

REINSPECTION REPORT

HMP Leicester Reinspection

24 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.

REINSPECTION REPORT

HMP Leicester Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Leicester (the prison) is a Category B local prison situated in a commercial and residential district about a kilometre from the centre of Leicester. It is a Victorian prison with 206 cells and is built on a site just less than one hectare in size. The prison is being renovated, and at the time of the inspection, held 343 prisoners. Its operating capacity is 355. Thirty-eight per cent of the prisoners are on remand, 24 per cent are convicted but not sentenced and 38 per cent have been convicted and sentenced. Leicester is a local prison and many prisoners are expected to move on to other prisons or to release, after a relatively short period.
2. The head of learning and skills is responsible for the education department and library contracts. She took up her post in September 2003. The deputy governor is responsible for the organisation of work opportunities and the allocation of prisoners to them.
3. Education provision is subcontracted to Matthew Boulton College (the subcontractor), Birmingham, which has contracts with 10 prisons. The education department is managed by the education manager who is supported by four full-time and 22 sessional part-time members of staff. The education facility is housed on the first floor of a converted workshop and has six classrooms. It is open on weekdays from 08:15 to 11:15, and 13:45 to 16:30. There are also some evening classes.
4. Up to 50 learners attend the education department full time. On four mornings a week they take courses in either information and communications technology (ICT), social and life skills, or literacy and numeracy. In the afternoons, full-time learners can take optional courses in ICT, art, business studies, or examination preparation. Full-time learners are scheduled to attend education for a fixed nine-week period. English for speakers of other languages (ESOL) is offered to up to five part-time learners. There are evening classes and outreach or distance learning opportunities for a further 69 prisoners. The library is contracted out to Leicestershire County Council and is run by a part-time librarian.
5. Prisoners are employed in a workshop, or as cleaning, kitchens, or painting and decorating orderlies. The workshop provides very simple work for approximately 40 prisoners. The physical education department offers a healthy living programme provided by the education department. The prison does not offer work-based learning opportunities.

SCOPE OF PROVISION

Information & communications technology

6. Sixty-one learners attend ICT classes. Forty-five learners attend full-time education and take between one and six ICT sessions each week. Thirty of them are following a basic computer literacy course at level 1 and 15 at level 2. The remaining 16 learners take

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computer literacy courses at levels 1 and 2, on the wings or in the education centre in the evenings. All learners attend an induction when they enter the prison, which includes an initial assessment of their literacy and numeracy skills. During induction prisoners who indicate that they want to attend education are assessed for the level of course they will attend, and they complete a learning plan. The education department has very recently started screening for previous ICT experience, at induction. Learners' progress is reviewed every three weeks. There are five ICT staff, one of whom works full time.

Visual & performing arts & media

7. Forty-four learners attend art and craft classes in the education department. Thirty-two attend visual art and craft classes on weekday afternoons, and 12 attend on Wednesday and Thursday evenings. A further nine learners are given tuition in their cells, on the wings or in the hospital. Learners attend classes in painting, drawing and craft and have the opportunity to work towards qualifications in art from entry level to level 2. Fourteen learners are registered for art qualifications. Learners also submit their work in competition with other prisoners for external exhibition, awards and sale. The subcontractor employs four part-time art tutors to work at the prison. They are co-ordinated by a full-time member of staff who also co-ordinates social and life skills.

Foundation programmes

8. Thirty-one learners attend foundation courses. There are places for up to 55 learners. The average stay in the prison is approximately five weeks, and some prisoners only stay for a few days. All learners follow a fixed nine-week timetable of literacy, numeracy, ICT and social and life skills sessions in the mornings, with optional sessions for ICT, art, business studies, examination preparation and ESOL in the afternoons. Thirty-two learners have one outreach study session each week with an education tutor on the main prison wings, either individually or in small groups. Learners can attend optional evening classes in ICT, art, business studies, Spanish, creative writing and careers. Education staff carry out an initial assessment of literacy and numeracy levels as part of the prison induction. They use the results of this to draw up an individual learning plan. Learners' progress is reviewed at three- and six-week intervals.

ABOUT THE REINSPECTION

Number of inspectors	4
Number of inspection days	19
Number of learners interviewed	49
Number of staff interviewed	21
Number of subcontractors interviewed	22
Number of locations/sites/learning centres visited	1
Number of visits	4

OVERALL JUDGEMENT

9. At the previous inspection in July 2003, hospitality, sport, leisure and travel, and foundation programmes were satisfactory. Leadership and management and quality assurance were unsatisfactory but the arrangements for equality of opportunity were satisfactory. At the end of the reinspection process, HMP Leicester's training in ICT, and in visual and performing arts was unsatisfactory. Its foundation programme training was very weak. Arrangements for equality of opportunity were unsatisfactory. Leadership and management and quality assurance were very weak.

KEY FINDINGS

Achievement and standards

10. Achievements in ICT at level 1 are satisfactory. Most learners are well motivated and make satisfactory progress with their work and with the development of practical skills. Learners in visual arts develop a satisfactory standard in drawing, painting and a few craft skills. **Achievement of qualifications on all foundation programmes is poor** but there have been recent improvements.

Quality of education and training

11. **Teaching in ICT is good.** Tutors give learners helpful feedback on their work. The relationship between tutors and learners is good. Tutors use a **narrow range of teaching and learning methods in art.** Learners receive little individual tuition and group learning sessions are rarely used. Literacy and numeracy support is not integrated with the art programme. Learning in art is planned to meet the requirements of awards rather than to individuals' learning needs. Tutors place **insufficient focus on skills development in foundation programme lessons.** The primary goal in literacy, numeracy and language lessons is the achievement of qualifications. ESOL learners follow the standard curriculum for literacy rather than language development. Some teaching in foundation lessons is dull and uninspiring.

12. **Classrooms are small and cramped and tutors cannot move around easily to deal with individual learners.** Space for teaching and learning on the wings is poor. Tutors have inadequate facilities for confidential discussions. ICT classrooms are poorly ventilated. Only 18 out of the 26 computers are working. In many cases the learning environment for outreach art teaching on the wings is inappropriate. The time allocated to outreach teaching of art does not meet awarding body requirements. Foundation teaching resources and learning support materials are inadequate.

13. **Planning and monitoring of learning are weak in ICT and foundation programmes.** Individual learning plans are ineffective. They do not contain specific and measurable targets, and the primary goals are too broad. Progress reviews are insufficiently evaluative. The review documents do not identify how learners with additional literacy, numeracy or language needs are to be supported.

14. **The range of courses is too narrow.** The provision in ICT is limited to a computer literacy course at level 1 and level 2, and learners are currently placed on the level 1 ICT course regardless of their ability. There are no entry or level 3 courses available.

15. **There has been good development of outreach provision to promote and support foundation programmes** throughout the prison. Learners are following courses in literacy, numeracy, life skills and basic food hygiene, and health and safety. Tutors have developed a good rapport with learners on the prison wings. Prisoners who cannot attend education classes now have better access to ICT on the wings.

16. **The initial assessments of prisoners' literacy, numeracy and language needs are inadequate** and do not take place in private. Individual learning plans focus on achievement of the next level of qualification and not on specific learning needs or the development of specific skills. Learners do not receive any further diagnostic assessment of their needs. Learners in art receive good support with their independent study. Art tutors have frequent contact with learners and build a good rapport.

Leadership and management

17. **The learning and skills development plan is incomplete.** The subcontractor has not been given enough guidance on how to develop education and training. The prison has not analysed learners' needs during their time in the prison or on release or transfer.

18. **There is inadequate planning to provide an individualised curriculum for each learner.** Each prisoner opting for education must study a core curriculum for nine weeks, and has little choice of optional topics. The management of literacy, numeracy and language support is poor.

19. **The accommodation for education is poor.** The size of the rooms restricts the range of courses and number of learners who can attend them. Prisoners attending education do not have access to a toilet. Accommodation for education staff is poor.

20. The prison has **good strategies for widening access** to education for prisoners who cannot attend the education department.

21. **The subcontractor's staff have received insufficient training in equality and diversity.** Important information on equality of opportunity and diversity is displayed in the prison, but is not available in a form accessible to learners with low levels of literacy.

22. **Data is not available to effectively monitor learners' progress or set demanding targets for retention and achievement.** The terms of reference and membership of the quality improvement group are unclear. The post-inspection action plan has been ineffective in rectifying most of the weaknesses identified by the previous inspection. The subcontractor has made good progress in developing quality assurance policies and procedures. These arrangements have had little effect on the quality of the provision.

23. The subcontractor carries out a regular programme of observations of teaching and learning. The grades awarded are significantly higher than those given by inspectors. The prison has completed its own programme of lesson observations, but the results have not been shared with the subcontractor.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good strategies to widen access to education

Weaknesses

- incomplete learning and skills development plan
- inadequate planning of an individualised curriculum
- poor accommodation for education
- insufficient training in equality of opportunity for education staff
- inadequate monitoring of learning programmes
- inadequate progress towards dealing with weaknesses identified by the previous inspection

Information & communications technology

Strengths

- good teaching
- good outreach access to ICT

Weaknesses

- inadequate resources for ICT education
- poor planning and monitoring of learners' progress
- insufficient range of provision
- poor management of ICT

Visual & performing arts & media

Strengths

- good support for independent study

Weaknesses

- narrow range of teaching and learning methods
- insufficient learning resources
- weak management of the curriculum
- inadequate promotion of equality of opportunity and diversity in art and craft

Foundation programmes

Strengths

- good development of outreach provision

Weaknesses

- poor achievement of qualifications
- inadequate focus on skills development
- poor accommodation
- weak planning and monitoring of learning
- narrow range of curriculum
- inadequate initial assessment

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

24. Leadership and management and quality assurance are very weak, and the arrangements for equality of opportunity are unsatisfactory.

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

Strengths

- good strategies to widen access to education

Weaknesses

- incomplete learning and skills development plan
- inadequate planning of an individualised curriculum
- poor accommodation for education
- insufficient training in equality of opportunity for education staff
- inadequate monitoring of learning programmes
- inadequate progress towards dealing with weaknesses identified by the previous inspection

25. The learning and skills development plan is incomplete. The prison's clear policies for the development of education were a strength at the previous inspection. Strategies to achieve the objectives of the offending behaviour policy lie at the heart of the prison's planning. It is unclear how learning and skills contribute to these or what responsibilities managers have to support the development of prisoners' learning and skills. The subcontractor has had insufficient guidance on how to develop education and training. Development plans in education are too focused on the outcome of self-assessment and other quality assurance activities, and do not deal with the key issues that affect whether prisoners develop their learning and skills. The prison has not carried out a prisoner training needs analysis, or assessed what skills are needed locally to support resettlement.

26. There is inadequate planning to provide an individualised curriculum for each learner. Too few qualifications are offered. Current arrangements to develop individual learning plans during induction are inappropriate. The education timetable is too inflexible. Each prisoner opting for education must attend full-time for nine weeks. They must study a core curriculum of literacy, numeracy, life skills and ICT, one on each of four mornings a week, and can choose one subject from a range of options to follow during the afternoon education sessions. These arrangements do not adequately meet the interests and needs of learners. Levels of attendance at education classes vary

between 70 and 40 per cent.

27. The accommodation for education is poor. This was a weakness identified in the previous inspection report. There are six teaching rooms. The size of the rooms restricts the range of courses and number of learners who can attend education. Ventilation is poor. Prisoners attending education do not have access to a toilet. The accommodation for education staff is poor. They do not have sufficient space in which to work on class preparation or administration, and they do not have access to ICT. The accommodation to support outreach activities is inadequate.

28. Many meetings of the prison's and the subcontractor's staff are held to a standing agenda. Notes of meetings include action points, but these are insufficiently detailed and do not include a deadline for completion or a review date. Prison staff meetings are recorded on videos, which are readily available for staff who cannot attend the meetings. Communications between the head of learning and skills and the subcontractor are good. The subcontractor holds fortnightly staff meetings, but the sessional staff cannot all attend them. Arrangements to inform these staff of important issues are inadequate, despite the introduction of a meetings information file. The education manager is well supported through peer and mentor arrangements. The subcontractor provides insufficient training support for new and existing staff.

29. The management of literacy and numeracy and language support is poor. Arrangements to provide appropriate initial assessments are inadequate, and assessments are carried out in inappropriate circumstances. Learners are regularly placed on learning programmes that do not match their ability or meet their learning needs. Learners attending art and ICT classes receive inadequate support with their literacy, numeracy and language skills.

Equality of opportunity

30. The prison's strategies for widening access to education are good. A range of education and training opportunities has been made available on the wings, providing access to education for prisoners who cannot attend the education department. This includes learners who work or who have restricted mobility. These options are also available to prisoners in healthcare and in the vulnerable prisoners, segregation and detoxification units. Literacy and numeracy support is now available in the gymnasium, a weakness identified in the previous report. The prison has made considerable improvements to the quality of resources in the library, particularly to support education and minority ethnic groups. Plans to improve and expand accommodation for education are well advanced. These include additional classrooms for full-time education, and teaching facilities on the residential landings.

31. The subcontractor's staff have received insufficient training on equality and diversity issues, and have not been kept up to date on recent changes in the legislation on race relations and disability. The prison has a detailed three-year rolling programme of training for all prison staff on race relations and diversity. This is up to date. This training has also been offered to the subcontractor's staff. Too many long-serving education staff

have yet to take up this offer. Equality and diversity training is not included in the induction programme for new education staff.

32. Both the prison and the subcontractor have an appropriate range of policies and procedures covering race relations, equal opportunities, bullying and harassment, and making complaints. These are well displayed around the prison and the education department. However, they are not available in a form accessible to learners with low levels of literacy. The prison has taken insufficient measures to ensure that the subcontractor has good equality of opportunity practices in teaching and learning.

33. Guidance for new prisoners on how to access information on prisons in England is displayed in 21 languages in the prison's reception area. New prisoners who cannot communicate in English can use a language telephone line when they need support. The prison has access to a number of local interpreters. Information is not available in languages other than English for prisoners attending the induction programme. Twenty-two per cent of prisoners attending education are from minority ethnic groups. This reflects the ethnic profile of the prison.

34. The prison has carried out an accessibility audit. Learners with restricted mobility cannot get to the education department and are restricted to a few locations in the prison. Adjustments have been made to provide education opportunities to these learners.

35. The prison has developed appropriate links with Jobcentre Plus and other organisations to support resettlement of prisoners. Prisoners also have access to a job club, which is run by a prison orderly. Prisoners looking for employment can get help with tasks such as filling in application forms. A local council housing specialist attends the job club twice a week to help solve local prisoners' housing issues. Access to this service for prisoners who work or attend education is difficult. The subcontractor has recently introduced an evening class to help learners decide on careers.

Quality assurance

36. Learning programmes are inadequately monitored. Useful data is not available on learners' progress or the performance of different groups of learners, and data is not used to set demanding targets for retention and achievement rates. The prison is making good progress in developing a new database, but it is too early to assess how effective this will be.

37. The subcontractor has a regular programme of observations of teaching and learning, and graded the quality of teaching in nine of 11 lessons observed in January 2005, good or better. These grades are significantly better than those given by inspectors. Inspectors observed 12 sessions, of which a quarter were graded good, half satisfactory, and the remaining quarter unsatisfactory. The prison has completed its own programme of lesson observations. At the time of the inspection, the results of these observations had not been shared with the subcontractor. The subcontractor has recently reviewed its provision at the prison. Inspectors' findings matched many of those

in the review.

38. The prison's quality assurance arrangements are incomplete. The framework is in draft form and does not place sufficient emphasis on quality improvement. The terms of reference and membership of the quality improvement group are unclear. Membership does not include adequate representation of all stakeholders.

39. The subcontractor collects regular feedback from learners and responds appropriately to their concerns. The prison has recently produced a report based on a survey of learners. It does not include an action plan to deal with the issues raised by the learners. Internal verification and arrangements to quality assure the work of learners in ICT are unsatisfactory. The subcontractor has inadequate arrangements to share good practice and to set standards in assessment.

40. The prison has not made enough progress in remedying weaknesses identified in the previous inspection report. The post-inspection action plan has been given insufficient priority in the prison, and has not rectified many of the weaknesses it was intended to improve. The prison's self-assessment process did not adequately involve managers and staff, and it has not been circulated to staff other than to senior managers.

41. The subcontractor has made significant progress in developing quality assurance policies and procedures. Key documents including lesson plans, schemes of work and individual learning plans have been standardised and a comprehensive quality assurance calendar has been produced. However, the quality of the information recorded on many of these forms is poor, and they are not used effectively. These arrangements have had little effect on the quality of the provision.

AREAS OF LEARNING

Information & communications technology

42. Programmes in ICT are unsatisfactory

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

Strengths

- good teaching
- good outreach access to ICT

Weaknesses

- inadequate resources for ICT education
- poor planning and monitoring of learners' progress
- insufficient range of provision
- poor management of ICT

Achievement and standards

43. The achievement rate in ICT at level 1 is satisfactory. Since July 2004, 288 learners have started ICT courses at level 1. They have completed 518 modules, and 22 per cent have achieved the full award. In the same time period only four individual units have been successfully accredited at level 2. Most learners are well motivated and make satisfactory progress with their work and development of practical skills.

Quality of education and training

44. Inspectors observed three ICT lessons and graded them all as good. Tutors give good individual support during classes, with good use of feedback, questions and answer techniques, and encouragement and praise. The relationship between tutors and learners is good and classes take place in a relaxed atmosphere. Learners are presented with certificates on completion of each module to recognise achievement and encourage progress. Learners at different levels, with different abilities and different start dates, are dealt with effectively. Tutors do not use ICT sessions to reinforce key skills. They evaluate each session, effectively identifying group and individual successes and areas for further development. However, they do not use the results to plan differentiated activities in the next lesson. Tutors' work with learners is focused on practising skills to gain qualifications in order to meet key prison targets. Insufficient attention is given to ensuring that learners learn new skills effectively, enabling them to progress in education.

45. Learners have good access to outreach provision. Since the previous inspection, a

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new computer suite with six computers and a printer has been opened on the wings. The suite provides part-time education for learners who cannot access the education department because they have restricted mobility or have chosen to work. Tutors working on the wings encourage learners to join the sessions when a vacancy occurs. The new suite is also open to staff who wish to develop their ICT skills. Plans are in place to use laptop computers to extend access in areas such as the vulnerable prisoners unit.

46. ICT staff have satisfactory vocational qualifications, and three bring good experience into the education department. Staff have a good understanding of their subject and teach it well. Two new members of staff do not have a teaching qualification.

47. Resources to support ICT are inadequate. The classrooms are cramped, which makes it difficult for learners to use keyboards and manuals at the same time. The rooms are poorly ventilated. At the time of the inspection, only 18 out of 26 computers were operating. There is no technician support available. Learners who are dyslexic or who need support with their literacy or numeracy do not have access to specialist equipment or software.

48. Planning and monitoring of learners' progress is poor. Learners are currently put onto the level 1 ICT course regardless of their ability. Most individual learning plans have insufficient detail and the targets set are not clear enough. Records of learners' progress reviews are inconsistent. Staff use different review documents, and many learners' records are missing. Individual learning plans do not identify how learners with literacy, numeracy or language needs are supported during ICT sessions.

49. The range of provision in ICT is too narrow. Over 70 per cent of learners are assessed as having literacy and numeracy skills below level 1. There is no entry level provision. Learners are restricted to one qualification at levels 1 and 2. They do not have an opportunity to take different ICT qualifications at the same level or to progress beyond level 2.

Leadership and management

50. Communications within the ICT section are poor. Sessional staff cannot always attend meetings, although they are held regularly and on different days. There is an information file which contains the minutes of meetings and their action points. Staff who cannot attend a meeting are supposed to read the minutes and sign a cover sheet to indicate compliance. Staff who do not attend meetings make inadequate use of this information file.

51. Assessment and verification practices are poor. Procedures to ensure that completed portfolios are ready for external verification are inadequate. Learners are presented with a certificate of completion when they have completed a module. Their portfolio is sent to the awarding body for external verification. Some portfolios are moderated as incomplete, with critical errors that result in failure to achieve the award. This has a serious effect on learners who have left education or the prison. The subcontractor has not introduced effective arrangements to share good practice or set

standards. Although it is not a requirement of the awarding body, no member of staff is qualified to internally verify learners' work.

52. The use of data is inadequate. Although some data on achievements is available, its focus is on achievement of modules, and it is not used to analyse strengths and weaknesses in teaching or course planning. Equality of opportunity is not part of the curriculum and it is not referred to after induction.

Visual & performing arts & media

53. Programmes in art are unsatisfactory.

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

Strengths

- good support for independent study

Weaknesses

- narrow range of teaching and learning methods
- insufficient learning resources
- weak management of the curriculum
- inadequate promotion of equality of opportunity and diversity in art and craft

Achievement and standards

54. Learners attain a satisfactory standard in drawing, painting and a few craft skills. They develop some adequate technical skills using pencil, pastels and paint. They are encouraged to use line and tone. Learning is planned to match aspects of the qualifications. Learners develop confidence in their work as their skills develop. The quality of learners' work is celebrated by entry for external qualifications and for exhibitions, and some is displayed in the corridor of the education department. Qualifications have recently been introduced, but learners have little interest in achieving them. Until recently, art was considered a recreational subject and this is still the perception of many learners. Learners are making satisfactory progress towards achieving qualifications. One learner has gained the qualification since November 2004 and two are waiting for their portfolios to be internally verified.

Quality of education and training

55. Learners receive good support with their independent study. The tutor makes frequent contact with vulnerable, sick or working learners who are unable to attend classes in the education department. Tutors' regular presence on the wings gives learners the opportunity to request education in the subjects they want to learn. Learners and tutors have a good rapport and treat each other with respect and dignity. Tutors provide resources such as pencils, paper and source materials for learners to use when studying in their cells. Learners are given work sheets and source materials that have simple diagrams and text. These effectively reinforce teaching and provide useful references for learners when they practise their skills. A second outreach tutor has recently been recruited to increase support for learners, but she was not present during inspection.

56. Tutors give adequate individual tuition to develop learners' painting, drawing and craft skills. Staff are competent, experienced and qualified in the subjects they teach. They give informed guidance to learners when required. Tutors keep satisfactory factual records of learners' progress which are shared with colleagues who teach the same learners. Records of continuing assessment are adequate. Sensitive initial assessment and development of learning plans is carried out for vulnerable learners who are unable to attend group inductions.

57. Tutors use a narrow range of teaching and learning methods, usually comprising individual tuition. Group learning sessions are rarely used. Lesson planning is minimal for individual outreach or classroom sessions. Planned learning does not respond to the outcomes of initial assessment. Most learners have inadequate literacy skills. One learner was asked within earshot of other learners to write on his monitoring records. He was uncomfortable and asked the tutor to write for him. Development of literacy and numeracy skills is not integrated with the art programme. Learning is planned to meet the requirements of awards rather than individuals' learning needs. Learners do not benefit sufficiently from drawing or painting from life and generally copy images or pictures. Teaching and learning is incidental to the projects learners choose. For example, a learner making a soft toy found the head would not stand up after he had sewn it on. This had not been anticipated and the tutor took remedial action on the learner's work. Learners are given feedback and guidance about how to improve their work, but the quality of their work is not recorded in sufficient detail. Inspectors observed four art sessions, and graded them satisfactory.

58. There are insufficient learning resources. In many cases the learning environment for outreach teaching on the wings is inappropriate. Tutors and learners do not have enough space to adequately view the work completed by learners in their cells, and often do this in doorways and corridors. Insufficient time is allocated to outreach teaching. For example, some learners receive only 10 minutes' attention from their tutors each week. Learners have unsatisfactory access to materials and processes essential to support their progress. For example, due to security and safety reasons, one learner was denied use of a red pencil to complete a drawing in his cell. Another is unable to have fixative applied to his pastel drawings, although they are deteriorating rapidly. Some learners comment that they have insufficient access to the library and its limited resources. The space for art activities is inadequate. There is not enough shelving on which to store learners' work. The art curriculum is narrow, particularly for learners unable to attend the education department. These learners only have opportunities for drawing and painting using a limited range of media. The craft activities are currently limited to soft toy making. There are plans to introduce modelling with clay.

Leadership and management

59. Management of the art curriculum is weak. Staff turnover is high. The art co-ordinator and some staff are new. Individual learning plans for art vary in design and quality. Some set no targets, some have weak target-setting, and some are simply action plans. An art subject specialist does not regularly observe the standard of teaching and learning. The education manager has reported on actions taken in response to recent

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observations of teaching and learning. The response to action points is slow. The curriculum co-ordinator is not quickly or routinely informed of feedback on observations of teaching and learning. Informal visits to the classroom by the education manager and co-ordinator are not recorded. Learners who cannot attend the education department are not taught for enough hours to meet the qualification requirements. Data is not used enough to evaluate achievement of learning targets. Records are not kept of how many learners left the course by choice, and how many were transferred, released or continued to work towards the art qualification elsewhere. Access to art education is managed ineffectively. Many potential learners are unable to take part in art classes.

60. The promotion of equality of opportunity and diversity in art is inadequate. Learners' rights and responsibilities are not reinforced after they are read at induction. Learners have no confidence in, and are unfamiliar with, the complaints and appeals procedures. There are no cross-cultural art or craft projects. No adapted resources are available for learners with disabilities.

61. The subcontractor's self-assessment report overstates some of the satisfactory practice identified during inspection. It failed to identify the weaknesses found by the inspectors.

Foundation programmes

62. Foundation programmes are very weak.

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

Strengths

- good development of outreach provision

Weaknesses

- poor achievement of qualifications
- inadequate focus on skills development
- poor accommodation
- weak planning and monitoring of learning
- narrow range of curriculum
- inadequate initial assessment

Achievement and standards

63. The rate of achievement of qualifications is poor on most programmes. At the time of the previous inspection, achievement of qualifications in basic skills at levels 1 and 2 was a strength. Over the past year, 155 qualifications have been achieved. It is not possible to attribute these achievements correctly to individual learners. The highest achievement rate was for entry level 1 in adult basic education at 10 per cent. There have been recent improvements in the number of examination successes, with 31 achievements in literacy and numeracy in six weeks.

Quality of education and training

64. Since the previous inspection, there has been good development of outreach provision to promote and support education throughout the prison. Education can now be routinely accessed by learners who have full-time jobs and by those who are unable to attend the education department because of restricted mobility, poor health or vulnerability. Learners are based in the gym, the library and on all wings including the health centre, detoxification unit and vulnerable prisoners wing. They are following courses in literacy, numeracy, life skills and basic food hygiene, and health and safety. A peer support scheme operates in the library, where two prison orderlies are training to help other learners with basic literacy on the wings. Appropriate advice about outreach programmes is given to learners during induction. Tutors have developed a good rapport with learners on the prison wings and they promote the outreach service effectively to new learners when vacancies arise. Prison officers are now referring prospective learners to the outreach facilitator for enrolment on courses.

65. Tutors do not place enough focus on skills development in lessons. Qualifications are seen as the primary goals for lessons in literacy, numeracy and language. Schemes of work and lesson plans are referenced to the national core curriculum but are too generic and do not offer scope for innovation or differentiated learning to effectively meet learners' needs. ESOL learners follow the standard curriculum for literacy rather than language development. Inspectors observed five learning sessions. Two were judged satisfactory and three unsatisfactory. Some teaching is dull and uninspiring. In more than half the sessions observed, tutors relied too much on learners using worksheets for independent learning at their own level. Although this leads to preparation for examinations, there is not enough reinforcement of learning through group work or other stimulating activities. There was little variation in teaching styles, and no use of visual aids or technology to suit different learning styles. There are no learning support materials for learners with learning difficulties such as dyslexia, although several learners had declared these needs. Tutors make insufficient use of ICT in learning sessions. Rapport between tutors and learners is good. Learners respect the staff, and their behaviour and attitude in lessons are satisfactory.

66. The accommodation for education and learning in the education department and on the wings is poor. Classrooms are small and cramped and tutors cannot move around easily to deal with individual learners. During renovation work on the prison wings tutors often have difficulty finding appropriate space for teaching and learning support. Some teaching takes place on the landings. There are no teaching resources such as whiteboards or ICT equipment available on the wings. In the health centre and on the vulnerable prisoners wing there is a quiet space for tables and chairs, and enough space for a small group of learners to work. Space for confidential discussions out of earshot of other learners is inadequate. Most of the teaching resources and learning support materials used in lessons are photocopies from workbooks. There is insufficient use of colour in worksheets. In some lessons, activity sheets for use with ICT equipment are given to learners in classrooms with no computer access or where computers are out of order. Only one of three computers in the life skills classroom is working. ESOL learners have insufficient access to specific resources. There are long delays in obtaining dictionaries in other languages. One learner has waited for two months and is due to leave the programme shortly.

67. The library has a satisfactory range of books, periodicals, magazines, newspapers, CDs and DVDs available to support learners on foundation courses. Access to easy readers for pre-entry and entry level learners is satisfactory. Story tapes, books and reference materials are available in large print for learners with visual impairment. Books are available in several languages, and others can be promptly ordered from other libraries. Staff are appropriately experienced in the subjects they teach and have, or are working towards, teaching qualifications. Two members of staff have basic qualifications to support literacy or numeracy.

68. Planning and monitoring of learning is weak. This was identified as a weakness in the previous inspection report. Individual learning plans are ineffective. They do not contain specific and measurable targets and the primary goals set are too broad, for example work on reading, writing or spelling, or to achieve a qualification. No reference

is made to learners' prior learning, achievement, qualifications, skills or experience. Progress reviews are not sufficiently evaluative, and the review documents contain broad and general comments such as 'worked hard' or 'good start'. Short-term targets are also vague and of little use to the learners, for example 'continue' or 'more work on spelling'. Serious staff shortages have led to gaps in the cycle of three-weekly and six-weekly progress reviews, although staff are making strenuous efforts to catch up. A diary is now kept and as soon as one review is carried out the next one is booked in. This system is new and it is too soon to evaluate its effectiveness.

69. The range of courses available is too narrow. This was identified as a weakness by the previous inspection report. All full-time learners follow a compulsory nine-week programme of study in literacy, numeracy, life skills and ICT regardless of individual interest or need. There is currently no specialist teaching or accreditation of ESOL. Sessions last for up to three hours without a formal break, and there is insufficient change of activity, subject or tutor. In the afternoons there are optional sessions but once learners choose a subject they have to attend the same session every afternoon throughout their programme. There are no pre-entry or level 3 courses available.

70. The initial assessment of literacy, numeracy and language needs is inadequate. Administrators from the education department, who are not occupationally qualified, carry out a mandatory basic screening of new prisoners' literacy and numeracy levels during the prison induction. The assessments take place in the same area as other induction activities and are not private or confidential. Results are then used to draw up an individual learning plan that is focused on achievement of the next level of qualification and not based on specific learning needs or the development of specific literacy, numeracy or language skills. Learners do not receive any further diagnostic assessment of their individual strengths and weaknesses, learning styles or learning difficulties. Learners, including those for whom English is a second language, are allocated to learning sessions according to the levels identified by the screening tests. These sessions are inappropriate for language skills development by ESOL learners. Initial assessment of ESOL learners is inappropriate. Tutors use past examination papers as a way of attempting to gauge appropriate points for learners to begin their programmes.

Leadership and management

71. The education department manager, the literacy and numeracy co-ordinator and the skills for life co-ordinators have all been appointed recently. The post of outreach facilitator is temporary. There are several other new members of administration and teaching staff. The strategies for increasing outreach provision, producing individual learning plans and carrying out progress reviews are all new and incomplete. Co-ordination of literacy and numeracy has been focused on achievement of qualifications to meet the prison performance targets. Although the education team meets regularly and focuses on improvements, there are some inconsistencies in the communication between members of the team and the prison officers. The internal quality assurance and moderation of qualifications is satisfactory.

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72. There are significant gaps in access to reliable data that can be used to monitor learners' progress or analyse performance.

73. Learners on full-time programmes have equality and diversity training as part of their skills for life sessions. Some learners who have poor literacy skills are not sure how to make a complaint. The new induction handbooks are all text with no illustrations. This format is inaccessible to over 70 per cent of learners as they either have literacy levels below level 1 or speak and read English only as an additional language.

74. The education department's self-assessment report merely listed strengths and weaknesses against the 'Common Inspection Framework'. Many weaknesses remain from the previous inspection and some of the elements that were strengths have now become weaknesses.