

REINSPECTION REPORT

HMP and YOI Drake Hall Reinspection

01 April 2005



ADULT LEARNING
INSPECTORATE

HMP AND YOI DRAKE HALL REINSPECTION

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

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

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

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP and YOI Drake Hall (the prison), situated near Eccleshall in Staffordshire, is a semi-open prison and a designated foreign national centre for women and young adults. It has an operational capacity of 315 and currently holds 276 sentenced offenders including 13 offenders serving life sentences preparing for resettlement back into the community and 12 young adults. Approximately 33 per cent of the prison's population are foreign nationals. Offenders at Drake Hall serve sentences ranging from three days to life imprisonment. Ninety-eight per cent are currently serving sentences of over 12 months.

2. Learners have access to learning and skills through formal education, distance learning, supported learning provision in the workshops and release on temporary licence to attend college, university, community projects or employment activities. The head of learning and skills is responsible for the learning and skills provision, physical education (PE), industries, vocational training and library services. An acting education manager oversees the education provision, which is subcontracted to a college. The acting education manager is responsible for six full-time curriculum organisers and tutors, and 18 part-time tutors. There are up to seven learners employed as classroom assistants and provide advice and guidance to learners.

3. The education department offers 74 places each day. Teaching sessions take place in the morning and afternoon five days a week. There is also some evening provision. Courses include information and communications technology (ICT), business administration, hairdressing and beauty therapy programmes, literacy, numeracy, English for speakers of other languages (ESOL), key skills, parenting and art. Young adults attend a full-time programme, working towards youth achievement awards, provided by the education department and a national association for the care and resettlement of offenders.

4. One senior officer and four PE officers are responsible for recreational PE and training. A catering manager, four industrial caterers and 20 offenders, staff the kitchens. In the workshops, there are 143 places providing employment and accreditation of vocational training in horticulture, kitchens, painting and decorating, packaging, textiles and laundry.

5. The prison's library service, subcontracted to the local county library service, is the responsibility of a part-time librarian, a part-time supervisory assistant librarian and two part-time orderlies. This facility opened in April 2004 and contains approximately 5,000 books. It has six computers containing a range of software including career guidance and the driving theory test software. It is accessible to prisoners in the evening, from Monday to Thursday for one and a half hours, and for two hours on Saturday afternoons. Learners who are supervised by education staff can access the facilities during the day. The library is accessible to prisoners undergoing rehabilitation and induction for one afternoon each

week.

SCOPE OF PROVISION

Information & communications technology

6. Fifty-four adult learners are currently on ICT programmes. Of these, 22 are on an introductory computer course, 22 are working towards computer literacy and information technology (IT) courses at levels 1 and 2 and 10 learners are on text or word-processing courses. Two classrooms in the education department are dedicated to computer training. Six other computers are available for learners in the prison library. The computer sessions last for three hours and take place in the morning and afternoon during the week, with some evening provision. Learners attend in groups of up to 10 for one or two sessions each week. After expressing an interest in joining a course, each learner attends an interview with a tutor and is placed on the waiting list. The training team consists of four tutors and one internal moderator. In addition, seven young offenders are developing their ICT skills as part of a full-time education programme. Of these, four are working towards externally accredited qualifications in computer literacy and ICT, or in text and word-processing courses.

Hospitality, sport, leisure & travel

7. Twenty learners are on accredited PE programmes. Of these, five learners are working towards national vocational qualifications (NVQs) at level 1 in sport and recreation and 15 learners are following the Duke of Edinburgh bronze award. A further 17 learners are currently on a taster trial for the level 1 assistant fitness instructors' course. Training in physical education is run full time. The current course is taught five days a week. Learners on the NVQ programme work as orderlies and are continually trained and assessed. The course includes both practical and theory sessions in the new purpose-built physical education hall and the classroom facilities above the gym. One senior officer and four PE officers teach the courses, all of whom hold relevant qualifications to train and assess learners. Five learners acting as orderlies support them.

Hairdressing & beauty therapy

8. Twenty learners are following hairdressing and beauty programmes, of whom five are working towards an NVQ at level 2 in beauty therapy and 14 are working towards an NVQ in hairdressing, six at level 1, four at level 2, and three at level 3. One learner is following an OCR entry level certificate in hairdressing. All training is carried out in the prison's hair and beauty salon. Learners work on clients and prisoners during their practical training.

Foundation programmes

9. There are 83 learners following courses in literacy, numeracy and key skills in application of number and communications. Qualifications offered are from entry level to level 3. In addition, four learners have recently started working towards their key skill of working with others. Four learners are attending ESOL classes. A further 20 learners are attending the life skills course that provides a range of modules including healthy living, budgeting and money management. Sessions are scheduled to last between one and a half and three hours and are taught and assessed by two full-time staff and five part-time staff.

ABOUT THE REINSPECTION

Number of inspectors	5
Number of inspection days	13
Number of learners interviewed	27
Number of staff interviewed	25
Number of subcontractors interviewed	1

OVERALL JUDGEMENT

10. At the previous inspection, training in hospitality, sport, leisure and travel was good, in hairdressing and beauty therapy it was satisfactory and foundation programmes were unsatisfactory. Leadership and management, quality assurance and equality of opportunity were also unsatisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better.

KEY FINDINGS

Achievement and standards

11. **IT learners' produce a high standard of work.** They use their computer skills effectively to produce detailed and well-presented portfolio evidence. Achievement rates are satisfactory at 74 per cent. **They develop good ICT skills** in using word processors, databases, spreadsheets and graphical presentation.

12. **Achievement is good on PE courses.** Recent first-aid at work courses have a 100 per cent pass rate. Of the 12 learners who recently started a weightlifting leaders award, 11 successfully achieved the qualification. Learners have gained jobs as fitness instructors on release.

13. Achievement rates for hairdressing and beauty therapy learners are satisfactory. **Learners develop a good range of practical hairdressing skills.** For example, most learners successfully create hair styles to a commercial standard.

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14. Achievement rates for foundation learners are satisfactory. Between April 2004 and March 2005, 58 per cent of learners achieved literacy at level 1 and 53 per cent achieved literacy at level 2. Sixty per cent achieved numeracy at level 1 and 80 per cent at level 2.

Quality of education and training

15. **The ICT learning environment and resources are good.** Two recently refurbished rooms are dedicated to ICT training and contain industry-standard computers.

16. Teaching and learning sessions in ICT are satisfactory. However, learners progress at their own pace and are not set appropriate, demanding targets.

17. Training is satisfactory on PE programmes. **There is good involvement of orderlies in teaching and supporting learners.** There is a course manual for all courses with detailed schemes of work supported by lesson plans.

18. **The teaching of background knowledge is good in hairdressing and beauty therapy.** Trainers use a wide range of teaching techniques. **Hairdressing learners can take part in good additional learning activities.** External hairdressing manufacturers frequently visit the prison to run short courses in different aspect of hairdressing.

19. **The learning environment and resources are good in foundation programmes.** Tutors have good relevant experience and provide good learner support.

20. **There is too much use of paper-based resources** in foundation programmes, such as handouts and practice examination papers.

21. In the education department the training rooms are well furnished and maintained and contain many good examples of learners' work, as well as useful information relating to the programmes. PE learners receive training in the new purpose-built sports hall, fitness room and two classrooms. However, **accommodation for hairdressing and beauty is poor.** The hairdressing and beauty salons are too small and not of a commercial standard.

22. **Individual learning plans are ineffective for foundation and ICT learners.** Records of learners' activities and achievements do not provide sufficient detail on learners' progress. There is no detailed plan of learning identified in order that staff can measure learner progress over a period of time. Tutors do not set measurable targets and identify stages in the learning programme.

Leadership and management

23. **Learners have access to a good range of activities to develop their employability skills.** Learners have access to a local further education college on full- and part-time courses and work with a range of local employers and also contribute to community-based projects. For the small group of young offenders in the prison, there is a full-time education programme.

24. Equality of opportunity is now satisfactory. **Learners have good involvement in a range of activities developing and improving equality of opportunity and diversity.**

Learners and offenders discuss with senior managers how equality of opportunity and diversity can be developed. Learners attend a range of regular meetings including a diversity focus group, food focus group and a foreign national offenders meeting.

25. **Learners have insufficient incentives to encourage participation in learning and skills.**

On learning and skills programmes they receive less pay than those on contract work in the workshops.

26. **There is good use of learner feedback to improve the provision.** There is a clear quality improvement strategy which has a detailed scope, with clear staff responsibilities.

27. **Managers makes inadequate use of retention and achievement data to plan improvements.** Since the previous inspection, improvements in recording data have taken place. The system is new and although analysis is carried out, it is too soon to judge its effectiveness.

28. Most learners receive satisfactory literacy, numeracy and ESOL support. **However, ICT tutors are not routinely informed of the outcomes of literacy and numeracy tests and support is not planned to meet individual learners' needs.**

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good range of activities to develop learners' employability skills
- good involvement of learners in developing equality of opportunity arrangements
- good use of learner feedback to improve learning and skills programmes

Weaknesses

- insufficient incentives for learners to participate in learning and skills
- inadequate use of data to improve learning and skills programmes

Information & communications technology

Strengths

- good development of skills
- high standard of learners' work
- good learning environment and resources

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Weaknesses

- inadequate range of teaching methods
- poor recording of learners' progress
- insufficient attention given to learners' literacy needs

Hospitality, sport, leisure & travel

Strengths

- good achievement on physical education courses
- good involvement of orderlies in teaching and supporting learners
- good range of qualifications available in physical education

Weaknesses

- insufficient arrangements to improve the provision

Hairdressing & beauty therapy

Strengths

- good development of practical hairdressing skills
- good teaching of hairdressing background knowledge
- good additional learning activities

Weaknesses

- poor accommodation
- insufficient target-setting
- inadequate monitoring of learners' progress

Foundation programmes

Strengths

- good learning environment and resources
- good preparation and guidance for employment

Weaknesses

- ineffective use of individual learning plans
- inadequate range of effective teaching methods

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

29. Leadership and management is satisfactory.

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

Strengths

- good range of activities to develop learners' employability skills
- good involvement of learners in developing equality of opportunity arrangements
- good use of learner feedback to improve learning and skills programmes

Weaknesses

- insufficient incentives for learners to participate in learning and skills
- inadequate use of data to improve learning and skills programmes

30. Since the previous inspection, there has been a significant management restructure at senior level. There is new prison governor, learning and skills is now the responsibility of a recently appointed head of learning and skills, and the education provision is now managed by an acting education manager. This arrangement works well and there is satisfactory co-operation and communication in managing the education contract. This was a weakness at the previous inspection. Learners are supported well by the partnership arrangements between staff in the education department and the workshop trainers.

31. Learners have access to a good range of activities to develop their employability skills. Since the previous inspection, there has been a significant increase in funding for learning programmes. Most full-time programmes are now discontinued and have been replaced with part-time provision and more learners are now able to access the provision. A foundation ICT course enables learners to gain skills and progress towards nationally recognised level 1 and 2 IT qualifications. Seven learners employed as classroom assistants have received intensive training in literacy and numeracy support and provide individual learner support in classroom sessions. Ten learners attend a local further education college on full- and part-time courses including business studies, a horticulture programme, bookkeeping and teaching courses. Two learners are on degree and postgraduate courses and 60 learners are on an extensive range of open or distance learning courses. Since the previous inspection, more vocational training is now accredited and includes painting and decorating, textiles, horticulture, customer service, laundering and food hygiene. Thirty-five learners, released on temporary licence, work with a range of local employers to develop skills and contribute to community-based

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projects. The development of a new hairdressing and beauty salon will soon provide learners with work and training in industry-standard conditions. For the small group of young offenders in the prison, a full-time education programme is provided. All offenders are provided with advice and guidance by a trained adviser on learning and skills, preparing for employment and jobsearch. There are plans to develop skills training in industrial cleaning, laundry activities and waste recycling.

32. Most learners in the education department receive satisfactory literacy, numeracy and ESOL support. PE learners assessed as requiring support are placed in groups depending on ability and if additional support is required they are allocated extra time in their programme. Hair and beauty learners receive assessment that clearly establishes if they require literacy and numeracy support, their preferred learning styles and their prior experience. However, ICT tutors are not routinely informed of the outcomes of literacy and numeracy tests, and support is not planned to meet the needs of individuals in the ICT sessions.

Equality of opportunity

33. Equality of opportunity is satisfactory. There is a comprehensive equal opportunities policy, a race relations policy statement and a statement of purpose that clearly describes the senior management's commitment to diversity and equality. All staff are given a personal target to promote diversity in their performance review and this is reviewed every six months by their line manager.

34. Learners are fully involved in a range of activities to develop and improve equality of opportunity and diversity. This was identified as a weakness at the previous inspection. Offenders and learners attend a range of regular meetings with senior managers that include the diversity focus group, food focus group and a foreign national offenders' meeting. These meetings are clearly recorded and allow offenders, learners and managers to discuss relevant issues. During the bi-monthly diversity focus group meeting attended by the governor, up to 10 offenders and learners with staff representatives from education, chaplaincy and kitchens discuss a range of issues. A representation of foreign national offenders meets monthly to discuss family, food and cultural matters. Since the previous inspection, the education department has reassessed the ESOL needs of potential foreign national learners and there are no waiting lists for this activity. The prison has recently introduced a monthly children's visit during which mothers and children take part in games and activities in the prison gym. There is good access for learners with restricted mobility, a strength identified at the previous inspection. Work areas, workshops, the education block and library are all accessible and ramps are fitted where necessary. In the education block, there are wide corridors for ease of access. Learners with a disability receive help from outside agencies. For example, one partially sighted learner has received help from an external source through a mobility trainer. Hearing loops have been fitted in reception and gate surrounds are now painted yellow to aid recognition.

35. Since the previous inspection, a purpose-built library facility has been completed and contains a good range of books, magazines, talking and legal books. Over the past year,

book loans have risen by 11 per cent and visits by 36 per cent. When the library is closed, education staff use the facility for supervised study and the computers are available to groups of learners. Managers have successfully gained funding to significantly increase the opening hours.

36. Learners have insufficient incentives to participate in learning and skills. On learning and skills programmes they receive less pay than those on contract work in the workshops. There are 147 places in the workshops and kitchens throughout the prison. However, only 21 learners are working towards a qualification. Nine learners have recently achieved a qualification and there are currently 42 awards pending. There is no routine outreach provision for learners in the workshops. Staff in the education department have identified this. Recent interviews with 51 potential learners have identified those who need support and 19 of these have taken up education provision.

Quality assurance

37. Quality assurance arrangements are now satisfactory. The clear quality improvement strategy has a detailed scope, with clear staff responsibilities, in which procedures guide staff in how to check the quality of learning and skills programmes. The recent introduction of a quality assurance calendar for planning activities provides clear details of when quality assurance should take place throughout the year. For example, needs analysis reports, focus groups and audits are all planned.

38. Since the previous inspection there has been good use of learner feedback to improve the provision. Managers have carried out a regular and thorough education and training needs analysis, and literacy, numeracy and language needs analysis. All surveys have been analysed and presented in clear graphical format. Action plans are in place to deal with issues raised. Action has clearly been taken to improve the learning and skills provision. For example, the application for additional funding for education was successful and the provision of some literacy and numeracy support in the workshops is now taking place. Recently introduced focus groups allow learners to comment critically on the courses. Each focus group session is recorded and an action plan developed. For example, one learner group identified that there was not enough communication with learners by tutors. The head of learning dealt with this issue and the outcomes were recorded on the action plan. Reviews and analysis of courses now take place comparing learners' perceptions of the performance of tutors teaching the same course.

39. Teaching and training observations are now taking place and are satisfactory. College staff carry out observations of teaching staff and the results are shared with the head of learning and skills, who provides a detailed and critical feedback to the education contracts manager on the observations. Feedback for trainers in the workshops is sufficiently critical and clearly identifies staff training needs. It is too soon to judge the overall effectiveness of the observation of learning and skills in improving the provision.

40. The self-assessment report process is satisfactory and now involves all managers responsible for education and training, and most teaching and training staff. The report,

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clearly based on the 'Common Inspection Framework', grades all key questions. However, no overall grades are awarded for the areas of learning. Inspectors found some sections of the report to be insufficiently critical of the provision.

41. Retention and achievement data is not adequately used to improve learning and skills. Since the previous inspection, improvements have been made to the recording of data. A recently developed database contains details of learners in the workshops. Staff have identified that some of the data is inaccurate and are working towards improving communication between the workshops and administration. The system is new and although analysis of data takes place it is too soon to judge its effectiveness. In the education department, staff collect learner data but do not analyse it sufficiently to indicate trends over time. For example, lists of learners' names and exam outcomes are collected, but are not collated to identify pass rates on courses over a period of time.

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
- high standard of learners' work
- good learning environment and resources

Weaknesses

- inadequate range of teaching methods
- poor recording of learners' progress
- insufficient attention given to learners' literacy needs

Achievement and standards

43. Learners' develop good skills in using word processors, databases, spreadsheets and graphical presentation. These skills meet potential employers' needs and also help learners to progress from the basic introductory course to levels 1 and 2. Staff work well to help learners develop their confidence in using these skills.

44. Learners' work is of a high standard. Their portfolios contain work that demonstrates a high level of attainment and clear progression on their programmes. They use their computer skills effectively to produce detailed and well-presented portfolio evidence. Tutors regularly and thoroughly assess learners' work and provide clearly written feedback on their progress.

45. Achievement rates are satisfactory at 74 per cent. Over the past year, 214 accredited qualifications have been achieved by learners. However, learners on the level 2 computer literacy and IT course have not had their qualifications externally accredited. The prison governor celebrates the learners' success through the presentation of their certificates at an awards ceremony.

Quality of education and training

46. The learning environment and resources are good. Tutors have access to a comprehensive programme of staff development and are supported well through a range of relevant programmes including ICT qualifications, teaching qualifications and in-house training specific to their needs. Three members of staff have a literacy, numeracy and

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language qualification. Learners are motivated and work effectively to develop their skills. Two recently refurbished rooms are dedicated to ICT training and contain industry-standard computers. Learners can also use six other computers in the library. The purpose-built training rooms are well furnished, with many good examples of learners' work, as well as useful information relating to the programmes. The seating and layout of the rooms ensures that tutors can see all of the learners' computer screens and allows the learners to participate fully in the sessions.

47. Teaching and learning sessions are satisfactory. Learners participate well to learn new skills and produce good work, and make good use of the support provided by their tutors. Tutors work well to provide a good learning environment and develop good working relationships with learners. They fully understand their own progress.

48. Learners have a clear progression route and begin an ICT course at an introductory level and progress to levels 1 and 2. All of the courses lead to external accreditation. A reorganisation of the ICT provision in September 2004 altered attendance patterns from full time to part time. The number of learners who can access the IT courses has increased and waiting lists have reduced significantly. Seven young offenders attend the ICT classes provided as part of an Entry to Employment programme and are able to work towards a range of ICT qualifications.

49. Tutors use an inadequate range of teaching methods. Learning activities consist of individual tasks with no paired or group work. Insufficient interaction between learners takes place during learning sessions. Learners progress at their own pace and are not set appropriate, demanding completion targets for work. Workshop sessions are not sufficiently planned. Tutors' records do not include enough detail of what learners need to do to progress.

50. Learners' progress is poorly recorded in their individual learning plans, a weakness not identified in the self-assessment report. Tutors do not set measurable targets or identify stages in the learning programme. The records are a list of exercises to be completed. They do not show what skills the learner has to practise or what they need to do to develop their skills. Some progress reviews do not record skills gained and do not give detailed feedback on progress.

51. Insufficient attention is given to learners' literacy needs. All learners are assessed at induction for their literacy and numeracy skills needs. Some tutors consult learners' files held in the education centre for the results. However, tutors are not routinely informed of the outcomes of these tests, and support is not planned to meet the needs of individual learners. Lesson planning and learning materials are not linked to individual needs. Learners work through a series of exercises and practice assessment material. These are inappropriate for learners with poor literacy skills and for some ESOL learners.

Leadership and management

52. The ICT team works well together and internal communications are good. Staff meetings are held every month and a comprehensive set of minutes are circulated to all staff. Staff share a well-resourced staffroom where much informal discussion regarding learners takes place. The head of learning and skills produces a monthly newsletter that provides useful information such as test results and learners' views.

53. Staff are appropriately experienced and qualified. They have an annual appraisal and access to a planned staff development programme that includes computer skills updates, drugs and diversity awareness programmes, and health and safety. Tutors observed in the classroom receive feedback on their performance. However, there is no evaluation of the impact this has had on the learners.

Hospitality, sport, leisure & travel

54. 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 achievement on physical educations courses
- good involvement of orderlies in teaching and supporting learners
- good range of qualifications available in physical education

Weaknesses

- insufficient arrangements to improve the provision

Achievement and standards

55. Achievement on physical educations courses is good, a strength identified at the previous inspection. Recent first-aid at work courses have a 100 per cent pass rate. Of the 12 learners who recently started a weightlifting leaders award, 11 successfully achieved the qualification. Fifteen learners from 16 starters achieved an assistant fitness instructor's award. Of the 21 learners who started the Duke of Edinburgh award course, 15 remain on the programme. Those who left the course were released or transferred to another prison. Many learners gain jobs as fitness instructors on release. For example, one learner, employed initially as a manager of a gym, has been promoted to area manager. Another learner gained a job as a fitness and healthy lifestyle instructor. One learner now attends a university course working towards a sports science degree and another returns to the prison to speak to learners who are working towards awards in PE.

Quality of education and training

56. There is good involvement of orderlies in teaching and supporting learners. Learners on the NVQ programme work as orderlies and are continually trained and assessed. They gain good practical experience of teaching a full range of PE courses as they work towards their PE qualifications and are provided with good support from PE staff. One orderly has completed a diploma course at a local college. All orderlies have a good understanding of the courses they have completed and of the progression routes to develop their experience and qualifications. The orderlies teach various courses including circuits, weights and team games. For example, one orderly runs fitness classes for staff at lunchtime. Another provides a healthy lifestyle programme run each morning for those who wish to lose weight or improve their fitness levels.

57. A good range of qualifications is available in PE, a strength identified at the previous inspection. Courses are relevant to the industry and recognised by potential employers.

Courses available include an assistant fitness instructor's award, a fitness instructors award, first aid at work, level 1 NVQ in sport and recreation, step and spinning instructors awards, and a recently introduced level 3 NVQ diet and nutrition course. Learners can also work towards the Duke of Edinburgh bronze award scheme and a pool lifeguard qualification at a local university. However, progression routes are poorly planned and there is no set order in which courses are run to enable learners to progress effectively.

58. Teaching and learning are satisfactory. There is a course manual for all courses with detailed schemes of work supported by lesson plans. The classroom is well equipped, well lit and air-conditioned and provides a good learning environment.

59. Resources are satisfactory. The sports facilities are new and purpose built, and include a sports hall, fitness room and two classroom areas on the first floor. Staff are well qualified and appropriately experienced. A range of books is available for learners on courses and the library supplements these with other books available on request. Although course materials are not up to date, there are plans to develop them to ensure they meet learners' needs. There is not enough equipment for the Duke of Edinburgh award scheme.

60. Assessment is satisfactory. Learners have a learning agreement that includes short-, medium- and long-term goals. Individual action plans are written and agreed. Initial assessment is informal and results of the literacy, numeracy and language tests are not obtained from the education department. Learners receive satisfactory advice and guidance about their course and potential career routes. Links with local employers are used well to provide work placements and work experience.

61. Learners assessed during the taster week as requiring support are placed in groups depending on ability. Learners who need additional support are allocated extra time in their programme as a group, but not on an individual basis. The communication key skill at level 2 is taught once a week but support for ESOL, and literacy and numeracy is not planned in to the programme.

Leadership and management

62. There are insufficient arrangements to secure improvements in the provision. Although paperwork describes the internal verification of the NVQ programme, there is no system in place carry it out. The NVQ is, however, a new programme and there are no assessments or part assessments ready for verification. One teaching observation has been carried out, and more are planned to take place, but a subject specialist does not carry these out, and there are no checks on the course syllabus, coverage or teaching styles. There is a procedure for learners to evaluate courses. These evaluations are centrally analysed and recorded, but there is no effective system to provide feedback to the staff. The self-assessment process is not fully inclusive. The PE manager completed the assessment, but the staff team were not fully involved in the process.

Hairdressing & beauty therapy

63. Training in hairdressing and beauty therapy is satisfactory.

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

Strengths

- good development of practical hairdressing skills
- good teaching of hairdressing background knowledge
- good additional learning activities

Weaknesses

- poor accommodation
- insufficient target-setting
- inadequate monitoring of learners' progress

Achievement and standards

64. Learners develop a good range of practical hairdressing skills, a strength identified at the previous inspection. Most learners successfully create bridal hair styles to a commercial standard. NVQ at level 3 learners complete creative colour work with a combination of colours to a high standard. Learners are motivated and have a professional approach to their work. The standard of portfolio work is satisfactory with good use of photographs to support their work. Learners' work is celebrated through photographs displayed prominently on the walls of the hairdressing training rooms.

65. Achievement is satisfactory. All current learners have been on programme for approximately six months and are making satisfactory progress toward achieving their qualification. Approximately 50 per cent of learners have achieved foundation qualifications in hairdressing or the vocationally related qualification in customer service.

Quality of education and training

66. The teaching of background knowledge is good. Tutors use a good range of teaching techniques to motivate learners and help them learn. Well-designed lesson plans ensure individual learners' needs are met. Handouts and visual aids are produced to a high standard. Tutors develop good working relationships with learners and make good use of teaching games, such as quizzes, to help them understand good health and safety practice. Tutors work well to ensure there is good independent and collaborative learning. Tutors have good, relevant industrial experience and they use this effectively to support their teaching with clear links made to commercial practice. Key skills are taught as an integral part of the vocational learning.

67. Good additional learning activities are provided for learners. External hairdressing manufacturers frequently come to the prison to run short courses in different aspects of hairdressing in the prison's salon. Learners receive a certificate for taking part and achieving competence in techniques such as chemical straightening and colour choice. Learners can also attend a national hairdressing trade fair to improve their understanding and knowledge of current hairdressing trends.

68. Assessment practices are satisfactory and comply with awarding body standards. Most learners understand the assessment processes and how to make good progress towards their qualification. The assessments take place at appropriate stages of their learning programme and learners receive clear feedback from their assessors and appropriate guidance on how to improve their work.

69. Learners complete an induction before starting their programme. This covers health and safety, equality of opportunity and assessment strategies. Initial assessment is satisfactory. Learners receive adequate support, which is recorded and evaluated, and if they require literacy and numeracy support. Assessment clearly establishes learners' preferred learning styles and prior experience. From this information recorded on their individual learning plan, initial learning goals are set. Progress reviews take place during learners' weekly tutorial. Learners receive guidance and support during the tutorial on how to continue with their training upon release and the problems they may encounter.

70. Accommodation for hairdressing and beauty is poor. This weakness was identified at the previous inspection. The hairdressing and beauty salons are too small and are not of a commercial standard. The salon is poorly ventilated and has insufficient lighting. This causes difficulties in completing hair colouring processes. Equipment used in the hairdressing and beauty salons is satisfactory and sufficient for the number of learners. A new hair and beauty salon is currently under construction and is due for completion in the summer of 2005.

71. Target-setting is insufficient. The targets are not sufficiently specific and achievement dates are not clear. Although targets are reviewed during progress reviews, tutors do not ensure that they have been achieved. Targets are often repeated from one progress review to the next. Learners do not understand their targets or how they will help them progress. This weakness was partially present at the time of the previous inspection and although some improvement has taken place, target-setting is still insufficiently clear.

72. Monitoring of learners' progress is inadequate. Learners have a monitoring sheet that adequately records their progress. However, the course tutor has no effective system to identify the overall progress of learners without reference to their individual portfolios.

Leadership and management

73. The planning of the hair and beauty programmes is satisfactory. There is a system of repeating key parts of the course after a period of six weeks to help new learners access the programme quickly. Two of the hairdressing staff are currently working towards their

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certificate in education. This has caused some disruption to the programme with the cancellation of some timetabled classes.

74. Internal verification is generally satisfactory with a record maintained of when internal verification takes place. Assessors observed at sufficiently frequent intervals are provided with good written feedback. Internal verification is planned in advance, but does not give specific dates or the type of evidence that is to be sampled. Currently there is no internal verifier for the beauty provision. This has been identified by the provider and negotiations are now underway with the local college to provide verification.

75. The self-assessment report partially identified some of the strengths and weaknesses found during the inspection. The report was based on the 'Common Inspection Framework', but was insufficiently self-critical.

Foundation programmes

76. Training in foundation programmes is satisfactory.

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

Strengths

- good learning environment and resources
- good preparation and guidance for employment

Weaknesses

- ineffective use of individual learning plans
- inadequate range of effective teaching methods

Achievement and standards

77. Learners' develop satisfactory skills in literacy, communications, numeracy and application of number. They produce a satisfactory standard of work in most classes. Most learners work towards individual goals and make satisfactory progress. For example, in one lesson, a learner gained a satisfactory understanding of estimating through completing a series of tasks from a textbook.

78. Achievement of qualifications is satisfactory. Between April 2004 and March 2005, 58 per cent of learners achieved level 1 literacy and 53 per cent achieved level 2 literacy. Sixty per cent achieved level 1 numeracy and 80 per cent level 2 numeracy. Learners are not entered for exams until they have achieved good results in mock tests. Some learners do not develop an adequate range of skills. Tutors rely on learners completing practice papers as the main way of developing their skills. Most learners successfully complete their assignments for entry level qualifications and social and life skills modules.

Quality of education and training

79. The learning environment and resources are good. Tutors have good relevant experience and qualifications and provide good learner support. They are able to work towards teaching qualifications, dyslexia training and other relevant training to meet individual specific needs. The support provided by staff was identified as a strength at the previous inspection. Tutors regularly check that learners are not experiencing difficulties. They fully understand learners' needs and work effectively to help learners with learning or personal difficulties. Learners settle quickly into their learning with the minimum of disruption. Tutors provide an evening course in counselling skills and this is well attended. Some learners who have completed the courses work as classroom assistants. They receive training in the teaching of literacy and numeracy and are well

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supported in their duties of providing help and guidance to learners. Staff provide good mutual support and work well together when they experience difficulties with learners. The education building is well maintained and has good accessibility to people with restricted mobility. Learners' work is celebrated and displayed in classrooms, corridors and on noticeboards. There is a good range of relevant posters on classroom walls. All teaching rooms have a computer for use in literacy, numeracy and ESOL lessons. Other resources include appropriate textbooks, reading books and handouts. For literacy and numeracy support, the library has a good range of talking books, easy readers and large print books. The ESOL provision was recently reassessed and improvements implemented. Fewer ESOL courses are now provided and there are no waiting lists for learners requiring ESOL.

80. Learners receive good preparation and guidance for employment, a strength identified at the previous inspection. All learners are required to complete a one-week work preparation programme before carrying out regular employment outside of prison or before their release from prison. A dedicated information, advice and guidance worker provides support in identifying vacancies in the learners' home area and assistance in applying for jobs. Interviews with college tutors before release are arranged and those learners attending college courses are supported by liaison with the college's mentoring team.

81. Learners complete a satisfactory induction. Since the previous inspection induction has improved. All learners attend a one and a half hour session each week for four weeks as part of induction. During this time they complete a comprehensive initial assessment of their literacy, numeracy and language needs.

82. Arrangements for the assessment and moderation of qualifications are satisfactory. Most qualifications are marked externally. There are satisfactory procedures in place for the assessment and moderation of other qualifications.

83. The range of courses and levels are satisfactory. Several social and life skills modules are available and appropriate to learners' needs. Literacy and numeracy support is provided from entry level to level 3. A family literacy programme enables learners to record themselves reading stories to send home to their families.

84. Individual learning plans are not used effectively, a weakness identified at the previous inspection. A new learning plan has not rectified the issues identified. Some staff do not record the level of learners' literacy or numeracy skills after the initial assessment. Records kept of learners' activities and achievements do not provide sufficient detail on how well a learner has progressed. Many learners do not know what they have to do to complete their overall qualification.

85. Tutors use an inadequate range of effective teaching methods. Tutors rely on paper-based resources such as handouts and practice examination papers. Some learners do not progress at an adequate pace. Much of the learning focuses on developing the skills needed to do exams and not the skills needs identified at initial assessment.

Leadership and management

86. Communication between staff is satisfactory. There are regular team meetings where staff are updated on current issues. Briefings take place on the availability of college training and staff regularly access short courses such as food hygiene, and health and safety. Staff and learners have a satisfactory understanding of equality and diversity. Effective action has taken place to rectify weaknesses since the previous inspection. The tutors provided information for inclusion in the self-assessment report. The report identified some of the strengths and weaknesses identified during the inspection.