

REINSPECTION REPORT

HMP Cardiff Reinspection

24 February 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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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Cardiff (the prison) is a category B male local prison situated adjacent to Cardiff city centre. It accepts people remanded into custody from a catchment area which includes Cardiff and Vale, Newport Crown Courts and 22 magistrates' courts.
2. The prison has an operational capacity of 754 and currently holds 736 male adult prisoners, 412 sentenced and the remainder on remand. This includes 90 prisoners serving life sentences. Approximately 12 per cent of the prison's population is from a minority ethnic background. Foreign national prisoners make up 8.4 per cent of the prison population. The average length of stay is just under two years.
3. The education department contracts to deliver 5,930 hours of education a year. Learners have opportunities for formal education, vocational training and supported learning provision in the workshops and on wings. The head of learning and skills is responsible for the education department and provision funded by the European Social Fund (ESF). The head of regimes and residence is responsible for the library, gym, kitchens and training workshops. An education manager oversees the education provision, which is subcontracted to a college of further education. The education manager and a deputy education manager are responsible for one full-time tutor co-ordinator, two assessors, 13 sessional staff and a part-time administrator. Ten learners employed as classroom assistants provide advice and guidance to learners.
4. The education department offers 60 places each day. Teaching sessions take place on five mornings, four afternoons, four evenings and Saturday mornings. Many of the sessions taught are in literacy and numeracy skills. Courses include programmes in information technology (IT), art, key skills, 'family man' programmes and preparation for work.
5. One senior officer and seven physical education (PE) instructors are responsible for recreational PE and training. A catering manager, four head chefs, a national vocational qualification (NVQ) co-ordinator and 16 learners staff the kitchen.
6. In the workshops there are 196 places providing opportunities for employment in ground maintenance, wing cleaning, servery, tailoring, woodworking, contract services and cardboard furniture manufacture. There are a further 153 wing-based employment spaces which include wing cleaners, orderlies and work in the servery. Training is offered in laundering, catering, horticulture, painting and decorating, bricklaying, bicycle repair and barbering. There are two occupationally experienced construction instructors and assessors.
7. The prison's library service is subcontracted to the local county council library service and is the responsibility of a part-time librarian, a full-time library officer and two orderlies. The prison has three libraries containing approximately 4,600 books. The main

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library is located centrally. Along with the two wing facilities, it is accessible to prisoners during morning, afternoon and evening sessions in the week and on Saturday mornings.

SCOPE OF PROVISION

Construction

8. Twenty learners are following programmes in construction. Six of these learners are working towards foundation or intermediate accredited qualifications in bricklaying, nine are following such qualifications in painting and decorating, and the remaining five prisoners are receiving non-accredited training in wood machining. Learners attend training workshops for 28 and a half hours a week during nine half-day sessions. All learners are trained and assessed by occupationally competent staff and are required to have a qualification in literacy and numeracy skills at level 1 before starting their programme. They receive a comprehensive workshop induction upon commencement of the programme.

Information & communications technology

9. Seventy learners are currently working towards a level 1 information and communications technology (ICT) qualification and eight learners are on a level 2 ICT programme. Two course tutors provide individual support to the learners. Previously successful learners who have developed IT skills have been appointed as classroom assistants to provide further support in sessions. Learners have access to the ICT facilities through a suite of 14 computers in a classroom in the education block. A classroom situated in one of the accommodation wings has a further six computers. The education block is open to learners for three hours in the morning and three hours in the afternoon on four and a half days a week. The classroom in the accommodation wing is open two hours each evening except Friday and for two hours on a Saturday morning. Learners work at their own pace using text-based training materials, and receive individual support from a tutor or classroom assistant until they are ready to carry out their tests. Learners can start ICT programmes at any time when places are available. ICT provision was inspected as part of the prison's foundation programmes at the previous inspection.

Hospitality, sport, leisure & travel

10. Nine learners are working towards PE qualifications. Sports courses are full time and take place every day. Four gym orderlies work on a shift rota covering five days a week. Of the eight prison officers scheduled to carry out PE activities in the gymnasium, one is absent through long-term sickness, two are currently completing their PE training and one post is waiting for a transfer in. All officers have a wide range of coaching qualifications. Prisoners can participate in a range of PE activities including basketball, volleyball, football, weight training and other sports. The sports accommodation includes a one-court sports hall, a weight training and fitness room, an outdoor training area and a football pitch. The activities form part of a structured recreational PE programme. Recreational PE is organised on a weekly timetable that includes daytime and evening sessions. PE does not currently take place at weekends. Learners can apply to attend PE courses. The prison offers a community sports leaders' award, a first aid programme, a weight lifting award, a basketball leaders' award, a volleyball leaders' award, a manual handling certificate and an emergency aid certificate. The PE department plans to deliver the level 2 NVQ in coaching, teaching and instruction starting in April 2005.

11. There are seven learners in catering. Four of these learners are working towards an NVQ at level 1 in kitchen portering and three are on NVQs in catering, food preparation and cooking, one at level 2 and two at level 1. Three qualified assessors, two members of staff working towards their assessor awards and one internal verifier, work in the kitchen. A former member of the kitchen staff also carries out internal verification. Most prisoners who work in the main prison kitchen complete a basic food hygiene training session. Twenty-two kitchen orderlies work in the kitchen.

Foundation programmes

12. Fifty-one learners are on accredited foundation programmes. Of these, 37 are working towards literacy and numeracy awards between entry level and level 1 and 14 are attending a two-week intensive fast-track programme for the level 1 numeracy and literacy award. If successful, learners can then join accredited vocational training programmes in the workshops. A further seven learners receive non-accredited ESOL support in the education department. Learners who do not attend the education block receive literacy and numeracy support on the prison wings. This support is available for those unable to attend education classes for exceptional reasons such as social and emotional difficulties. Learners can also attend social and life skills courses as well as cookery, citizenship and 'family man' programmes. Learners attend full time in morning and afternoon sessions for up to eight weeks. Those who are working in the workshops can join education courses for two sessions a week. Learners take additional qualifications in food nutrition, health and safety and essential food hygiene. Foundation programmes are the responsibility of a literacy and numeracy co-ordinator and 13 sessional tutors.

ABOUT THE REINSPECTION

Number of inspectors	6
Number of inspection days	18
Number of learners interviewed	48
Number of staff interviewed	25

OVERALL JUDGEMENT

13. At the previous inspection in February 2003, the prison's leadership and management, arrangements for quality assurance and approach to equality of opportunity were found to be unsatisfactory. Training was good in hospitality, sport, leisure and travel but was unsatisfactory in foundation. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better, including construction and ICT programmes, which were not graded at the previous inspection.

KEY FINDINGS

Achievement and standards

14. **Construction learners on painting and decorating and bricklaying programmes have excellent achievement rates in external tests**, with many gaining credits and distinctions. **Learners produce a good standard of practical work well above the requirements of the qualification offered.** Learners in non-accredited wood machining programmes produce items of garden furniture which feature in suppliers' catalogues for sale to the general public, and which have been receiving excellent customer feedback. Construction learners take great pride in the work they produce and are motivated by the positive feedback received from instructors.

15. **Achievement rates have been good on the level 1 ICT qualification since the previous inspection.** Seventy-four per cent of learners gained the full qualification and 15 per cent gained between one and four units. ICT learners develop good basic ICT skills using industry-standard software. They are making good progress and are producing a good standard of work relevant to their learning goals.

16. **PE learners practise and demonstrate a good standard of skills by leading coaching sessions.** Experienced learners assist with prisoners' inductions to the gymnasium. Work in NVQ portfolios is of a good standard in catering and PE. Catering learners develop good skills and produce prison meals as well as buffets for various events which take place in the prison. Learners are able to identify the benefits of training such as increased confidence and self-esteem.

17. **Pass rates are high on foundation programmes.** Since April 2004, 92 per cent of learners who entered for numeracy tests at entry level 1 were successful, with 80 per

cent succeeding at entry level 2 and 91 per cent passing at entry level 3. Ninety-five per cent of learners entering numeracy tests at level 1 and 82 per cent of learners entering at level 2 passed. In literacy, 88 per cent of learners entering tests at level 1 passed, as did 91 per cent of learners entering at level 2.

Quality of education and training

18. Construction learners are taught well, and **develop additional practical skills above and beyond those included in the framework**. Learners progress well from foundation to intermediate level in construction awards. **Their portfolios are well structured**, containing a wide range of evidence clearly referenced to the qualification requirements. **However, sessions are frequently disrupted**, and learners are slower in progressing and successfully achieving their programme.

19. **Training is good on PE and catering programmes**, maintaining the strength identified at the previous inspection. All sessions have detailed schemes of work and lesson plans. In the kitchen, learners benefit from verbal and written feedback after each session.

20. Teaching in ICT is satisfactory. Learners receive support from successful ex-learners employed as classroom assistants. **The ICT tutor offers additional support through clear learning objectives and appropriate timing of external tests**. Learners are sufficiently challenged, attend regularly and are keen to demonstrate their skills.

21. **Construction learners benefit from the very good resources available in the painting and decorating workshops**. The prison kitchen provides a good working environment for catering learners but classroom accommodation is poor. In bricklaying and ICT programmes, resources are satisfactory. **Classroom resources are poor in PE and foundation cookery**, however, with learners working in cold and/or cramped conditions.

22. **Foundation learners benefit from particularly good support in individual and group sessions**. Support in foundation classes was judged insufficient at the previous inspection. Classroom assistants in ICT and foundation programmes provide learners with good advice and guidance. Tutors in PE and catering work well with learners, who are clearly motivated. Construction learners speak positively of the support they receive in the workshops.

23. Teaching is satisfactory on foundation programmes. Tutors use sensitive approaches that encourage participation and recognise cultural differences. **However, teaching methods are not varied enough** and do not always challenge and inspire the learners. The range of visual aids is too limited, and some poorly copied worksheets have blurred visual images.

24. The assessment and monitoring of learners' progress and achievements is generally satisfactory. In construction, assessment is fair and carried out regularly. ICT tutors closely monitor learners' progress and prepare learners for testing by using mock tests well. PE and catering learners receive good verbal and written feedback immediately following their sessions. Foundation learners' progress is systematically recorded and staff ensure that learners' progress is maintained.

Leadership and management

25. Since the previous inspection, there has been a significant management restructure at senior level. **The prison now has well-managed education and training provision.** Education and training is integrated well with the prison regime. The prison has considerably extended its education and training programmes.

26. **The prison's use of data is now good**, having been identified as a weakness at the previous inspection. The education department has a newly introduced system for systematically recording and analysing learners' previous attainment, attendance, retention, progress and achievement. The department is using this system effectively to plan courses and programmes. The head of learning and skills uses the data, produced in clear and attractive format as graphs and bar charts, during presentations to governors and senior managers.

27. The prison has effective links with external agencies to support learning and resettlement opportunities. This was identified as a strength at the previous inspection. The resettlement officer has particularly good links with churches, schools and community organisations. Learners who have developed skills in painting and decorating work on a range of refurbishment projects when released on a temporary licence.

28. The prison's approach to equality of opportunity is good. Since the previous inspection, **the prison has introduced a system that enables it to target each learner's individual needs particularly well.** As part of their induction to the prison, prisoners undergo a series of interviews with specialist staff to assess the level of support they require in a wide range of areas. **The prison takes effective measures to meet learners' personal needs.** Particularly well-supported learners located on the therapeutic and progression landings are able to continue with their individual training and education programmes and also carry out meaningful work activities on their wing. Those on the therapeutic landing receive a high level of encouragement and support to prepare them to move back onto the standard accommodation wings.

29. The prison's quality assurance arrangements are now satisfactory. The prison has a comprehensive quality assurance framework document that covers all the key education and training processes. **Managers and staff effectively share good practice to develop education and training.** The quality of the observation of education and training is satisfactory. **However, education managers do not use the results of teaching observations in staff appraisals.**

30. In the education department, learners receive good literacy and numeracy provision from education department staff. Learners on foundation programmes and in workshops speak positively of the support they receive. Learners are required to have qualifications at level 1 in literacy and numeracy to join construction programmes. Learners on the full-time PE courses do not receive literacy and numeracy skills support. Those in catering do receive literacy and numeracy skills support but not on a regular, planned basis.

31. **Some certification of learners' achievements is slow**, and many learners do not receive timely evidence of their success. Learners who completed a music course five months ago are still waiting for their certificates. However, the situation is improving and the number waiting for certificates is falling.

32. **The prison makes insufficient use of the Welsh language in posters and notice boards.** In the education department some bilingual posters demonstrate the department's commitment to the scheme. However, throughout the rest of the prison there are too few bilingual notices and English is the main language used.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- well-managed education and training provision
- good use of data
- effective links with external agencies
- particularly good targeting of learners' individual needs
- effective measures to support learners' personal needs
- effective sharing of good practice

Weaknesses

- slow progress in accrediting learners
- insufficient use of Welsh language on signs and notices
- insufficient use of classroom observation results

Construction

Strengths

- excellent achievement rates in external tests
- good standard of learners' work
- good development of additional practical skills
- well-structured learner portfolios
- very good resources in painting and decorating

Weaknesses

- frequent disruption to workshop sessions
- insufficient range of accredited qualifications

Information & communications technology

Strengths

- good achievement rates on the level 1 qualification
- good support for learners

Weaknesses

- insufficient progression opportunities

Hospitality, sport, leisure & travel

Strengths

- good standards of learners' work
- good training
- good management of catering programme

Weaknesses

- poor resources
- insufficient integration of key skills training with NVQs
- insufficient internal verification

Foundation programmes

Strengths

- high pass rates on foundation programmes
- good monitoring of progress
- particularly good support for learners

Weaknesses

- insufficiently wide range of teaching methods
- poor resources in cookery in the education department

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

33. 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

- well-managed education and training provision
- good use of data
- effective links with external agencies
- particularly good targeting of learners' individual needs
- effective measures to support learners' personal needs
- effective sharing of good practice

Weaknesses

- slow progress in accrediting learners
- insufficient use of Welsh language on signs and notices
- insufficient use of classroom observation results

34. The prison manages its education and training provision well. Since the previous inspection, there has been a significant management restructure at senior level. Education is now the responsibility of the head of learning and skills. The training workshops, the gym, catering and the library are the responsibility of the head of residence and regimes. This arrangement works well and there is good co-operation and communication between both managers. Education and training integrates well with the prison regime. The introduction, on entry to the prison, of a systematic, thorough and wide-ranging individual assessment provides targeted support quickly and effectively to all prisoners sentenced to less than 15 months. Staff in the resettlement department plan and provide good support, working closely with training managers to meet the needs of those nearing release. Recent developments include a thorough yearly training and education needs analysis, a well thought out strategy for skills for life, the government's strategy on training in literacy, numeracy and the use of language, and a clear and comprehensive quality assurance handbook. Managers and staff guide and support the development of the provision through the use of these documents in a range of meetings and daily activities. The head of learning and skills attends regular education contract meetings, staff meetings, and resettlement, ESF and quality improvement group meetings.

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35. Since the previous inspection, the prison has considerably extended its education and training programmes to provide more opportunities for the prisoners to match their personal goals and aspirations and improve their employment potential upon release. Many of these programmes lead to nationally recognised qualifications. These include accredited programmes in barbering, laundering, bicycle repair, ground maintenance, construction programmes and ICT provision. Opportunities for education and training are promoted well throughout the prison, with detailed information displayed on posters on the wings, in corridors and in the libraries. However, in some areas there are too few learners working towards these qualifications. For example, in the newly introduced bicycle repair workshop, nine learners are developing good practical skills. However, the provision is in the very early stages of development and there is little evidence of learners' portfolios and learners' progression. Four learners are working towards qualifications in the laundry, and nine have already achieved the award. Learners' motivation and production levels have greatly improved since the introduction of this qualification. Five learners have completed the qualification in barbering. One learner who has achieved his NVQ was presented with the learner of the year award in 2004 from a local college. This was the first qualification he had ever gained. Successful learners who have left the prison have been able to find employment locally in the industry.

36. The prison's use of data is now good, having been identified as a weakness at the previous inspection. The education manager and staff in the education department are developing and improving the collection, storage and accuracy of learners' data. An extensive range of information is now collected and recorded on a computer-based system. This includes data on learners' previous attainment, attendance, retention, progress and achievement. Staff and senior managers use the data effectively in planning programmes. For example, using information from the system, managers quickly identified that the average length of stay for learners in the education department is only two weeks. Using this information the education manager introduced two-week fast-track courses for literacy and numeracy and also short courses in a range of other subjects. Learners' progress is clearly monitored to enable staff to identify where individual support and guidance are required. The head of learning and skills uses the data, produced in clear and attractive format as graphs and bar charts, during presentations to governors and senior managers.

37. The prison has effective links with external agencies to support learning and resettlement opportunities. This was a strength at the previous inspection. Additional learning opportunities introduced through good links with two colleges provide a barbering course and communications training. These courses were not offered by the main subcontracting college. Links with a charitable organisation provide teaching and training in transferable and employability skills. The resettlement officer has particularly good links with churches, schools and community organisations. Learners who have developed skills in painting and decorating, and who are released on temporary licence, work on a range of refurbishment projects. In one example, the prison has successfully negotiated the use of eight flats in a high-rise building. These are to be renovated by learners and used for those who have housing problems on release. The resettlement team works effectively to develop good relationships between prisoners and a range of

local employers. The resettlement team provides good support for prisoners who have six weeks of their sentence remaining. This includes help with curriculum vitae, letters of application, and good opportunities to meet local employers. Jobcentre Plus has a dedicated room, and a member of staff at the prison, equipped with an external link to jobcentres providing information to prisoners and learners on job opportunities in their area. The head of learning and skills has effective links with two trusts that provide courses in planning and presenting music activities and support for learners and staff working in the prison. A recent donation of broadcasting equipment has enabled the prison to plan to set up a prison radio station and associated training. The local police force provides a car for the use of staff and prisoners on release on temporary licence programmes for a range of resettlement activities.

38. Learners in the education department receive good literacy and numeracy support from education department staff. Learners on foundation programmes and in workshops speak positively of the support they receive. Construction learners are required to have entry level 1 qualifications in literacy and numeracy to join construction programmes. Construction learners identified as having additional support needs, or who have chosen to work towards literacy or numeracy at level 2, receive support visits from education staff in the workshop areas for one day a week. Learners on the full-time PE courses do not receive literacy and numeracy skills support. Those in catering do receive literacy and numeracy skills support but not on a regular, planned basis.

39. Slow progress is made in accrediting learners' achievements, and many do not receive timely and tangible evidence of their success. The head of learning and skills expressed concern to contract managers at the subcontracted college that no external verification and progressing of certificates had taken place during 2004. In January 2005, 98 learners were still awaiting receipt of their certificates. Learners who completed a music course five months ago are still awaiting their certificates. However, the situation is improving and the number of learners awaiting certificates is falling.

Equality of opportunity

40. The prison's approach to equality of opportunity is good. The prison has a comprehensive equal opportunities policy which it displays prominently on notice boards throughout the prison. This is supported by a series of other policy statements including those on diversity, disability and dignity at work. The dignity at work policy describes clearly the prison's response and adherence to the various acts relating to equality such as sex discrimination, race relations, disability discrimination, health and safety, criminal justice, employment rights and protection and harassment.

41. Since the previous inspection, the prison has introduced a system that provides particularly good targeting of individual needs. As part of their induction to the prison, prisoners undergo a series of interviews with specialist staff to assess the level of support they require in a wide range of areas. These areas include housing, employment, health, education, finances, relationships, drug and alcohol misuse, attitude and behaviour, and institutional and life skills. This comprehensive information is recorded on a simple but effective interactive computer-based programme. The programme automatically

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indicates, through a graded system, the type and level of support required by individual prisoners. Staff throughout the prison can view this information and provide effective targeted and customised support for those in need. This process also acts as an introduction to prison education and training services and encourages prisoners to join programmes as quickly as possible. Prisoners complete a short literacy and numeracy skills assessment test. Those with previous educational achievement can choose assessment through an effective fast-track version of the test.

42. The prison has effective arrangements to support learners' personal needs. Particularly well-supported learners located on the therapeutic and progression landings are able to continue with their individual training and education programmes and also carry out meaningful work activities on their wing. Those on the therapeutic landing receive a high level of encouragement and support to prepare them to move back onto the standard accommodation wings. Learners receive literacy and numeracy skills support on the wing, and art and ICT classes in the education department. The revised PE programme now includes access for prisoners on the therapeutic landing. One prisoner from the therapeutic landing joined the well-run 'family man' programme. Through sensitive support and guidance he was able to take a positive role in a stage presentation to prison staff, prisoners' partners and children. Through music and art classes, tutors provide targeted support for learners to develop their skills and abilities. The newly introduced prison magazine includes many drawings, paintings and poems created by learners through these sessions.

43. The prison now makes satisfactory use of data to monitor equality of opportunity. It collects information on the minority ethnic backgrounds of learners allocated to education and training programmes and their daily activities. It analyses this information using a computer programme and alerts staff to imbalances in the system.

44. At the previous inspection the library services were poor and prisoners had insufficient access to the facilities. After significant changes and developments the library service is now satisfactory. The library, subcontracted to the county council's library services, has a part-time librarian for 24 hours each week. The prison has also appointed a full-time prison library officer and two orderlies. The recently renovated and upgraded main library provision is open for one morning and five afternoons and evenings in the week and on Saturday mornings, providing prisoners with a good level of access. There are three libraries within the establishment. Six computer terminals link to the education department and a computer link with the main library service provides opportunities to order books online. There is a separate section for Welsh speakers and foreign languages and newspapers are also provided, including some specifically for prisoners from minority ethnic groups. A recently introduced prison magazine, compiled and edited by prisoners with the support of the writer in residence, provides a forum for posing questions to senior managers on a range of matters affecting the prison. In one issue, criticism by a prisoner of the library service prompted a good response from the prison officer appointed to the library. The governor has also responded to questions in the magazine.

45. Prisoners have a satisfactory representation on prison forums. The prison operates a

diversity forum group that meets every month. This group has representation from all wings and minority ethnic groups, as well as support areas such as the canteen and library. The group makes decisions relating to diversity topics such as improving the range of food from minority ethnic communities available in the canteen. The chairperson is able to arrange extra meetings should there be a requirement to discuss special concerns. He also reports back on the activities of the forum to the prison's equal opportunities and diversity group, chaired by the governor and attended by senior managers. The equal opportunities and diversity group meets once every two months with a standard agenda and generates detailed action-planned minutes.

46. The prison makes insufficient use of the Welsh language in posters and notice boards. The prison has had its Welsh language scheme approved by the Welsh Language Board. The education department displays bilingual posters that demonstrate the department's commitment to the scheme. However, few bilingual notices are displayed throughout the rest of the prison and English is the main language used. Prisoners and staff with restricted mobility find it hard to access many of the prison wings and outbuildings.

Quality assurance

47. Quality assurance arrangements at the prison are now satisfactory. The prison has a comprehensive quality assurance framework document that covers all the key education and training processes. It has carried out a clear analysis of the weaknesses identified at the previous inspection and has nominated staff to deal with points requiring action. The prison has made good progress in dealing with many of these points. Learners complete a training needs analysis which recognises their views, and those on the fast-track course provide information on how they view the education and training provision. The head of learning and skills chairs the quality improvement group meetings, which are now more frequent and include a wide range of staff from throughout the prison.

48. Managers and staff effectively share good practice to develop education and training. Regular meetings between the heads of learning and skills in Welsh prisons provide opportunities to share good practice. The prison's head of learning and skills is a member of an e-mail network of English prisons. Through this network she shares her experiences in developments, plans and information on a range of topics including qualifications, policies and procedures and responsibilities. Education managers from other Welsh prisons observe teaching staff at the prison and provide feedback comparing the standards used in the respective prisons. Education managers at the prison have well-advanced plans to observe teaching in other local prisons. Sharing of good practice has enabled staff to improve the learners' experience of prison. For example, prison staff observed the advice and support system in use at another prison, adapted it, and introduced it successfully into their own establishment. Learners now benefit from a thorough and detailed analysis of their individual needs, and staff target appropriate support quickly and effectively. Since the previous inspection, education staff attend events away from the prison in which they share their thoughts on the development of programmes and systems.

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49. The quality of the observation of education and training is satisfactory. However, education managers do not use the results of teaching observations in staff appraisals, and have not been trained to carry out appraisals. The education department has plans to move to peer group observation where education tutors will observe each other. However, teaching staff have not received training in observation techniques. Prison managers have recognised this and plan to introduce the prison staff appraisal scheme into the education department.

50. The self-assessment report process is satisfactory and involves all staff appropriately. The report recognises many of the strengths and weaknesses found by inspectors. However, inspectors graded leadership and management, equality of opportunity, construction and foundation programmes one grade higher than that given in the report.

AREAS OF LEARNING

Construction

51. Training in construction is good.

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

Strengths

- excellent achievement rates in external tests
- good standard of learners' work
- good development of additional practical skills
- well-structured learner portfolios
- very good resources in painting and decorating

Weaknesses

- frequent disruption to workshop sessions
- insufficient range of accredited qualifications

Achievement and standards

52. Learners have excellent achievement rates in external tests for construction awards on painting and decorating and bricklaying programmes. Of the eight learners achieving foundation construction awards in bricklaying, all gained distinctions in the awarding body's tests. Three learners in bricklaying have achieved the intermediate construction award, with two of these learners gaining distinctions in the core and trade tests and the third learner a distinction in the core test and a credit in the trade test. In painting and decorating, four learners achieved construction awards in 2004. One gained distinctions in the core and trade tests and three gained distinctions in the core test and credits in the trade tests. Eighty-seven learners passed basic skills tests in paints equating to nine full basic awards, with 15 units gained by prisoners who left early. In bricklaying, eight of the 16 learners who started the programme in 2004-2005 have achieved foundation construction awards, three have achieved intermediate construction awards and five are still in learning. Three learners have transferred to other prisons without achievement.

53. Learners are producing a good standard of practical work, as was identified at the previous inspection. Standards are well above the requirements of the qualification offered in all of the occupational areas. In bricklaying, one learner who has recently completed the intermediate construction award is producing work normally associated with advanced construction awards at very high standards. The work includes decorative features such as circular work, arch construction and decorative brick panels. This ex-learner, retained on the programme, provides additional support for other learners in the development of their practical skills. The prison intends to employ the learner as an

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assistant instructor. Learners in wood machining are producing items of garden furniture which feature in suppliers' catalogues for sale to the general public and which have been receiving excellent customer feedback. Learners take great pride in the work they produce and are motivated by the positive feedback they receive from instructors. Many examples of high-quality work produced by past and present learners are displayed in the workshops.

Quality of education and training

54. Learners develop good additional practical skills in painting and decorating and bricklaying. In bricklaying, the training programme for foundation construction awards includes additional practical activities and job knowledge topics not featured in the framework. This develops the learners' skills and knowledge and enables them to progress well onto the intermediate construction award. This also provides those learners on shorter sentences, who may not have the opportunity to progress on to higher qualifications, with a broader range of practical skills and job knowledge. In painting and decorating a basic skills award is taught in preference to the foundation construction award. This covers a wider range of work activities and again enables good progression into the higher award. As in bricklaying this provides learners on short sentences with the opportunity to develop a wider range of practical skills and job-related knowledge.

55. In painting and decorating and bricklaying, learners' portfolios are well structured. These well-presented portfolios, well managed by learners and assessors, clearly show evidence collected by the learner accurately referenced to the qualification requirements. Learners receive regular reviews and updates to their progress. Assessors give good, constructive feedback on individual assessment plans and practical mark sheets. The good range of evidence in the portfolios contains all the necessary documents to satisfy awarding body requirements. This includes personal notes, handouts, drawings, manufacturers' information sheets and knowledge questionnaires. Learners' work is neat, tidy, and well organised and they take pride in their management of the documents.

56. Resources in the painting and decorating workshop are very good. The workshop is spacious and well maintained. Well-lit work areas provide an appropriate learning environment and housekeeping is of a high standard. Good use is made of the space available and the design of the work areas adequately meets the requirements of the qualifications. There are good, well-maintained storage facilities. Materials supplied to learners are of a good standard and in plentiful supply. Resources within bricklaying are satisfactory. Although the workshop area is small, it is adequate in relation to the number of learners on programme. Materials and equipment are sufficient to meet the needs of the learners. Although learners generally work in a safe environment, tutors do not sufficiently reinforce some health and safety practices. Appropriate personal protective equipment provided by the prison is not always worn by learners until they are challenged by staff.

57. Learners' achievements are suitably assessed and recorded. Assessment is fair and carried out regularly. Internal verification sampling meets the awarding body's requirements. External verification reports show consistent compliance in assessment practice and verification arrangements.

58. Learners receive adequate literacy and numeracy skills support from education department staff. All learners are required to have an entry level 1 qualification in literacy and numeracy to join the construction training programmes. Where learners have identified additional support needs, or have elected to work towards a skills qualification at level 2, education staff visit learners in the workshop areas for one day a week to provide additional support. Learners speak positively of the literacy and numeracy skills support they receive.

59. Learners' attendance is still frequently disrupted, having been identified at the previous inspection. When instructors are absent through training commitments, annual leave or sickness, workshop training is suspended. Plans to accommodate learners on other training courses during extended periods of instructors' absence, such as annual leave, do not provide opportunities for all learners. Instructors set learners additional work to do in their cells during lengthy periods of absence but this still hampers learners' continuity and progression in their training. Learners attend additional prison courses during their scheduled training sessions. Many do not attend the workshops for the allocated 28 and a half hours of construction training a week. Some learners expressed frustration at the disruption to their construction training programmes.

60. No qualifications are currently offered in wood machining. At the previous inspection, inspectors identified this as a weakness. Prisoners working in this workshop produce high standards of work for external customers. There are good training opportunities but no formal recognition for the work they carry out and the competences they clearly gain. One prisoner who wishes to continue in this line of work upon release feels that the absence of a qualification will prevent this. The prison plans to introduce a qualification in this area and a number of different awards are under consideration.

Leadership and management

61. The prison has introduced a number of initiatives to plan and improve the provision in construction and industry training. Activities in the bricklaying workshop introduced after the previous inspection provide learners with good work activities that go beyond the standards set for the bricklaying foundation programme. Staff successfully developed all the assessment and learning materials for the course.

62. Managers have recently introduced training and accreditation in other programmes. For example, a bicycle maintenance workshop set up in partnership with a charitable organisation trust offers qualifications in bicycle repair and maintenance for up to 12 learners. Qualifications introduced into the laundry workshop and links established between the laundry and tailoring workshops enable learners to access a range of qualifications. The introduction of these qualifications has seen improvement in

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production and learners' motivation in this area. However, learners' numbers in these areas remain low.

63. Internal verification is satisfactory, sampling is carried out regularly enough and sampling activities are recorded well. However, assessors' feedback is not formally recorded following sampling of assessment practices or observations.

Information & communications technology

64. Training in ICT is satisfactory.

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

Strengths

- good achievement rates on the level 1 qualification
- good support for learners

Weaknesses

- insufficient progression opportunities

Achievement and standards

65. Achievement rates on the level 1 qualification in ICT have been good since the previous inspection. Between February 2004 and January 2005, of the 143 learners who started on the programme, 74 per cent gained the full qualification and 15 per cent gained between one and four units. ICT learners develop good basic ICT skills using industry standard software. Many learners have had no formal computer training before and are able to progress by working through learning materials at their own pace. Many are making good progress and are producing a good standard of work relevant to their learning goals.

Quality of education and training

66. Learners receive good support. During an induction to the ICT facilities learners complete an assessment that clearly identifies their computer awareness and knowledge. All learners are introduced to a classroom assistant for good individual advice and guidance. These assistants are ex-learners, known as buddies, who help the learners to settle quickly into their programme. All learners speak highly of the buddy system and appreciate the support they receive. The ICT tutor offers additional support, keeps track of each learner's progress and determines with the learner when they are ready to sit their tests. The recent introduction of systematic attendance recording and analysis has already identified a learner whose attendance was erratic and who was in need of additional personal support. After receiving this support, the learner's attendance improved.

67. Teaching is satisfactory. Tutors are experienced, well qualified and plan clear learning objectives for the programmes. Little formal training is given, and learners progress at their own pace using text-based learning materials in a good working environment that fosters learning. The relationship between staff and learners is good and learners speak highly of the support and guidance they receive from tutors. Learners

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are sufficiently challenged in sessions, and receive effective individual support in mixed-ability classes. They attend regularly and are keen to demonstrate their new skills and confidence.

68. Resources are satisfactory. Since the previous inspection learners have benefited from the introduction of new computers and updated industry-standard software. Learners appreciate this investment in new technology. The main IT room has 14 stand-alone computers and printers, and an additional six computers are being prepared for online examinations. The room is fit for purpose with computer desks designed to accommodate monitors and printers and there is adequate space for learners to work. Additional computers are also available on the accommodation wings. A second technology room with six computers is located in a wing dedicated to longer-term prisoners and used for evening classes. There are adjustable chairs available but the rooms have little specialist equipment for learners with a disability. Training materials are satisfactory. Learners have access to learndirect programmes through CD-ROM material. However, there is no internet access for learners.

69. The monitoring of learners' progress is satisfactory. The tutor refers to the class lists and prepares session plans for each learner. All learners work independently through structured learning programmes towards their tests and tutors closely monitor their progress. Learners receive regular and constructive feedback from their tutors. To prepare learners for testing, the tutor makes good use of mock tests. The learners' individual plans are updated on successful completion of the test.

70. ICT learners are required to achieve an appropriate level in literacy and numeracy before starting the programme and learners do not receive a diagnostic test before starting ICT courses. Tutors have no prior knowledge of a learner's literacy and numeracy skills support needs.

71. The range of progression opportunities available to learners is too narrow, as was identified at the previous inspection. The current self-assessment report also recognises this as a weakness. Currently, ICT learners are able to complete a level 1 qualification and progress to a level 2 programme. Some opportunity exists to use the skills developed on these programmes in a small Braille unit, but this option is not open to most learners. The Braille unit also produces the in-house prison magazine. The level 2 ICT programme has proved to be unsuitable for those learners who spend a short time in the prison. Staff in the education department are currently planning to introduce a modular course to allow learners to complete some aspects of the course before leaving or transferring from the prison. There is no provision for computer hardware courses and no progression opportunities beyond level 2. However, the department has plans to expand the curriculum and has recently employed a tutor to develop multimedia and digital imaging provision.

Leadership and management

72. The prison collects some feedback from learners but has only recently analysed this and has not yet used it systematically to improve the quality of provision and support curriculum development. Communications within the department are satisfactory. The education department has utilised the knowledge and expertise of an ICT tutor to develop its management information system. This is currently under development but the attendance monitoring aspect has already proved useful.

73. All learners receive a basic induction onto the programme. This includes an IT interview, computer room rules and the signing of a learner agreement. The diversity and race relations policy, equal opportunities policy and anti-bullying statements are prominently displayed on the notice board in the main IT room.

Hospitality, sport, leisure & travel

74. The quality of training in hospitality, sport, leisure and travel is satisfactory.

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

Strengths

- good standards of learners' work
- good training
- good management of catering programme

Weaknesses

- poor resources
- insufficient integration of key skills training with NVQs
- insufficient internal verification

Achievement and standards

75. Learners demonstrate good standards of work. In the PE sessions, learners practise and demonstrate these skills by leading coaching sessions. Experienced learners assist with prisoners' induction to the gymnasium. Work in NVQ portfolios is of a good standard in catering and PE. The portfolios are well documented and contain a good range of clearly recorded evidence of the activities that learners have carried out. Catering learners develop good skills and produce prison meals as well as buffets for various events which take place within the prison. Learners are able to identify the benefits of training such as increased confidence and self-esteem.

76. In 2004, in PE programmes, 24 learners completed the sports leaders' award, 24 completed a weightlifting award, 16 achieved first aid at work certificates, 20 received a volleyball leaders' awards and 20 achieved a basketball leaders' award. Three learners successfully completed a level 1 NVQ in sport, recreation and allied occupations and two achieved the same NVQ at level 2.

77. In the same period, seven catering learners completed an NVQ in kitchen portering. Most learners in the kitchen achieve the basic food hygiene certificate. The retention and achievement rates for learners in both areas are satisfactory.

Quality of education and training

78. Training in PE and catering is good. This was identified as a strength at the previous inspection. Training sessions in catering and PE are well planned, with detailed session plans and schemes of work. Learners receive good practical demonstrations and are clearly involved and interested in their activities. They have clear aims and objectives for

each session. After each practical session in catering the learners complete a question paper to reinforce learning. The range of teaching methods engages and motivates learners. Staff and learners have a good working relationship and understanding. PE learners benefit from good informal support by PE staff.

79. Resources are poor. This was identified as a weakness at the previous inspection. Classroom accommodation for teaching is poor in PE and catering. The rooms used are cold, the lighting in catering is poor. In both areas the rooms are used to store equipment. PE resources are insufficient for the number of prisoners in the prison. At the previous inspection, inspectors identified that there was a good range of courses in PE. This is now not the case. Full-time PE courses have been suspended since July 2004. However, the NVQ provision has continued. The main sports hall is small with a low ceiling and does not allow learners to participate in full-size games. For example, prisoners have to play 4-a-side football. The football pitch has recently been reseeded and is currently unavailable. In catering programmes the kitchen provides a good working environment for learners. Learners are given learning support materials such as handouts but do not receive textbooks or reference books, and are unable to refresh their knowledge throughout the duration of their awards. Staff in both areas are suitably and appropriately qualified.

80. Learners' progress is satisfactorily monitored and assessed. Learners receive verbal and written feedback on their demonstration of practical skills immediately following the sessions. Individual learning plans on PE courses record learners' objectives, progress and learning outcomes.

81. Key skills training and assessment are not sufficiently integrated with PE and catering programmes. There are currently plans to integrate key skills qualifications into activities from the NVQ programmes. These plans are still in the early stages. Staff have not yet been instructed in the assessment of key skills qualifications. Learners in catering do receive literacy and numeracy skills support through a tutor who visits the kitchen, but this is not regular or planned. Literacy and numeracy skills support was available to learners on the full-time PE course on one day a week but is no longer available.

Leadership and management

82. A member of staff provides the catering training and assessment. Other staff are qualified or working towards their assessor awards. The department has expanded its provision by producing buffets, which provides a source of income. The buffets allow learners to practise skills on a day-to-day basis and enables them to cover the full range of activities required by the NVQ. Since the previous inspection, the department has reviewed NVQ training and learners complete the level 1 NVQ in portering before progressing to the NVQ in food preparation. A new pay scale recently introduced clearly reflects levels of responsibility. Managers plan to introduce a cleaning award for food premises in April 2005. Staff have identified two learners to receive training as assessors for this award.

83. Managers are fully aware that they are currently four PE instructors short in the PE

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department but have two PE instructors currently receiving training and a further instructor due to transfer in in April 2005. Managers and staff cope well but have temporarily discontinued some of the courses. However, the department has maintained good links with the Welsh national special needs weightlifting squad, which attends a weekly training session at the prison. NVQ learners assist in their training sessions, and five learners released on temporary licence assisted in the national championships. Once a week, children from a special needs school visit the prison for PE activities, and NVQ learners provide them with support.

84. Internal verification is insufficient in both areas. For example, internal verifiers do not carry out formal observations of assessment. In catering, a member of staff has just completed their verifier award, but plans are not yet in place to identify how internal verification activities will take place. No internal verification strategies exist and no sampling plans are in place for PE and catering. Managers have recently introduced quality assurance systems in PE and catering. Learners' feedback and staff members' evaluation of courses take place but this information is not formally analysed to support improvements and course planning.

Foundation programmes

85. Training in foundation programmes is good.

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

Strengths

- high pass rates on foundation programmes
- good monitoring of progress
- particularly good support for learners

Weaknesses

- insufficiently wide range of teaching methods
- poor resources in cookery in the education department

Achievement and standards

86. Pass rates on foundation programmes are high. For the period from April 2004 to February 2005, 92 per cent of learners who took numeracy tests at entry level 1 were successful, as were 80 per cent at entry level 2 and 91 per cent at entry level 3. At numeracy level 1 and 2, 95 per cent and 82 per cent passed respectively. In literacy level 1 and level 2, 88 per cent and 91 per cent of learners passed respectively. Ninety-five per cent of learners gained a qualification in health and safety, 75 per cent were successful in food and nutrition and 86 per cent passed their qualification in essential food hygiene.

Quality of education and training

87. Learners' progress in literacy and numeracy is monitored well. Learners attend discrete sessions for literacy and numeracy as well as social and life skills courses such as citizenship, cooking, and art. Literacy and numeracy training is integrated with the social and life skill courses. Learners have a negotiated learning plan with clear individual literacy and numeracy targets for the first six weeks of the programme. Staff record the progress made by each learner and ensure that the rate of progress made towards targets is satisfactory. Staff carry out reviews every six weeks and set learners individual and measurable targets. The progress of learners on the two-week intensive programme for level 1 literacy and numeracy is monitored in each session. Between November 2004 and January 2005, 30 per cent of learners were able to progress on to a training workshop programme after successfully achieving a level 1 qualification in literacy and/or numeracy.

88. Particularly good support is provided for learners on foundation programmes. The prison has made improvements since the previous inspection. Learners who are unable

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to attend education programmes receive good support. Tutors provide individual and group sessions for learners on the wings. Many learners have significant barriers to learning. Some are disruptive, have difficulty in concentrating, and many are recovering from alcohol and drug misuse. Tutors use sensitive approaches that encourage participation and recognise cultural differences. In a cookery session, learners preparing and cooking a national dish recognised and discussed in detail the differences in the preparation and cooking of vegetables between different cultures. Learners receive good support in the classroom. Most sessions have a balance between group and individual work. The education department has learners who act as classroom assistants, known as buddies, who give practical assistance. For example, in a language lesson for learners who speak English as an additional language, a learning buddy was able to spend time in conversation with another learner supporting the practice of speaking and listening skills. Learners who act as buddies complete a level 2 certificate for teaching assistants.

89. Resources for literacy and numeracy are satisfactory. Tutors and learners have good access to sufficient skills for life materials. Since the previous inspection, initial assessment has improved and is now satisfactory. Assessment and further diagnostic assessment results are recorded on the negotiated learning plan and provide a profile of the areas in which learners are experiencing difficulty.

90. The range of teaching methods used is too narrow. Tutors rely on the learner completing worksheets, which are repetitive. The range of activities used does not challenge or inspire learners. In some lessons, planning does not take account of the different preferences of learners, some of whom may prefer to have more active and visual activities and some of whom may prefer writing and listening. The range of visual aids is too limited, and the poorly copied worksheets used have blurred visual images.

91. Cookery resources in the education department are poor. The cookery room is too small for the numbers of learners in the group. Not enough facilities are provided and the cookers and refrigerator are in poor condition. The tutor has difficulty moving in the confined space and cannot easily see all the learners in the room. For example, one learner licked his fingers and did not wash his hands before continuing with cooking. The tutor was unable to see this due to the learner's position in the room. There is a shortage of some equipment such as tea towels, and learners are not equipped with full aprons or hats.

Leadership and management

92. Most staff have a teaching qualification. They attend professional updating events on the national curriculum for literacy, numeracy, language, the pre-entry curriculum and diagnostic assessment. Learners' feedback is collected at the end of each fast-track session and at the completion of each unit, but is not used to plan curriculum development activities. Plans are in place for staff teams to meet and carry out reviews using the data now collected. Managers and staff have developed and introduced an effective monitoring system. Accurate recording of learners' attendance, progress and achievement provides good information to staff to support learners in difficulty. Staff

have a satisfactory understanding of equality of opportunity, and tutors include topics relevant to the learners' cultural background.