

REINSPECTION REPORT

HMP Long Lartin Reinspection

10 June 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 Long Lartin Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Long Lartin is a high security prison for adult men situated six miles east of Evesham, Worcestershire. It is one of five high security dispersal prisons. The prison's usual occupational capacity is 498 and its certified normal accommodation is 442. Most of the offenders have been sentenced, although the prison has a growing population of high security remand offenders. There are seven high risk category A offenders and 106 category A offenders. All other offenders have category B status. Nineteen offenders are unconvicted. A new wing opened in March 2005 for vulnerable offenders. The average sentence is 12 years. Half the offenders are serving life sentences. Most offenders move on to other establishments from HMP Long Lartin. The prison holds many of the country's most dangerous adult offenders. About a third of the population are from minority ethnic groups.

2. The education provision is subcontracted to Evesham and Malvern Hills College, and the library to Worcestershire County Council. Stratford-upon-Avon College is contracted to provide assessment and verification for catering awards. The education department provides full-time and part-time courses in a wide range of subjects. Offenders can train for work in catering, physical education (PE), woodcrafts, making dolls' houses, repairing bicycles, print enlargement of books, assembly of light fittings and laundry. A construction workshop is planned to open soon. Offenders are also employed in other areas of the prison, such as the central kit stores, and work as cleaners and orderlies.

3. The areas of learning reinspected were hospitality, sport, leisure and tourism, information and communications technology (ICT) and foundation studies. Training for work in the industry workshops and prison employment areas was inspected and included in the leadership and management section of this report.

SCOPE OF PROVISION

Information & communications technology

4. The education department offers courses at levels 1, 2 and 3 in ICT and text processing. There are also courses in web design, photo editing and C++ programming at levels 2 and 3. There are three members of staff who teach ICT, one full time and two in substantive part-time posts, all of whom are appropriately qualified. There are 63 learners, 19 of whom attend full-time study in the education department and the remainder attend between two and four sessions a week. All courses are externally certificated. Sessions are run Monday to Friday for two hours 40 minutes in the morning and three hours 10 minutes in the afternoon excluding Friday.

Hospitality, sport, leisure & travel

5. There are currently 12 learners working towards the level 1 community sports leaders' award in PE. Ten learners enrolled onto national vocational qualifications (NVQs) at level 1 in sport and recreation during the inspection. All courses offered are part-time. All offenders have the opportunity to participate in a range of PE activities including basketball, volleyball, indoor football, weight training and other sports. The PE facility is staffed by a full-time manager and nine full-time instructors. Accommodation comprises of a newly built theory classroom, sports hall, gymnasium with weights and cardiovascular equipment, and an outdoor football pitch which is currently not in use. The PE activities form part of a structured programme. Recreational PE is organised on a weekly timetable that includes evenings and weekend sessions. Offenders can apply to work towards a variety of short course qualifications in weight-lifting, manual handling, introduction to sports nutrition and first aid. All offenders have a gym induction which includes a short course in emergency first aid.

6. There are six learners working towards a level 2 NVQ in food preparation and cooking in the prison kitchen. A catering manager and six full-time staff run the main kitchen with the assistance of 11 full-time offender kitchen orderlies and seven offender cleaners and wash-up orderlies. The prison kitchen staff are responsible for the preparation and cooking of all food for offenders and prison visitors. Some offenders are employed on the wings to help serve the food. All offenders attend an essential food hygiene course as part of their prison induction.

Foundation programmes

7. There are currently 108 learners taking foundation courses. Of these, 55 are studying literacy and numeracy, nine are taking English for speakers of other languages (ESOL), 24 are on social and life skills courses and 20 are receiving literacy and numeracy training in other parts of the prison. Social and life skills courses include personal development, art and money management. Learners attend education part time, on average four sessions a week. Sessions are provided between 0850 and 1130 and 1350 to 1700 Monday to Thursday and between 0850 and 1130 on Friday. Learners who are taking the 'fathers inside' course attend full time for three weeks. This course runs four times a year. Teaching and training is provided by 12 part-time staff and managed by a full-time co-ordinator who also has some teaching commitments. Accreditation is provided on all courses and is available from entry level to level 2.

ABOUT THE REINSPECTION

Number of inspectors	4
Number of inspection days	13
Number of learners interviewed	35
Number of staff interviewed	29
Number of visits	2

OVERALL JUDGEMENT

8. The ALL's inspection in July 2003 found that ICT and foundation courses were satisfactory, but hospitality, sport, leisure and travel were unsatisfactory. Leadership and management and the approach to equal opportunities and quality assurance were also found to be unsatisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better.

KEY FINDINGS

Achievement and standards

9. **Learners develop good skills.** In the industrial workshops, learners demonstrate a high level of skill. Learners in ICT produce work to a high standard including websites, databases and publications. In catering, learners acquire good knife skills and develop good craft skills in cooking. In PE, learners acquire good skills in coaching, team building and instructing others, using good equipment in the gym and sports hall.

10. **A high proportion of ICT learners progress onto higher level courses.**

11. Retention and achievement in all areas are satisfactory. Pass rates in foundation examinations are satisfactory. The prison met its target for literacy and numeracy courses in 2004-05.

12. **Attendance and punctuality are poor in some areas.** Attendance in literacy and numeracy sessions is low and some learners arrive for foundation and ICT lessons up to 15 minutes late.

Quality of education and training

13. **There is much good teaching and learning.** In literacy and numeracy sessions learners receive good individual coaching. Tutors use a good range of coaching methods appropriate to learners' needs.

14. **Lessons in PE are well planned with clear aims and objectives.** Gym instructors are well qualified and use good examples from their own experiences to enhance their teaching and to motivate learners.

15. In ICT, teachers provide clear explanations and provide good individual support to learners. They make good use of technical language which is clearly explained. Teachers effectively use good learning resources such as electronic presentation software packages and a wide range of other media to explain difficult concepts.

16. Teaching and learning strategies used in the 'fathers inside' course are very effectively meeting a wide range of learners' needs. Learners are well motivated and sessions are lively and stimulating.

17. Working relationships between tutors and learners are productive and very respectful. Learners clearly enjoy learning sessions and are motivated to work individually.

18. There is an appropriate range of accredited courses available to learners. It is particularly good in ICT where there is a wide range of courses from level 1 to level 3. The range of accredited programmes in the industrial workshops has increased significantly since the previous inspection and is now satisfactory.

19. There is an appropriate range and standard of accommodation and resources. ICT learners have access to up-to-date computers which have industry-standard operating systems. Rooms are bright and airy and there is room for learners to work in comfort. However, recently installed computers in the main education department are not yet fully used to develop literacy, numeracy and ESOL skills. Learners receiving training in outreach locations do not have access to the same standard of resources. However, on one wing, a dedicated training room is currently being installed with computers and training facilities.

20. The newly finished PE classroom is well equipped and there are plans for staff to attend training to be able to fully use the interactive whiteboard facility.

21. In catering, learners are taught by well-qualified and occupationally experienced staff. Learners have good access to catering magazines and a broad range of books to help stimulate their interest in cooking. The kitchen is clean and tidy and well equipped and learners have good access to a well-resourced theory classroom adjacent to the kitchen.

22. All learners have their literacy and numeracy skills assessed at induction and the results are appropriately used to plan individual learning. ICT learners receive good advice and guidance, and teachers are aware of what competences and qualifications are likely to be acceptable to employers. There is adequate support for learners who need additional help with literacy and numeracy. Key skills are well integrated with most areas and learners are encouraged to gain key skills units as part of their programme.

23. All learners have an individual learning plan, but some of these are inadequate. In the poorer plans, there are insufficient short-term targets for learners and targets are too vague to be helpful or measurable. The individual learning plans and reviews are poor in

PE. Most reviews are detailed, but sometimes there is inadequate forward planning of learning and assessment. In PE, reviews do not take place regularly and in some cases no reviews have been carried out.

24. Assessments and verification are satisfactory in all areas.

Leadership and management

25. **The education department works effectively with other prison departments** to integrate education and training with other functions. The department makes effective contributions to offender risk assessment reviews and work allocation boards. Education and skills have a high profile in the prison and there is good collaboration among departments.

26. **An effective offender consultative process is in place** and these groups are actively involved in the review of education and training. Each industrial area and workshop has an identified skills for life link tutor, responsible for implementing the government's strategy on training in literacy, numeracy and the use of language.

27. **The prison has a clear focus on the needs of learners.** There is a strong focus in the prison strategic development plan on the educational needs of offenders and on skills development. Improvements since the previous inspection have focused on those areas which have the greatest benefit to learners. Managers at all levels are aware of the prison's clear focus on developing learners' skills and the contribution to resettlement. All offenders have had their educational needs assessed and these are well communicated and used in many aspects of offender management.

28. **There has been a significant development of accredited programmes in industrial workshops and other areas since the previous inspection.** There is now an adequate range of skills accreditation in workshops. The prison has a clear strategy to further develop work-based skills and accreditation.

29. **Subcontractors are effectively managed.** The prison has established service level agreements and has regular contract meetings with subcontractors. Issues of performance are openly discussed and plans are agreed to make improvements.

30. **The participation rate of offenders in education and training has increased since the previous inspection.** Forty-three per cent of offenders now take part in some form of education and training. The prison has introduced part-time education as the normal pattern of attendance and this allows those who work to participate in education as well.

31. **There is inadequate use of management information.** The prison has implemented a computer-based management information system to record learners' achievements. This is new and is not currently being used effectively to monitor performance. Reports are not yet available to inform managers or staff about programme performance. There is a general lack of coherent data available to staff to inform their decisions.

32. **There is good promotion of equality and diversity at HMP Long Lartin.** The prison has clearly written policies on equality and race relations. There are detailed procedures for dealing with racial inequality bullying and harassment, and these are promoted well to staff and offenders. A clear emphasis is placed on reinforcing equality and diversity at induction, and on education and training programmes.

33. **Most offenders have a good understanding of equality and diversity** and how to complain if they have concerns. Complaints relating to equality and diversity are dealt with confidentially and with care.

34. **There is a high level of respect between staff and learners** in the prison, and offenders are asked to sign a compact at induction which emphasises this.

35. **Data on participation is collected by minority ethnic group, but not by other factors** such as age, educational needs or sexual orientation. There is no analysis of the retention and achievements of learners by these groups.

36. The quality of education and training is monitored and managed through the quality improvement group, self-assessment and contract management meetings. There has been an improvement in the quality of education and training in most areas since the previous inspection. Unsatisfactory areas have significantly improved and in all other areas, standards have been maintained or improved.

37. **The quality improvement group is well established and meets regularly.** The actions of the group have been effective in remedying many of the weaknesses identified at the previous inspection. The group effectively monitors the post-inspection action plan.

38. **The self-assessment process is highly inclusive and effective.** All areas have produced a local self-assessment report and these have been summarised in an overall establishment report. The action plan is effectively used to plan improvements.

39. **Learners' views are regularly sought about education and training.** The most recent survey was carried out by the offender consultative group. The return rate of questionnaires was good and a clear analysis of the needs of offenders has taken place. Staff views are also sought and managers and the quality improvement groups use them to make decisions.

40. A programme of observing teaching and learning has recently been introduced but to date few teachers have been observed. **Where observations have taken place, the records and judgements are clear and some effective action plans have been agreed** with individual teachers to further develop their skills.

41. **Although there is now a coherent system of quality assurance in place, the prison and the contracted college have been slow to implement these arrangements.** Many systems such as the observation of teaching and learning are very new and there is insufficient data to show managers the overall quality of the provision or to analyse

trends in performance. There is insufficient use of data to analyse performance and to plan for improvements.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good collaborative working across departments
- clear focus on learners' needs
- good development of learners' practical skills in the industrial workshops
- good promotion of equality and diversity

Weaknesses

- inadequate use of management information
- slow implementation of quality assurance arrangements

Information & communications technology

Strengths

- high standard of learners' work
- good progression onto higher level courses
- good teaching and learning
- particularly good range of courses accessed by learners

Weaknesses

- some weak individual learning plans
- insufficient analysis of data

Hospitality, sport, leisure & travel

Strengths

- good development of learners' skills
- good teaching and learning
- particularly good links between PE and offending behaviour programmes

Weaknesses

- poor individual learning plans in PE

Foundation programmes

Strengths

- good individual coaching
- very effective teaching and learning strategies on social and life skills programmes
- particularly effective target-setting for literacy and numeracy

Weaknesses

- inefficient use of resources
- inadequate use of data

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

42. Overall, the leadership and management of HMP Long Lartin are satisfactory, as are the arrangements for quality assurance and equality of opportunity.

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

Strengths

- good collaborative working across departments
- clear focus on learners' needs
- good development of learners' practical skills in the industrial workshops
- good promotion of equality and diversity

Weaknesses

- inadequate use of management information
- slow implementation of quality assurance arrangements

43. The education department works effectively with other prison departments to integrate education and training with other functions. The department is well represented at offender risk assessment reviews, and positive and effective contributions are made. Learners' planned and ongoing education programmes are well considered during the review of their sentence plans. The education department is represented on the works allocations board and the educational needs of learners are a key consideration in the allocation of work and education placements. All work areas have been assessed to identify the minimum standard of literacy and numeracy that workers will need. This is considered during the allocation of work and learners are encouraged to gain the appropriate levels before joining the work area. The head of learning and skills is effective in raising the profile of learning in the prison. The prison has matched the requirements of key skills level 2 in problem solving onto offending behaviour programmes and learners on these programmes have the option of attaining this award. The literacy and numeracy skills of learners who are due to begin an offending behaviour programme are analysed. The prison has identified that learners on the programme require literacy and numeracy skills at level 1. Learners who do not have these skills are encouraged to attain this level before starting the programme, although this is not a barrier to taking part if they choose not to. There is particularly good collaboration between gym staff and those involved in offending behaviour programmes. An effective offender consultative process is in place and these groups are actively involved in the review of education and training. Each industrial area and workshop has an identified skills for life link tutor who is available to provide advice and assistance to the area on

HMP LONG LARTIN REINSPECTION

the provision of literacy, numeracy and language skills for learners. The prison has developed an holistic approach to skills for life. It is the foundation on which much training and skills development is based. In many areas, in addition to providing good technical skills development, learners are, or will soon be, able to achieve accreditation for the wider key skills of working with others, improving own learning and performance and problem solving.

44. The prison has a clear focus on the needs of learners. There is a strong focus in the prison strategic development plan on the educational needs of offenders and on skills development. Improvements since the previous inspection have focused on those areas which have the greatest benefit to learners. The prison has invested in the development of facilities to support education and training, such as the refurbishment of the skills for life workshop. Managers at all levels are aware of the prison's clear focus on developing learners' skills and the contribution to resettlement. There are strong links between sentence planning and education and skills development. Education and skills are an integral part of the prison's development strategy and action plan. All offenders have had their educational needs assessed and these are well communicated and used in many aspects of offender management. Where appropriate, offender transfers are postponed to enable them to complete their education programme. The educational needs of learners are well considered during allocations to work. The prison transfers appropriate information to other establishments when learners are moved.

45. Learners develop good practical skills in the industrial workshops. The workshops are well resourced with industry-standard machinery and equipment. Instructors are well qualified, with many years' experience in the industry and up-to-date knowledge of their occupational areas. Some instructors have appropriate further education teaching qualifications. Many are qualified NVQ assessors, and a few are also qualified internal verifiers. Learners have the opportunity to work on a wide range of projects. They gain experience of working in a commercial environment and of working under pressure to meet production targets. Instructors are sensitive to learners' needs when they first start work. There is good individual training and instructors use demonstrations effectively to teach new skills in the use of tools and equipment. There is close monitoring and support for learners until they are able to perform tasks competently and produce good work. In one workshop, learners can design and build dolls' houses and have made a range of furniture for children.

46. There has been a significant development of accredited programmes in industrial workshops and other areas since the previous inspection. There is now an adequate range of skills accreditation in workshops. The prison has a clear strategy to further develop work-based skills and accreditation.

47. Subcontractors are effectively managed. The prison has established service level agreements and has regular contract meetings with subcontractors. Issues of performance are openly discussed. Historically, the subcontracted college has not achieved the required levels of classroom efficiency and overall teaching hours. The reasons for this have been thoroughly discussed and an improvement plan has been produced by the college, agreed with the prison and progress is being monitored. The

college has responded well to this and last month it exceeded the efficiency target for contracted teaching hours. Classroom efficiency is below the required level, but the college is working to improve this. The working relationships with subcontractors is professional and productive.

48. The participation rate of offenders in education and training has increased since the previous inspection. Forty-three per cent of offenders now take part in some form of education and training. The prison has introduced part-time education as the normal pattern of attendance and this allows those who work to participate in education as well. A few learners still attend full time. Some imaginative work patterns are being piloted to help maximise work and education opportunities for offenders. In the kitchens, learners now work for four days, have one day to attend education or other learning and have two days' rest. Other patterns are being considered for other industrial workshops, and the prison is making good use of the contracted college's expertise in timetabling to achieve this.

49. There is inadequate use of management information. The prison has implemented a computer-based management information system to record learners' achievements. However, this is new and is not currently being used effectively to monitor performance. Reports are not yet available to inform managers or staff about programme performance. There is a general lack of coherent data available for staff. Although the new management information system can provide data on participation, retention and achievement, there is insufficient useful data about attendance and punctuality. Data is used to identify the participation by ethnic group, although this again has only recently been used by managers. There is no analysis of participation by educational needs, age or other relevant factors. No analysis of retention or success has been carried out by ethnic group despite the high participation rates of learners from black and minority groups.

Equality of opportunity

50. There is good promotion of equality and diversity at HMP Long Lartin. The prison has clearly written policies on equality and race relations. There are detailed procedures for dealing with racial inequality, bullying and harassment and these are promoted well to staff and offenders. Incidents of bullying, harassment and racial abuse are rare, although they are taken extremely seriously by senior managers and prompt action is taken to deal with problems. This includes removing learners from classes if they cause problems or are disruptive. Most offenders have a good understanding of equality and diversity and how to complain. Complaints relating to equality and diversity are dealt with confidentially and with care. A clear emphasis is placed on reinforcing equality and diversity at induction, and on education and training programmes. Equality and diversity posters, along with policies and procedures, are displayed prominently in key positions around the prison. Offenders' achievements are formally recognised through events that celebrate achievement. Since the previous inspection, all staff, including those engaged in education, receive regular diversity training. The newly appointed principal officer for learning and skills is responsible for equality and diversity. He plans to achieve an equality and diversity qualification through Evesham and Malvern Hills College and is

keen to make improvements to the training for offenders in this area.

51. There is a high level of respect between staff and learners in the prison, and offenders are asked to sign a compact at induction which emphasises this. Staff work hard to develop trust and mutual understanding with offenders. Allocation of jobs is clearly structured and discussion at the weekly work allocation board is thorough and well reasoned. The prison food is generally good and there is good provision for those on specialist diets and an adequate choice for healthy eating. There is good reflection and discussions on cultural differences in ESOL lessons and there are radio microphones available in education and training for those who have impaired hearing. This has been improved since the previous inspection. Staff who taught on a recent first-aid course showed a clear understanding of cultural differences by providing non-alcoholic medical wipes for giving mouth-to-mouth resuscitation.

52. Access to the library is good and most offenders have access at least once a week if they require it. The library is open at weekends, afternoons and evenings, and offenders can access the facility in the mornings by request. A recently revised work schedule is currently being piloted in the kitchens to allow offenders better access for education and exercise. Offenders on information technology (IT) courses have good access to a wide range of programmes at different levels. Access to most areas of the prison including education is satisfactory for offenders with restricted mobility. Offenders have good opportunities to practise a variety of religions and for prayer.

53. Data on participation is collected by minority ethnic group, but not by other factors such as age and educational needs. Approximately a third of offenders are from minority ethnic groups and about half of those who access education are from these groups. There is no analysis of learners' retention and achievement by these groups.

Quality assurance

54. The quality of education and training is monitored and managed through the quality improvement group, self-assessment and contract management meetings. The head of learning and skills is responsible for the overall quality of education and skills in the prison. The prison has also recently produced a quality assurance manual and carried out an audit of some aspects of the provision where there have been concerns. There has been an improvement in the quality of education and training in most areas since the previous inspection. Unsatisfactory areas have significantly improved and in all other areas standards have been maintained or improved.

55. The quality improvement group is well established and meets regularly. Since January 2005 the group has met each month. Meetings are well attended by a wide range of representatives from across the prison. The actions of the group have been effective in remedying many of the weaknesses identified at the previous inspection. The group effectively monitors the post-inspection action plan. The prison has recently agreed targets for the recruitment, retention and achievement of learners for each area of education and skills. The quality improvement groups have approved these targets and where they felt the targets were insufficiently challenging have referred them back

for amendment. The group has also been instrumental in the production of the self-assessment report.

56. The self-assessment process is highly inclusive and effective. All areas have produced a local self-assessment report and these have been summarised in an overall report. The report was validated internally and externally. The action plan is effectively used to plan improvements. However, the lack of coherent data on programme performance and the quality of teaching and learning inhibited some aspects of the self-assessment process.

57. Learners' views are regularly sought about education and training. The most recent survey was carried out by the offender consultative group. The return rate of questionnaires was good and a clear analysis of the needs of offenders has taken place. Staff views are also sought and used for decision-making by managers and the quality improvement group.

58. A programme of observing teaching and learning has recently been introduced. Within the education department, the contracted college's system has been adopted and observations are carried out by the college's professional mentors. However, the college has been slow to introduce this and not all teachers have been observed. Where observations have taken place, the records and judgements are clear and some effective action plans have been agreed with individual teachers to further develop their skills. A programme to observe prison staff who teach has also started, but again this is new.

59. Although there is now a coherent system of quality assurance in place, the prison and the contracted college have been slow to implement the arrangements. Many systems, such as the observation of teaching and learning, are very new and there is insufficient data to show managers the overall quality of the provision or to analyse trends in performance. There is insufficient use of data to analyse performance to plan for improvements.

AREAS OF LEARNING

Information & communications technology

60. The training in ICT is good.

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

Strengths

- high standard of learners' work
- good progression onto higher level courses
- good teaching and learning
- particularly good range of courses accessed by learners

Weaknesses

- some weak individual learning plans
- insufficient analysis of data

Achievement and standards

61. Learners' work is good, particularly at level 3. One learner has designed and produced a good prospectus for all learning and skills opportunities across the provision. This learner has used his skills to produce a professional and attractive product including colour-coded sections, clearly defining the education and training departments, with comprehensive descriptions of all courses. Another learner who has studied archaeology while at the prison has produced a database for a national university. The database offers a quick and easy way of transcribing ancient script into modern English. The script has never been translated before and 13 institutions, including one in France, have requested it. The learners' work has recently been reported in the local newspaper. Another learner has designed a website for the education department. The website is easy to use and allows the user to search all the education departments and explore courses in depth. Learners' work is very well presented, especially on text-processing courses.

62. A high proportion of learners progress onto higher level courses. They quickly develop basic IT skills and progress onto higher level courses and more complex work. Many of the 11 learners currently studying for a level 3 qualification had never used a computer before joining the programme.

63. The retention and achievement rates for learners are satisfactory overall.

Quality of education and training

64. Teaching and learning are good. Teachers provide clear explanations and good individual support for learners. They make good use of technical language which is clearly explained. Teachers effectively use good learning resources such as electronic presentation software packages and a wide range of other media to explain difficult concepts. Learners quickly develop good skills and knowledge. They are well motivated and work well in lessons. Work is regularly checked by tutors and learners learn effectively from their mistakes which are quickly identified and rectified.

65. There is a good range of courses available at all levels. More advanced courses include web design, photo editing, accounting, text processing and programming courses. All courses are available part time and provide a flexible timetable for learners. Learners can take more than one course at a time and 27 learners are currently taking a text-processing course as well as intermediate and advanced ICT courses.

66. All learners have their literacy and numeracy skills assessed at induction and the results of these are appropriately used to plan individual learning. Learners receive good advice and guidance and teachers are aware of what competences and qualifications are likely to be acceptable to employers. Learners are guided and supported through their programme and are able to take extra units and additional qualifications if required.

67. All learners have an individual learning plan, but some of these are inadequate. In the poorer plans, there are insufficient short-term targets for learners and targets are too vague to be helpful or measurable. Some documents are left unsigned, especially educational compacts. Reviews are detailed but sometimes there is inadequate forward planning of learning and assessment.

68. Data on learners' retention and achievement is collected, but there is insufficient analysis and use by teachers and managers to make improvements. There is no analysis of trends over time. A new database is in place but it is too early to judge its effectiveness.

Leadership and management

69. Management of ICT is satisfactory overall, but there is insufficient use of management information to make improvements. Resources are good and there are up-to-date computers running industry-standard operating systems. A good range of scanners and printers are available and used. Electronic presentation software packages are used to demonstrate techniques and short cuts, and learning materials are good and easy to read. Rooms are bright and airy and there is room for learners to work in comfort. However, there is insufficient reinforcement of learners' awareness of the need for good posture and minimum times for sitting at a screen. Punctuality of learners on some courses is poor. Learners arrive at some sessions up to 15 minutes late. Equal opportunities is well promoted and all learners have a good understanding of their rights and responsibilities and diversity.

Hospitality, sport, leisure & travel

70. The training in hospitality and sport is good.

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

Strengths

- good development of learners' skills
- good teaching and learning
- particularly good links between PE and offending behaviour programmes

Weaknesses

- poor individual learning plans in PE

Achievement and standards

71. Retention and achievement rates over the past 12 months for PE courses are satisfactory. Seventeen learners out of the 20 who started the first-aid at work qualification have achieved it. Twelve of the 13 learners who started the community sports leaders' award are near completion. There are also satisfactory retention and achievement rates on catering courses. In the past 12 months, five of the 12 learners who started a catering course have achieved the NVQ at level 2 in food preparation and cooking, while two learners achieved some units before leaving. There are clearly recorded reasons why learners left early. Most learners were either transferred out of the prison or left through disciplinary matters. Of the 23 learners who started the basic food hygiene certificate in the last year, 16 have passed it and seven are near completion. Retention and achievement data is systematically collected and reviewed in both areas, although it is not collated in a format which helps to make management decisions.

72. There is good development of learners' skills in catering and PE. In catering, learners acquire good knife skills and develop good craft skills in cooking. They are confident in interpreting recipes and have a clear understanding of cooking methods and techniques. In addition to their day-to-day menus, learners have good opportunities to produce buffets and meals for special diets. Learners have a good awareness of the importance of health and safety, and food hygiene. They wear appropriate protective clothing in the kitchen and are clean and smart. In PE, learners acquire good skills in coaching, team building and instructing others, using good equipment in the gym and sports hall. In one lesson, learners demonstrated good refereeing skills in basketball and showed a clear understanding of the rules of the game. Learners work confidently and have good empathy with the needs of other offenders. They have a particularly good rapport with learners with severe learning difficulties who come into the prison once a week for gym instruction. The standard of work in portfolios in both areas is good with clear cross-referencing and a wide range of evidence. Learners also develop good skills in

communication, timekeeping and working with and supporting each other.

Quality of education and training

73. The teaching and learning are good. Lessons in PE are well planned with clear aims and objectives. Gym instructors are well qualified and use good examples from their own experiences to enhance their teaching and to motivate learners. They instil good discipline and are strict with offenders without being officious. There is a good rapport between instructors and learners. Lessons are thoroughly evaluated and improvements are made to lessons if necessary. There is a good emphasis on health and safety in all lessons. Learners have good access to a broad range of learning materials, including clearly produced handouts and a good range of sports books and magazines in the library. Good use is made of resources in this area although there is no organised outdoor sport as the outdoor football pitch is closed as there are restrictions on all high security prisons. There are clear plans to improve this situation at HMP Long Lartin by building an outdoor artificial turf pitch near to the existing sports facilities where there is improved security. The newly finished PE classroom is well equipped and there are plans for staff to attend training to learn how to use the interactive whiteboard facility. In catering, learners are taught by well-qualified and occupationally experienced staff. Recipes are clearly reproduced and learners have good access to catering magazines and a broad range of books to help stimulate their interest in cooking. There is a strong emphasis on food hygiene and this is reinforced through posters and regular visits and instruction by the prison hygiene co-ordinator. The kitchen is clean and tidy and well equipped, and learners have good access to a well-resourced theory classroom adjacent to the kitchen. Learners in both areas are taught how to conduct themselves with respect for others and this is thoroughly reinforced throughout their programmes.

74. There is adequate support for learners who need additional help with literacy and numeracy. This is taught by specialist staff in the education department. Learners are given good individual support by staff in PE and catering, and offenders who are already qualified are encouraged to teach those who are not. Key skills are well integrated with both areas, and learners are encouraged to gain key skills as part of their programme. A recently revised timetable has been introduced for learners in the kitchen to give them two days off each week and allow more time for additional study or sport.

75. Assessment and verification are satisfactory in both areas. In catering, this is carried out by staff from Stratford-upon-Avon college and is well planned and organised. At the previous inspection, there were no qualified assessors working in the kitchen. This has improved and there are now five. Most assessments in catering are carried out by these assessors and then thoroughly checked by staff from the college. Internal verification is currently carried out by the college, although the prison hopes to either recruit or train their own internal verifier soon. In PE, assessment is carried out by suitably qualified assessors in the department. Test papers for the short courses in essential first aid and food hygiene are thoroughly marked and checked.

76. There are poor individual learning plans and reviews in PE. However, learners'

reviews in catering are generally well recorded and short-term targets are clear. These are carried out by staff from Stratford-upon-Avon college during their assessment visits. Learning plans and reviews in PE are often not signed by the learner and target-setting and action plans are often vague and perfunctory. Reviews do not take place regularly and in some cases, no reviews have been carried out. This has been identified by staff, and newly devised learning plans and review forms have been written. These were introduced for the learners on the level 1 NVQ in sport and recreation at the time of inspection, although it is too early to see the effect.

Leadership and management

77. There are particularly good links between the PE department and the department who offer offending behaviour programmes. Collaboration between staff is excellent and a well-developed programme of sporting activities is used effectively to promote enhanced thinking skills and develop team working with offenders.

78. The catering programme is well managed. There is now clear communication between the kitchen staff and education. Kitchen induction is thorough, and learners have to work for three months in the wash-up and on cleaning duties before working on food preparation and cooking. Learners are carefully assessed during this time to ensure they are trusted and they also have to complete the basic food hygiene course. There are clearly written plans to introduce a cleaning qualification for learners during this induction period. Learners in the kitchen are encouraged to take on additional study and several are doing other courses including Open University programmes. The kitchen timetable has recently been revised to take account of this.

79. Most learners have a good understanding of equality and diversity. This is reinforced during their induction and again throughout their course. There is a high level of respect between offenders and staff and learners understand they will be treated fairly. Since the previous inspection, the choices for healthy eating on the menu have improved. Learning materials are clearly printed and easy to read for learners.

80. Quality assurance of teaching and learning is new and observations have only recently been carried out on the food hygiene course. It is too early to see the full impact of this. No observations have yet taken place in the kitchen and this was identified at the previous inspection. In PE, peer observations are carried out and clearly recorded, although these are not regularly carried out. A recently devised timetable of observations has been introduced in this area to rectify this. Since the previous inspection, regular quality checks are made of the cleanliness of wing kitchens and these are clearly recorded using a 'traffic light' system to highlight problems.

Foundation programmes

81. The training in foundation programmes is satisfactory.

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

Strengths

- good individual coaching
- very effective teaching and learning strategies on social and life skills programmes
- particularly effective target-setting for literacy and numeracy

Weaknesses

- inefficient use of resources
- inadequate use of data

Achievement and standards

82. Data is not available to measure achievement against the number of learners who started courses, it is only available for those entered for examinations. The pass rates on examinations are satisfactory. The pass rate of national tests at level 2 in literacy and numeracy is 64 per cent and 65 per cent respectively. Eighty-four per cent of learners achieve literacy entry level qualifications and 79 per cent achieve numeracy at the same level. In 2004-05, the prison met its key performance targets for basic skills courses and is on target for 2005-06. However, attendance at literacy and numeracy sessions is low. Analysis of one week indicated only 67 per attendance at literacy and numeracy sessions. Punctuality at sessions is poor with some learners arriving up to 20 minutes late.

Quality of education and training

83. Learners receive good individual coaching in literacy and numeracy sessions. Learners are allocated a link tutor who manages individual learning in a workshop environment. Tutors ensure that topics and task-based activities are relevant to learners' cultural backgrounds and interests. For instance, in ESOL, learners discuss different food and menus relating to their own culture, and in literacy lessons, learners' discussions centre around their personal interests such as football teams. Tutors use a good range of coaching methods for all levels of literacy and numeracy. Learners are encouraged to negotiate and influence their own learning. They are supported in the production of personal letters in literacy sessions, which are then subject to normal prison security procedures. Working relationships between tutors and learners are productive and very respectful. Learners clearly enjoy learning sessions and are motivated to work individually. In some outreach work, tutors make good use of word games, questioning, writing and reading activities to develop entry-level reading skills.

84. Teaching and learning strategies used in the 'fathers inside' course are very effectively meeting a wide range of learners' needs. Learners are well motivated and sessions are lively and stimulating. Individuals quickly develop a team approach and show obvious support of their peers. Role play is used sensitively from which learners identify key learning points related to their own experience of family visits and how they interact with their children. There is good interaction within the group in response to role-play, to real-visit situations and constructive discussion on how shortage of time affects the experience of the visit. Learners are able to identify how their own visits could be improved by better planning. Learners value their increased ability to communicate with their children, for example through the use and understanding of open questions. Learners are well supported by their tutors and attendance on this course is good. There are good initiatives to use learners' skills in art to provide a booklet for children to inform them of what to expect when they visit their father in prison.

85. Target-setting is still used effectively to plan and review literacy and numeracy development. Detailed diagnostic assessment results are used to plan individual learning and learners are set appropriate long- and short-term targets. Learners' progress towards targets is well recorded following each learning session and records include comments from tutors and in some cases from learners. Learners make appropriate progress towards their targets. Regular reviews of progress take place after 30 hours and new targets and learning plans are negotiated with learners. However, in some newly introduced outreach provision, target-setting and individual planning of learning is less developed. Few individual learning plans contain specific targets for achievement. Where they exist, many details are missing and targets are not specific enough. Not all staff have received training in the use of individual learning plans.

86. The range of foundation programmes is satisfactory. Accredited courses are available at entry level to level 2. Learners can choose from an appropriate range of programmes covering literacy, numeracy, ESOL, parenting and developmental art work. Appropriate support is provided for learners. Learners' literacy and numeracy skills are assessed during induction and the results are relayed to appropriate staff in workshops and work areas. Learners who need literacy, numeracy and/or ESOL support are provided with a named tutor in education who is responsible for providing appropriate advice, guidance and support. Learners who are unable to attend education, such as those in the segregation unit, health care and vulnerable offenders' areas are allocated a mentor to support them. Appropriate specialist resources are available for learners with physical disabilities.

87. Recently installed computers in the main education department are not yet fully used to develop literacy, numeracy and ESOL skills. ICT is used in literacy and numeracy workshops for diagnostic assessment and for learners to type letters for personal purposes. Specific software packages are not available for skills development in literacy, numeracy, language and listening skills. Little use is made of ICT in ESOL sessions. Not all staff have received training in ICT to enable full effective use. Developmental art is restricted to two-dimensional work as the equipment is limited. Learners who are trained in outreach locations do not have access to the same standard of resources as those in

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the main education block. Learners in outreach locations do not have full access to ICT resources for diagnostic assessment and skills development activities. Outreach training has recently been introduced and plans are in place for improvement. On one wing a dedicated training room is currently being installed with laptop computers and training facilities.

Leadership and management

88. Management of the curriculum area is satisfactory, however there is insufficient use of data to make decisions. Data is not used to analyse trends related to achievement and retention of different groups of learners. Systems to monitor and manage attendance and classroom efficiency are ineffective. Waiting lists are not updated or used effectively. The department acknowledges deficiencies in the use of attendance systems and data to analyse achievements.

89. There is an appropriate range of accredited courses from entry level to level 2. Access and participation is satisfactory. All learners have their needs assessed at induction and the results are appropriately used and communicated.

90. Many staff have received in-house training in skills for life and individual planning of learning. Two members of staff have recently been observed teaching as part of a formal assessment of the teaching qualification they are studying for. A newly appointed co-ordinator has responsibility for carrying out peer observations of the remaining staff. Equality of opportunity is well promoted.