

# REINSPECTION REPORT

## **HMP The Verne Reinspection**

**18 March 2005**



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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## **HMP The Verne Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP The Verne (the prison) is an adult category C training prison for men. It is situated on the Isle of Portland, near Weymouth in Dorset and covers a site of approximately 50 acres with many historical buildings. The prison has a certified normal accommodation capacity of 552 and an operational capacity of 587. It currently holds 584 prisoners and the average length of stay is approximately 18 months. All prisoners are sentenced and come to the prison from other prisons. The prison has traditionally held many foreign national prisoners. Over half of its current prisoners are foreign nationals, coming from over 50 countries, with the highest proportion being from the West Indies. Over 50 prisoners are serving life sentences. Most prisoners are engaged in work or education and training. A small number of prisoners aged 65 or over choose not to work.

2. Education is subcontracted to a college of further education which offers full- and part-time courses with a focus on literacy, numeracy and English for speakers of other languages (ESOL). A variety of subjects are offered in the education department and over 290 prisoners are enrolled on classes. Some prisoners are taking teacher training qualifications and 33 are working independently on distance learning university courses. Education staff also visit the industrial workshops and the gymnasium to teach literacy, numeracy and key skills and to give language support. Vocational qualifications are offered in the kitchens, gymnasium, gardens and in the four construction workshops. The construction qualifications are in painting and decorating and manufacturing operations. Four production workshops offer carpentry, lobster pot manufacturing, and assembly work. In addition, the prisoners work on the wings and as orderlies.

3. The senior management team is led by the governor who has overall responsibility for the provision at the prison. The head of learning and skills was appointed in January 2004 and is responsible for vocational training, education and the workshops. The day-to-day management of the education department is the responsibility of the education manager who is employed by the college.

### SCOPE OF PROVISION

#### Construction

4. Thirty learners are following accredited programmes in painting and decorating, brickwork and manufacturing concrete components. The more able learners have the opportunity to progress to intermediate awards in construction. Trainers in these areas are occupationally qualified and are accredited assessors. Eighty other prisoners are employed in the wood machine shop, furniture assembly and the spray shop. These workshops are organised on a commercial basis to provide purposeful activity for those prisoners employed in them. The work carried out in these workshops provides prisoners with a range of opportunities to manufacture furniture and fitments for other prison

establishments and also to carry out contract work for outside agencies and commercial businesses. Some products are sold commercially through the prison's website. No accredited programme is currently in place for prisoners in these workshop areas. Most tutors and workshop supervisors are studying for teaching qualifications. A large open-air construction project area opposite the workshops is used predominantly by brickwork learners for small building projects.

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

5. Fourteen sport learners are following a recently started football skills development award programme. Fifteen learners work in the kitchen, 12 of them following a national vocational qualification (NVQ) at level 1 in kitchen portering and three completing a level 1 NVQ in food preparation and cooking.

6. Teaching and assessments on sport programmes is carried out by four full-time sport instructors. In the kitchen, four full-time staff and one principal officer act as instructors and assessors. All prisoners complete an induction to the gym and learners who wish to take a course in this area are inducted into the programme. As part of their job description, all prisoners who choose to work in the kitchen have to complete a basic food hygiene certificate and a level 1 NVQ in kitchen portering unless they can prove prior competence. Some prisoners in the kitchen choose to carry on to the level 1 NVQ in food preparation and cooking after completing the kitchen portering award. Prisoners have an opportunity to complete a range of courses in sport which are offered throughout the prison.

### **Foundation programmes**

7. There are 95 learners on foundation programmes. Twenty-two learners attend courses in literacy and numeracy at entry levels, and 29 attend ESOL classes. Ten learners attend key skills programmes in the prison workshops. Thirty-four learners work towards the national literacy and numeracy tests at level 1 and 2. Learners with dyslexia who require additional support can attend separate classes for this or can receive support in the workshops. Most programmes run for six weeks, at the end of which learners' progress is reviewed. Learners with entry level literacy and numeracy skills can gain accreditation through nationally recognised qualifications. ESOL learners can obtain additional qualifications in budgeting, responding to diversity and information technology (IT). All prisoners are given a two-week induction to activities in the prison, of which one week is devoted to the education programmes. All prisoners are assessed for literacy and numeracy skills support needs and receive an in-depth individual interview. Learners can attend up to five education sessions a week, with each session lasting three hours. Foundation programmes are managed by a full-time education manager who is assisted by team leaders for ESOL and language support, literacy and numeracy skills, key skills and social and life skills. The department employs 10 sessional tutors.

## ABOUT THE REINSPECTION

Number of inspectors	4
Number of inspection days	20
Number of learners interviewed	48
Number of staff interviewed	38

## OVERALL JUDGEMENT

8. The previous inspection of February 2003 found the prison's leadership and management and arrangements for quality assurance to be unsatisfactory. Its approach to equality of opportunity was satisfactory, as was training in construction, hospitality, sport, leisure and travel, and foundation programmes. At the end of the reinspection process, all aspects of the provision were satisfactory or better.

## KEY FINDINGS

### Achievement and standards

9. Achievement rates on literacy, numeracy and ESOL programmes are satisfactory. Most learners who enter the qualification, pass. In key skills lessons, learners acquire particularly good skills by working on a prison newsletter.

10. In hospitality and catering, all learners who work in the kitchen and prepare or serve food achieve a recognised basic food hygiene certificate and have a good understanding of health, hygiene and safety. Retention and achievements on NVQs in the kitchen are satisfactory. Learners in the kitchen can also work towards an NVQ at level 1 in kitchen portering and food preparation and cooking.

11. Retention and achievement on NVQ courses in physical education (PE) are satisfactory with most learners who attend courses achieving their qualifications. Learners develop good team and individual sports skills.

12. In construction, retention and achievement rates are satisfactory, although achievements on the skills testing programme are good.

13. **In construction, learners produce good standards of practical work.** For example, learners achieve good basic bricklaying skills. In the wood machine shops, learners develop very good skills, but these are not accredited.

14. **Development of literacy, numeracy, and language skills is good on foundation programmes.** There are good improvements to learners' personal and social skills and attendance and punctuality are good.

## Quality of education and training

15. **There is a good range of sports programmes and courses for NVQs at level 1 and 2 for all prisoners,** including volleyball, circuit training and football. There are no sports programmes provided above NVQ at level 2.

16. **Teaching and learning is good in catering and sport** and satisfactory in construction and foundation programmes. Lessons are generally well planned. In sport, all staff have a recognised teaching qualification and most hold sports coaching awards.

17. **The range of accredited programmes in catering and construction is poor.** Learners can only work towards an NVQ at level 1 in kitchen portering. In construction, learners develop good wood-machining and furniture assembly skills, but these are not accredited.

18. **Foundation programme learners are provided with a good range of learning opportunities.** They can attend part- and full-time courses and many of those who work in the workshops or attend training programmes also attend education classes.

19. Resources are generally satisfactory, but are particularly good in the wood workshops and in sport. The kitchen is well equipped and kept very clean, but classroom facilities are poor. The wood-working machine shop has up-to-date machinery and equipment, much of which is computer controlled.

20. **Learning materials are good in all areas.** However, there is ineffective use of learning materials in some foundation programme lessons.

21. Initial assessment and induction is well planned and learners are now provided with their own copies of individual learning plans.

## Leadership and management

22. **Leadership and management are good.** Significant progress has been made since the previous inspection where there was insufficient priority given to education and training. There is a strong commitment to education and training across the prison.

23. Quality assurance is satisfactory and, since the previous inspection, the prison has worked well to ensure there are appropriate systems in place. Regular learner feedback is now being used to help improve the provision.

24. **The PE department and the kitchen are well managed.** Communications and links between the PE team and the education department are particularly good. Key skills training and assessment are integrated well in the areas and learners use evidence of their practical work to help them gain accreditation of key skills.

25. **Foundation programmes are well managed.** The team works well together to develop a wide range of provision, much of which is accredited.

26. In construction, roles and responsibilities are clear and understood by staff.



Communications are good, and regular meetings take place with minutes clearly recorded.

**27. Training, development and support for staff are particularly effective.** Annual staff appraisals and monthly support meetings take place and there is a comprehensive training calendar for staff and managers that is kept up to date.

**28.** Equality of opportunity is good and staff are well trained to identify issues relating to equality and diversity. A good range of equal opportunities and diversity information is displayed on the accommodation units and in the initial advice and guidance centre. Learners have a good understanding of equal opportunities issues.

**29.** Internal verification, and the moderation of externally accredited awards, are satisfactory. The self-assessment process is thorough. However, the report does not make sufficient analysis of the overall strengths and weaknesses of the prison. The report was very descriptive and was insufficiently judgemental.

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

## **Leadership and management**

### **Strengths**

- very good leadership and strategic planning
- good internal and external communications
- particularly effective training, development and support for staff
- good promotion and reinforcement of equality of opportunity

### **Weaknesses**

- insufficient analysis and use of management information

## **Construction**

### **Strengths**

- very good training in wood skills and painting and decorating
- good standards of practical work
- particularly good resources in wood machining and furniture assembly

### **Weaknesses**

- inadequate cover arrangements for tutor absences in painting and decorating and brickwork
- insufficient range of accredited training

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

### **Strengths**

- effective integration of key skills into practical areas
- good teaching and learning
- well-managed provision

### **Weaknesses**

- inadequate progression opportunities
- inadequate classroom facilities in catering

## **Foundation programmes**

### **Strengths**

- good development of skills
- good range of learning opportunities
- good personal support
- well-managed foundation programmes

### **Weaknesses**

- ineffective use of learning materials

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

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

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

#### **Strengths**

- very good leadership and strategic planning
- good internal and external communications
- particularly effective training, development and support for staff
- good promotion and reinforcement of equality of opportunity

#### **Weaknesses**

- insufficient analysis and use of management information

31. The prison has very good leadership and strategic planning. A new head of learning and skills was appointed in January 2004. Significant progress has been made since the previous inspection, which found that insufficient priority was given to education and training. Commitment to education and training is now strong across the prison. Changes have been effectively managed since the previous inspection. Senior managers have an open and consultative approach and a clear vision of the importance of education and training in the prison. The mission statement is comprehensive and is supported by four key themes, as set out in the prison's strategic plan for 2004. A concise summary of this plan explains clearly what is to be achieved and how. The themes cover induction, prisoners' pay, data collection and information, advice and guidance. Managers and all staff contributed to this plan and fully understand its relevance to their own areas of the prison. Comprehensive business plans exist for each of the main areas of the prison, including education. The prison has increased the range of courses available for prisoners since the previous inspection. It now offers NVQs in horticulture and art and design and a course for prisoners who want to start up their own business. The prison has invested well in resources for the education department, updating computers and improving teaching accommodation and learning resources.

32. Internal and external communications are good, as are the working relationships between governors, managers, staff and prisoners. Staff and prisoners regularly speak to managers and governors regarding matters of interest. Regular, structured meetings are well attended and positive actions are taken to rectify concerns. Staff use meetings well to exchange information and share good practice. Daily staff meetings ensure that

potential problems are dealt with quickly. Staff can raise concerns with managers, either at meetings or informally, and are confident that they will receive a positive response and the support they need. The prison has strong links with external organisations including community and voluntary groups. These links help to increase the scope and quality of the learning provided. The prison works well with the subcontracted college to deliver training.

33. All staff involved in teaching and learning receive good training, development and support. New employees have a clear induction to the prison that covers all aspects of their job. The education department has a well-developed annual staff appraisal and monthly support meetings. A comprehensive training calendar for staff and managers is updated regularly and is clearly linked to the business plans. Staff participate in a wide range of training and development activities, which are clearly focused on improving the learners' experience. Many staff members have achieved a wide range of qualifications including NVQs and teaching qualifications. Good use has been made of training available from other training providers and local colleges and all staff are converting and updating their assessment qualifications. Staff and their families can use a dedicated, well-equipped learning resource centre. Staff training and development are clearly recorded.

34. The previous inspection found that the prison made insufficient use of management information systems. Although it has made some progress in rectifying this weakness, the prison still does not analyse and use management information sufficiently. Data collection takes place in the prison in a number of different formats and some data is unreliable and inaccurate. Data is not always available to monitor retention, achievement and progression adequately, or to support decisions about the development of programmes. There is little understanding of the value and use of performance indicators and not all staff recognise the importance of keeping accurate data. Insufficient analysis has taken place to identify trends in the provision.

### **Equality of opportunity**

35. Equality of opportunity at the prison is good. Responsibilities for equality of opportunity and diversity are clear and a comprehensive strategy for promoting equality and diversity is in place. A race relations group holds regular meetings to discuss a good range of topics such as the monitoring of religion, racial incidents and complaints and access to work. Minutes of meetings are detailed and clear actions are taken to deal with concerns. Staff have a good understanding of equality and diversity and there is good respect between most prisoners and staff. Equality and diversity training for education and training staff is good, and has included information on the Special Educational Needs and Disability Act 2001.

36. A good range of information on equality of opportunity and diversity is displayed on the accommodation units and in the initial advice and guidance centre. Prisoners who wish to join an education course or vocational training programme are well informed. Access to education and training is fairly allocated at the weekly labour boards. Information from external organisations, such as emotional support charities and housing and social fund providers, is prominently displayed alongside information on the wide

variety of support available in the prison. This includes information on programmes for those who want to overcome drug or alcohol misuse. Foreign national prisoners have their own noticeboards displaying information in a wide variety of languages. Equality of opportunity is clearly reinforced in the course information given to learners and at induction. Learners have a good understanding of the complaints procedures, although few prisoners feel that they have to resort to using these procedures as most complaints are dealt with effectively on an informal basis.

37. Learners who speak English as an additional language are given good opportunities and support to work and study. The prison has a clear strategy for providing literacy, numeracy and language support for learners. Staff give prisoners good individual support in these areas. The prison has started working on a plan for skills for life, the government's strategy on training in literacy, numeracy and the use of language, but it is too early to judge the effect on learners. Satisfactory arrangements are in place to meet the needs of the multi-faith community. Religious festivals are recognised and appropriate arrangements are made to meet the needs of the prisoners.

38. The prison collects data on prisoners' ethnic backgrounds and ages. It analyses this data but takes insufficient action to rectify concerns. For example, the prison has taken insufficient action to increase the small number of learners from some minority ethnic groups who participate in some programmes. It does not analyse data to identify retention and achievement rates for different minority ethnic groups or learners with disabilities.

### **Quality assurance**

39. Quality assurance is now satisfactory. The previous inspection found the prison's quality assurance arrangements to be inadequate. Staff have worked hard to improve quality assurance. Regular monthly meetings of the quality improvement group are attended by all key members of staff. Positive actions have been taken to deal with areas of weakness identified at the previous inspection and changes have been made to broaden the overall curriculum. These changes have been clearly recorded, and over the past 12 months the prison has produced and implemented a quality framework with clearly related procedures and guidelines. However, some procedures are not yet fully implemented and it is too early to judge the effect of the changes on learners. The prison has thorough monitoring procedures in place to assess the extent to which procedures are complied with. Good practice is shared widely at a range of meetings.

40. The prison has an effective system for judging the quality of all teaching and learning. Senior staff observe each member of staff annually, giving them detailed verbal and written feedback and setting appropriate targets for improvement where necessary. Where teaching and learning are judged to be less than satisfactory, staff are given good support and guidance and are observed again within three months.

41. Procedures for assessment and internal verification are adequate. Staff produce clear sampling plans and give thorough verbal and written feedback to learners. Assessors and internal verifiers hold regular standardisation meetings, where action

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points are clearly identified and improvements made. These meetings have been in place since the end of 2004. A detailed progress monitoring form is kept on each group of learners.

42. The prison uses feedback from learners and staff well to improve the provision. Learners' views are sought at several stages of their course or programme. Actions taken have included improvements in resources and changes to programmes.

43. The prison produced its third self-assessment report in June 2004. Self-assessment is an established part of the prison's quality assurance procedure, although the report does not make sufficient analysis of the overall provision. The report contained much descriptive text and was insufficiently judgemental. Many of the areas identified in the report as strengths were no more than normal practice, and inspectors also identified some additional weaknesses. The accompanying development plan is detailed and clearly identifies actions to rectify weaknesses.

## AREAS OF LEARNING

### Construction

44. Training in construction is satisfactory.

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

#### Strengths

- very good training in wood skills and painting and decorating
- good standards of practical work
- particularly good resources in wood machining and furniture assembly

#### Weaknesses

- inadequate cover arrangements for tutor absences in painting and decorating and brickwork
- insufficient range of accredited training

### Achievement and standards

45. Achievement rates are satisfactory. Of the 24 learners starting foundation construction award programmes in painting and decorating or brickwork in 2003-04, 10 achieved the full award and most of the rest left the prison with partial or unit achievements.

46. Standards of practical work are good. Learners in painting and decorating produce good paint finishes and paper walls confidently with a range of papers. Brickwork learners develop good skills in pointing and finishing and use a wide range of products. Achievement rates for the skills testing awards in construction in 2003-04 were good, with most of learners who began the programme achieving their awards. The prison introduced a new skills testing programme in performing manufacturing operations last year, and learners are making good progress towards achieving their learning goals. These learners are producing a good range of high-standard concrete products such as paving slabs, and moulded concrete items such as bird baths and plinths which are for sale commercially. Learners who complete the skills testing programme can progress onto a construction award, and prior learning is clearly accredited. When learners have completed a vocational course they have a good opportunity to study on a business skills course to enable them to start their own business upon release.

### Quality of education and training

47. Training in wood skills and painting and decorating are very good, and learners in these areas develop particularly good skills. Those engaged in furniture manufacturing

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work in a wide range of hard and soft woods and other materials producing high-quality goods such as garden furniture, wardrobes, tables, chairs, and coffins for pets. They complete complex joints using a wide range of tools. Learners in the spray shop apply a good range of different finishes competently. In painting and decorating, learners develop a wide range of skills to very good industrial standards, including skills in graining and marbling, and some learners work well above the level at which they are being accredited. Brickwork learners who have only recently started their courses develop good skills in building half-brick walls, although some learners in this area were not sufficiently challenged in their work. Learners following the manufacturing operations programme produce a wide range of high-quality concrete products for commercial sale. Although much of this work is repetitive, most learners find the experience helpful in acquiring new skills and key skills.

48. Resources are particularly good in the wood machining and furniture assembly workshops, where prisoners develop good standards of work. Prisoners are given good opportunities to develop a wide range of skills using a good selection of modern tools. The woodworking machine shop has up-to-date machinery and equipment, much of which is computer controlled. This includes computerised planers as well as a good range of modern hand tools. Prisoners produce a wide variety of furniture and fitments to good industrial standards, which are sold to clients outside the prison and also to other prisons. The furniture assembly workshop provides good opportunities for learners to assemble by hand all the components that they have previously machined. Some prisoners are employed in the modern spraying and packaging areas. Prisoners work competently and are fully compliant with industrial and commercial constraints and requirements.

49. Learners' work is assessed satisfactorily and they are given clear feedback. Most portfolios are good, with some very good examples containing clear written explanations of work that has been completed. Some contain good photographic evidence. Internal verification is carried out adequately and the process is well planned. Assessors are observed while they are assessing and given clear verbal and written feedback on their performance. The verification sampling process ensures a good representative sample of work is considered.

50. Learners with learning difficulties are given satisfactory support, which is recorded well on individual learning plans. Learners have good access to IT facilities and follow a key skills programme if it is relevant to their course. All these aspects were identified as requiring improvement at the previous inspection, and they have now been satisfactorily improved.

51. The prison has inadequate arrangements to cover tutor absences in painting and decorating and brickwork. Brickwork and painting and decorating programmes have experienced significant disruption over the past year following staff illness. These courses often have insufficient staff cover and are often suspended or disrupted. Some learners who have been released or have transferred prisons have been denied their portfolios of work, hindering their opportunity to continue their study elsewhere or to demonstrate the standard of their work to future employers. The prison does not offer a wide enough



range of accredited training. Although prisoners develop good skills in wood machining and furniture assembly, these skills are not being accredited. The prison has advanced plans to rectify this and has gained approval to accredit courses in these areas.

### **Leadership and management**

52. Regular monthly team meetings are held. Minutes are clearly recorded and actions are agreed and followed up well. Roles and responsibilities are clear and understood by staff. Communication between staff working in the different areas of construction is good and staff are kept well informed and involved in decision-making. Staff are well trained and occupationally competent. Staff and learners have good working relationships and treat each other respectfully. Good arrangements are in place to ensure brickwork learners have work to do inside when it is raining. These arrangements have been put in place to rectify the weakness identified in the previous report, of inadequate cover for the outside work area when raining. The prison has well-advanced plans to improve provision further. It has approval to offer apprenticeships in construction and to offer accredited courses in the wood machine shop and furniture assembly workshop. The self-assessment report for this area is insufficiently judgemental and does not clearly identify all the key strengths and weaknesses.

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

53. Training in hospitality, sport, leisure and travel is good.

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

### **Strengths**

- effective integration of key skills into practical areas
- good teaching and learning
- well-managed provision

### **Weaknesses**

- inadequate progression opportunities
- inadequate classroom facilities in catering

## **Achievement and standards**

54. Retention and achievement rates on all short courses in PE are good, and nearly all learners who attend courses achieve their qualification. Retention and achievement rates on NVQ courses in PE are satisfactory. In 2003-04, 17 of the 29 learners starting level 1 NVQs achieved the qualification, and two of the five learners starting level 2 NVQs achieved them. In 2004-05, 11 of the 18 learners starting level 1 NVQs achieved them. Most learners who leave early are discharged to other prisons, although many of these learners obtain a good number of unit accreditations. In the kitchen, all learners who prepare or serve food achieve a recognised basic food hygiene certificate and have a good understanding of health, hygiene and safety. Retention and achievement rates on NVQs in the kitchen are satisfactory, although the prison has only recently started to collect meaningful data in this area. Learners in the kitchen have a good opportunity to gain level 1 NVQs in kitchen portering and in food preparation and cooking.

## **Quality of education and training**

55. Teaching and learning are good in catering and sport. Learning sessions in sport are well planned with clear schemes of work and session plans. Learners in the kitchen are moved between tasks to enable them to develop good skills in each area. Teaching in catering and between tasks is clear and learners and staff have good respect for each other. Learners are given clear feedback and teaching sessions are thoroughly reinforced. Assessment and internal verification are adequate. Assessment in sport and in the kitchen is well planned and recorded and internal verification is thorough, although the external verifier has recently identified some concerns in catering over the sufficiency of evidence. Assessors in the kitchen have taken positive actions to rectify this.

56. The range of programmes and courses offered is good in sport and adequate in the

kitchen. Learners can take a wide range of additional qualifications in sport, which are well advertised on the units. Learners who are on the level 1 and 2 programmes are encouraged to take additional qualifications. In sport, awards are offered at level 1 and 2. Courses include football, basketball and volleyball coaching. A good range of short courses is offered for gym instructors' qualifications, sports physiology, sports injuries and first aid at work. Longer programmes include NVQs in sport and recreation at level 1 and 2. Two staff in the PE department are highly qualified and well-respected football coaches.

57. Key skills training and assessment are integrated well in the work areas. This continues the strength identified at the previous inspection. Learners use work produced in their practical environment to help them towards accreditation of key skills. This includes the use of recipes and refrigeration temperature control records from the kitchen and learning session plans on sport instructors' awards. Learners in the kitchen and the gym complete exercises that are related to their work and clearly see the relevance and importance of key skills. Learners receive good personal and learning support from staff in both areas. Staff are particularly well qualified, and in sport, all staff have recently completed a certificate in education.

58. Practical accommodation for learners in catering and sport is good, although classroom facilities in catering are inadequate. The kitchen is kept spotlessly clean and tidy and learners have good access to a good range of modern, small and large equipment including brat pans, mixers and double jacket boilers. However, there are no classroom facilities for learners in the kitchen apart from a cramped office next to the kitchen, which is noisy and unsuitable for group work. The sports hall is adequately equipped and kept in very good repair. The weights room and cardio-vascular area are kept clean and are reasonably well resourced, although some equipment is old. Other sports facilities in the prison are good and prisoners are able to play snooker and table tennis, or play chess on a large-scale outdoor chess board. Tennis can be played in the evenings and at weekends. Prisoners have a good opportunity to run around the outskirts of the prison on marked paths to keep fit, and a clearly marked, well-drained outdoor football pitch is used for coaching and skills training. Learners on sports courses are encouraged to make full use of these facilities. Classroom facilities for sport have been improved since the previous inspection and learners have access to a large classroom dedicated to sports courses.

59. Learners have poor progression opportunities to gain higher qualifications in sport and catering. The prison does not offer programmes beyond level 2 in PE or beyond level 1 in the kitchen. In the kitchen, all learners have to take level 1 qualifications in kitchen portering and inadequate account is taken of individual learning needs. The prison plans to introduce a level 2 NVQ in food preparation and cooking in the kitchen, but opportunities for current learners to complete higher awards are inadequate. Two prisoners who are on release on temporary licence and work outside the prison in the staff mess are not accredited for the work they do. This has been identified by the prison, which plans to introduce NVQs in this area. The six gym orderlies perform industrial cleaning duties across a wide range of facilities, although this work is not accredited.

## **Leadership and management**

60. The PE and catering provision are well managed. Self-assessment is regularly carried out in both areas and staff have clear understanding of the importance of this. Self-assessment is thorough, although the self-assessment reports are insufficiently judgemental and do not clearly highlight all of the key strengths identified at the reinspection. Development plans in each area are clearly written and are continuously updated. Individual learning plans are newly introduced, and most are clearly recorded. Good account is taken of each learner's needs. Learners' progress is monitored particularly well in PE, with clear short-term targets set. Induction in the gym and kitchen is thorough. Learners in PE receive good literacy and numeracy skills support if they need it. Some staff in this area are learning to be basic skills tutors. Learners in the kitchen do not receive literacy and numeracy skills support in their workplace and have to attend separate sessions in the education department if they require additional help.

61. The PE department has a good programme of teaching and learning observation in place. Staff are given clear feedback and improvements are made when needed. Every course in PE is thoroughly evaluated and reviewed. Learners are asked to complete course questionnaires. The results of these are thoroughly analysed and actions are taken to improve the provision. Equality of opportunity is reinforced well in both areas of learning. Learners and staff have a good understanding of equality of opportunity and of the complaints procedures.

## Foundation programmes

62. Training in foundation programmes is good.

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

### Strengths

- good development of skills
- good range of learning opportunities
- good personal support
- well-managed foundation programmes

### Weaknesses

- ineffective use of learning materials

## Achievement and standards

63. Achievement across most programmes is satisfactory, and nearly all learners who are entered for a qualification pass. This was identified during the previous inspection. Learners develop particularly good skills in literacy, numeracy and language, and also make good improvements in their personal and social skills. In key skills lessons, learners acquire particularly good skills by working on a prison newsletter. These skills include drafting, contributing to editorial meetings and working in a group. In workshops, learners in language support classes gain good language and IT skills using laptop computers. In literacy classes, learners learn how to use metaphors and gain greater confidence in writing poetry. In ESOL classes, learners develop good language and numeracy skills.

64. Attendance and punctuality are good and the average attendance for most classes is 90 per cent. Most learners attend on time and those returning late from breaks are appropriately challenged.

## Quality of education and training

65. The range of learning opportunities on offer has increased and is now good, which is an improvement on the previous inspection. Prisoners have a good opportunity to attend part-time and full-time classes. Many prisoners who work in the workshops or attend training programmes also attend classes in education. For example, one learner attends a full-time customer service course but is able to complete part-time courses in budgeting and three-dimensional art. Prisoners have good access to open learning sessions during the week to improve their IT skills. Regular six-weekly reviews enable learners to check progress in their learning. Many learners on ESOL programmes gain additional skills by attending budgeting and cultural diversity courses. Some learners

who progress well become peer tutors and can achieve additional accreditation.

66. Learners receive good support. They take part in a comprehensive two-week induction programme during which they are given detailed information about the opportunities and services available. The opportunities are clearly explained and prisoners make informed choices about the work or education activity they wish to take part in. All prisoners are given a clearly written information pack which includes a continuous evaluation booklet. Information is available in a wide variety of languages. Prisoners are given a thorough initial assessment of their literacy, numeracy and language skills and complete a comprehensive individual learning plan during an interview with a member of the basic skills team. Clear long-term and short-term targets are set with learners. This is an improvement on the previous inspection where individual learning plans were identified as a weakness. Interviews with prisoners are managed with sensitivity and respect. The well-resourced information, advice and guidance room is open for prisoners to use throughout their stay. The prison has good links with Jobcentre Plus. A well-qualified member of staff in the information, advice and guidance room provides prisoners with good support to help them search for employment opportunities or make decisions about further study or careers.

67. Teaching and learning are satisfactory. Of the eight sessions observed, half were graded good or better, while the remainder were satisfactory. The better sessions are prepared and managed well. Learners concentrate on the tasks and receive good support from peer tutors. Tutors employ good coaching techniques and most learners' written work is neat. Spelling and other mistakes are clearly pointed out and learners are expected to correct their work. However, some session plans do not include detailed learning objectives and have an inadequate range of learning activities. In a small number of language classes, insufficient attention is given to controlled language practice, and not all learners are involved. Some group work is not adequately managed and the pace in these sessions is slow.

68. Ineffective use is made of learning materials in some sessions, and too much reliance is placed on paper-based materials. ESOL learners' folders contain significant amounts of photocopied sheets from textbooks which are uninspiring. In other classes learning materials are not always used to best effect. In one class, learners were provided with resources on banking but were not taught how to use them. Classrooms are equipped and maintained very well. Some tutors make good use of IT to support the development of learners' language and literacy skills. The prison has a recently equipped computer suite, and access to IT equipment in the library and the information, advice and guidance room is good. This is an improvement on the weakness of outdated equipment identified at the previous inspection.

## **Leadership and management**

69. Foundation programmes are well managed. Staff work well together and have developed a wide range of foundation programmes. Learners have good opportunities for accreditation. Links with other departments in the prison are good. A particularly good example of this is the good support provided in sports for key skills. All tutors are

regularly observed and staff development needs are clearly identified. Staff have good access to professional development opportunities. Some staff have completed level 4 qualifications in numeracy, and others are completing a certificate in education. Thorough internal checks are made to monitor the quality of learning session plans and schemes of work. The prison promotes equality of opportunity well, creating a good learning environment. Staff and learners treat each other with respect. Course information is translated into a wide range of different languages.