

REINSPECTION REPORT

HMP & YOI Chelmsford Reinspection

24 September 2004



ADULT LEARNING
INSPECTORATE

Grading

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

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

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP & YOI Chelmsford (the prison) is a Category B local prison and young offender institution in Chelmsford Essex. The prison's operational capacity is 576 and it currently has 563 prisoners, of which 248 are sentenced, 111 are convicted and 204 are remanded prisoners. Thirty-six per cent of the population are young adults. The minority ethnic population of the prison is approximately 26 per cent and foreign national prisoners make up 15 per cent of the prison population. The prison has training workshops which provide opportunities for engineering and carpentry programmes. It also has a physical education (PE) facility, a catering facility, an information and communications technology (ICT) workshop and an education block housing the library.
2. The prison's head of learning and skills is responsible for education and training in the education department, library, gym, gardens, kitchens and training workshops throughout the prison. Education provision is contracted to a college of further education. The department is managed by an education manager who is responsible for a full-time basic skills co-ordinator, an information and guidance worker, 13 regular part-time tutors and one administrator who supports the department.
3. The education department offers 116 places each day over five days a week. Teaching sessions take place in the morning and afternoons. No evening or weekend sessions take place. Many of the daily sessions taught are literacy and numeracy. Courses are also offered in English for speakers of other languages (ESOL), information technology (IT) and preparation for work.
4. One physical education senior officer and six physical education officers are responsible for PE training. They carry out teaching, assessment and verification activities. Two additional officers who are currently being trained, support the PE staff. The gym is open for recreational sessions and PE courses seven days and three evenings a week and caters for between 80 and 100 prisoners every day.
5. The three workshops are staffed by eight instructional officers and two civilian instructors. Vocational courses are offered in bicycle maintenance, carpentry and catering but all are at an early stage in their development.
6. The local library authority has a contract to provide library facilities to the prison. The library is staffed by a full-time officer, a librarian and an assistant librarian. It is located in the education department and is open mornings and afternoons five days a week and two evenings. There is no weekend opening.

SCOPE OF PROVISION

Information & communications technology

7. Twenty-four learners are following a nationally accredited ICT course in the use of office technology at level 1. Eleven of these learners are taught on a suite of eight computers in the education centre, and the other 13 are taught on a suite of eight computers on the residential wing. The education department has four ICT tutors.

8. The prison also offers a range of courses through the Prisoner ICT Academy (PICTA), a national pilot project which started in April 2004 and is running in 18 prisons. Courses currently offered include level 1 and 2 technical courses in computer repair and maintenance and computer networks. Learners also have the opportunity to take a level 3 course in the use of computer applications software. Since it started, 111 prisoners have taken part in the project. Thirty-six learners are currently working towards the qualifications. The PICTA project is run in a purpose-built workshop.

9. A charity offers a pre-release programme for learners who are in the last few months of their sentence. The main focus of the programme is to ensure that learners are ready for employment on release. The programme includes an ICT course at introductory level. Ten programmes are run every year, each lasting five weeks and taking up to 12 learners at a time.

Hospitality, sport, leisure & travel

10. Training programmes in PE include manual handling, a community sports leader award, a weightlifting leader's award and heartstart, an emergency life support course. Learners can also work towards a sport and recreation national vocational qualification (NVQ) at level 1 and an exercise and fitness NVQ at level 2. Learners also work towards achieving key skills communications qualifications at level 1. All of these courses are combined to form a fully integrated, intensive three-month programme. Seventeen learners are currently taking part in an intensive initial assessment programme for the course, which is advertised extensively throughout the prison and in a newsletter. PE facilities include a weights gym incorporating a mix of free weights and resistance machines, a sports hall, a large artificial sports pitch and a separate room for cardiovascular equipment which is also used as a classroom. Recreational PE is structured to provide access to all learners wishing to participate throughout the week, including weekends, and three evenings. Five of the physical education officers are trained as assessors and one is a qualified internal verifier. Two officers who are currently being trained, are supporting the PE staff.

Foundation programmes

11. Most of the prison's foundation provision is subcontracted to a college, with an additional contract through a charity for pre-release foundation, ICT and work preparation training. In the education department 64 learners are working towards qualifications in literacy and numeracy, 19 are on social and life skills courses and 12 are on ESOL programmes. On the pre-release foundation programme 12 learners are working towards qualifications. Each week the education department offers 10 literacy and 10 numeracy training sessions, each with 10 places. Learners attend for five of 10 sessions. Five social and life skills classes are currently run, and six cookery classes. ESOL classes, with places for 12 learners, are held for four days each week. Sessions for literacy, numeracy and ESOL cater for learners of mixed ability, from entry to level 2. Learners have the opportunity to gain externally accredited qualifications in literacy and numeracy at entry level, level 1 and level 2, and in social and life skills.

ABOUT THE REINSPECTION

Number of inspectors	5
Number of inspection days	19
Number of learner interviews	75
Number of staff interviews	35
Number of subcontractor interviews	3
Number of partner/external agency interviews	7

OVERALL JUDGEMENT

12. At the previous inspection in August 2002, the prison's leadership and management, approach to equality of opportunity and arrangements for quality assurance were unsatisfactory. Training in ICT and foundation was also unsatisfactory. At the end of the reinspection process, the prison's leadership and management and its quality assurance arrangements are unsatisfactory. Its approach to equality of opportunity is satisfactory. Training is good in hospitality, sport, leisure and travel and satisfactory in ICT programmes. Foundation programmes are unsatisfactory.

KEY FINDINGS

Achievement and standards

13. **Learners on ICT technical courses in the PICTA workshop develop good practical skills.** They confidently demonstrate skills in assembling and repairing computers and show a clear understanding of how components and assemblies are built and used. Fifty-five of the 111 learners who have taken part in the project registered for ICT qualifications, and 45 of them achieved at least one module. A further 13 learners achieved at least one module of a nationally accredited qualification on the use of office software offered by the education department. In the past year, 61 of the 99 learners who took part in the pre-release training were successful in achieving an IT qualification.

14. **Learners on PE courses achieve a good standard of work.** Their portfolios are very thorough and well referenced, showing a good understanding of the assessment process. **Retention and achievement rates on accredited programmes are good and improving.** Learners who do not successfully achieve their main qualification are successful in completing a range of additional qualifications.

15. **Standards of work in literacy and numeracy are poor.** Progress is unsatisfactory and learners do not sufficiently improve their skills, knowledge and understanding. Too few learners gain accredited qualifications, particularly at entry level. In the current year the prison has not achieved its quarterly key performance targets of achievements in literacy and numeracy. Achievement rates on the pre-release foundation programme are good. Of the 112 learners who have started the programme since it began, 75 per cent were retained and 56 gained a qualification. Learners' portfolios and standard of work on this programme are very good.

Quality of education and training

16. Teaching is satisfactory on ICT programmes. **Recording of learners' progress is particularly effective.** At the end of every lesson the tutor makes a detailed record of each learner's progress and any problems encountered. **Target-setting in learners' individual learning plans is poor in both the education department's programmes and the PICTA project.** Short- and long-term goals are not detailed enough and learners are not set any target dates for completion.

17. **The sports courses provide very good teaching.** Tutors are enthusiastic and demonstrate good class management skills. They deliver sessions in a lively manner using language that learners can clearly understand. Learners respond well, answering and asking questions and showing high levels of interest and concentration. **Assessment for PE courses is particularly effective.** Portfolios are detailed, well referenced and include evidence accredited from other qualifications, appropriately cross-referenced. All work is assessed, signed and dated, and detailed feedback is included where relevant. Relevant evidence is used for learners' key skills communications qualifications at level 1.

18. Literacy and numeracy support is well planned and integrated in PE activities. The

support is sensitively offered through individual negotiation with all learners. In ICT, literacy and numeracy support is satisfactory. A tutor attends four days each week to give individual support.

19. In foundation programmes, teaching and learning in literacy and numeracy are unsatisfactory. There are not enough tutors and too many courses are cancelled at short notice. Tutors are often changed and classes are organised into mixed-ability groups. Teaching is dull and uninspiring, and learning is severely impeded.

20. Accommodation for foundation programmes is unsatisfactory. Some rooms are too cramped for the number of learners, volunteers and tutors using them for sessions. Two rooms, which are divided by a partition, are noisy and distracting when used by some groups of learners. The rooms are untidy and poorly presented.

Leadership and management

21. The prison has introduced good initiatives to implement change. The good working arrangement between the head of learning and skills and the recently appointed education manager provides a responsive and well-planned approach to the improvement of education and training.

22. The prison has good links with external organisations. An arrangement with a national charity organisation using funding from the European Social Fund (ESF) provides learners with the opportunity to work towards short engineering qualifications. The prison also has well-advanced plans to offer training in the recycling of waste in the prison through good links with the local county council. A number of organisations are working closely with the prison to provide advice and support for learners who are close to the end of their sentence. The close link with a funded ICT project has provided much-needed ICT facilities. Learners are able to work towards industry-recognised qualifications in ICT.

23. Staffing arrangements in education are inadequate and a significant number of teaching hours are lost. Many classes are cancelled at short notice and the prison has no contingency plans for alternative provision. Learners become frustrated at the lack of consistency in their learning.

24. Not enough vocational training is provided. Few learners are working towards the achievement of vocational qualifications. Training leading to a qualification is only available in PE, ICT, engineering and catering programmes.

25. The prison's approach to equality of opportunity is now satisfactory. It has appropriate written equal opportunities and diversity policies and procedures, **and has taken good initiatives to promote equality of opportunity.** A diversity team chaired by the deputy governor has been established to review and manage the prison's equal opportunities and race relations policies. Black history is sensitively treated with imagery displayed in a series of posters.

26. **Some learners have insufficient access to education and training.** Vulnerable prisoners gain work experience only in the laundry, where accredited training is not offered. They cannot attend the education department and no accredited PE courses are available to them. Learners with restricted mobility have no access to the education department, which is situated on the first floor.

27. **The prison's quality assurance arrangements are incomplete.** Since the previous inspection it has developed new policy and procedures which are clear, well thought out and cover some of the key training and education processes. However, the prison's procedures for internal verification, self-assessment and quality assurance of the contractor are incomplete. It has no formal audit process to ensure compliance with the procedures, and carries out no evaluation of their effectiveness.

28. The prison's self-assessment report is satisfactory. It is comprehensive and sufficiently self-critical, and accurately identified many of the prison's strengths and weaknesses. However, the report does not include the views of learners or other partners and external agencies.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good initiatives to implement change
- good links with external agencies
- good initiatives to promote equality of opportunity

Weaknesses

- inadequate staffing arrangements in education
- insufficient vocational training
- insufficient access to education and training for some learners
- incomplete quality assurance arrangements

Information & communications technology

Strengths

- good development of skills in technical courses
- particularly effective system to record learners' progress
- good range of courses

Weaknesses

- poor target-setting in individual learning plans

- poor assessment of prior knowledge
- insufficient internal verification

Hospitality, sport, leisure & travel

Strengths

- good and improving retention and achievement rates
- good standard of learners' work
- very good teaching
- good resources
- particularly effective assessment
- well-planned progression opportunities

Weaknesses

- no access to PE courses for some prisoners

Foundation programmes

Strengths

- excellent pre-release training programme
- good strategy to widen participation

Weaknesses

- poor standards of work in literacy and numeracy
- unsatisfactory teaching and learning in literacy and numeracy
- unsatisfactory classroom accommodation in the education department
- ineffective use of individual learning plans
- narrow range of programmes

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

29. Leadership and management are unsatisfactory, as are the prison's arrangements for quality assurance. The prison's approach to equality of opportunity is satisfactory.

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

Strengths

- good initiatives to implement change
- good links with external agencies
- good initiatives to promote equality of opportunity

Weaknesses

- inadequate staffing arrangements in education
- insufficient vocational training
- insufficient access to education and training for some learners
- incomplete quality assurance arrangements

30. The prison has introduced good initiatives to implement change. The head of learning and skills and the recently appointed education manager have a good working arrangement which provides a responsive and well-planned approach to the improvement of education and training. They have developed strategies, procedures and key processes. However some of this work is new and has only recently been introduced. Intermediate and advanced ICT courses are available to learners on a suite of up-to-date computers. In the engineering and carpentry workshops there are detailed plans to introduce short qualifications. These will provide accredited training opportunities for those learners who serve short sentences or are released or transferred early. A new hairdressing salon has been installed and plans are in place to extend qualifications to hairdressing programmes. The strategic plan for education and training is satisfactory and has been approved by senior managers and distributed to all staff. It includes a well-prepared learning and skills strategy for the future of the education and training provision. Senior managers are actively encouraging the development of strategies and procedures that help learners engage in training and education to improve their self-esteem and personal achievement. Recent well-planned improvements to the movement of learners to education and training workshops has reduced the disruption of classes by late arrivals to a minimum. The development plan has not yet been finalised and at present does not contain sufficient targets to identify the progress being made.

31. The prison has good links with external organisations. Arrangements with a national

charity organisation using ESF funding provides learners with the opportunity to work towards short engineering qualifications. They repair wheelchairs and bicycles for use in developing countries. Learners who are transferred or released early can achieve a recognised qualification. The prison also has well-advanced plans to offer training in the recycling of waste in the prison through good links with the county council. A number of organisations are working closely with the prison to provide advice and support for learners who are close to the end of their sentence. Other projects with the local borough council are aimed at supporting prisoners upon their release in rural areas of the county. The prison's close link with a funded ICT project has provided much-needed ICT facilities. Learners are able to work towards industry-recognised qualification in ICT. The project has also provided learners with the opportunity to refurbish and update old computers for use in the prison. A well-developed link with a national charity that supports learners in well-planned pre-release programmes raises learners' self-confidence, improves their skills and provides links with employers.

32. The prison's staffing arrangements in education are inadequate, and a significant number of teaching hours are lost. The number of teaching hours lost between April and August 2004 was 480 hours. Many classes are cancelled at short notice, disadvantaging learners, and the prison has no contingency plans for alternative provision. There is a shortage of cover staff. Learners become frustrated at the lack of consistency in their learning. Data is now being collected on the frequency with which learners attend education, and reasons for their non-attendance are investigated and reported to senior managers. The education department's management information system is insufficiently developed and has only recently started to collect information on learners' achievement. Data is not effectively used to contribute to management decision-making. The system is not effective in collating information on learners' progress or identifying trends.

33. The prison does not offer enough vocational training. Few learners are working towards the achievement of vocational qualifications. Training leading to a qualification is only available in PE, ICT, engineering and catering programmes. Learners in catering work towards a basic qualification in food hygiene, but only two learners are currently working towards a level 1 NVQ. Accredited engineering programmes are planned but as yet are offered to too few learners. Additional vocational training courses leading to a qualification are planned in hairdressing, carpentry and cleaning. Some learners expressed an interest in working towards a level 1 NVQ in barbering over two months ago, but at the time of the reinspection had yet to receive information on when this would be available.

Equality of opportunity

34. The prison's approach to equality of opportunity is now satisfactory, having been identified as a weakness at the previous inspection. It has appropriate written equal opportunities and diversity policies and procedures. A range of leaflets are available on topics including harassment, complaints and appeals. Copies are appropriately displayed throughout the prison and are available in 20 languages. Learners are encouraged to take part in training and education, and they are not financially disadvantaged when they choose education and training rather than work. Pay rates are the same for all activities.

35. The prison has taken good initiatives to promote equality of opportunity. A diversity team chaired by the deputy governor has been established to review and manage the prison's equal opportunities and race relations policies. Meetings take place regularly, and prisoners are invited to attend and share their experiences. Those prisoners attending are well prepared, provided with minutes of previous meetings and given feedback on agenda items raised. Prisoner surveys by the diversity team are conducted in full consultation with the prisoners' representative. The education department has a detailed race relations policy that clearly demonstrates a positive response to the Race Relations (Amendments) Act 2000. Copies are prominently displayed throughout the prison. The prison's administration staff collect complaints, and any relating to race relations are logged and passed to the race relations officers. Black history is sensitively treated with imagery displayed in a series of posters. Black and Asian literature is prominently displayed in the library. A diversity manager has recently been appointed to monitor and develop the effectiveness of equal opportunities and race relations policies in the prison. The complaints procedure relates to the prison as a whole and is not specifically designed for training and education. However, complaints about education and training are responded to by the head of learning and skills within two days. Information on learners' achievements is passed to ICT learners who produce attractive posters celebrating their success. These are displayed prominently throughout the prison.

36. The prison holds regular events to celebrate cultural diversity, such as a diversity day where displays are exhibited celebrating different religious faiths. The prison is currently organising an event in conjunction with a national exhibition trust. This event is aimed at helping staff and learners to identify all forms of prejudice and bigotry and promote a positive attitude toward diversity.

37. The prison has a satisfactory library service, subcontracted to the local library service. The current facilities are to be renovated and expanded. All prisoners are entitled to use the library for 20 minutes each week. The library is open for five days and two evenings a week, but is closed at weekends. The number of library visits by prisoners has steadily increased over the past eight months. A satisfactory range of publications is available in a range of foreign languages, as well as a wide range of legal books, periodicals, talking and easy-to-read books. Two well-known authors have given talks on their work to learners and a reading group is being developed.

38. Some learners have insufficient access to education and training. Vulnerable prisoners gain work experience only in the laundry, where accredited training is not offered. They cannot attend the education department and are provided with literacy and numeracy support on the wing. Vulnerable prisoners attend recreational PE courses but no accredited courses are available to them. Learners with restricted mobility have no access to the education department, which is situated on the first floor.

Quality assurance

39. The prison's quality assurance arrangements are incomplete. It has developed new policies and procedures since the previous inspection which are clear, well thought out

and cover some of the key training and education processes. However, procedures for internal verification, self-assessment and quality assurance of the contractor are incomplete. The prison has no formal audit process to ensure compliance with the procedures, and carries out no evaluation of their effectiveness. The head of learning and skills carries out an informal audit process, but this is not routinely recorded or systematically applied. The prison's quality assurance procedures are not sufficient to ensure that the subcontractor for education carries out training to an agreed standard. The education manager arranges for reports on the observation of the education staff to be made available to the head of learning and skills, who also observes training staff in the workshops twice a year. Trainers are given good feedback and areas for further development are identified.

40. The prison's collection of feedback for learners is satisfactory. It has clear guidelines on when and how feedback will be collected, analysed and evaluated. Feedback is collected after each course is completed and additional surveys are carried out three times a year. Learners' views are also collected from focus groups, scheduled prisoner meetings with the governor and through the formal complaints procedure. Learners receive feedback on the results of these surveys.

41. The prison's self-assessment report is satisfactory. It is comprehensive and sufficiently self-critical. It has been effective in identifying many of the prison's significant strengths and weaknesses. The self-assessment process is informal and has only recently been developed. Staff have received training and development in raising awareness of the importance of self-assessment. However, the report does not include the views of learners or those of other partners and external agencies.

AREAS OF LEARNING

Information & communications technology

42. Training in ICT is satisfactory.

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

Strengths

- good development of skills in technical courses
- particularly effective system to record learners' progress
- good range of courses

Weaknesses

- poor target-setting in individual learning plans
- poor assessment of prior knowledge
- insufficient internal verification

Achievement and standards

43. Learners develop good practical skills in the recently introduced PICTA workshop. They confidently demonstrate skills in assembling and repairing computers and show a clear understanding of how components and assemblies are built and used. Learners develop a good understanding of the technical settings required to ensure that the repaired computers function correctly. They use technical language correctly and with confidence. The more-advanced learners give presentations to the rest of the group about where the different components in a computer are located, and work as teaching assistants to help other learners.

44. Of the 111 learners who have taken part in the PICTA project since it began in April 2004, 55 have registered for the qualification and 45 achieved at least one module. In total, learners have achieved 162 modules.

45. Between April and September 2004, 13 learners achieved at least one module of a nationally accredited qualification in the use of office software, offered by the education department. Of the 13 learners, four achieved sufficient modules to be awarded the full qualification. In general the standard of learners' work on this programme is satisfactory. Some learners have progressed very quickly in a short period of time, using the software with high levels of skill and confidence.

46. Between September 2003 and September 2004, 99 learners took part in the pre-release training. Of these, 61 were successful in achieving an IT qualification.

Quality of education and training

47. Recording of learners' progress is particularly effective on all ICT programmes. At the end of every lesson the tutor makes a detailed record of each learner's progress and any problems they have encountered. The tutor of the next lesson is able to see clearly what the learner has done and can ensure that previous problems are dealt with. Tutors also record the results of all assessments for all learners on a single chart. It is easy for tutors to see how the members of each class are progressing. Successful achievement of modules is also recorded.

48. The prison offers a good range of ICT courses. Learners work towards qualifications in the use of office applications from basic introductory level through to level 3. A range of technical courses in computer repair and networking is offered from introductory level up to level 2. There is a clear strategic plan for the development of the ICT provision in the education department. This plan has been fully evaluated and agreement has been reached with the subcontractor for its implementation. This will add a level 2 qualification and will strengthen the links between the ICT courses offered by the three areas in the prison. However, the detail of this plan has not been shared with the other two providers of ICT courses. The PICTA project is in the early days of its development and the full range of courses is not yet on offer. The planned addition of a software development programme and an IT systems support course at levels 2 and 3 will improve the range of provision.

49. Teaching is satisfactory. In the best lessons observed, learners were motivated by tutors who constantly checked on their progress and offered advice and assistance. In the worst lessons, learners were not interested in the work they were doing and tutors did not sufficiently involve them in the lesson.

50. Resources on ICT courses are satisfactory. Resources in the PICTA project workshop are excellent. The computers are up to date with current industry-standard software, and all have access to a local intranet. Learners have an appropriate range of computers to dismantle and reassemble. The PICTA workshop has a data projector and an interactive whiteboard. The education department's IT classroom on the residential wing is of an appropriate standard. The computers are recent and are connected together in a network. In the pre-release programme the computers are recent and appropriate for the programmes being offered. However, the machines are not networked and learners' experience of using computers is limited by this. The computers in the education department are old and out of date; although networked, some are eight years' old. The software on these machines is not up to current industrial standards.

51. Target-setting in learners' individual learning plans is poor in both the education department's programmes and the PICTA project. Short- and long-term goals are not detailed enough and learners are not set any target dates for completion. The PICTA project has recently introduced a new computer-based individual learning plan in which learners will be given clear targets with dates for completion. Similarly, the education department is planning to introduce a new plan to identify and record clearly the needs

of learners. Learners on ICT courses in the pre-release programme have a detailed and effective individual learning plan.

52. Learners' prior knowledge and experience of ICT are not effectively assessed. Tutors ask learners what computer-related experience and qualifications they have but this discussion is informal and not effectively recorded. Tutors are not given enough guidance about what experience learners should have to enable them to start on the higher-level qualifications.

53. Learners in the PICTA workshop with literacy and numeracy skills support needs are given additional individual support by a tutor, who attends four days each week. ICT learners in the education centre are required to achieve an appropriate level in literacy and numeracy before starting the programme.

Leadership and management

54. Management of the ICT provision is satisfactory. The three providers of ICT courses in the prison have improved the links between their courses. Referrals between the three providers now happen more frequently than in the past. The recently appointed education manager has identified a number of concerns that need dealing with and has taken appropriate actions, but these are too recent to have had any significant effect yet. For example, staffing arrangements are not adequate to ensure that all staff absences are effectively covered. During the week of the reinspection one ICT class out of the eight planned was cancelled. The management of staffing of the PICTA project has been unsatisfactory. The prison officers who have had specialised training to teach these courses have, on some occasions, been taken from the workshop to work in other parts of the prison. Learners have been disadvantaged by the loss of these tutors.

55. Insufficient internal verification takes place. Education department courses have not been internally verified since March 2003. Tutors do not check each other's assessment of work. Most assessments on the PICTA project do not require internal verification because they are computer-based multiple choice questions. However, no internal verification takes place of the assessments on the technical courses. ICT courses in the pre-release programme are effectively internally verified.

Hospitality, sport, leisure & travel

56. The quality of training in hospitality, sport, leisure and travel is good.

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

Strengths

- good and improving retention and achievement rates
- good standard of learners' work
- very good teaching
- good resources
- particularly effective assessment
- well-planned progression opportunities

Weaknesses

- no access to PE courses for some prisoners

Achievement and standards

57. Retention and achievement rates are good and improving on accredited programmes. The retention rate on the last three integrated programmes has improved steadily, from 74 per cent to 80 per cent and then 100 per cent. Achievement on the level 1 NVQ in sport and recreation has increased from 64 per cent to 75 per cent and then 80 per cent over the same period. The level 2 NVQ in exercise and fitness has only been completed by the most recent group of learners, with 60 per cent of starters achieving their qualification. Those who do not successfully achieve their main qualification are successful in completing a range of additional qualifications.

58. Learners produce a good standard of work. Their portfolios are very thorough and well referenced, showing a good understanding of the assessment process. A good variety of evidence is used, including observation checklists and written work. Evidence from other qualifications is accredited and effectively cross-referenced. Training in key skills qualifications in communications at level 1 is successfully integrated with learners' PE activities and subject portfolios. Learners work enthusiastically in class, are willing to take on responsibility and also work well together in supporting their colleagues when necessary.

Quality of education and training

59. Teaching is very good. Tutors are enthusiastic and demonstrate good class-management skills. They deliver sessions in a lively manner using language that learners can clearly understand. In one observed emergency aid class, a good variety of activities were used to maintain the learners' interest, including individual practice, video

presentations, worksheets, working in pairs and team competitions. Tutors and learners have an excellent working relationship. Learners respond well in sessions, answering and asking questions and showing high levels of interest and concentration. In another observed session based around leadership skills, the class worked together to complete a difficult practical task, demonstrating excellent communication and teamwork skills.

60. Resources for sports programmes are good. The prison has a well-maintained, modern sports hall and its weights gym has been suitably refurbished. The PE equipment is in excellent condition and reflects that used in commercial facilities. A separate fitness room contains a good range of modern cardiovascular equipment and is also used as a classroom. Learners with severe physical disabilities have no access to this room. The artificial football pitch is in a poor state and is awaiting repair. The pitch is not floodlit, limiting its practical usage in winter. Concerns over resources are identified, and plans have been drawn up to improve the classroom, storage facilities and the number of showers. Risk assessments of facilities and activities have recently been completed. Staff have appropriate instructors' qualifications in a variety of sport and fitness activities. The prison has sufficient assessors and an internal verifier for the sport and recreation NVQ programmes.

61. Assessment is particularly effective on PE courses. Portfolio-evidence includes a good mix of written evidence and observations of performance. Portfolios are detailed, well referenced and include evidence accredited from other qualifications, appropriately cross-referenced. All work is assessed, signed and dated and includes detailed feedback where relevant. Relevant evidence is used for key skills communications qualifications at level 1. Learners are given opportunities for self-evaluation and encouraged to use them. Work-experience opportunities have been negotiated with commercial fitness facilities for prisoners on temporary licence, and some learners have gained employment on release. Good internal verification procedures are in place, including observations of assessments. The use of individual learning plans, including short- and long-term target-setting, is satisfactory. Learners receive a very thorough initial assessment carried out over an intensive one-week period before being accepted on the accredited programme. This includes the requirement to submit a written application, an interview with a basic skills support worker and diagnosis of their learning needs. Learners identify their previous experience and qualifications and carry out a series of fitness and skills tests.

62. Well-planned progression opportunities include certification in cardiopulmonary resuscitation and manual handling as part of the initial assessment process. Once accepted onto the integrated programme, provision is made for learners to achieve a sports leader and weightlifting leaders' award, before progressing on to a level 1 NVQ, and finally onto a level 2 NVQ. PE staff recognise that there is a need to increase the range of courses on offer to encourage more learners to participate, and a variety of local, sports-specific awards are planned.

63. Induction to the PE department is satisfactory, covering rules and regulations, health and safety, use of equipment, health screening and the courses available to learners. Individual support for learners is readily provided by PE staff but is not formally

recorded. The prison plans to provide psychological and counselling support within the framework of the programme for the latest group of learners.

64. Some learners have no access to accredited programmes. Vulnerable prisoners can attend separate recreational PE sessions, but there is no provision for them to access the courses currently available to other learners. These prisoners represent 10 per cent of the prison population. The current PE facilities are not fully accessible to learners with restricted mobility.

65. Literacy and numeracy support is well planned and integrated with PE activities. The support is sensitively offered through individual negotiation with learners. The tutor uses the learners' initial assessment results and their written applications to join the PE course to identify any needs.

Leadership and management

66. PE staff are well managed within the department. They are enthusiastic and well motivated and share a vision of moving the department forward, to extend both education and training, and recreational opportunities for learners. The self-assessment report is balanced and self-critical. Weaknesses have been promptly dealt with. Satisfactory attention is paid to equality of opportunity. There is a prominent and welcoming display on entry to the PE facilities covering subjects such as the prevention of bullying. Relevant policies are also included in learners' portfolios, including the complaints procedure. Quality assurance systems are improving. Internal verification is now effective and observations of assessments routinely take place. The prison does not hold enough formally recorded staff meetings where actions are agreed and responsibility allocated. No system is in place for the observation of teaching to support inexperienced staff. Course evaluation forms have only recently been introduced, but these are not yet subject to analysis with a view to improving the quality of education and training.

Foundation programmes

67. Training in foundation programmes is unsatisfactory.

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

Strengths

- excellent pre-release training programme
- good strategy to widen participation

Weaknesses

- poor standards of work in literacy and numeracy
- unsatisfactory teaching and learning in literacy and numeracy
- unsatisfactory classroom accommodation in the education department
- ineffective use of individual learning plans
- narrow range of programmes

Achievement and standards

68. Standards of work in literacy and numeracy are poor. Progress is unsatisfactory and learners do not sufficiently improve their skills, knowledge and understanding in literacy or numeracy. Too few learners gain accredited qualifications, particularly at entry level. In the current year the prison has not achieved its quarterly key performance targets of achievements in literacy and numeracy. Between April and August 2004, 66 per cent of the 1,247 learners whose literacy and numeracy skills were assessed were at or below entry level. At the time of the reinspection 34 learners had achieved an entry level qualification against an annual target of 133; at level 1 there have been 75 achievements against the target of 190; and at level 2, 32 learners had achieved their qualification against the target of 85.

69. Achievement rates and standards on the social and life skills programme are satisfactory. Cookery learners develop satisfactory cooking skills. Achievement rates are good on the pre-release programme. Of the 112 learners who started the programme, 75 per cent were retained and 56 gained a qualification. Learners' portfolios and standards of work on this programme are very good.

Quality of education and training

70. The five-week pre-release programme managed by the charity is excellent. The programme, which focuses on equipping learners with the skills they will need on release, includes jobsearch, curriculum vitae preparation, employability and IT skills. A multi-agency approach led by a skilled staff team involves the probation service, the Prince's Trust, the employment service and other external agencies. Teaching and

learning on this programme are good; learners' attainment is carefully monitored and their progress is clearly recorded. The course base room is welcoming, non-threatening and well furnished and equipped.

71. Teaching and learning in literacy and numeracy are unsatisfactory. Tutors are often changed and classes are organised into mixed-ability groups, with learning being severely impeded. Teaching is dull and uninspiring. Learners spend too much time completing worksheets and practise tests, and skills teaching is inadequate. Many learners are bored and learn little in sessions, some of which display poor classroom organisation and behaviour management. In ESOL and social and life skills classes, teaching and learning are satisfactory or better. In a good life skills session observed, the tutor skilfully engaged learners in meaningful discussions on how to improve their family life, based on their past experiences.

72. Accommodation in the education department is unsatisfactory. Some rooms are too cramped for the number of learners, volunteers and tutors who use them. Two rooms, which are divided by a partition, are noisy and distracting when used by some groups of learners. The rooms are untidy and poorly presented. The accommodation in the cookery room is poorly organised with inadequate cooking equipment for the number of learners. Classrooms have insufficient IT resources for the development of literacy, numeracy and independent study skills. Since the previous inspection, the prison has purchased some additional resources for numeracy. However, staff make inadequate use of real life, practical and IT resources to motivate and inspire learning.

73. Recently introduced individual learning plans are ineffective and are not used adequately to plan and monitor learning. The individual learning plans contain appropriate long-term aims, but some short-term targets are inadequate to carefully plan learning. Reviews and records of progress in literacy and numeracy are not evaluative enough to provide learners with a consistent learning experience and aid their progress.

74. The range of foundation programmes is narrow. There are too few life skills and personal development classes such as health and hygiene, home management, budgeting, and confidence building. Progression routes for cookery courses are inadequate and learners do not have the opportunity to gain useful qualifications such as basic food hygiene or first aid. Since the previous inspection, when the narrow range of programmes was identified as a weakness, the programme offer has been further reduced by the closure of the art courses. No programmes in adult literacy or numeracy are offered above level 2. There is insufficient curriculum innovation to integrate the teaching of literacy and numeracy with other areas of the curriculum.

Leadership and management

75. Foundation programmes are not managed satisfactorily. However, the prison has a good strategy to widen participation. Tutors are assigned to the workshops and the PE department for part of the week to work with prisoners who would not normally access education. In PE the tutor interviews individual learners and sensitively advises them on their support needs based on their initial assessment, their written application and the

requirements of the programme.

76. Planned classes are frequently cancelled due to staff shortages. During the inspection eight classes were cancelled and learners were not brought out of their cells to receive education. Vulnerable prisoners and prisoners who are restricted to their wings do not have sufficient access to education. The temporary education manager has acted quickly to improve the provision and has implemented strategies to improve achievement rates and classroom practices. However, recently introduced quality assurance systems are incomplete and some staff teach classes for which they are not sufficiently skilled or qualified. Data is not sufficiently analysed to guide management decisions.