acknowledged in the self-assessment report. There are two parts to the programme, which are intended to take place during the prisoners' first few weeks at Swaleside. Prisoners are not eligible for education, training or work activities until their induction is completed. However, the 12 available

places for the initial assessment tests are rarely all filled, sometimes only one or two men are present. Low numbers then dictate that the following week's preparation for work course will be cancelled. The initial assessments include literacy and numeracy testing, an IT questionnaire, a dyslexia positive indicator test and a learning styles questionnaire. The results are sent to the sentence planning board, but there is no effective system for sending the test results to where prisoners are working, or to the gymnasium. The current group of 11 men, attending the well-taught education part of the induction have been in Swaleside for 12-14 weeks. The processes for getting security information from other prisons are often slow, but this information is required before prisoners can attend education sessions.

Equality of opportunity

63. Equality of opportunity in education and training is good. The prison has statements and guidelines about equality of opportunity, discrimination and bullying. The library has a satisfactory range of books and tapes, which reflect the diversity of the prison population. Learners originate from 56 different countries and 38 per cent of the population are foreign nationals. Learners can request library visits, but there is no structured allocation of library sessions. The library has a range of fiction and non-fiction books in a good range of languages.

64. Regular meetings are held to discuss diversity, measures against bullying, and disability. Learners are appointed as wing representatives and attend these meetings to give their views and provide feedback to the wings. Diversity meetings are attended by the governor who chairs the meeting, a race relations officer, a diversity manager, the anti-bullying co-ordinator, representatives of various religious faiths, and other managers. Learner diversity representatives from each of the wings also attend the first half of these meetings. The wings have anti-bullying learner representatives who attend regular meetings.

65. Diversity training is good. Almost all staff have attended diversity training including contracted workshop and education staff. Most have also attended a day course to help staff think about how they present themselves and how this may affect other people's actions. Learners receive diversity training during induction and a recently introduced racial equality scheme provides an opportunity to raise learners' awareness of a range of different cultures. Recent special events include a Turkish day and an African day. Speakers attended, local traditional dances were performed and traditional foods were sampled. These were not well advertised and participation was low, but evaluation of the event has identified this. Learner diversity and anti-bullying representatives receive basic counselling training to support them in their role.

66. Equality of opportunities data is collected and used well. Detailed data is collected and analysed, the information is sent to the governor and the senior management team. A traffic light system is used to identify under- or over-represented groups in all work areas and education. It is also used to monitor wing populations, use of the gymnasium, staff ethnicity, incentives regimes, complaints and a range of other aspects. The results are discussed at monthly diversity meetings and areas requiring action are noted.

HMP SWALESIDE REINSPECTION

Current data shows a representative number of ethnic groups in all work areas and education.

67. Equal opportunities data is now collected and used to implement changes. A new complaints procedure has been introduced. Learners now have complaints boxes on each wing with a supply of forms. A recent recruitment campaign has been effective in recruiting under-represented groups of staff. Meetings with prisoner representatives to reduce bullying have been successful in reducing the number of incidents. Diversity and equality of opportunity targets in the business plan are being met.

68. The prison is aware of the Disability Discrimination Act (1995) and has recently used a specialist contractor to carry out a disability access audit. This has highlighted some action points, which are being prioritised. For example, door widths in some areas were identified as a potential problem for wheelchairs and there are no visual warnings for deaf prisoners such as fire alarms. Toilet and shower facilities are not suitable for some disabled prisoners and the workshops are accessed by very steep ramps, making them inaccessible to users of self-propelling wheelchairs. Learners with disabilities are assessed individually to identify relevant support needs. Signs are displayed in the wing offices to identify the location of prisoners with disabilities, so that staff are aware of their needs. Some specialist equipment is available, such as specialist computer aids for those who are visually or hearing impaired.

69. The allocation of prisoners to activities and waiting lists is centrally co-ordinated. There are specific selection criteria for each job, educational course, or vocational training course. Education is prioritised wherever possible. The waiting list is kept up to date. Security clearance is sought as part of the selection criteria; some delays occur where learners are transferring from one area to another. To ensure the appropriateness of the work placement, some learners are interviewed by instructors or tutors. The waiting list is published on the intranet so learners can ask their personal wing officer to access the information and monitor the learners' position on the list.

Quality assurance

70. Quality assurance of education and training is the responsibility of the head of learning and skills. Many new developments have taken place over recent months to develop quality assurance arrangements for all education and training activities in the prison. The senior PE officer and the education manager have led on much of this work, building on their experiences in their own departments. There is a good focus on education and training in the new quality assurance policies. They contribute to the implementation of a prison-wide learning and skills framework. The policies are wide-ranging and cover such areas as staff development, teaching/training observations, feedback and evaluation, and strategic and operational planning. Each policy is clearly defined to support staff's understanding of their scope and relevance. However, the prison's business plan for 2004-05 does not set targets or objectives relating to quality assurance.

71. Since the previous inspection, self-assessment and development action-planning

have become an integral part of the prison's quality assurance arrangements. Staff have contributed to the self-assessment process and now have a satisfactory understanding of its importance and purpose in supporting continuous improvement. This situation is much improved since the previous inspection. The prison has recently developed a quality assurance cycle that clearly identifies the information required to produce an annual self-assessment report and development action plan. The cycle includes course reviews, which are carried out three times a year. In the education department, reviews are detailed and evaluative and provide good evidence for the self-assessment report. Reviews in most vocational training areas have insufficient detail and do not identify actions to improve the quality of provision.

72. The current self-assessment report, dated July 2004, is the prison's fourth and most detailed to date. It was agreed and signed by the previous prison governor. The report contains grades for each area of learning, and leadership and management. There is a general list of strengths and weaknesses for all aspects of leadership and management. Many of the strengths and weaknesses are descriptive rather than judgemental and some critical weaknesses are not acknowledged. The prison does acknowledge that quality assurance processes are not fully established. The current development action plan, produced in conjunction with the 2003-04 self-assessment report, focused on resolving weaknesses and does not include strengths or satisfactory aspects. Arrangements to monitor the implementation of the plan are ineffective. No meeting structure currently exists for managers to collectively review and evaluate the plan. The quality assurance improvement group meetings were discontinued a few months ago.

73. Action-planning is satisfactory in the education department. Individual course action plans identify improvement actions, the member of staff responsible for their implementation, timescales for completion, and monitoring arrangements. The course action plans are used in the department's development action plan. In vocational training, there are no formal arrangements to monitor improvement actions.

74. In the education department, learners' feedback is analysed in detail under the categories of teaching and learning, assessment, relevance of course, and resources. Learners complete questionnaires about the quality of training three times each year. The education manager carries out comparative analyses of current and previous results. Departmental averages within the education department are then produced to identify trends. Learners' feedback is not analysed sufficiently in vocational training.

75. As identified at the previous inspection, no procedures exist to assure the quality of key training processes such as induction, initial assessment, progress reviews and internal verification. Frequent observations of teaching and learning in the education department take place, but observations of vocational training have only begun two weeks before the final reinspection visit following a lapse of over two years.

76. Good practice is not shared sufficiently. For example, there is a lot of good teaching, but ideas, techniques and resources are not systematically shared with staff throughout the education and training areas. Prison development meetings and

HMP SWALESIDE REINSPECTION

meetings between staff from education and vocational training no longer take place. The new head of learning and skills has planned meetings for the quality improvement group to meet and share good practice.

77. The management of internal verification for vocational training is poor. Management has not taken sufficient action to resolve concerns about internal verification practice in painting and decorating, catering and PE. There is a general lack of understanding of internal verification throughout the prison and no overall internal verification strategy, or lead internal verifier, to ensure standardisation and provide support to staff. Internal verification and moderation activities in the education department are satisfactory.

AREAS OF LEARNING

Construction

78. Painting and decorating is satisfactory.

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

Strengths

- very good practical skills development
- effective coaching in practical lessons

Weaknesses

- inadequate recording of learners' progress and action-planning
- insufficient monitoring of internal verification

Achievement and standards

79. Learners' practical skills development is very good. They are quick to develop their practical skills and demonstrate very good painting and decorating skills, using a range of techniques such as wood graining and marbling. Free-brushwork skills are of a particularly good standard and examples of coats of arms painted by learners are displayed in the workshop. The instructor uses these to motivate other learners. The work is well structured with a logical progression of tasks, from stripping and preparing surfaces to applying final finishes. Achievement rates are satisfactory. Of the 16 learners who started on the programme in 2002-03, 38 per cent achieved a full qualification. One learner is still in training. Twenty-six per cent of learners who left the programme without achieving a qualification did so at the directive of other parties, not the instructor or by the learners themselves. Most learners achieved part of the qualification, but have not been certificated. In 2003-04, 21 learners began the programme and at the time of reinspection, 24 per cent have achieved a full qualification. Sixty-two per cent are still in training.

Quality of education and training

80. Practical sessions include effective individual coaching. The instructor provides clear and constructive advice and guidance to learners. Instruction is well supported by good demonstrations to develop learners' understanding. The instructor encourages and motivates learners to carry out practical tasks independently and with minimal supervision. He has good industrial experience and holds a teaching qualification. He passes on his knowledge and skills to learners effectively. Learners feel confident enough to seek help when required, and use their time well. They value the support that is given. The instructor and learners have a good rapport. The introduction to sessions is

HMP SWALESIDE REINSPECTION

poor. The aims and objectives of sessions are not communicated to learners. Learners do not receive sufficient individual formative feedback during sessions. Those learners who require literacy and numeracy support are able to attend sessions within the education department.

81. Resources are satisfactory. The standard of workshop equipment and hand tools is satisfactory and there is an adequate supply of consumable materials. The workshop is generally tidy and well maintained. Because of the change in qualifications since the previous inspection, there is now no requirement to provide facilities for background knowledge sessions.

82. Assessments are satisfactory. They take place frequently and are well planned. Learners understand clearly what they have to do. They can self-assess and select their own sequence of assessment work. Assessment records are completed to a satisfactory standard.

83. Induction is satisfactory. Learners are given a tour of the workshop to introduce learners to its layout, and to raise their awareness of potential hazards. Great importance is given to health and safety matters and the instructor interviews each learner to identify their level of understanding. The information sheets issued to learners during induction are poor-quality photocopies and some are difficult to read.

84. Since the previous inspection learners' progress reviews have improved to some extent, but the recording of reviews and subsequent action-planning is inadequate. Learners are now given constructive and informative feedback after each training task or assessment, but this is not always adequately recorded to help them remember the improvements they need to make. The progress review form is poorly designed and makes no reference to key aspects of the review process, such as equality of opportunity, health and safety, and target-setting. No individual targets or objectives exist to help learners focus on their personal development, or to meet specific training needs. Individual learning plans are not used to plan learning or to set achievement targets. Initial assessment results and learner support arrangements are not recorded in the learning plans.

Leadership and management

85. The monitoring of learners' progress is satisfactory. Achievements in practical tests are displayed in the workshop and learners have a good understanding of their progress. Staff training and development is satisfactory.

86. Internal verification, which is subcontracted to another prison, is not monitored sufficiently. The internal verifier has carried out only two visits during the past 13 months, the last being in January 2004. The assessor's observation records are not sufficiently detailed and do not identify development needs clearly. Many records have not been signed by either the assessor, or internal verifier. The programme is not evaluated sufficiently. Tri-annual course reviews are not used effectively to support continuous improvement. Many of the proposed actions within reviews make little

reference to the painting and decorating programme. Comments from the course leader are repeated from one review to the next. The range of qualifications is restricted. Two qualifications, comprising a series of basic skills tests, are offered but there is no opportunity for learners to progress to a higher-level qualification such as the intermediate construction award.

Business administration, management & professional

87. Business courses are satisfactory.

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

Strengths

- good retention and achievement rates
- good standards of teaching and learning
- good vocational advice and personal support for learners

Weaknesses

- inadequate IT resources
- restricted range of programmes to accommodate learners' abilities
- insufficient support for some learners with additional needs

Achievement and standards

88. All courses have good retention and achievement rates. Learners attending business start-up courses and bookkeeping and accounting are very successful. All learners passed on all three of the bookkeeping and accounting courses. Nine of the 27 learners gained merit awards, which is a growing trend. Learners have progressed from level 1 to level 2 and a few are at level 3. Coursework, progress and achievements are very positive. The business start-up programme was introduced in January 2004. Fourteen learners have been assessed for level 1 and five for level 2; all were successful. All level 1 qualifications are awaiting external verification and all level 2 qualifications are awaiting internal verification. The retention rate is very good on all courses.

89. Achievements and standards on courses are good. Learners are able to debate and discuss business concepts and apply logic to their own personal business plans. In practical exercises learners are capable of calculating the best options from purchasing, hire purchase or leasing. They can prepare a solid case study to support their judgements and defend their decisions strongly and in a good spirit. Some learners can build in to their projections unforeseen, but realistic, eventualities. The range of abilities in the group varies a great deal. Some learners are capable of university distance learning, can work independently, and are self-starters. Some learners bring to their studies vast amounts of business and personal experience. This is shared with other learners to improve their understanding and contextualise learning. Learners' portfolio work is satisfactory and meets the requirements of the qualification.

Quality of education and training

90. The standard of teaching is very good. It is stimulating, challenging and motivational. Complex information is delivered in a manageable way. Sessions are well planned and well structured. They are planned in phases, are well-resourced, and allow sufficient time for recapitulation and review. Learners are actively involved in the sessions, playing a positive role in questioning the tutor and each other. Resources are used effectively and at appropriate times to stimulate learning. For example photocopied materials, flip chart and whiteboard techniques are used to sustain interest and progress the learners. The tutor is very experienced in business and uses this experience in the sessions. Learners value the relevant anecdotes that explain and demonstrate pertinent issues. This information provides a stimulus for further in-depth discussions. Information is delivered at a good pace. Some of the photocopied information is of poor quality.

91. Learners are provided with good vocational advice and individual support. They can join the group without a specific business project in mind. The tutor takes great care to involve all learners' interests from the start. Time is given to explaining the advantages of knowing and understanding the basic fundamentals of building a business. Learners are guided step by step through a complex business analysis scenario. Their understanding is helped significantly by the patient and professional approach adopted by the tutor. Additional activities enable learners to understand the importance of business tools more clearly. For example, the tutor has arranged visits from a banker, a tax officer and a stockbroker and encourages learners to read a financial newspaper. Information is always related to day-to-day activities and learners are inspired to start planning for a positive future. More able learners have been supported and challenged to raise their expectations and begin distance learning. The learners value the respect shown to them and the approach taken by the tutor.

92. Assessments are satisfactory. The tutor marks learners' work accurately but does not always provide additional comments to guide the learner in improving their standards. Assessments are routine and regular and accurately recorded. Three level 1 portfolios have recently been internally verified. The summary report accurately identified that all necessary evidence is present to meet the requirements of unit criteria. The report gave further useful developmental recommendations and provided guidance notes. Evidence in the portfolios is very bland and is not a true reflection of the quality of work that occurs in the learning environment.

93. IT resources for the programmes are inadequate. The prison does not have sufficient up-to-date software, hardware, and learning materials. Software is not up to industrial standards and is counter-productive for learners who have studied, using better resources, on the prison's IT courses. Improved hardware equipment, purchased three months before reinspection, remains in delivery boxes stored in the classroom. This is very frustrating for the learners. Eight computer stations are located around the sides of the classroom. There is sufficient space for learners to work on the machines, but health and safety matters have not been given sufficient attention. For example, wires trail above and below the work surfaces and antiquated equipment from a previous

HMP SWALESIDE REINSPECTION

vocational operation is still in the classroom. There is only one printer and there are no laptops computers for learners to use. Stationery resources are in short supply. The computers are not networked and have no server. This restricts opportunities for research and investigative learning. The absence of internet access restricts advanced study and is a limiting factor in the choice of higher level awards.

94. Literacy, numeracy and language development are not integrated adequately in the subject sessions. Learners are screened for their ability and need to be at level 1 before acceptance. Following this the tutor conducts an interview, but does not identify additional or specific individual needs. Learners' past experiences and additional qualifications are often not recorded. One learner, with good vocational qualifications and associated academic qualifications, is studying at level 1. No additional support is offered within the business sessions. Those learners in need of additional support leave the course and continue literacy and numeracy studies separately. Learners are frustrated with this arrangement.

95. The range of programmes is not sufficient to meet the needs of all learners. The prison does not provide enough advanced courses, or specialist subject programmes; for example, office technology, administration and integrated IT and business awards. No simulated business technology is available. Learners do not have a realistic working situation. Programme capacity is too small to meet the learners' needs and a long waiting list exists. Some learners have waited for a considerable period of time to start the course. Those learners who achieve a level 3 qualification have no progression route. Development of existing courses is ongoing, but there are no plans to expand the range of courses.

Leadership and management

96. The business courses are based in the education department. The courses have been developed positively and are still evolving. Significant progress has been made to date. Attendance on the programmes is monitored and additional work is set for those learners who are unable to attend. Communications are limited, especially with other staff in related subjects. The programme attracts a multi-cultural group of learners. Individual differences are appreciated and there is a good understanding of diverse cultural and ethnic needs. Learners are well managed in class, and behavioural and language standards are high, but classes are rarely observed to monitor teaching and learning practice. Internal verification arrangements are satisfactory, but some delays have occurred in both internal and external verification. Accreditation and certification of a large number of learners' awards have been delayed. Course reviews are satisfactory, with action points being attended to promptly. Learners are regularly asked for informal feedback about sessions, but there is not enough structured feedback and analysis of learners' views.

Information & communications technology

97. Information and communications technology provision is good.

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

Strengths

- good skills development
- good standards of teaching and learning
- very good resources

Weaknesses

- slow achievement of IT key skills
- insufficient management of ICT provision across the prison

Achievement and standards

98. Skills development in ICT is good and learners produce good standards of work. Skills include word-processing, e-mail and file manipulation. Some courses have a good mix of practical and theory sessions enabling the learners to develop basic software and hardware skills. Achievement rates are high in the examination-based qualification in IT, with 83 per cent achieving a full certificate in 2003-04. Achievements are slower on some other courses, but this includes a period when courses were cancelled for four months because of building work on the adjacent PICTA unit. Attendance levels in classes are good.

99. Progress and achievements for the IT key skills class are slow. Ten per cent of learners achieved an IT key skills qualification in 2003-04 and 40 per cent are still in training. The standard of their work is satisfactory and learners are keen to learn, but some find the work at level 2 challenging and the limited number of classes disruptive and inhibiting to progress.

Quality of education and training

100. Standards of teaching and learning are mostly good; all sessions are at least satisfactory. All sessions have a very relaxed learning environment which is appreciated by the highly motivated learners. The learners work at their own pace and receive good guidance from staff, or peer tutors. In one of the more advanced classes, a peer tutor manages the class effectively while the tutor develops new topics with a small group of learners. Learners receive regular verbal feedback while working and their printed assignments are marked regularly, with good, written feedback. One tutor has developed a system which enables learners needing help to e-mail the tutor. This enables rapid and discreet responses to problems and develops learners' electronic

communication skills. The PICTA uses pre-designed, e-learning packages with multimedia output to inform learners of their progress. Practical skills are developed in groups, or by individual instruction. Instruction is clear and learners rapidly learn new skills.

101. Many improvements have been made since the previous inspection and resources are now very good. All vocational workshops and most education rooms have modern, industrial-standard computers and some have e-learning materials using multimedia and online assessments through the internet. Others have very well-designed, dedicated course handouts, and networks which simulate the internet and allow electronic communication. The education department has started an e-learning project and plans to network the whole department. The tutors are mostly well experienced and all are adequately qualified. Most have teaching qualifications, or are working towards them. The accommodation for the workshops is good, but can become hot and airless in the summer, and cold in the winter. All seating is good, but there are not enough document holders. Sometimes desk space is restricted. The computers in the education department key skills room are awaiting refurbishment. Learners on one of the courses do not have sufficiently secure networking and the server in the vocational unit is outdated.

102. Assessment and recording of progress is satisfactory. The quality of methods used to record learners' progress varies a lot. Most tutors are very knowledgeable about their learners' progress, but often this is not well recorded. Some tutors hold a brief list of completed units and others have a detailed schedule of problems and solutions, with dates, which are available on the network. Some informal on-course initial assessment does not take place and a learning plan is developed, but these do not show individual targets and progress reviews are not always carried out systematically. Some learners do not know about their learning plans. Assessment procedures follow regulatory body requirements.

103. The prison has a satisfactory range of ICT courses, with appropriate qualifications. Good progression routes exist, using education department and prison workshop courses, but these are not well advertised. Some flexibility in the programme allows a few learners to be part-time on several courses, but this facility is not well publicised. Some courses have been enhanced with activities such as e-mail and internet simulation. These not only increase motivation, but also bridge the gap between levels. However initial assessment or accreditation of prior learning is not used sufficiently on some courses. Some learners join courses at an inappropriate level. There are no introductory IT courses and the IT key skills awards start at level 2. Key skills in numeracy and communication skills are integrated with some of the IT courses.

104. Support for learners is satisfactory. They receive very good and effective peer support by trained peer tutors. Tutors listen well to learners' problems and provide good pastoral support. The prison's initial assessment of literacy and numeracy needs is not communicated adequately to the vocational workshop tutors who are unaware of some learners' additional support needs. When these are discovered, learners are sometimes referred to the education department for support. Some courses have a detailed diagnostic assessment and some learners are well supported by a specialist tutor and

software packages which 'read' the text to learners.

Leadership and management

105. Some progress has been made since the previous inspection. IT staff from the education department and prison workshops now meet together. Some sharing of good practice takes place in informal meetings, but these meetings are not minuted, not regular and are often unplanned. Management of ICT across the prison is still inadequate and there are not enough formal meetings. Staff do not have strategic guidance about issues relating to the curriculum, learner recruitment and course progression. Cover for absent staff is inadequate, sometimes causing cancellation of classes; some vocational workshop staff are also required to do prison discipline duties. Most staff development is good, though some training is required for vocational workshop staff. The prison is aware of many of these problems and the very new head of learning and skills has assumed co-ordination of ICT throughout the prison.

106. Equality of opportunity is promoted well and learners are aware of complaints procedures. Some special equipment is available for learners with physical disabilities. The toilets in the workshop are not suitable for physically disabled learners. Quality assurance is incomplete. The policy is very new and not established yet. Some internal verification is good and has led to changes in the way the assessments are carried out. However, assessments on some courses are not moderated sufficiently. Paperwork and procedures are inconsistent in quality. Course reviews are completed for most courses.

Hospitality, sport, leisure & travel

107. Sports provision is good.

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

Strengths

- very good retention and achievement rates
- good use of peer tutors and gymnasium orderlies to support learning
- very good use of a wide range of external partnerships
- very successful curriculum management

Weaknesses

- insufficient development and accreditation of learners' literacy, numeracy, language and key skills
- inadequate resources to support new developments
- insufficient internal verification of NVQs

Achievement and standards

108. Achievement and retention rates are very good on all courses. Twenty-four of 27 starters achieved the basic weight-lifting leaders' award. Retention and achievement rates on the community sports leader award course is also very good: 45 of the 46 starters gained the award. Learners working for the NVQ at level 1 are also very successful. There have been two courses, 12 starts and 11 achievers; one learner was transferred with two units left to complete. Of the six learners currently working towards the NVQ at level 1, two have completed two units, two have completed three units and two have completed four units. Nine learners are working towards the community sports leader award and four learners are working towards the higher award. Progress to date for these learners is good. This situation has vastly improved since the previous inspection when there were no accredited courses. There are few local awards and advanced programmes. Sports-specific awards have been resourced and are awaiting implementation. Manual handling awards have been achieved by 282 learners and 195 learners have achieved the heart association awards in the past year.

Quality of education and training

109. The use of peer tutors and gym orderlies is developed very effectively. The orderlies are very capable of supporting learners in practical and theory PE sessions. They have a wealth of sports-related knowledge and very good standards in skills and fitness levels. They provide accurate advice and practical guidance to improve learners' performances on an individual and group basis. For example, they attend all recreational sessions and act as assistant tutors. Gymnasium orderlies have various roles and

responsibilities and all work independently and autonomously. One orderly has completely transformed the visual appearance of the sports facilities with vibrant and appropriate graphics and motivational quotes on every wall. The orderlies accurately record learners' attendance and monitor the registers for recreational PE. They use this information to evaluate minority ethnic participation rates and identify absentees.

110. Peer tutors train learners on the induction programme. These tutors have gained instructor qualifications and take the lead on manual handling and preparation for work activities. They develop their own learning materials, perform accurate demonstrations of lifting techniques, explain health and safety issues and work efficiently as a team. They can answer learners' questions competently. The peer tutors take pride in their training role and are self-critical. Some have developed good IT skills and use these to create interesting and professional presentation material. Learners attending the courses appreciate this style of learning. Some peer tutors are preparing to instruct on the heart association programme. Peer tutors also work within the education department, assisting in literacy and numeracy classes, and are preparing to take a classroom assistant qualification. Preparation for developing literacy, numeracy and language support within PE sessions has begun recently. All peer tutors and gymnasium orderlies have a very positive and productive working relationship with the PE officers. They represent an efficient and effective part of the PE training team.

111. The prison makes very good use of a wide range of external partnerships. Learners can practise and develop their training skills in realistic environments with different community groups and ability levels. The prison has a long-standing weekly arrangement with a local school. Learners working for sports leader awards prepare lesson plans, learning materials and feedback evaluations to gain experience in organising PE for young children. One learner produced a complex circuit session that was very well implemented, and supported by fellow learners. Exercises had been selected to improve speed and agility and were very well suited to the capabilities of the children. The education department liaises with the school PE staff to ensure that what is planned by the learners is sufficiently varied and meets the developmental needs of the children. Learners are also involved in working with a multi-faith project and contribute to teambuilding exercises. The department has numerous links with other similar organisations and educational establishments. These contacts are used to raise self-esteem, enrich daily activities and promote personal development.

112. The learning schedule is well-planned and progressive. The department has introduced new specialist sessions for team sports, circuits and inter-team and staff competitions. The training and qualifications route begins at induction and is very well graduated to elite and advanced performance awards. Not all of these are currently operational. Preparations for accreditation of an NVQ in coaching, teaching and instructing at level 2; FA coaching, spinning instructor, basketball coaching, and referees' award are almost finalised. Discrete sessions for learners with health and fitness difficulties and those wanting to learn about treatments and injuries are also being formulated.

113. Training is well planned and to a satisfactory standard. Practical training is good

HMP SWALESIDE REINSPECTION

but there are some inadequacies in basic classroom management in some theory sessions. Assessment and moderation of courses is good. Paperwork to support the NVQ assessment process is satisfactory, but it is difficult to use and not concise enough for the assessor to complete easily. Learners' portfolios contain a good range of evidence and a daily diary is used well to demonstrate task competences. A simple, but effective colour coding of the entries allows both the assessor and the learner to see what has been achieved. Not enough witness statements are used and some of the verbal questioning is poorly recorded. PE officers are well qualified to teach the various aspects of the curriculum. There is insufficient celebration of learners' success and achievements.

114. Facilities are extensive and some are well used. Some are in a poor state of repair and some equipment is worn out. The large grassed area is unfit for sport and the hard court and astro turf area are rarely used. Changing and showering facilities are inadequate. Learners occasionally use the sports hall and classroom as a changing area. New cardio-vascular equipment with a large screen projector attracts many learners, but some of the resistance machines are antiquated. Staff numbers restrict the amount of programmes available. The classroom is inadequate for large groups of learners and to meet the needs of all courses. There are not enough quiet areas to deliver coaching techniques, meet with individuals or give feedback. Access to IT equipment and teaching aids is poor. Learners in background knowledge sessions are frequently interrupted and distracted by high noise levels.

115. Literacy, numeracy and language skills, and key skills are not developed or accredited sufficiently. Two PE staff are qualified in literacy, numeracy and language skills, but PE staff have a poor understanding of key skills qualifications. The PE department does not receive sufficient information about learners' ability levels from the initial induction screening or from any further diagnostic tests. For example, a learner participating in induction with specific ESOL needs understood little of the information being given, and the tutor was unaware of this fact.

116. Team building and training activities are not used sufficiently to accredit key skills. The learners do not receive support from suitably qualified or experienced personnel from the education department in their training sessions. Communications between the two departments are very weak. Learners are not gaining benefits or progressing quickly enough on the programme.

117. The NVQ programme does not provide sufficient internal verification. The PE department has no internal verifier, and visits by an internal verifier from another organisation are not adequate for the situation. The verifier has no contact with learners and the monitoring and observation of the assessor is ineffective. Judgements are poorly recorded. There is no quality assurance of this arrangement. A PE officer is working to gain an internal verification qualification and other officers are accredited verifiers for other courses.

Leadership and management

118. Since the previous inspection a PE senior officer and a full complement of staff have been recruited. Previously, only recreational activities were taking place, but accredited awards are now being offered successfully and more are currently being developed. The department has been completely and positively reorganised in the past 12 months. The department's strategic development has been refocused. Curriculum development, staffing, and accommodation problems have all received positive action. The accommodation in the internal activity areas has been transformed. New staff have been carefully chosen to complement the existing team and to extend learning opportunities. For example, staff with specific sports coaching skills have been appointed to make best use of the new facilities and some have been appointed to develop educational support. Existing and new staff have a comprehensive training programme and access to external courses. This is linked effectively with the appraisal and review system and the PE business plan. Good contributions are made by all involved in the staff meetings and the minutes accurately record designated action points. The open style of management encourages forthright opinions, creativity and independent problem-solving. Staff are enthusiastic, with a strong commitment to making a positive difference for the learners. The manager leads the team very effectively and encourages the staff at every opportunity.

119. The PE department is well informed about the self-assessment process and has its own specific self-assessment report. This is linked with the PE strategy and all staff have contributed to it. Recently introduced wing representative meetings are used to express learners' views. A comprehensive set of procedures, well supported by relevant paperwork, is being implemented gradually.

120. At this stage, the system does not provide sufficient evaluation and measurement of the quality of provision. The focus is on quantity and relies too much on checklists. For example, good course guidance notes identify the procedures to be completed with the learner, the date and order of completion. This guidance document does not outline how to complete the paperwork and the acceptable standard of completion. The staff often teach as a team to share good practice, but inconsistencies still exist. Training and learning sessions are not observed sufficiently. There is not enough learner feedback about either peer or tutor training. Discrimination, harassment, poor behaviour and inappropriate language are not tolerated in any form. Some references are made to gender, cultural and religious differences in sports training, but the subjects are not developed in learning materials as part of education. Materials are not screened for equality of opportunity or diversity issues. All staff have attended pro-social and diversity training.

Visual & performing arts & media

121. Art and design provision is good.

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

Strengths

- good achievement rate
- good standard of teaching and learning
- good use of a wide range of materials and technology
- good additional support for learners

Weaknesses

- restricted range of qualifications

Achievement and standards

122. The standard of learners' work and the achievement rate of qualifications are both good. The quality of research and developmental studies and the standards of finished work are exceptionally high and in many cases are beyond the requirements of the qualification. Work in fine art, particularly portraiture and life drawing, is very strong and has been highlighted in a recent external verifier's report. Learners are able to carry out extremely taxing exercises requiring high levels of concentration. A good pace of work is maintained by continuous guidance and support from the teacher. Examples of learners' work are displayed throughout the education department and in every available space within the art room. They cover a wide range of materials and techniques in both two, and three, dimensions and include some very large sculptural work and murals. All learners are able to talk about their work using very good levels of visual language and display clear understanding of many cultural and conceptual references.

123. Achievements are good. Of those beginning the course, 72 per cent have achieved the full qualification and to date all current learners have successfully achieved at least two units. Achievements in practical areas of the course are supported by well-organised and clearly documented paperwork in learners' portfolios of evidence. The retention is 80 per cent, but significant numbers of learners transferred mid-course who have also achieved two or three units. All learners who successfully complete the full qualification also achieve a communication key skill qualification at level 1 or 2. A few learners also achieve a key skills application of number qualification.

Quality of education and training

124. Standards of teaching and learning are good. In the best sessions learners are inspired by the knowledge and ability of their teacher. He is well qualified and experienced and has been teaching art and design at the prison for 16 years. He is a practising artist in portraiture and the benefits of this can clearly be seen in the quality of the learners' work. The teacher consistently encourages the learners to achieve more and from the outset expects the disciplines of research and developmental work to be fully explored. The extensive drawings, developments and reviews that feature in all learners' portfolios provide evidence of this. All work is centred on assignments and briefs that have been carefully devised to give the maximum opportunities to cover NVQ elements and units.

125. The use of appropriate visual language and technical terminology is required in both aural and written work. During all sessions that were observed, all learners were actively engaged through the duration of the session. Effective use is made of a wide range of materials and equipment, which enables full coverage of all the qualification requirements, particularly those requiring three-dimensional and experimental responses to briefs. A wide range of teaching and learning strategies is employed, including individual instruction, demonstrations, group discussions and evaluations. Lessons are well planned and organised.

126. A wide range of materials and technology is available to all learners. These include the use of synthetic clay, papier mache, plaster and wire armatures for the development of large sculptural pieces. Throughout the course learners are exposed to a wide range of materials ranging from charcoal and pencils to pastels, acrylics and oil paints. Work with these materials is carried out on a number of different papers and textured surfaces. A number of storage areas are available for the safe storage of completed work and the extensive range of materials. A lot of the materials and specialist equipment from rooms previously occupied by the art and design course are currently stored in the remaining art room. When the centre of the room is cleared to accommodate easels for life drawing, the space is cramped.

127. Support for learners is good. All new learners have a thorough, four-week course induction where the rudimentary principles of art and design are covered. Work completed during this period can be submitted as evidence towards two of the coursework units. During taught sessions learners receive continuous support and guidance from their teacher. During, and at the end of, each assignment learners receive individual guidance about their progress. These comments are recorded in their portfolios of evidence. A peer tutor provides additional support. This person has already completed the qualification and a key skills level 2 in communication. Good relations exist between the teacher and the learners.

128. Assessment arrangements are satisfactory. The teacher holds regular review sessions with each of the learners and provides constructive feedback, which is recorded in the learners' file. This provides information for future developments and progress. The

context and manner in which these judgements are made are suitable for learners' needs. The nature and extent of the comments are appropriate to the subject content of the course. The teacher strives for very high standards by the learners and on occasions has under-marked some of the work in the design unit, which has been noted by the external verifier.

Leadership and management

129. Weekly meetings take place between the teacher and peer tutor to review the previous week's activities and to plan the next one. The teacher has modified the delivery of certain aspects of the course based on feedback gained from the peer tutor; as for example, when some members of the group had not fully understood the principles of perspective. He is also able to help learners with communication elements of their coursework, such as their individual case studies, verbal presentations and research. A member of the key skills teaching team attends the class on a weekly basis to provide further support. One learner in the group is profoundly deaf. Teachers and learners make positive efforts to ensure that he is included in all activities.

130. Arrangements for internal verification are thorough and are carried out by a specialist art teacher from another establishment. This arrangement does allow for some informal sharing of good practice, but the education contractor does not provide sufficient curriculum support.

131. The intermediate art and design course is the only course available in this area of learning. At the time of the reinspection all learners were able to cope with the requirements at this level, but no provision is made for those who may not be able to. After successful completion of the course there are no progression routes for those learners who clearly demonstrate the ability to study at an advanced level. The one exception to this is the instance where one learner, through the foresight of a wing officer, has been able to continue with mural paintings on the residential wing. The education department and the prison are aware of this shortcoming and the implications for any future extension to provision.

Foundation programmes

132. Foundation programmes are good.

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

Strengths

- good standards of teaching and learning
- good range of programmes to meet learners' needs
- good programme co-ordination

Weaknesses

- low achievement rate for numeracy qualifications
- insufficient formal recording of some learners' progress

Achievement and standards

133. Achievement and retention rates on language and literacy programmes are satisfactory. Learners can join classes any time there is a vacancy. Most are referred following their initial assessment tests at induction. In the past year 295 learners began language and literacy courses, of whom 144 have already achieved a qualification and 106 are still in training. The retention rate for learners over the past year is 87 per cent.

134. Retention on numeracy courses is satisfactory and in the past year 70 per cent of learners on key skills level 2 and 3 courses and 71 per cent of those entry and level 1 courses have been retained. The achievement rate for numeracy qualifications is low. Of the 89 learners who began entry and level 1 courses, 32 per cent have achieved the full qualification and 29 are still in learning. At level 2 and 3, of the 46 learners who began in the past year, 26 per cent achieved the full qualification, with 15 still in training.

Quality of education and training

135. Standards of teaching and learning are good. Tutors are suitably experienced to work with the specific groups of learners, although none hold, or are taking, level 4 subject-specialist qualifications. Lessons are well planned and generally make effective use of lesson plans and schemes of work, although some lesson plans are too generalised. Tutors give appropriate individual attention to the learners, who have a wide range of needs. Good use is made of various techniques to meet different learning styles. Tutors work hard to establish a good rapport with the learners, who speak well of the tutors and value their support. Learners successfully acquire a range of skills in literacy, language and numeracy. They are given appropriate and sufficient opportunities to practise these skills, especially verbal skills, in the confines of the safe environment of the classroom. Learners who ask for homework are given relevant work to carry out,

which is subsequently marked and discussed with them.

136. The prison provides a good range of programmes to meet the needs of learners. A wide variety of relevant courses is available to learners. Those with pre-entry level skills can join courses designed for their needs. Other courses are provided at entry level and level 1. Learners progress between the appropriate courses as their skills improve. Learners attaining level 2 skills progress to key skills courses at the appropriate level. Suitably trained peer tutors are used very effectively throughout the programmes. Peer tutors work to gain an appropriate qualification in adult learner support. They then work to achieve the key skill in communication at level 2. Once qualified, they work in classes with tutors to provide appropriate support for learners. Some peer tutors provide additional help to learners outside standard education hours. There are sufficient courses at the required level to match the initial assessment profile for literacy, numeracy and language needs.

137. Resources are satisfactory. Training is delivered in suitable rooms in the education department. Rooms are safe, well lit, bright and well-ventilated. Appropriate wall posters are used in each of the training rooms. Good use is made of learners' work and experiences to enhance the learning environment. Computers are available in most rooms, but there are not enough to cater for all learners in a class. Not enough varied software learning packages are available. Some tutors are developing their own resources using presentation programmes. Too many of the teaching resources are paper-based. Some tactile resources are used in numeracy, but they are not varied enough.

138. The initial assessments of literacy, language and numeracy needs are thorough. These assessments are used to develop appropriate individual learning plans. The initial assessments also include questions to determine predominant learning styles. This information is passed to tutors in the education department.

139. Learners' progress is not formally recorded sufficiently in some instances. Staff meet frequently with learners to discuss learning and identify initiatives for improvement, but these are seldom recorded.

Leadership and management

140. The programme is well co-ordinated which has resolved a weaknesses from the previous inspection. The manager and co-ordinators use data effectively to improve the programme. For example, an additional literacy course has been established to cater for the increasing number of learners at entry level. Good communications are promoted within the department. Formal team meetings take place regularly. In addition, staff communicate regularly with each other and the manager informally. Staff state that they feel confident that they can approach the manager with any concerns. Quality assurance is satisfactory. The manager ensures that all staff have a number of observed teaching sessions. File audits and course reviews are also carried out. Staff work hard to ensure that equality of opportunity is promoted.