

REINSPECTION REPORT

HMP Belmarsh Reinspection

11 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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HMP Belmarsh Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Belmarsh (the prison) is situated in southeast London and was opened in 1991. It is a high security prison which is also a core local establishment. It also contains a high security unit (HSU), which acts as a special secure unit when required. The operational capacity is 921 and the current population is 911, of whom 449 are on remand or convicted, 435 are sentenced and 27 are detainees. There are 20 young offenders between the ages of 18 and 21 and 36 prisoners in the HSU. The average length of stay in the prison is approximately six months. Approximately 135 prisoners attend education and 143 participate in work activities, fewer than at the previous inspection. Education provision is contracted to a college of further education. Education classes include literacy, numeracy and language, key skills, English for speakers of other languages (ESOL), cookery, food hygiene, art, music and information and communications technology (ICT). Vocational training leading to qualifications is provided in amenity horticulture and physical education (PE). Work activities include cleaning, gardening, kitchen work and light assembly workshops. The library is contracted to the local authority library service. ICT, PE and foundation programmes were inspected and reported on separately. Visual and performing arts were not inspected separately at the reinspection.

SCOPE OF PROVISION

Information & communications technology

2. There are 63 learners on ICT courses at levels 1 and 2. All ICT training takes place in the education department. Attendance is part time and learners attend from one to eight sessions a week, during the morning or afternoon. Some learners attend ICT training as part of a wider programme of education. There is no evening or weekend provision. There is one ICT room, divided into two by a partition. Training is provided by one full time co-ordinator and four, hourly employed tutors.

Hospitality, sport, leisure & travel

3. Twelve learners can attend each accredited course offered in PE. These courses range from basic health and safety and first aid courses to sports injury and refereeing awards. All learners attend on a full-time basis for the duration of the course. Training is provided in a small classroom adjacent to the sports facilities and in a larger induction room in the prison. There are no evening and weekend sessions. PE training is provided by a PE senior officer (PESO) and eight PE officers (PEOs). Facilities include a four-court sports hall, and a combined weights and fitness gymnasium. External hard-court and synthetic turf areas are currently out of commission. There is a small fitness room in the HSU accommodation which is not used for training purposes. Since the previous inspection, access to recreational PE has improved significantly for all prisoners.

Foundation programmes

4. Foundation learning is provided in literacy, numeracy, communication, social and life skills and ESOL. Four full-time co-ordinators are responsible for leading these programmes. They work with nine part-time tutors. In the week before the reinspection, 59 learners attended literacy classes, 73 numeracy, 91 ESOL, 44 social and life skills and 26 attended communication skills. Some learners attend more than one subject. Most learners attend education on a full-time basis, with foundation classes as part of their programme.

ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	11
Number of learner interviews	32
Number of staff interviews	38

OVERALL JUDGEMENT

5. At the previous inspection in May 2003, leadership and management and quality assurance were very weak. Both areas have shown some improvement, but remain unsatisfactory. Equality of opportunity remains satisfactory. Foundation programmes remain unsatisfactory. ICT, which was previously satisfactory, is now unsatisfactory. Hospitality, sport, leisure and travel, which was not inspected at the previous inspection, is unsatisfactory. Visual and performing arts and media, which were satisfactory at the previous inspection, were not reinspected.

KEY FINDINGS

Achievement and standards

6. **In foundation, some learners develop good skills.** On programmes in communication, and social and life skills, many learners increase their ability to participate in discussions and group work. Many learners have low levels of confidence in their numeracy ability when they join a programme, but they now successfully work on numerical exercises. Achievement of qualifications shows satisfactory progress towards key performance targets, but achievement is still not linked to the number of learners who participate.

7. **In PE, good pass rates have been achieved by the first group of learners who have started since the previous inspection.** Learners are now able to develop skills which are relevant to employment in the sport and leisure industries. Progress is slow for the current group of learners as some classes have been cancelled.

8. **In ICT, the rate of progress towards individual learning goals has reduced since the previous inspection.** Unit accreditation, a strength at the previous inspection, has also

declined. Learners' work is of a satisfactory standard and learners are thoroughly prepared for module tests and are able to critically analyse their own work. However, too few tasks relate to learners' personal needs or interests and are not put into context to help them to organise aspects of their lives.

Quality of education and training

9. **Attendance was low in many classes, often below 50 per cent.** Ninety-one per cent of learning sessions observed by inspectors were satisfactory or better and 36 per cent were good or better. This represents a similar proportion of satisfactory or better teaching, but less good teaching than at the previous inspection. In foundation, operational management is weak. Learning sessions frequently start at least half an hour late because learners do not arrive together for security reasons or on time. Similarly, learning activities are disrupted when learners are frequently called away.

10. **There is good individual coaching in ICT, and in foundation, tutors are enthusiastic, respectful and supportive of learners.** Good individual support is provided and tutors are sensitive to the learners' wide range of needs and abilities. Well-designed learning activities on some social and life skills modules and communications programmes are particularly interesting and motivating. In PE, practical sessions include a good range of resources, and a good variety of teaching styles are used to motivate learners. There is, however, insufficient recording of teaching and learning to establish consistency. In some PE theory classes, poor positioning of equipment and constant interruptions distract learners.

11. **Resources are inadequate in all areas.** In ICT, computer equipment is unreliable and some machines are not fully operational. Some software is outdated and is not used in industry. New equipment has been acquired and awaits installation. The range of resources for foundation programmes remains inadequate. There is an over reliance on worksheets and textbooks and insufficient practical resources. In PE, external areas are out of commission and internal facilities are overcrowded, with insufficient space for safe operation of equipment. Staff shortages greatly restrict the education and training programme in PE.

12. **In ICT there is particularly frequent monitoring of learners' progress, with good recording of achievement.** In foundation however, most learning programmes are still not sufficiently individual. Although more learners have individual learning plans than at the previous inspection, many of these are inadequate. Overall achievement targets are set, but they are not sufficiently based on information about learners' abilities. In PE there is very little use of initial assessment to plan individual learning programmes. Tutors are not informed about learners' basic learning needs and selection criteria for some of the more advanced courses are insufficiently rigorous.

13. **In ICT the range of qualifications is insufficient** to meet the needs of entry level and more advanced learners. Curriculum development is ineffective in updating provision to make use of new equipment and software. The range of foundation qualifications has been extended to give opportunities from entry level to level 2. In PE the range of awards offered is satisfactory. There is progression from basic through to more

challenging awards which are well matched to facilities, staff expertise and resettlement priorities.

14. **In all areas individual support for learners is good.** Tutors are knowledgeable and spend sufficient time with learners to ensure a procedure has been understood. There is a good ratio of learners to tutors in all sessions.

Leadership and management

15. **There has been good incremental development of learning and skills provision since the previous inspection.** There is now a much clearer focus on the strategic development of learning and skills. Increases in staffing levels and planned reorganisation of staffing give education and skills a higher profile in the prison regime. Management of education provision and support for teaching staff has improved. The head of learning and skills has supported the prison and education staff in identifying and promoting opportunities for skills development and resettlement. Availability of education places for vulnerable prisoners has improved. There are now few complete closures of the education department.

16. **Access to education and training remains unsystematic and inadequate.** There are delays in processing applications and gaining security clearance for prisoners. This means there are unfilled places for a time, followed by insufficient places being available to deal with a large number of cleared requests. Attendance at education and work is low, typically between 50 and 65 per cent. Many learners arrive late. Although access to the library for those not attending education has recently improved, in recent months opportunities for attendance have been few. Library services are now provided regularly to the HSU, segregation and healthcare units.

17. **There are still insufficient vocational training opportunities.** Accredited training has been introduced in amenity horticulture, but has been suspended as there are staff shortages. In PE a newly introduced programme of training is now intermittent for the same reason. Plans to introduce a construction site safety certificate are well advanced, but training has not yet started. There is no accredited training in catering, and currently training for a basic food hygiene certificate for kitchen and servery workers has been suspended as staff have been absent.

18. **Collection and analysis of data is still inadequate.** Data is not collected to enable the number of qualifications achieved to be linked to the numbers participating on each course over a period of time. There is some comparison of retention and achievement on different courses to enable more successful courses to be identified.

19. Equality of opportunity is satisfactory. The prison has a clear equal opportunities policy. Action-planning to promote and monitor equal opportunities has improved since the previous inspection. Harassment, bullying and complaints procedures continue to be clearly reinforced. There is no analysis of equal opportunities data to guide decision-making about the range and suitability of provision. Self-assessment of equal opportunities is weak and there is no long-term strategy for the promotion of equality

and diversity in learning and skills.

20. **Resources are not managed effectively.** In ICT, foundation and PE they do not adequately meet the needs of learners and learning programmes. With the ongoing developments in accommodation, the number of places in education and work is currently lower than at the previous inspection.

21. **Strategic planning for literacy, numeracy and language provision has improved since the previous inspection.** An appropriate strategy has now been produced which links with the self-assessment action plan. However, target-setting in the action plan is weak. In many areas insufficient use is being made of initial assessment information to plan learning. Outreach provision for literacy, numeracy and language in workshops is no longer available.

22. Since the previous inspection several quality assurance policies and procedures have been put in place and quality procedures for the education provision have been established. **The quality improvement group meets regularly and is an effective forum for sharing ideas and good practice across learning and skills activities.** There is however, inadequate monitoring of the quality of the learning in many areas. Much monitoring covers compliance with procedures and not the quality of provision. There are no established procedures for reviewing the quality of learning in areas where vocational training is being established.

23. **Self-assessment in the education department is sufficiently self-critical, but within other areas is superficial.** Some action plans do not set sufficiently clear targets for development and improvement. Action to improve identified weaknesses has been slow in many areas and many key challenges from the previous inspection have not been fully dealt with. There is insufficient analysis of strengths and weaknesses in leadership and management and quality assurance across the prison.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good incremental development of learning and skills provision

Weaknesses

- poor procedures to enable access to education, work and accredited training in PE
- inadequate vocational training opportunities
- inadequate collection and analysis of data to monitor learning
- insufficient monitoring of the quality of learning

Information & communications technology

Strengths

- good individual coaching
- particularly frequent monitoring of learners' progress

Weaknesses

- inadequate range of qualifications
- poor equipment and learning resources
- inadequate curriculum development

Hospitality, sport, leisure & travel

Strengths

- well-planned curriculum development focused on resettlement opportunities

Weaknesses

- poor use of initial assessment
- inadequate resources
- insufficient recording and evaluation of teaching and learning

Foundation programmes

Strengths

- good development of foundation skills by some learners
- well-designed learning activities on some programmes

Weaknesses

- inadequate planning of individual learning programmes
- narrow range of resources
- weak operational management

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

24. Leadership and management overall are unsatisfactory, as is quality assurance. Equality of opportunity is satisfactory.

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

Strengths

- good incremental development of learning and skills provision

Weaknesses

- poor procedures to enable access to education, work and accredited training in PE
- inadequate vocational training opportunities
- inadequate collection and analysis of data to monitor learning
- insufficient monitoring of the quality of learning

25. There is now a much clearer focus on the strategic development of learning and skills within the wider prison regime. A three-year strategic development plan is in place, supported by an annual action plan. Progress with planned developments in education and vocational training is regularly monitored by the quality improvement group. There has been an increase in staffing. Reorganisation of staff is being planned to give education and skills activities a higher profile for support in the prison regime. Management of education provision and support for teaching staff has improved. Staff responsibilities are more clearly defined and communication between managers and staff, and within staff teams has improved. The head of learning and skills has supported the prison and education staff in identifying and promoting opportunities for skills development and resettlement. Direct management responsibilities of the head of learning and skills are however limited to education and library provision. Recent changes to the education timetable have increased the availability of education places for vulnerable prisoners. There are now few complete closures of the education department. Only 17 per cent of classes have been cancelled in the past six months, with similar proportions attributable to the education contractor and the prison. This is a significant improvement on previous cancellation rates. Good use is made of external links with a range of statutory and voluntary organisations to develop additional resettlement and accreditation opportunities.

26. Access to education and training remains unsystematic and inadequate. There are no centrally held waiting lists for prisoners applying for education or work. Although

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there are clear criteria for selection based on security, health and social aspects, prisoners are often unclear about what happens to their requests for education or training. The labour board has not met recently and there have been delays in processing applications. There are delays in security clearance for some prisoners and there have been unfilled places for a time, followed by insufficient places to deal with a large number of cleared requests. The gardens only have four learners at the time of the reinspection from a possible 12. Overall attendance at education and work is low, typically between 50 and 65 per cent. Many learners arrive late for classes as there are delays in movement from accommodation blocks. Although access to the library for those not attending education has recently improved, in recent months opportunities for attendance have been few. Education sessions in the HSU are provided regularly, although the number available is severely limited by regime restrictions. Library services are now provided regularly to the HSU, segregation and healthcare units.

27. There are still insufficient vocational training opportunities. Since the previous inspection accredited practical skills training has been introduced in amenity horticulture. Seven learners have achieved nine certificates. Since October, training in this area has been suspended as there are staff shortages. In PE, a programme of training was introduced which leads to qualifications with clear progression opportunities and a clear focus on preparation for resettlement. This was completed by the first intake of learners, but training is now intermittent, for the same reason. Plans to introduce a construction site safety certificate are well advanced, but training has not yet started. There are plans to introduce a qualification in waste recycling, but these are at an early stage of development. There is no accredited training in catering and currently training for a basic food hygiene certificate for kitchen and servery workers has been suspended as staff were absent. Training in literacy, numeracy and language, which was available for some prisoners in production workshops at the time of the previous inspection, no longer takes place.

28. There is still inadequate collection and analysis of data to monitor learning programmes. Retention on courses is calculated each month and qualification achievements for each course are recorded to meet contractual requirements. Data is not collected to enable the number of qualifications achieved to be linked to the numbers participating on each course over a period of time. There is some comparison of retention and achievement on different courses to enable more successful courses to be identified.

29. Resources are not managed effectively. In ICT, foundation and PE they do not adequately meet the needs of learners and learning programmes. Although there are fewer closures of education provision and PE than at the previous inspection, attendance at education is typically between 50 and 65 per cent. As there are ongoing developments in accommodation, the number of places in education and work is currently lower than at the previous inspection. Considerable time is lost as prisoners arrive late to classes.

30. Strategic planning for literacy, numeracy and language training has improved since the previous inspection. The department is benefiting from support from the national

skills for life quality initiative. An appropriate strategy for literacy and numeracy provision has been produced which links well with the self-assessment action plan. However, target-setting in this action plan is weak. In many areas insufficient use is being made of initial assessment information to plan learning. Outreach provision in literacy, numeracy and language workshops no longer takes place.

Equality of opportunity

31. The prison has a clear equal opportunities policy. The education contractor has its own policy, and staff involved in training and education have an adequate understanding of equality and diversity. An officer was appointed in August 2004 to have responsibility for equality and diversity throughout the prison. Action to promote and monitor equal opportunities has improved since the previous inspection. Attendance at mandatory training events, including equal opportunities, is now systematically monitored. This includes training on recent amendments to legislation on disability and diversity. An equal opportunities induction training pack for prisoners has been prioritised for development. Posters around the prison help to reinforce anti-bullying and racial awareness, including details of how to alert specialist prison staff of an incident. Harassment, bullying and complaints procedures continue to be clearly reinforced by all prison staff.

32. The prison is currently developing a process to record the ethnicity of prisoners and staff, and has recently started to use the data to analyse performance against targets. These include applications for jobs by prison staff and participation by prisoners in different activities. Managers are ready to start routine collection of data to analyse prisoners' participation in education. However, there are currently no plans to analyse and use equal opportunities data relating to retention and achievement rates.

33. Self-assessment relating to equal opportunities is weak. The report does not sufficiently analyse the implementation of the prison's equal opportunities policy within education and training or how well the prison promotes equal opportunities to staff and prisoners. Similarly, the recent three-year strategic development plan for education and skills provision does not identify a strategy for the promotion of equality and diversity.

Quality assurance

34. Since the previous inspection, a number of quality assurance policies and procedures have been put in place. A quality assurance policy and procedures have recently been implemented across the prison. The assistant education manager has established quality procedures for the education provision. All education department teaching staff have been observed teaching by an external observer and have had an appraisal. Feedback on observations is constructive, and individual support has been given to staff where improvements were identified. Regular surveys of learners' views are carried out and these contribute to ongoing course review. The quality improvement group meets regularly and is an effective forum for sharing ideas and good practice across learning and skills activities.

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35. The prison produced its second full self-assessment for the inspection. The reports on the education department are sufficiently self-critical, but in other areas are superficial in their identification of strengths and weaknesses. Some action plans do not set sufficiently clear targets for development and improvement. Action to improve weaknesses has been slow in many areas and many key challenges from the previous inspection have not been fully resolved. There is insufficient analysis of strengths and weaknesses in leadership and management and quality assurance across the prison. Equality of opportunity is not dealt with adequately.

36. The monitoring of the learning process is inadequate in many areas. Much of the monitoring covers compliance with procedures and not the quality of provision. For example, weaknesses in initial assessment, poor use of individual learning plans and inadequate progress monitoring in foundation have not been systematically identified or dealt with. Although the head of learning and skills has carried out some informal quality monitoring, this is not systematically implemented across all areas. There are no established procedures for initial assessment and use of individual learning plans. Neither is the quality of learning reviewed in areas where vocational training is being established.

37. There are no qualified internal verifiers for key skills and the portfolios are not accredited. In the areas where it is required, internal verification is adequate.

AREAS OF LEARNING

Information & communications technology

38. ICT provision is unsatisfactory.

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

Strengths

- good individual coaching
- particularly frequent monitoring of learners' progress

Weaknesses

- inadequate range of qualifications
- poor equipment and learning resources
- inadequate curriculum development

Achievement and standards

39. Since the previous inspection, the rate of progress towards individual learning goals has decreased. For some learners it is still satisfactory but for many it is poor. Nine learners have been training for over six months and have not yet achieved a level 1 qualification. Three learners have achieved a level 1 qualification after 10 months. Irregular attendance, withdrawal of printing facilities after security requirements and accreditation problems are contributory factors to slow progress. At reinspection, attendance was only 50 per cent. Many sessions are insufficiently challenging and do not encourage faster achievement. Unit accreditation, a strength at the previous inspection, has also declined. Overall retention and achievement information is not available. There were 70 accreditations in the 12 months up to December 2004. The high turnover rate of learners from transfers and delays in application procedures, still badly affect retention and achievement rates.

40. Learners' work is of a satisfactory standard. Most learners work independently and understand procedures and software applications. Tutorial booklets, work sheets and practice examination papers are used. Learners are thoroughly prepared for module tests and are able to analyse their own work critically. The range of learners' abilities in any one session is great. Learners respond well to the progressive completion of tasks but do not have transferable knowledge. Too few tasks relate to the learners' personal needs or interests. For example, many learners work on spreadsheets with example data to complete tables and graphs. This is not put into context to organise aspects of their own lives.

Quality of education and training

41. Individual support and coaching for learners is good. There is a good ratio of learners to tutors in all sessions, although this is partly through low attendance. Learners receive almost instant attention if they have problems or difficulties. Learners are positive about the support and encouragement they receive and feel sufficiently at ease to repeat questions. Tutors are knowledgeable and spend sufficient time with learners to ensure a procedure has been understood. In the best sessions tutors use good examples and explain software procedures well. However, some do not explain topics such as short cuts to avoid a software problem or hardware malfunction.

42. There is still frequent monitoring of learners' progress. Learners complete a self-evaluation of their achievements and give opinions on their training after each session. Learners are very knowledgeable about their progress. Completed work and progress towards examinations are closely monitored by tutors. Tutors and learners work together to agree future tasks or the need for additional practice. Tutors complete a session record which is used effectively by others to prepare for individual needs at the next session.

43. Sessions are supported by schemes of work and generic session plans. However, these session plans are not used effectively and still do not reflect the full objectives of the programme. Training needs are not sufficiently detailed. For example, learners' literacy and language needs are not dealt with. There are insufficient individual learning targets. Individual learning plans have been introduced but these are not used during the sessions, updated or sufficiently detailed to identify specific learning objectives. There are some timescales given for completion or progression from level 1 to level 2.

44. As at the previous inspection, progression opportunities are restricted. Skill development is still restricted to a limited range of applications and by the confines of software packages and poor equipment. Qualifications are still only offered at levels 1 and 2. There is no capacity to offer qualifications for more able learners or those who want to specialise in more technical aspects. Approval has recently been successful for an entry level ICT award. Software for computer-aided design, web design, graphics and more up-to-date qualifications has also been purchased. Resource and regime restrictions still limit developments such as e-mail and internet use. Removal of printers to a separate room has severely affected the effectiveness of teaching and learning.

45. At the previous inspection some prisoners did not have access to ICT training. Some prisoners still have restricted access but amendments to the education programme, allocation and application procedures and timing of sessions has improved this situation. Restrictions on the number of category A prisoners still exist and there are very long waiting times for courses for these prisoners. ICT training in the health care unit has stopped and there is still no access for prisoners in the HSU.

46. Equipment and learning resources are still poor. The computer equipment is even more unreliable, with insufficient memory and speed to support the applications used.

Learners have to secure specific machines for specific tasks and even then, this does not always prove successful. Software is now even more outdated and is not up to commercial standards. There are insufficient learning resources to support all applications and skill development beyond the minimum expectations of qualifications. New equipment has just been purchased but is not yet installed. Workspace in the ICT room is still cramped and there is insufficient room to complete written work. The space is not conducive to demonstrations or small group work. Learners still do not have access to learning resources for independent study outside the sessions.

Leadership and management

47. The curriculum development has been ineffective since the previous inspection. None of the five targets in the self-assessment report have yet been achieved during the year. Many of the significant weaknesses still exist at reinspection. These weaknesses greatly affect ICT learning and learners' progress. New equipment is not yet in use and learning resources have not been renewed or updated. Advanced and basic programmes have not been implemented to meet the specific needs of learners. Vocational and technical staff training has not taken place to prepare staff for the imminent installation of the new equipment. Communications between the ICT staff team are inadequate. There is good informal communication but there is insufficient time for curriculum development and planning. Retention and achievement data is still poorly managed and staff are not given specific targets which relate to learners' progress or achievement. The course file is not used as a working document and does not show reviews or plans for improvements. A teaching and learning observation procedure is now in place and is working well to support tutors' personal developmental needs.

Hospitality, sport, leisure & travel

48. Hospitality, sport, leisure and travel provision, more specifically that in PE, is unsatisfactory.

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

Strengths

- well-planned curriculum development focused on resettlement opportunities

Weaknesses

- poor use of initial assessment
- inadequate resources
- insufficient recording and evaluation of teaching and learning

Achievement and standards

49. At the previous inspection there was no vocational training in PE. At reinspection approval to run seven different awards had been gained. Satisfactory pass rates were achieved by learners who completed the first of each course run. Subsequent courses have maintained or improved these pass rates. A significant improvement to the way manual handling and heart start awards have been introduced has increased the achievement from between 10 and 25 awards a month to between 100 and 160. Many learners are not retained as the turnover of prisoners is high and there are long waiting times for acceptance on to courses.

Quality of education and training

50. Teaching on practical sessions is satisfactory. Sessions include a good range of resources and an effective variety of teaching styles are used to motivate learners. For example during a manual handling session, a model of a spine was used effectively to explain anatomy. This was supported by good questioning techniques, and the use of video, flip chart and professional overhead projector slides. Practical demonstration was also used but not to best effect. Tutors have good knowledge of the subjects taught but do not manage the learning environment well. Poor positioning of equipment and constant interruptions distract learners. There is sufficient practical equipment and work books to support the awards.

51. The range of awards offered is satisfactory. There is progression from basic to more challenging awards. The choice has been well matched to facilities, staff expertise and resettlement priorities. Action has been taken to support learners' needs but the wider prison regime limits the extent and range of options possible. There are insufficient awards in coaching and those relating to leisure management and fitness employment

opportunities.

52. Resources are inadequate. Poor condition of the two external areas restricts the courses offered and the capacity to expand the programme. Internal facilities are overcrowded and dangerous. There is insufficient space between resistance training equipment and free weight training areas. Zones are not clearly marked to ensure safe operation. Cardiovascular equipment is also in a small area in the same room. The diverse range of learners, from body builders to novices in the same group, add additional concerns for safe operation. The sports hall is in a satisfactory condition but has poor ventilation and heating control. Staff shortages greatly affect the education and training programme. For example, during reinspection a basketball referees course had to be cancelled to enable recreational PE to take place.

53. Initial assessment is not used to plan individual learning programmes. Tutors are not informed about learners' basic learning needs. For example, literacy, language and numeracy test results are not passed to the PE department. The selection criteria is not thorough for some of the more advanced courses. Criteria relate to conviction and sentence length and do not take into consideration physical ability, health and motivation. ESOL needs are not met. Tutors are not qualified to teach literacy and numeracy and do not have specialist skills to support learners. Learners who have difficulties during courses are referred to education at the end of the course.

54. Teaching and learning are insufficiently recorded to establish consistency and effectiveness. Tutors do not work from schemes of work or session plans. Award criteria are met, but information about how this is achieved is known only to the tutor leading the session. There are insufficient guidance notes to support consistent learning between sessions and between tutors. To improve individual tutor knowledge and confidence with syllabus delivery in the future, a second or shadow tutor is planned for each course. This has not yet been implemented. Tutors have responsibility for individual courses but are not set achievement targets or monitored for effectiveness. There is no system of observation of teaching and learning and too little evaluation of learning materials and teaching styles. Data is not collected, and learners do not evaluate sessions. Tutors are very well qualified in practical disciplines but are not qualified teachers. Three have assessor awards but there is no internal verifier.

Leadership and management

55. The PE curriculum is now well planned and focused on meeting learners' needs. Staff have clearly defined roles and responsibilities which include education and training. Significant staff training has taken place and additional teaching resources have been purchased. There is a coherent range of courses, which are designed to build learners' confidence and self-esteem and lead to useful qualifications. Links have been made between staff and external agencies to benefit learners. For example, a professional physiotherapist was brought in to support work on the sports injuries course. Tentative contacts with local leisure centres and sports clubs have been made. While these have not always proven to be viable it demonstrates a more progressive and planned approach to curriculum management. Links to internal departments are just beginning to

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form.

56. Progress towards developing vocational training has been impeded by significant staff shortages. However, wider regime demands on the staff have been greatly reduced. There is little understanding of quality assurance. Too few quality procedures are in place to identify trends, good practice or standardisation. The PE department complies with the prison equal opportunities policy and statement. All staff have been trained in race relations and diversity. Learners are treated with respect and dignity.

Foundation programmes

57. Foundation provision is unsatisfactory.

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

Strengths

- good development of foundation skills by some learners
- well-designed learning activities on some programmes

Weaknesses

- inadequate planning of individual learning programmes
- narrow range of resources
- weak operational management

Achievement and standards

58. Some learners make good progress. On programmes in communication and social and life skills, many learners increase their ability to participate in discussions and group work. Learners' portfolios of work show good progress over time. Many portfolios contain interesting and well-written summaries of newspaper articles or poems discussed in class or constructive evaluations of project work. Learners develop numeracy skills. Many have low levels of confidence in their ability when they join a programme and learn to work on numerical exercises. Most learners on other programmes make satisfactory progress towards achieving the aims of each learning session.

59. Achievement of qualifications shows satisfactory progress towards key performance targets, which have increased significantly since the previous inspection. For example, the target for the achievement of entry level qualifications has increased from 32 in 2003-04, to 134 in 2004-05. However, achievement of qualifications is still not linked to the number of learners who participate. The range of qualifications has been extended to give opportunities from entry level to level 2. For example, since April 2004, 82 learners have passed the application of number test at level 1 and 85 learners have achieved the required standard at level 1 in communication. However, only 10 learners have completed the qualification in social and life skills in the same period.

Quality of education and training

60. Four of the five learning sessions observed by inspectors were satisfactory or better. Tutors are enthusiastic, respectful and supportive of learners. Some learners benefit from particularly well-designed programmes. For example, tutors for ESOL and communications have worked well with catering tutors to develop a good range of learning activities to help learners improve their literacy and language skills in the context

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of food studies. Many learning activities in social and life skills modules and on communications programmes are particularly interesting and motivating. Learners collaborate well to achieve tasks and projects, such as analysing a poem or designing a game, and often provide good mutual support. Tutors on all foundation programmes provide learners with good individual support. They are sensitive to individual needs and preferred ways of working. Learners are encouraged to try new activities which motivate them to learn more.

61. The range of foundation courses is adequate. The division of the morning teaching period into two sessions has continued to provide learners with a wider range of courses. During induction to the education department, learners receive satisfactory information about the programmes available and other relevant details such as attendance requirements. However, some learners' preferred courses are full. These learners often join courses that they have not selected during their induction and initial assessment.

62. Assessment of learners' work is satisfactory. For example, learners on communication, numeracy, ESOL and social and life skills programmes receive adequate feedback on the quality of the work they prepare for portfolios. Tutors give constructive comments and useful tips when correcting written work during lessons. However, although learners make good progress during group work and discussions, they receive insufficient feedback on the quality of their work or the skills they have developed. Very few learners receive adequate records of their progress or achievements.

63. Most learning programmes are still not sufficiently individual. Although many learning activities provide good opportunities for skills development, most do not form part of a coherent individual learning programme. Learners are not given sufficient opportunities to develop vocabulary, functional language or number skills in ways that relate to their individual interests, circumstances or career aims. Although more learners have individual learning plans than at the previous inspection, many of these are inadequate. Most do not contain sufficient information for tutors or learners, such as levels of literacy or numeracy or the level of qualification they are working towards. Most long-term goals on learning plans are too vague. Short-term goals are often only a list of activities the learner should cover, with little relevance to long-term goals. Overall achievement targets are set but they are not based sufficiently on information about learners' abilities. Learners are unable to assess their progress and do not always know what they need to do next.

64. The prison has made little progress in improving the range of resources to support literacy, numeracy and language learning. Many tutors still rely too much on handouts and textbooks, and do not sufficiently use practical resources to support learning. Very few learners on foundation programmes benefit from using computers or multimedia resources. Most classrooms are fit for purpose, but some are cramped if all learners who are registered for the class attend. The department has identified that some teachers do not have sufficient specialist expertise or up-to-date knowledge in the areas they are teaching. Some staff are currently working towards higher-level teaching qualifications or are attending subject-specific courses.

Leadership and management

65. Strategic planning for foundation programmes has improved since the previous inspection. Self-assessment is critical and has been used by managers well to identify areas for development. The department is benefiting from support from the national skills for life quality initiative. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. An appropriate strategy for literacy and numeracy provision has been produced which links well with the self-assessment action plan. However, target-setting in this action plan is weak, with insufficient focus on when each action is to be completed and the expected impact on the quality of programmes.

66. Some aspects of quality assurance have been introduced since the previous inspection. Tutors on foundation programmes receive satisfactory feedback on their performance, following observations of their learning sessions. Tutors now benefit from more frequent meetings that are better structured and provide opportunities to share good practice. Internal verification is weak in some areas. Learners have not been able to complete the full key skills qualification because their portfolios could not be verified. The prison has maintained the system in which prisoners, known as 'learning champions', receive training to help others develop basic reading skills.

67. Operational management is weak. Learners' progress is slow as their training is often disrupted. Learning sessions frequently start at least half an hour late because learners do not arrive together for security reasons or on time. Similarly, learning activities are disrupted when learners are called away. Communications with the education department and between prison and education staff are often slow and unsystematic. Tutors often receive the results of the literacy and numeracy assessments too late to plan learning programmes. Some courses are over-subscribed and waiting lists are poorly managed. Co-ordinators do not receive prompt notification when learners have left. Learners on the waiting list are often unaware when there is a vacancy on a programme of their choice.