

# INSPECTION REPORT

## HMP Swansea

08 April 2005



ADULT LEARNING  
INSPECTORATE



Arolygiaeth Ei Mawrhydi Dros Addysg  
A Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate  
For Education and Training in Wales

## 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 aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training 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.

### Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

# INSPECTION REPORT

## HMP Swansea

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Swansea is a category B local prison in the city of Swansea. It holds adult male offenders remanded in custody from the courts, together with convicted and sentenced offenders. There are no young offenders. The prison was completed in 1861 and is currently undergoing a major renovation of the health care unit and of B wing, which will become a designated resettlement wing.

2. HMP Swansea's catchment area stretches from Aberystwyth to Merthyr Tydfil and includes all courts in the Dyfed, Powys and South Wales police areas. Offenders are treated as category B until classified otherwise. The prison's population can vary between 300 and 400 at any one time with some 10 per cent of the population subject to daily movement to and from courts. At any one time, roughly 55 per cent of the offenders have been sentenced, 16 per cent have been convicted and are awaiting sentence, 10 per cent are on remand, 14 per cent are attending court and 5 per cent are on license or recalled. At the time of inspection there were 385 offenders. Very few offenders are from minority ethnic groups and very few are native Welsh speakers. On average some 50 per cent are under 29 and 82 per cent under 40. Thirty-five per cent are present for less than one month, 16 per cent for one to two months, 30 per cent for two to six months, 11 per cent for six to 12 months, and only 7 per cent more than a year.

3. There are approximately 120 uniformed discipline officers and 130 civilian workers at HMP Swansea. The senior management team comprises 10 members including one from the Probation Service. Nine learners are on construction programmes, 47 on information and communications technology (ICT) programmes, and 94 are on foundation programmes.

4. The prison follows the core prison curriculum, focusing on literacy, numeracy and language, key work skills, social and life skills, and basic ICT, from entry level to level 2. There is work for wing cleaners, and in the kitchens, gardens, and prison workshops, and additional accredited programmes are offered in the gym. Offenders are given an initial screening assessment on entry to the establishment to determine their literacy, numeracy and language skills, and offered support in the segregation and rehabilitation units, as well as in the education department. There are links with the Prison Reform Trust, colleges, and a university. Education is supplied by Coleg Gwent and offered part time. There are no formal arrangements to provide on-wing or in-cell support for learning. Plumbing training is provided by an external agency through matched funding from the European Social Fund (ESF), and provides taster and level 2 programmes.

### OVERALL EFFECTIVENESS

**Grade 4**

5. **The overall effectiveness of the provision is inadequate.** HMP Swansea's leadership and management are inadequate. Its approach to equality of opportunity is satisfactory, but its arrangements for quality improvement are inadequate. Training is good in construction and satisfactory in ICT. Training on foundation programmes is inadequate.

**6. The inspection team had some confidence in the reliability of the self-assessment process.** The process is very new in the prison, with the first report produced in July 2004 by the previous head of learning and skills. It was not updated for the inspection. The post of head of learning and skills has been vacant since December 2004 and no progress has been made in the self-assessment process. Self-assessment is not an integral part of the prison's development and does not include all subcontractors or education and training sections.

**7. The provider has demonstrated that it is in a poor position to make improvements.** There is no head of learning and skills and no key members of staff to initiate improvements. There is little co-ordination of learning and skills development and there are no clear strategies for improvement. Most learning and skills staff have not had recent updating either in developments in teaching and learning or in their subject areas. Current quality improvement policies and procedures are inadequate to drive forward improvement.

## KEY CHALLENGES FOR HMP SWANSEA:

- develop strategies to improve the management and co-ordination of learning and skills provision
- improve arrangements for the initial assessment of learners' literacy, numeracy and language needs
- improve the education curriculum to provide a wider choice of courses at appropriate levels
- make the collection and use of management information more effective
- develop and implement a range of quality improvement measures

## GRADES

*grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate*

Leadership and management		4
Contributory grades:		
Equality of opportunity		3
Quality improvement		4

Construction			2
Contributory areas:	Number of learners	Contributory grade	
<b>Building services</b>		2	
Other government-funded provision	9	2	

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i>		3
Other government-funded provision	47	3

  

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		
Other government-funded provision	94	4

## ABOUT THE INSPECTION

8. ICT, construction and foundation programmes were reported on and graded. Evidence was examined from other areas of employment including hospitality, sport, leisure and travel, and from the industrial contract workshops. These were not reported on and graded separately but were used to support judgements in the key findings section of the report. There were no visits to the prison before the week of inspection.

Number of inspectors	4
Number of inspection days	18
Number of learners interviewed	108
Number of staff interviewed	15
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	3
Number of visits	1

## KEY FINDINGS

### Achievements and standards

9. Achievement rates for all areas of learning are broadly satisfactory. **Most learners who are entered for ICT qualifications achieve a pass.** Learners on the plumbing course are making good progress through their training and are passing both practical and background knowledge assessments at a satisfactory rate. Two learners have recently achieved a national vocational qualification (NVQ) in sport and recreation at level 2. **Attendance rates are high and learners' punctuality on courses is particularly good at over 90 per cent.** The retention rate is high on the plumbing course. Most early leavers are transferred to other establishments or released.

10. **Learners on the plumbing course produce particularly good portfolios**, including well-presented photographic evidence. **They also achieve high standards of practical skills** in a relatively short time. Those on ICT courses develop good basic computer skills in a supportive workshop environment. However, it is difficult for them to achieve higher level skills because of the **limited range of software available** to them. Learners on literacy and numeracy courses such as the snooker initiative develop good personal and social skills through working with staff and other learners.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Construction	0	1	0	0	1
Foundation programmes	0	3	3	2	8
Information & communications technology	0	1	4	0	5
<b>Total</b>	<b>0</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>14</b>

11. Teaching and learning are satisfactory on most programmes, although **some teaching staff use a limited range of teaching styles**. In ICT classes, tutors make good use of a workshop approach to supporting learning. Learners on the plumbing course benefit from using plumbing resource materials to learn key skills. **Practical teaching on the plumbing course is of a high standard** with good verbal and written feedback given to learners following assignments. Learners are motivated and purchase their own textbooks to supplement those provided by the prison. **There is little use of information learning technology in ICT classes and the range of programmes above level 2 is narrow**.

12. **Education, training and prisons officers give good personal and training support**. This is evident throughout the establishment, and attendance and punctuality rates are very high. At a monthly market place on a wing, staff and representatives of external agencies come together to provide opportunities for learners to discuss their personal and educational needs. These events are well attended. Staff in the contract textile workshop encourage learners to use the computers to develop their ICT skills, and provide support when required to help them write letters home. Learners are supported well in the physical education (PE) department, where staff play a key part in helping them develop social skills through structured accredited sports programmes.

13. A satisfactory range of assessment methods is used for all courses. Portfolios are well constructed and contain a variety of evidence. Learners on the plumbing programme are trained by staff from an external training organisation and formally assessed at the organisation's main office in Caerphilly. Basic food hygiene training is provided but not formally accredited. Assessments for NVQs in sport and recreation are carried out in a satisfactory manner by qualified PE assessors.

14. Resources to support learning and skills are satisfactory and include modern, up-to-date computers and software. The plumbing practical training workshop provides sufficient space for training and assessment. However, **when learners are carrying out tasks with long lengths of pipes or using oxyacetylene and blow torch equipment, they work too close to each other** without adequate screens to protect them from the equipment.

15. **Arrangements for initial assessment of literacy, numeracy and language skills are inadequate**. All offenders are given screening assessments within 24 hours of arriving in



the prison. They are often given the assessment paperwork, with an explanation, before breakfast or before they have had their medication, with a request to complete it within a couple of hours. They complete the documents unsupervised, often in cells which are occupied by more than one person. Those who decline the screening, and do not attend education, PE or work in the textile workshop, are given no further chance to be screened. Diagnostic assessment is carried out thoroughly in education.

**16. The provision of literacy and numeracy teaching is inadequate.** There are insufficient courses to meet the needs of those learners requiring support. There is no provision in English for speakers of other languages (ESOL), and staff rely on informal support from their colleagues and from offenders who speak additional languages.

**17. In literacy and numeracy classes there is good use of individual learning plans,** but staff in other areas use photocopied action plans for each learner and do not use them to monitor and review individual learning. Systems for reviewing progress on the plumbing course are good and reliable, but **information about learners' progress is not shared between the staff teaching key skills and those responsible for developing and monitoring learners' practical plumbing skills.**

### Leadership and management

**18. All staff work hard to provide an encouraging environment for teaching and learning.** Staff are supportive and make sure that learners get to classes on time. In the workshops, staff are keen to help learners develop practical and social skills. They often walk among the learners, helping by holding pieces of work while learners carry out practical activities. Staff show interest and encourage learners to explain what they are doing. This helps build relationships and develop communication skills.

**19. Staff from external agencies are integrated well with the prison and provide good support to learners.** There are strong informal links between support agencies and the education department. One of these has resulted in the snooker initiative, which encourages participation in literacy and numeracy programmes. Education staff and those from the external agency work alongside each other providing learners with a wealth of experience and expertise. There are **close and effective links with the rehabilitation and resettlement units**, although literacy and numeracy teaching staff in these units work independently of the education department.

**20. HMP Swansea has no clear strategies to manage and co-ordinate learning and skills.** At the time of inspection there was no head of learning and skills, although the recruitment process was well underway with interviews due to be held in the next few weeks. A senior operational manager is the acting head of learning and skills, but his role and responsibilities are unclear and much of the management of the education provision is left to the education manager. **Staff appraisal is inadequate and there is no structured training and development plan for staff.**

**21. The management and quality assurance processes relating to the education subcontractor are ineffective.** Staff from Coleg Gwent have only visited the prison twice in the past 12 months to monitor the contract. The prison relies on external inspection reports on its subcontractors as a measure of the quality of the service being provided. There are few internal quality assurance arrangements.

22. The prison makes **insufficient use of management information to monitor education and training**. There is poor recording of achievement particularly in ICT, and no quality targets are set other than the Prison Service's key performance targets. There are no comparisons of achievement or participation between different groups of learners, and no accurate data on how long offenders stay in the prison. The results of initial assessment are unreliable and do not provide the prison with a real picture of the needs of individual offenders.

23. There are **inadequate arrangements for quality improvement**. A quality improvement group has recently been formed but it has no clearly defined role or responsibilities. **Communications on quality improvement are informal** and are not always recorded. Actions identified to support improvement do not include timescales and responsibilities. Education departments and training areas operate in isolation and there are no structures in place for staff to share best practice.

24. Assessment and internal verification processes are satisfactory. Documents are clear and there is evidence that feedback arising from reports is acted upon effectively and efficiently. However no one in the prison oversees the process or monitors follow-up actions, apart from the member of staff directly involved with the assessment process.

25. **The self-assessment process is inadequate and does not involve all staff or areas of learning**. There is insufficient use of learners' feedback to plan quality improvement. The current self-assessment report is the first and was completed in 2004. It has not been updated. Judgements on the provision were inaccurate and some of the key weaknesses identified during inspection were not identified in the self-assessment report.

## Leadership and management

### Strengths

- particularly good links with external agencies to develop learning and skills
- good promotion by staff of an environment which encourages learning

### Weaknesses

- inadequate management strategies to support the development of learning and skills
- inadequate arrangements to assure the quality of learning and skills development
- insufficient sharing of best practice across education, training and work activities to support continuous improvement
- no routine collection or use of management information to set targets for improvement

## **Construction**

### ***Building services***

**Grade 2**

#### *Strengths*

- good development of learners' practical skills
- good range of practical training activities to support learning
- particularly good monitoring of learners' progress
- good opportunities for progression to further training and employment

#### *Weaknesses*

- insufficient space for some practical workshop activities
- inadequate personal protective clothing
- little sharing of individual learners' progress between key skills and vocational training staff

## **Information & communications technology**

### ***Using IT***

**Grade 3**

#### *Strengths*

- good achievement of ICT skills at entry level, level 1 and level 2
- good attendance and punctuality
- well-managed and taught workshops to develop learners' basic ICT skills

#### *Weaknesses*

- little variety of teaching and learning activities to reinforce learning and test understanding
- insufficient provision for learners to progress beyond level 2

## **Foundation programmes**

#### *Strengths*

- good action-planning and reviews of learners' progress
- innovative approach to encouraging participation in literacy and numeracy
- good individual support for learners

#### *Weaknesses*

- insufficient variety of teaching and learning activities in literacy and numeracy lessons
- unsatisfactory arrangements for initial assessment
- inadequate support for learners with specific learning needs
- insufficient literacy and numeracy provision

## **WHAT LEARNERS LIKE ABOUT HMP SWANSEA:**

- the care and support from prison officers and training staff
- learning to play snooker, especially the angles and how to score
- learning woodwork and how to do plumbing, 'first real skill I have ever got, looking forward to going on site to have a real go'
- being able to type letters to my family
- the chance to go to PE, especially at weekends. The PE staff really make sure you have a good time doing exercises

## **WHAT LEARNERS THINK HMP SWANSEA COULD IMPROVE:**

- the range of courses - 'bring back the art and cookery classes and more courses to help you get a real job on the outside'
- the range of accredited courses - more courses such as general certificates of secondary education (GCSEs) and A levels
- the availability of education at weekends and in the evenings
- the planning of classes so that other sentence planning courses don't get in the way
- the amount of access to computers outside education classes, particularly on the wings
- the wages for going to work and education
- the amount of time available to play snooker

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 4**

#### Strengths

- particularly good links with external agencies to develop learning and skills
- good promotion by staff of an environment which encourages learning

#### Weaknesses

- inadequate management strategies to support the development of learning and skills
- inadequate arrangements to assure the quality of learning and skills development
- insufficient sharing of best practice across education, training and work activities to support continuous improvement
- no routine collection or use of management information to set targets for improvement

26. The prison has established particularly good working links with external agencies to support learning and skills. External training providers are responsible for training in plumbing, and literacy and numeracy on the resettlement courses. They provide excellent support to learners. A monthly market place brings together a number of support agencies including Jobcentre Plus, a national charity working with offenders, and specialist organisations for learners with specific learning difficulties. These events are well supported by staff and offenders. Although the education curriculum focuses only on literacy, numeracy, social and life skills and ICT, a few learners are being supported to take GCSEs and A levels and to work for university degrees by distance learning.

27. HMP Swansea has recently established a promising working relationship with an organisation which provides structured support for literacy, numeracy and personal development through snooker. New full-sized snooker tables have been installed on two wings and in the education department, and records show that some offenders who decline education when they come into the prison, have begun to attend lessons after taking part in this initiative.

28. The management of resources is generally satisfactory. Most ICT equipment is of a good standard and has current software installed. Library resources are adequate but there is a narrow range of educational support material, especially for those with specific learning needs. Staff are well qualified and experienced on most programmes, although some key skills staff do not hold up-to-date qualifications.

29. There are good informal working relationships between prison officers and education, training and workshop staff. However, some aspects of internal and external communications are inadequate. The education subcontractor has only visited the prison once in the past year to monitor contract compliance, and there is little support from Coleg Gwent to enable education staff to share expertise with other college staff.

30. There are inadequate management strategies to support the development of learning

and skills, and much of the provision is unco-ordinated. HMP Swansea is in the process of recruiting a new head of learning and skills. The learning and skills provision has an acting head who is a senior prison manager, and who provides a strong, supportive and dedicated approach to learning and skills. However, much of the management of the education provision is left to the education manager, who is employed by Coleg Gwent. The acting head of learning and skills is responsible for managing the plumbing initiative. Learning and skills staff work in isolation from each other, and activities are often duplicated across the establishment, for example the development of key skills on vocational training courses and in the industrial contract workshops. There is good team working in education and pockets of good work between contract workshop staff, but much of this is unco-ordinated and is being developed in isolation. There are no clear managerial roles and responsibilities or lines of communication for staff. Staff are not properly supported. There is no appraisal system, and there is no structured training and development for staff. The prison has a policy of assessing offenders' literacy and numeracy needs within 24 hours of their arrival. The assessment paperwork is often given to offenders while they are waking up, before breakfast and medication, and in an uncontrolled environment. Offenders are allowed to take the assessment in their own cells, with no supervision to ensure that they complete it without help. Those who decline an assessment and do not elect to go to education, PE or the textile workshop are not given any further opportunity for assessment. The diagnostic assessment carried out in the education department is thorough and is used to devise individual learning plans. Further literacy and numeracy support is given by staff in the resettlement unit, but these staff are therefore not employed by the education department and not monitored. Dyslexia assessment is available through an external agency but there is no structured support after assessment. There are no ESOL classes, although a few offenders need them.

### **Equality of opportunity**

### **Contributory grade 3**

31. Staff at HMP Swansea promote and value learning and skills, and encourage a relaxed, supportive environment. There is good access to education or training for all offenders who want it. Education and training are well supported by prison officers, offenders are readily escorted to their courses and there are good relationships between education and prison staff. Offenders are told about the opportunities for learning and skills development early in their induction. There are extremely good levels of attendance and punctuality for all classes. There is an effective policy for dealing with inappropriate behaviour in the prison that is clearly followed in education and training. Prison wing staff are actively involved in education and training, for example by providing the new resettlement packages.

32. The education department is accessible to learners with restricted mobility. There is insufficient support for some learners with specific needs. Staff have not had enough training in this area and there are some inappropriate responses to identified disability. For example an offender with visual impairment was questioned about his needs in front of another offender, and offered inappropriate assistance. Most staff have attended diversity training, and the education manager is an active member of the equal opportunities and race relations committees and is the disability liaison officer. Information on aspects of equality and diversity is clearly displayed in the prison, in some cases using pictures, or languages other than English.

33. Education and training are offered to all offenders, and all those who have been suitably risk assessed and who wish to participate may do so. There are very short waiting

lists and some offenders join courses within two days of entering the prison. Open learning is available, but there is no strategy to widen its uptake and very few offenders are currently using it. Those on the vulnerable offenders' wing only have the opportunity to attend education or training for one day a week. There is little provision for offenders deemed unsuitable to attend the departments, and the range available does not meet the needs of all potential learners beyond levels 1 or 2. Some have repeated previous qualifications in order to continue with education, or have been unable to continue with qualifications started at another prison.

34. HMP Swansea collects self-declared information on disability and distributes this to all departments including education and training. However, it does not monitor learners by disability, ethnic group or category. The information collected is not always used, so that one potential learner with a visual impairment, who had been in the prison for two weeks when he arrived in the education department, did not have immediate access there to provision to meet his needs.

35. There is no specific ESOL provision in the prison. There are only four offenders who do not speak any English and their communication needs are being met by other offenders or by staff who speak the appropriate language. Some posters on equality and diversity issues display information in a range of languages. Library facilities for offenders who do not read English are poor, with few books in other languages.

36. There is a range of links with outside agencies to improve the support available to learners. These include a trust working with those with dyslexia. Job points are used to raise learners' awareness of jobs available in the area on their release, and are further supported by a Jobcentre Plus worker. A new resettlement programme has been developed by the Jobcentre Plus worker, and staff on the resettlement wing have been trained to use this. A recent initiative, the market place, offers access to pre-release advice and guidance, and is well used by offenders, but the information is restricted to the district immediately around the prison and is of little use to offenders from outside the area.

### **Quality improvement**

### **Contributory grade 4**

37. Quality improvement arrangements for education and training at HMP Swansea are inadequate. There are a number of quality improvement statements outlining procedures to ensure the quality of provision but the procedures are not being followed. The quality improvement calendar is incomplete, with targets not allocated completion dates.

38. The learning and skills action plan arising from the self-assessment report consists of statements of intent with few actionable plans. The self-assessment process does not promote the continuous improvement of provision. Only one report has been produced, in July 2004, and there was little involvement of relevant staff in the process. A number of reports, including the self-assessment report, identify the shortcomings in quality assurance, but there is no evidence of effective action being taken to deal with the issue. The quality improvement group has met every two months since July 2004, but it does not have a clearly defined remit to improve the quality of provision. Minutes are produced but the actions identified at the meetings are too general, have no timescales, and are not allocated to specific individuals. Few of them are related to quality improvements.

39. Monitoring of the provision against key performance targets is satisfactory with most targets met or exceeded. However, there are no other measures of performance and no



measures of quality. The prison relies too much on the quality improvement arrangements of its subcontractors. It does not measure or appraise the quality of the service provided by Coleg Gwent, the trust that works with learners who have dyslexia, or the subcontractor that provides plumbing training and assessment.

40. The education department was recently awarded the quality mark from the Basic Skills Agency. However, many of the strengths of the provision identified in the document are not backed up by supporting evidence. There are some examples of co-operative working with HMP Usk to monitor quality through the joint observation of teaching sessions. However there is no systematic observation of the quality of all teaching and learning across the prison and no sharing or evaluation of results.

41. There is no planned system to collect learners' views on education or training sessions except in the plumbing workshops. There are some examples of informal responses to learners' feedback, for example the further development of individual support in the rehabilitation programme, but the responses are not formally evaluated and no formal action plan has been developed.

42. Staff involved in education and training at HMP Swansea do not have the opportunity to share best practice. There are several examples of good practice in different parts of the prison's education and skills provision. For example, the individual action plans used in the literacy and numeracy sessions have been identified as good practice, but are not used effectively throughout the prison. There is good use of literacy and confidence development in the early stage of the rehabilitation programme that is highly effective in promoting the learners' progress with the rest of the programme. Successful learners on the programme are used well to support new entrants. This practice has not been explored to consider possible benefits to other programmes. There is some informal sharing of good practice both within the education department and with other prisons, but there is no formal system to ensure the maximum benefit to all staff and learners.

43. HMP Swansea does not routinely collect or use data to monitor the education and training programmes, or to compare the relative performance of different groups of learners, for example by category of offender, length of stay, ethnic origin, or age. It does not collect data on achievement of qualifications or use it to set targets for improvements. It does not collect data on the progress of different groups of learners in decision-making or to plan improvements or changes to programmes. The initial assessment of offenders' literacy and numeracy skills does not produce accurate information from which to determine the level of need among the offender population.



## AREAS OF LEARNING

### Construction

### Grade 2

Contributory areas:	Number of learners	Contributory grade
<b>Building services</b>		2
Other government-funded provision	9	2

44. HMP Swansea offers training in basic plumbing skills leading to an externally accredited technical certificate in plumbing and key skills in application of number and communications at level 2. An external training organisation provides the practical training, and it is funded through the ESF. The education department provides training in key skills. There is one trainer who is also an assessor. Training takes place in purpose-built accommodation, the ground floor of which is used for practical training, and the first-floor classrooms for teaching background knowledge and key skills. This is the second course to be run, and there are nine learners. The programme lasts for around 14 weeks. All learners start at the same time and spend the first month in the education department working on their literacy and numeracy skills, gaining a level 1 qualification and working towards level 2. Learners are risk assessed for release on temporary licence. They progress to a category D prison and are then able to go into the community to attend college or the training organisation to continue their training. Some learners will go out to an employer linked to the training organisation for on-site experience and to work towards an NVQ.

### **Building services**

### **Grade 2**

#### *Strengths*

- good development of learners' practical skills
- good range of practical training activities to support learning
- particularly good monitoring of learners' progress
- good opportunities for progression to further training and employment

#### *Weaknesses*

- insufficient space for some practical workshop activities
- inadequate personal protective clothing
- little sharing of individual learners' progress between key skills and vocational training staff

### **Achievement and standards**

45. Retention rates are satisfactory and improving. Of the eight learners who started on the first course, four transferred to other establishments or were released. Three have progressed to an open prison and are preparing to attend work experience in the community to enable them to gain an NVQ. One has returned to Swansea to continue training. All eight who started on the current course are still in training after 12 weeks. Those on the previous course have achieved passes in at least 75 per cent of their internal practical assessments and some 50 per cent of their background knowledge tests. Staff

have arranged for learners to go to the training provider's centre in Caerphilly for final assessments by the awarding body. Learners on the current course are making satisfactory progress through their practical and background knowledge assessments. There is no data on the progress they are making through their key skills training.

46. Learners achieve a very high standard of practical work, and their portfolios are well presented with much photographic evidence. Practical work is displayed on presentation boards and clearly shows good commercial and industrial competence. Learners show pride in their work. Learners with few previous skills can make, cut and bend pipes accurately, make joints using hemp and jointing tape, and clearly explain about pressures and testing processes within a few weeks of starting on the course. Learners attend regularly and are punctual for both the practical sessions and the key skills lessons.

### **The quality of provision**

47. Learners experience a very good range of practical activities. The trainer/assessor from the subcontractor provides well planned and interesting practical sessions with well-thought-out tasks that build on learners' previous achievements. Each learner works in a separate bay and can progress from simple pipe work to the installation of bathroom fittings and heating systems. Additional training opportunities mean that learners benefit from using oxyacetylene equipment and can practise lead flashing skills. Key skills training is well planned, and takes place in a small classroom which is equipped with good-quality ICT resources. The tutor uses relevant plumbing books and journals well to supplement material for assignments. Learners are motivated and enthusiastic and often buy their own textbooks. The training accommodation is well designed and furnished.

48. There is particularly good monitoring of learners' progress. The trainer/assessor gives learners good verbal and written feedback on their progress and reinforces learning with additional training where needed. Progress records for both practical and background knowledge assessments and assignments are colour coded and displayed well on wall charts for learners and staff to see. They clearly show where learners are in their programme and where support needs to be given. Assessment and internal verification processes are thorough and are rigorously applied. Internal verification records clearly show that observational assessments have been carried out and verified. There is good written feedback to the assessor about the quality of assessment of portfolios, and where a need for improvement is identified, the internal verifier has monitored this. Prison staff do not routinely receive copies of verifiers' reports.

49. The programme provides good opportunities for learners to progress to further training and employment. It has been developed in conjunction with a local open prison and a neighbouring employer to provide real work experience in the community, and the opportunity to gain an NVQ. The employer also provides job opportunities for learners on release. However, although there are learners at the open prison they have yet to progress onto work experience due to prison requirements on risk assessment.

50. The practical training environment is sometimes cramped and learners' work poorly planned to maximise the use of available space. This means that learners are working with blow lamps and oxyacetylene equipment in confined spaces and next to learners who are carrying out other tasks, for example cutting and bending long lengths of piping.

51. Learners are equipped with protective footwear and trousers but no protective

clothing for the upper torso. They have to wear their everyday clothes during practical training. Protective gloves are not routinely supplied.

52. The training is subcontracted to an external training organisation, and the links between it and the education department in the prison are weak. Little information about learners' literacy, numeracy and specific learning needs is passed to the subcontractor, and thus support is only given when the trainer/assessor identifies a need, and this is not formally recorded. Although learners make good progress, the key skills tutor and the plumbing trainer have little knowledge of the progress being made by learners in each other's subjects.

### **Leadership and management**

53. The practical training programme is managed well and the overall leadership and management of the initiative is satisfactory. There are plans for learners to take part in outside practical work to provide progression to other training initiatives such as New Deal. It is too early to measure the effect of these arrangements. Quality assurance arrangements are satisfactory although the prison relies on external inspection of the subcontracted training provider as a means of ensuring the quality of provision. Links between the key skills tutor and the plumbing trainer are weak, and their activities are unco-ordinated, relying on informal links to monitor learners' progress. Learners' progress is monitored well by the subcontractor but there is no formal service level agreement and the prison sets no formal targets for achievement or improvement. Learners have a satisfactory understanding of equality of opportunity and clearly understand the assessment and appeals procedure.

**Information & communications technology****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Using IT</i></b> Other government-funded provision	47	<b>3</b> 3

54. There are 47 learners in the education department following ICT courses, 18 at entry level, 20 at level 1 and nine at level 2. These courses consist mainly of an introduction to ICT with accreditation through Open College Network (OCN) units on basic software packages such as word processing, spreadsheets, graphics and desktop publishing. Some learners progress to a basic computer literacy, or a computer literacy and business technology course. There are no higher level courses. Learners usually attend one or two sessions of one and a half hours a week. There are no evening or weekend classes. There are no entry requirements for these courses and many learners have little or no previous ICT experience.

***Using IT*****Grade 3*****Strengths***

- good achievement of ICT skills at entry level, level 1 and level 2
- good attendance and punctuality
- well-managed and taught workshops to develop learners' basic ICT skills

***Weaknesses***

- little variety of teaching and learning activities to reinforce learning and test understanding
- insufficient provision for learners to progress beyond level 2

**Achievement and standards**

55. Achievements at entry level and levels 1 and 2 are good. Learners make good progress in developing a range of computer skills, mostly in using standard office software packages, such as word processing, with some spreadsheet and graphics work. Learners work mainly from their own workbooks and ask the tutor for help when they need it. They are generally well motivated and most manage their own progress well. A few learners are unable to maintain progress over the longer workshop sessions and lose concentration. Learners take tests or complete assessment exercises when they are ready. As a result, most achieve the individual units at the first or second attempt. In 2004-05, learners achieved 138 OCN units and 193 units of basic computer literacy qualification at level 1.

56. Learners have a good induction and learn safe working practices early on in their courses. These practices are discussed during induction and referred to frequently during the workshop sessions. Learners are well aware of the potential dangers of using computer equipment, such as eyestrain, repetitive strain injuries and problems due to working at workstations at an inappropriate height or with unsuitable seating.

57. Attendance and punctuality are good and learners benefit from learning in a safe and supportive environment. They are very respectful to their tutors, support staff and other learners.

### **The quality of provision**

58. All teaching and learning takes place in an ICT workshop setting. Sessions are planned and managed well by the tutor, with appropriate worksheets, exercises and tests ready for when learners need them. Learners are usually taught individually, working at their own pace from workbooks. The tutor provides a good level of individual support. This is particularly evident on the induction programme where many learners are nervous of entering education or using ICT equipment for the first time. The tutor makes sure that learners work in a safe and welcoming environment which promotes the personal development of ICT skills and also encourages learners to achieve high standards.

59. Resources for ICT are satisfactory. The training accommodation is pleasant and has an attractive range of ICT-related wall displays and examples of learners' work. It is equipped with up-to-date hardware and a small range of software which includes industry-standard operating systems and standard office software. However, it is small and is unsuitable for more than 10 learners. There is no projection equipment available to allow whole-class demonstrations of software packages. Learners do not routinely have access to a range of software such as CD-ROM materials to learn new skills, search for information or broaden their experience. Learners work from photocopied worksheets and practice tests for most of the time. Most of these materials are text based, well worn and are generally unattractive. There are computers on one wing and learners are able to use them, but the range of software is limited and there are no printers. Learners do not have access to computer equipment outside their classroom hours in order to practise their ICT skills.

60. Apart from the initial induction, when a number of learners start their courses at the same time, there is little use of paired or group work or class discussion. Learners do not have enough opportunities to discuss their work with other learners or to help each other to solve problems or to overcome difficulties which they encounter with their tasks. There is little formal teaching to the whole class or whole-class demonstration of software or ICT skills.

61. The range of ICT courses is limited to introductory levels. These meet the needs of most learners in basic office software packages such as word processing, spreadsheets and graphics. Most learners have little or no previous ICT experience, and they make good progress towards achieving qualifications at entry level and level 1. Some progress to level 2 qualifications. There are few opportunities for the more able learners to progress beyond level 2 or to study a wider range of topics such as e-mail, presentation graphics, desktop publishing or web page design, at level 2. These learners often repeat work already covered or have to rely on teaching themselves from a textbook.

### **Leadership and management**

62. There is only one tutor for the main ICT courses, and she does not have regular contact with other tutors outside the prison in order to share good practice. There is little monitoring of performance to identify good practice and areas for improvement. Data on participation, examination entries or success rates is not collected and analysed as part of the monitoring of progress and quality. Trends over time and variations between groups of

learners are not monitored or analysed. Learners' views on their education are not routinely collected. As a result, managers are unable to set targets for improvement. High standards of behaviour are actively promoted, together with equality of opportunity, to ensure that learners achieve their potential. Most learners understand equality of opportunity and their roles in relation to issues that affect them such as bullying, harassment and other forms of inappropriate behaviour. They receive information on equality and diversity during induction and this is reinforced throughout their time at the education centre.

63. The self-assessment report mentions many of the issues identified during the inspection. It does not refer to the limited range of teaching and learning activities or to the absence of management information. The shortcomings in teaching and learning activities were not identified in the classroom observations carried out internally or by college assessors.

**Foundation programmes****Grade 4**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Literacy and numeracy</i></b> Other government-funded provision	94	4

64. There are 94 learners enrolled on 114 foundation courses. All learning is part time. Courses are taught in one and a half hour sessions and most learners attend eight sessions a week. Vulnerable offenders can attend four sessions a week. Sixty-one learners attend literacy and numeracy classes and 12 study literacy and numeracy as part of a rehabilitation programme. Ten learners are enrolled on a level 2 key skills course in communication and application of number. A further eight follow a level 2 key skills course which is part of the plumbing vocational training programme. There are eight learners following a new course, supported by an external organisation, which teaches literacy and numeracy through snooker. Fifteen learners attend social and life skills courses in money management and woodwork. There is a full-time manager, a full-time deputy manager who is also the basic skills co-ordinator, and five part-time tutors.

*Strengths*

- good action-planning and reviews of learners' progress
- innovative approach to encouraging participation in literacy and numeracy
- good individual support for learners

*Weaknesses*

- insufficient variety of teaching and learning activities in literacy and numeracy lessons
- unsatisfactory arrangements for initial assessment
- inadequate support for learners with specific learning needs
- insufficient literacy and numeracy provision

**Achievement and standards**

65. Overall, the pass rate on externally accredited courses is satisfactory. The average pass rate for courses during 2004 was 90 per cent, but it was only 68 per cent on the level 2 numeracy course. Attendance in the classes observed was 76 per cent, which is satisfactory. Most absentees were unavoidably called to other regime activities or transferred out of the prison, for example on court visits or solicitors' appointments. Punctuality is good.

66. Standards of written work are satisfactory. Most learners take pride in the presentation of their work. Portfolios of completed work show a wide range of skill development at the appropriate level. However, many learners have poorly developed listening skills. During discussions, some learners show reluctance to listen to the views of others and are intolerant of views other than their own.



## The quality of provision

67. There is good action-planning and reviewing of learners' progress. Learners have weekly action plans with relevant short-term targets. They are aware of these targets and are able to explain how they relate to their long-term learning goals. For example, a learner who was working towards a level 1 literacy qualification spoke of his weakness at punctuation, which when 'sorted' would enable him to achieve the certificate. Progress towards meeting these short-term targets is reviewed and recorded each session on a personal monitoring sheet. Each week, overall progress is reviewed and new short-term targets are listed on the next week's action plan. The action plans are used effectively to plan learning which meets individual needs. Before imprisonment, one learner who had been employed fitting ceilings had had to ask his supervisor to calculate areas of composite shapes. The learner was pleased to have acquired this new skill in the classes, and felt it would give him greater confidence and independence on his return to employment. The individual learning plan is structured in a way that makes it difficult to record the development of learners' social and personal skills. For example, many learners had made good progress in developing self-confidence and using their own initiative, but this was neither recorded formally nor celebrated.

68. HMP Swansea has an innovative approach to encouraging participation in literacy and numeracy. 'Achieve now' is a 20-hour taught course, provided through an external organisation, which aims to develop snooker skills at the same time as literacy and numeracy. It acts as an introduction to learning and to the education department for learners who do not want to attend formal lessons. Learners receive a well-designed and attractively produced course manual which structures their learning. They have to complete a log of their progress, and obtain witness statements from staff saying how they have developed their skills of concentration and teamwork. The staff manual has been carefully cross-referenced to the core curriculum for literacy and numeracy so that learners can build up a portfolio of evidence which can lead to an OCN certificate. Learners and staff are enthusiastic about the programme, and the prison has provided three new full-sized snooker tables to support it.

69. Tutors give learners good individual support. In lessons where learners are using individual learning resources, tutors regularly check the level of learners' understanding and support them well to achieve their specific targets. Much individual encouragement is given in lessons, raising learners' expectations and self-belief. Learners interviewed said that staff had supported them particularly well in the early stages of their course, enabling them to take the first steps back into learning. Tutors also understand the learners' wider needs and how their social and personal circumstances affect their learning. In one class, the tutor listened empathetically to a learner who had received some very bad news from home. This approach enabled the learner, after some time, to focus on his work and benefit from the lesson.

70. Overall, resources are satisfactory. All staff have a teaching qualification and most have many years of experience in prison education. There are modern computers in the literacy and numeracy teaching rooms and in the workshops where key skills are taught. However, there is no specialist software to support literacy and numeracy learning. Teaching rooms are well decorated but most are not large enough to take more than eight learners. They are unsuitable for role-play or other creative teaching styles. There are attractive displays of work in the corridor and in some of the classrooms. This supports the purposeful



atmosphere in the education department.

71. There is insufficient variety of teaching and learning activities in some literacy and numeracy lessons. Learners often spend their time completing worksheets which have been photocopied from materials produced by other colleges and agencies. Many of the photocopies are of poor quality. Learners have very little opportunity to develop their listening and speaking skills. Although classrooms have computers, learners only use them to word process documents in order to improve their presentation. They are not used to develop literacy or numeracy skills. Learners studying numeracy do not carry out any practical activities. For example, actual measurements of surfaces are not used in the development of calculations of area. However, in a social and life skills class, a good range of teaching and learning activities was used. These included group discussion, individual research and reporting back, completion of worksheets and tutor-led presentation.

72. There are unsatisfactory arrangements for initial assessment. The education department aims to give every new offender a standardised initial screening assessment within 24 hours of arrival. Offenders are expected to complete this in their cells on the induction wing without supervision, but many fail to do so. There is no routine follow up of offenders who have not completed the assessment. It is not possible, therefore, to be accurate about the extent or nature of the literacy, numeracy and language needs of the prison population as a whole, nor of many individual offenders.

73. As the self-assessment report states, the outcomes of the initial assessment are not used to plan support for learners outside the education department. The literacy and numeracy tutor on the Achieve Now course had not been given the results of the initial assessment before the course began. She was making her own judgments as a result of simple exercises completed by the learners. All learners who attend education or who study key skills in a vocational workshop complete a diagnostic assessment which is used to devise their individual learning plan.

74. There is insufficient literacy and numeracy provision to meet the needs of offenders. Initial assessment indicates that at the time of inspection approximately 250 offenders had literacy and/or numeracy skills below level 1. Most of these do not receive support. There has been no basic skills awareness training for staff other than for those within education. The prison has been very slow to develop literacy and numeracy support in training workshops, the gymnasium, the kitchens, cleaning teams and elsewhere in the prison.

75. The support offered to learners with specific needs is inadequate. Until recently, no support was provided for those with specific learning difficulties such as dyslexia. During the inspection, a pilot programme of dyslexia support was being provided by a private contractor over an eight-day period. Seven volunteer participants had been recruited from learners already enrolled on courses in the education department. Following assessment by the professionally qualified tutor, two learners continued to receive specialist support. The others were either assessed as not being dyslexic or chose not to receive support. The two receiving support were making good progress. There are no agreed plans to repeat this short programme. No education staff are qualified to assess for dyslexia. There is no adaptive technology to support visually impaired learners.

## **Leadership and management**

76. The prison's strategy to meet the literacy and numeracy needs of all offenders is

## HMP SWANSEA

insufficiently challenging and does not include detailed operational planning. The target for 2005-06 is to meet the needs of 20 per cent of offenders. There is no prison-wide staff development plan to extend literacy and numeracy provision. Key skills training in workshops is not effectively co-ordinated with that in other workshops or in education. There has been slow progress towards the integration of key skills into vocational training. There are generally good internal communications within the education department. Quality assurance is satisfactory and the self-assessment report gives a clear picture of the weaknesses in the provision. However there is little use of achievement and retention data to plan quality improvement. There is good access to education with very short waiting lists for courses.