

REINSPECTION REPORT

HMP Downview Reinspection

17 March 2005



ADULT LEARNING
INSPECTORATE

Grading

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

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

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

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

The two grading scales relate to each other as follows:

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

Adult Learning Inspectorate

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

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

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

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HMP Downview Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Downview (the prison), near Sutton in Surrey, is a closed prison for adult women. It opened as a men's prison in 1989 and changed to a women's prison in September 2001. It has a capacity of 340, but currently has 234 prisoners. The prison opened a resettlement unit in 2002 for women nearing the end of their sentences. All women work or are on educational courses. Those on educational courses account for 65 per cent of the prison's population. The prison also provides work in catering, physical education, gardens, laundry, cleaning, caring for birds of prey, and light contract assembly work. There are part- and full-time courses in literacy and numeracy, information and communications technology (ICT), business start-up, home maintenance, hairdressing, sport and recreation, horticulture, parenting, healthy living, cookery, art, preparation for work, and working with others. The prison subcontracts education to a local further education college. Courses take place during the day from Monday to Friday.

2. The head of learning and skills manages education and training, reports to the head of resettlement and is responsible for prison staff who provide vocational training in sports, horticulture, employment opportunities in catering, recycling, and light assembly work. The local authority provides library services. An education manager employed by the college works in the prison and is responsible for ICT courses, literacy, numeracy and language provision, key skills provision, preparation for work, art, pottery, cookery, and parent craft.

3. Approximately 30 per cent of the prison's population is from minority ethnic groups. Five per cent of the prisoners speak English as an additional language.

SCOPE OF PROVISION

Information & communications technology

4. The prison has provided ICT courses for the past 15 years. Most learners develop skills in word-processing, spreadsheets and databases, presentation graphics and graphs and charts. There are four tutors, one of whom works full time. The two large ICT rooms contain 24 computers, nine printers and one scanner. ICT training takes place for five days each week. Learners attend classes for between three and 24 hours each week. There are currently 57 learners on a basic computer literacy course and a computer literacy and business technology course. While some learners obtain more than one qualification, some do not complete the work for an award because they are discharged or transferred to another prison. Learners can also work towards text- and word-processing qualifications at levels 2 and 3 if they wish to develop their skills. All learning sessions are organised to allow them to progress at their own rate. Learners can join classes at any time during the year provided places are available.

Foundation programmes

5. There is one full-time key skills co-ordinator, two literacy, numeracy and language tutors who job-share, and 12 sessional tutors. Training sessions take place from Monday to Friday each week during the day. There are 69 learners on full-time programmes and 40 on part-time programmes. All new entrants to the prison are offered a choice of education, employment or a mix of both. There are no mandatory education sessions. Part-time learners attend two learning sessions each week. Most full-time learners attend communication, literacy and numeracy learning sessions and can select further courses in hairdressing, ICT, art, pottery, life skills, parenting, cookery, healthy living, work preparation and drug and alcohol awareness. English for speakers of other languages (ESOL) is also provided. Classes comprise four and 12 learners. All the courses are accredited. The education centre holds the basic skills agency's quality mark and approval from three examining bodies to accredit courses.

ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	11
Number of learners interviewed	29
Number of staff interviewed	9
Number of subcontractors interviewed	16

OVERALL JUDGEMENT

6. At the previous inspection, HMP Downview's leadership and management were unsatisfactory, as was the quality of its training provision in foundation, which also included ICT. The training provision in sport and recreation was good and was satisfactory in hairdressing and beauty therapy. The prison's arrangements for equality of opportunity were also satisfactory. However, its arrangements for quality assurance were unsatisfactory. At the end of the reinspection process, all aspects of the provision were judged to be satisfactory or better.

KEY FINDINGS

Achievement and standards

7. **In foundation programmes, the achievement of literacy, numeracy and language skills and key skills is good** and has improved significantly since the previous inspection. Targets set by the prison for achievement of literacy, numeracy and language skills have been far exceeded.

8. ICT learners' work is satisfactory. Assessment meets awarding body requirements, but there is insufficient internal verification of those awards that are internally assessed and externally moderated. Between April 2004 and March 2005, 68 learners achieved a basic computer literacy qualification and 18 achieved one or more units towards the qualification.

Quality of education and training

9. **Teaching and learning in some foundation programmes are good.** The better sessions are well structured and planned to provide a good range of learning activities. Schemes of work are detailed and most learners work at an appropriate level.

10. **Good links have been developed between the foundation area of learning and external organisations and individuals** to enrich learners' experiences and improve their understanding of relevant issues. For example, the Ann Frank Exhibition was invited to visit the prison and 12 learners volunteered to be trained as guides for the exhibition.

11. **Initial assessment is not effective.** Although the planning process has improved, information on learners' literacy and numeracy skills is not recorded on individual learning plans or used to plan lessons and ensure resources are appropriate.

12. **There is insufficient assessment and accreditation of learners' learning and skills.** Tutors do not ensure that learners develop their literacy and numeracy skills during their courses.

13. **There is insufficient use of information and learning technology (ILT) in foundation.** Some tutors are unaware of ILT resources and not been given any relevant training.

14. **Monitoring of learners' progress is good in ICT.** Detailed monitoring records for learners and tutors are produced to show the units and exercises learners are required to work through as they prepare for their qualifications.

15. **Good recent action has been taken to improve the ICT provision.** Two level 3 courses have been added to the range of courses to provide better progression for learners. The key skill in information technology (IT) has also recently been introduced to the range of ICT provision.

16. **Individual learning is not sufficiently planned at the start of each ICT session.**

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Learners do not have individual learning plans that clearly set out short-term targets to be fulfilled during the session. Not enough work is done to set appropriate targets for learners. Learning targets are not used adequately to help learners progress and monitor their learning.

17. Teaching and learning are insufficiently varied in ICT. The workshop approach is not used well to provide a wide range of challenging learning experiences. Although learners' learning styles are assessed during their induction, the results are not used well to match these to appropriate learning activities.

18. Literacy and numeracy training does not form an integral part of ICT learning sessions. Tutors do not provide enough learning activities for learners to improve their punctuation, spelling, grammar and numeracy. Schemes of work are not cross-referenced to literacy and numeracy skills.

Leadership and management

19. The prison's strategic planning is clear. This was identified as a strength at the previous inspection. All staff understand the prison's objectives for education and training. The number of prisoners participating in education and training has risen from 54 per cent at the previous inspection to 60 per cent in the past year.

20. Internal and external communications are good. This was identified as a strength at the previous inspection. It is both formal and informal and well recorded. The prison governor has a good understanding of education issues and is fully committed to the provision.

21. The previous inspection reported that hairdressing and beauty therapy was satisfactory. The good standard of learners' technical skills and the particularly good accommodation and resources have been maintained.

22. Since the previous inspection, the number of learners in sport has reduced significantly and the department has only recently started to successfully enrol more learners. The newly appointed manager has identified weaknesses in the quality assurance procedures, but these are now being rectified. Achievement on sports courses is satisfactory and most learners achieve locally accredited awards.

23. Not all learning is accredited, a weakness identified at the previous inspection. However, progress has been made to remedy this. For example, horticulture learners can now work towards a level 1 qualification in amenity horticulture, catering learners can work towards a national vocational qualification (NVQ) at level 2 and visual and performing arts learners can work towards Open College Network (OCN) qualifications. The prison is also awaiting approval for the horticulture skills tests.

24. The previous inspection identified a poor range of provision and not enough progression routes as a weakness. ICT and sport now offer provision at level 3. Access to university is available through an outside college as are a variety of distance learning

opportunities.

25. **Punctuality is poor**, a weakness identified at the previous inspection. However, work has been done to rectify this. For example, the core day has been changed and the route to the education centre and workshops is lined by staff.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- clear strategic planning
- good internal and external communications
- good promotion and monitoring of equality of opportunity
- very effective self-assessment process

Weaknesses

- poor punctuality
- insufficiently established quality assurance systems

Information & communications technology

Strengths

- good progression opportunities
- good monitoring of learners' progress
- good recent action to improve the provision

Weaknesses

- insufficient planning of learning
- insufficiently varied teaching and learning
- insufficient integration of literacy and numeracy skills in ICT learning sessions

Foundation programmes

Strengths

- good and improving achievement in key skills and literacy, numeracy and language skills
- some well planned and effective teaching
- good external links

Weaknesses

- ineffective initial assessment
- insufficient assessment and accreditation of learning and skills
- insufficient use of ILT

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

26. Leadership and management is good.

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

Strengths

- clear strategic planning
- good internal and external communications
- good promotion and monitoring of equality of opportunity
- very effective self-assessment process

Weaknesses

- poor punctuality
- insufficiently established quality assurance systems

27. The prison's strategic planning is clear, a strength identified at the previous inspection. All staff understand the prison's objectives for education and training. The number of prisoners participating in education and training has risen from 54 per cent at the previous inspection to 60 per cent in the past year. The prison has introduced an NVQ in amenity horticulture for those learners working in farms and gardens and is awaiting approval for the horticulture skills tests. Information fairs are held every four months to inform prisoners of opportunities in education and training. The resettlement unit is working well and helps prisoners to find work placements that use their existing skills and qualifications. This will be extended to include another wing from April 2005 to accommodate a total of 80 prisoners. The resettlement unit has a satisfactory business plan, which covers all of its activities, and a satisfactory strategic plan for learning and skills.

28. The prison's internal and external communications are good, a strength identified at the previous inspection. Formal and informal communications are well recorded. The prison governor has a good understanding of education issues and a strong commitment to the provision. The quality improvement group is currently being reviewed to ensure that the membership of this group is appropriate. The head of learning and skills meets with the education manager every week and meetings take place formally with the subcontractor every three months. All meetings are recorded accurately and used well to exchange information. The labour board has been replaced by the offender's supervision board that ensures prisoners are allocated to work and education appropriate to their needs. The prison is establishing new links with businesses and

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employers. Prisoners released on temporary licence and on release have been provided with jobs through these links.

29. The previous inspection identified hairdressing and beauty therapy as satisfactory. The good standard of learners' technical skills and the particularly good accommodation and resources have been maintained. A new tutor has been employed and is working towards his assessor qualification. Assessment is currently being carried out by an appropriately qualified prisoner from another prison who visits every week. Learners now make adequate progress towards achieving their NVQ and key skills qualifications and are provided with adequate learning support.

30. Since the previous inspection, the number of learners on sports programmes has reduced significantly and the department has only recently started to enrol more learners. The newly appointed manager has identified weaknesses in the quality assurance procedures that are now being tackled. Achievement on sports courses is satisfactory, with most learners achieving locally accredited awards. Learners carry out a range of vocational activities and two learners work in the sports centre, cleaning, setting out equipment and generally looking after the areas. However, the range of accredited courses is inadequate and there are no learners currently working towards NVQs or other qualifications. The prison has identified that employers do not value the qualifications achieved by learners, a concern identified at the previous inspection, but has not yet resolved this issue. The manager plans to improve this provision to help learners develop and gain accreditation for their work-related skills. Recently he has established a new course for learners to work towards a gym instructor's certificate, and intends to re-introduce NVQs. Indoor facilities and equipment are good. However, since the previous inspection, some of the outdoor facilities are no longer available to learners.

31. Management of resources is satisfactory. Classrooms are well lit and provide a good learning environment. The computers are adequate, but are not networked, and classrooms have adequate resources in terms of video cassette players, whiteboards and other teaching equipment. The hairdressing salon and the horticulture classroom and grounds are very good.

32. Not all learning is accredited, a weakness identified at the previous inspection. Progress has taken place since then to rectify this. Horticulture now provides a level 1 qualification in amenity horticulture and is awaiting approval for the horticulture skills tests. Progression is available to level 2 at an outside college. Learners can also participate in outside voluntary work. Catering now offers an NVQ at level 2 with four learners currently enrolled and the capacity for a further 11. OCN qualifications are now available in visual and performing arts, with courses in discovering art and culture, and drawing skills.

33. The previous inspection identified a poor range of provision and insufficient progression routes as a weakness. ICT and sports now offer provision to level 3. Access to a university is available through an outside college as are a variety of distance learning opportunities. Enrichment activities are available during the evenings and at weekends and include craft workshops, yoga, conversational French and drama. Three drama

projects are provided each year using an external drama company. Approval has been given for classroom assistant training and this will be made available to prison staff and prisoners.

34. Poor punctuality was identified as a weakness at the previous inspection and remains a weakness, although work has been done to rectify it. The core day has been changed and the route to the education centre and workshops is now lined by staff. Punctuality has improved for the morning sessions, but punctuality in the afternoon is still a problem.

35. The management of literacy, numeracy and language support is satisfactory.

Equality of opportunity

36. The promotion and monitoring of equality of opportunity is good. This was judged to be satisfactory at the previous inspection. The two different roles of race relations officer and equal opportunities officer have been combined with a new post of diversity manager at principal officer grade. This was established in June 2004 and accounts for three days of work a week. This officer has regular contact with the education department. Race incident logs and equal opportunities logs are well maintained and contain up-to-date records of any incidents or complaints that have occurred in the education department and the prison as a whole. These are recorded in detail, investigated thoroughly and action taken quickly. The officer also gives advice to staff and prisoners on how to deal with any issues at a personal level without having to resort to the formal procedures. Several members of the education department have recently made use of this service. Education staff and prisoners are all aware of the policies and procedures and use them effectively.

37. A prisoner diversity group, chaired by the diversity manager, enables prisoners to feedback any issues that are then passed on to the race relations management team. Prisoners are represented on the race relations management team.

38. Promotion of diversity is evident throughout the prison. Information is displayed on walls and notice boards in the education centre in a variety of languages. The library contains an adequate amount and variety of learning materials in languages other than English and can order more resources from the local library service. Family days for foreign national prisoners are held twice a year to encourage families to visit from abroad. Cultural events are organised regularly and recent events include an Anne Frank exhibition and Black History Month. Occasional cultural days are held and all religious festivals are celebrated in the prison.

39. The prison is continuing to develop a good new data tool that monitors the ethnic mix in all areas of prison life and compares this to the prison population as a whole. The proportion of staff from minority ethnic groups continues to reflect the representation of minority ethnic groups in the prison population. Diversity training takes place for all staff, including the subcontractor's staff who are paid to attend this training. All education and training staff have now received this training.

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40. The prison has an equal opportunities policy, a race relations policy, an anti-bullying policy, and a disabled prisoners' policy, all of which are prominently displayed. Learners are fully aware of the complaints procedures. Bullying is dealt with appropriately.

41. Access to training, education and work in prison is good. All prisoners have equal access and, there are procedures to enable fair and equal access to particularly popular activities. The contract assembly workshop is particularly popular as it pays well. The previous inspection reported that there are time restraints on how long a prisoner can work there, and from April 2005, only half-time work will be available to enable the work to be shared more equitably. Prisoners are allocated to work and education through the offender's supervision board that ensures learners' needs are met.

42. The inappropriate use of language reported at the previous inspection was not evident during the reinspection. Shorter courses in hairdressing for learners on short sentences are still not available, but the prison is currently advertising for a beauty therapist to run short courses in beauty therapy.

Quality assurance

43. The prison's self-assessment process is very effective, a strength identified at the previous inspection. All staff, including those employed by the subcontractor, are fully involved in the self-assessment process and share responsibility for it. Learners' views are collected to help produce the report, but are not recorded formally. Questionnaires to monitor the quality of prisoners' lives and course feedback forms are also used. The self-assessment report is critical and identifies weaknesses that are tackled in the resulting action plan.

44. Internal verification remains satisfactory. The tutor in hairdressing is working towards his assessor qualification and the assessment is carried out by a prisoner from another prison who is appropriately qualified and visits every week. The subcontractor provides internal verification for the horticulture course. Other qualifications are moderated externally. Internal marking of assessments is satisfactory in all areas.

45. There is satisfactory use of retention and achievement data to analyse trends. The prison continues to monitor the subcontractor's performance against key performance targets as before, but this is now carried out every month.

46. The previous inspection identified that the quality assurance system was incomplete. Significant progress has been made to improve the quality assurance system, but it is still insufficiently established. The quality assurance framework is complete and has been authorised by the governor and the head of learning and skills. However, it is still too early to judge whether the quality assurance system will enable the identification of problems with the provision. A local agreement has been signed by the prison and the subcontractor. This covers the self-assessment process, the three-year development plan, annual action plans, post-inspection plans, the sharing of good practice, analysis of retention and achievement data, and procedures for lesson

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observations. A quality assurance calendar is produced for each year with a checklist to ensure that quality assurance activities take place at the right time. Lesson observations are now scheduled and take place on time. This is very recent in horticulture and is to start soon in catering.

AREAS OF LEARNING

Information & communications technology

47. The provision in ICT is satisfactory.

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

Strengths

- good progression opportunities
- good monitoring of learners' progress
- good recent action to improve the provision

Weaknesses

- insufficient planning of learning
- insufficiently varied teaching and learning
- insufficient integration of literacy and numeracy skills in ICT learning sessions

Achievement and standards

48. Learners have access to good progression opportunities, a strength identified in the self-assessment report. Many learners become confident and competent users of a range of current software applications in word-processing, spreadsheets, databases, presentation graphics, and charts and graphs. If they want to develop their skills further, good provision is made for them to progress to single-subject awards in text- and word-processing, business presentations and mail merge at level 2 and text- and word-processing at level 3. Learners work well to develop their computing skills and improve their chances of gaining jobs on release and many achieve several qualifications. Between April 2004 and March 2005, 68 learners achieved a basic computer literacy qualification and 18 achieved one or more units towards the qualification. Since September 2003 many learners have achieved between two and six ICT single-subject awards. Overall, learners' work is of a satisfactory standard. Assessment meets awarding body requirements, but there is insufficient internal verification of those awards that are internally assessed and externally moderated.

Quality of education and training

49. Monitoring of learners' progress is good. Detailed records for learners and tutors have been produced to show the units and exercises learners are required to work through as they prepare for the different qualifications. Clear cross-referencing shows which exercises relate to the different parts of the awarding body's specifications. Learners can regularly update their records to indicate whether or not they have developed sufficient confidence on the various exercises and are ready to move on to

the next exercise or unit. Tutors routinely record when learners complete exercises and whether their output is satisfactory. From the completed records it is easy for learners and staff to see what still has to be done to complete the award.

50. Learners receive adequate individual support and guidance from tutors, a strength identified in the self-assessment report. They can work at their own pace on the different computing applications and the tutors provide support whenever necessary. Tutors place a high priority on developing good working relationships with their learners.

51. The two computing rooms are spacious and learners have sufficient work space for books and handouts. There are no adaptive aids, such as large visual display units or big keyboards, for learners with learning difficulties. This is identified as a weakness in the self-assessment report. Computers have satisfactory operating systems, but have not yet been networked. This is identified in the self-assessment report as a weakness. There are no digital projectors or computerised display boards in the computer rooms and no computer-based learning resources. There are not enough colour printers. Some tutors are inadequately qualified to teach ICT. Two do not have any ICT qualifications and one does not hold an ICT qualification above level 2. Additionally, two of these tutors do not hold a teaching qualification.

52. Individual learning is insufficiently planned at the start of each session. Not enough work is done to set appropriate targets for learners. Learning targets are not used adequately to help learners progress and monitor their learning. Some learners do not work to their full potential and do not produce sufficient work in the time available.

53. Teaching and learning are insufficiently varied. The workshop is not used well to provide a wide range of challenging learning experiences. Although learners' learning styles are assessed at induction, the results are not used sufficiently to match these to appropriate learning activities. Not enough group teaching takes place on selected topics such as file management, disk care, and document display. Some learning sessions do not use adequate activities to help learners develop new skills and reach their potential. Many learners do not acquire accurate keyboard skills.

54. Literacy and numeracy training does not form an integral part of ICT learning sessions. Schemes of work are not cross-referenced to literacy, language and numeracy skills. All learners are encouraged to take a literacy and numeracy test when they enter the prison. However, there is insufficient diagnostic assessment in ICT sessions to indicate how learners' literacy and numeracy skills can be further developed. Tutors do not provide enough learning activities for learners to improve their punctuation, spelling, grammar and numeracy. There is insufficient staff development for ICT tutors to help them teach literacy and numeracy skills as part of the ICT provision.

Leadership and management

55. Good recent action has been taken to improve the provision. A full-time ICT coordinator, responsible for courses and staff deployment, was appointed in 2004. Staff meetings are held every three months and actions for improvement are discussed and

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followed up. Communication with ICT staff has improved. Two learners have been appointed as classroom assistants to support learners who need additional help. Learners' progress is formally reviewed every six weeks and weekly tutorials are available on request. Two level 3 courses have been introduced to provide better progression opportunities for learners, and a key skills qualification in IT is now available. Although recent action has been taken to involve learners in assessing the quality of their courses, insufficient action has been taken to evaluate the quality and relevance of the ICT courses. There are not enough non-office based and non-accredited courses. There is no evening or Saturday provision and learners do not have access to computing facilities on the residential wings. The staff appraisal process is satisfactory. Staff involvement in the self-assessment process was good, but inspectors did not identify all the strengths and weaknesses in the report. Equality of opportunity is good with all prisoners having an entitlement to at least two education sessions a week. Overall, ICT courses are satisfactorily managed.

Foundation programmes

56. The provision in foundation programmes is satisfactory.

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

Strengths

- good and improving achievement in key skills and literacy, numeracy and language skills
- some well planned and effective teaching
- good external links

Weaknesses

- ineffective initial assessment
- insufficient assessment and accreditation of learning and skills
- insufficient use of ILT

Achievement and standards

57. The achievement of literacy, numeracy and language skills and key skills is good and has improved significantly since the previous inspection. Targets set by the prison for achievement of literacy, numeracy and language skills have been well exceeded. The newly appointed key skills co-ordinator is particularly effective at teaching the learners these skills. In the past six months, 13 level 1 key skills certificates have been achieved and a further 15 learners are awaiting final validation of their awards at levels 1 and 2. Key skills and literacy, numeracy and language skills are now taught alongside the vocational courses such as parenting or healthy living and learners are encouraged to use work-related projects to demonstrate their achievement of key skills. Learners achieve OCN certification for their work on courses such as healthy living and parenting. Some learners are taking distance learning courses with a university, and some attend the local college for further study.

Quality of education and training

58. Teaching and learning in some foundation classes are well planned and effective. The better sessions are well structured and planned to provide a good range of learning activities. Schemes of work are detailed. Most learners work at an appropriate level. In a number of classes, peer support is used effectively to help learners develop their basic literacy, communication and English language skills. Good use is made of paired learning to practise dialogue, using themes to which learners can easily relate, such as clothes or parts of the body. Videos are used well to aid discussion and reinforce learning. All learning sessions observed during the inspection were judged to be satisfactory. The management of learners' behaviour is good and all tutors have good working

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relationships with learners. The prison celebrates learners' achievements well, providing encouragement to further achievement.

59. Good links have been developed with external organisations and individuals to enrich learners' experiences and improve their understanding of relevant issues. For example, the Ann Frank exhibition was invited to visit the prison and 12 learners volunteered to be trained as guides for the exhibition. Some learners produced artwork for the exhibition and this was then taken on to the next venue. The learners were able to use this experience to develop their vocational and key skills projects.

60. Accommodation is satisfactory. In most classrooms there is adequate space for the number of learners being taught. Most rooms are well lit and ventilated and display attractive and informative posters and learners' work. Learning materials are generally satisfactory. Since the previous inspection a tutorial system has been established and learners have a designated tutor from the education department who has scheduled appointment times on each residential wing. The range of provision is satisfactory and there are plans to further extend this. At the previous inspection, attendance was judged to be very poor. This situation has now improved. Significant changes to schedules and regimes have been implemented. However, some learners still arrive late, particularly to afternoon learning sessions.

61. Initial assessment is ineffective. Staff have made significant improvements to the planning process, a weakness identified at the previous inspection. All new arrivals at the prison are assessed to establish their level of literacy and numeracy skills. Those who elect to study on foundation programmes are also assessed to establish their preferred learning styles. However, this information is not entered onto learners' individual learning plans. Most tutors do not use the information effectively to plan lessons and adapt resources to learners' needs. Some learning targets are not sufficiently based on learners' individual needs and do not have completion dates. Learners' progress is monitored, but the information is not regularly evaluated to help tutors better manage learners' particular needs.

62. There is insufficient assessment and accreditation of learners' learning and skills. Tutors do not fully understand the requirements of their own and other tutors' courses. They do not work effectively to ensure that learners develop their numeracy, communication and IT skills during their courses.

63. There is insufficient use of ILT. Tutors do not make effective use of ILT to ensure learners' needs are met. Some tutors are unaware of ILT resources and have not been trained to use them. Tutors do not make adequate use of an appropriate range of teaching styles and methods to meet learners' individual needs. Recently tutors have been paired with colleagues to encourage the sharing of good practice. However, some tutors do not have sufficient understanding of the use of different teaching methods or how to manage particular learning needs.

Leadership and management

64. Staff understand the aims and objectives of the education department and work well to create a good learning environment. A number of new quality assurance procedures have been introduced and these are beginning to tackle issues identified at the previous inspection and through self-assessment. Regular meetings are held between the sessional tutors and the tutor co-ordinators. The detail and accuracy of teaching observations has improved and has identified staff development needs which are now being met. Plans have been approved to improve the teaching areas and to further extend progression opportunities for learners, such as the accreditation of providing peer support.