

INSPECTION REPORT

HMP Holme House

15 April 2005



ADULT LEARNING
INSPECTORATE

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
- **learnndirect** 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 Holme House

Contents

Summary

Description of the provider	1
Overall effectiveness	1
Key challenges for HMP Holme House	2
Grades	2
About the inspection	4
Key Findings	4
What learners like about HMP Holme House	9
What learners think HMP Holme House could improve	9

Detailed inspection findings

Leadership and management	10
Equality of opportunity	11
Quality improvement	12
Construction	15
Information & communications technology	18
Hospitality, sport, leisure & travel	21
Visual & performing arts & media	24
Foundation programmes	27

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Holme House is a category B local prison for convicted and unconvicted male adults, and unconvicted young male adults. The prison, which is located in Stockton-on Tees, was built in 1992 and serves the communities of Teesside, South Durham and North Yorkshire. The prison has an operational capacity of 998.
2. The education contract is held by New College Durham, which is required to deliver 23,000 class contract hours. It does this by running 20 different courses for about 280 offenders at any one time. The offenders in education usually attend five half-day sessions a week. Courses offered in education include art, information and communications technology (ICT) and a range of foundation programmes. At the time of inspection, the responsibility for funding education and training at HMP Holme House was transferring from the Offender Learning and Skills Unit to Tees Valley Learning and Skills Council, as part of the pilot for the integrated offender learning and skills service. The prison has not yet awarded its training and education contract for the new contract year starting in August 2005.
3. The physical education (PE) department delivers a significant amount of recreational PE and offers offenders the opportunity to gain a range of nationally recognised work-related qualifications.
4. The painting and decorating vocational training area offers accredited qualifications, as does the industrial cleaning course. The prison has recently developed a dry lining training course in conjunction with Middlesbrough College.
5. A full-time education manager and assistant education manager take responsibility for provision in the education department, and the head of learning and skills takes overall responsibility for education, training and assessment and accreditation in industries.

OVERALL EFFECTIVENESS

Grade 3

6. **The overall effectiveness of the provision is satisfactory.** Leadership and management of education and training at HMP Holme House are satisfactory, as is equality of opportunity. Quality improvement is unsatisfactory. Provision in ICT, visual and performing arts and media, construction and foundation programmes is satisfactory. Provision in hospitality, sport, leisure and travel is unsatisfactory.
7. **The inspection team had some confidence in the reliability of the self-assessment process.** A broad range of staff are involved in the self-assessment process, and judgements are made against each of the key questions in the 'Common Inspection Framework'. However, the self-assessment process is insufficiently self-critical, and some areas of learning, and aspects of leadership and management, are not given a discrete grade. The self-assessed grades are higher than those given at inspection.

8. The provider has demonstrated that it has sufficient capacity to make improvements.

The quality improvement group is used effectively. The group meetings provide an effective forum for sharing good practice and reviewing progress against the self-assessment development plan. The development plan covers all issues raised in the self-assessment report, but the outcomes are not specific enough. The implementation of quality improvement across the provision is incomplete. The quality improvement group has overseen the development of a handbook for the quality assurance of education and training across the prison, but this has only recently been distributed. Observations of teaching and learning have only recently been introduced in some areas and there is no overview of the quality of teaching. The use of learners' feedback is not sufficiently developed. Internal verification is unsatisfactory in two areas of learning. Monitoring of subcontractors is satisfactory.

KEY CHALLENGES FOR HMP HOLME HOUSE:

- improve the availability of education and vocational training
- develop more effective and consistent use of individual learning plans and progress reviews
- improve classroom accommodation and learning resources outside the education department
- develop an effective and coherent strategy for promoting the use of ICT and information learning technology (ILT) across the prison
- fully implement the quality assurance system and ensure it is used consistently and effectively across the prison
- review the organisational structure of the education department and clearly identify a manager for each curriculum or subject area
- improve the range of courses to meet the needs of all learners and offer clear progression routes
- ensure that up-to-date, accurate and appropriate management information is available and used
- ensure that all education and training staff receive regular anti-bullying training
- continue to build on work with external agencies

GRADES

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

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

Construction			3
Contributory areas:	Number of learners	Contributory grade	
<i>Other contributory areas</i> Other government-funded provision	32	3	

Information & communications technology			3
Contributory areas:	Number of learners	Contributory grade	
<i>Using IT</i> Other government-funded provision	45	3	

Hospitality, sport, leisure & travel			4
Contributory areas:	Number of learners	Contributory grade	
<i>Leisure, sport and recreation</i> Other government-funded provision	31	4	

Visual & performing arts & media			3
Contributory areas:	Number of learners	Contributory grade	
<i>Arts</i> Other government-funded provision	41	3	

Foundation programmes			3
Contributory areas:	Number of learners	Contributory grade	
<i>Other contributory areas</i> Other government-funded provision	300	3	

ABOUT THE INSPECTION

9. In addition to leadership and management, the areas of learning inspected and graded were ICT, PE, art, construction (painting and decorating, dry lining and industrial cleaning), and foundation programmes (including social and life skills, preparation for work and home management). Inspectors also collected evidence and made judgements on the library, provision in manufacturing, and developments in gardening. At the time of inspection, courses in carpentry were suspended as there were insufficient staff.

Number of inspectors	6
Number of inspection days	25
Number of learners interviewed	128
Number of staff interviewed	47
Number of subcontractors interviewed	8
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	13

KEY FINDINGS

Achievements and standards

10. **Learners produce work to a high standard and there is good achievement in several areas.** On construction programmes, such as painting and decorating and dry lining, there is good skills development and learners produce work to industrial standards. In art, where there is good display and promotion of learners' work, the standard of technical and creative work is good. In PE, the achievement of vocational awards is good with 183 sports awards being achieved in the past 12 months. On foundation programmes there is good achievement in social and life skills courses. On ICT programmes, learners develop good practical skills and the standard of work is high. Achievement in this area is good and improving.

11. Achievement rates vary widely in some areas of learning, particularly on foundation programmes, and it is too early to make judgements about achievement in areas such as the dry lining course where the programme has only recently been introduced.

The quality of provision

12. The standard of teaching and learning in observed classes is overall satisfactory. Of the 26 lessons observed, 38 per cent were good, 54 per cent were satisfactory and 8 per cent were inadequate. Tutors give appropriate support and guidance to learners.

13. There is **good availability of literacy and numeracy support** across the prison. This provision extends beyond the education department, into the vulnerable prisoner unit, industries, vocational areas and the drug therapeutic community. There is also **good integration of key skills with vocational training**. In construction, for example, education staff work well with vocational instructors to effectively integrate basic and key skills into a

vocational context. In PE, assessment criteria for a range of key skills have been cross-referenced to vocational activities and learners are now achieving key skills at levels 1 and 2.

14. Assessment and verification for accredited training are, overall, satisfactory. However, **in construction courses, learning plans and progress reviews are not effectively used to help learners complete their qualifications.** Short-term targets are not set and progress towards completing qualifications is not sufficiently monitored. In ICT programmes, individual learning plans are not updated frequently enough and they do not take into account the previous experience or individual needs of learners. **Short-term target-setting and action-planning is poor in ICT.**

15. **The range of educational and work activities is insufficient to meet the needs of all offenders.** At any one time, approximately 500 offenders are not attending purposeful activity. Although there are good progression routes in painting and decorating and industrial cleaning, the provision in art is restricted to level 2 qualifications, and there are generally few opportunities for learners to progress beyond level 2 courses. There is no discrete training provision for developing language skills and staff have not been trained to deliver English for speakers of other languages (ESOL). Offenders experience disparity of pay between attending education courses and some vocational training. Learners assessed at below entry level 3 in literacy and numeracy have restricted access to educational opportunities.

16. **Specialist resources for education and training are good in painting and decorating and art.** The accommodation and specialist equipment in PE is good, but it is underused for accredited learning. Although there are good and flexible arrangements for delivering ICT programmes, the accommodation used to deliver ICT training in house blocks is unsatisfactory. There are **insufficient resources to support the delivery of literacy and numeracy** outside the education department. Insufficient learning resources are available in PE where there is one classroom, but it is used almost exclusively to carry out inductions for new offenders. There is no study area, information technology (IT) resources or sports library in the sports department.

Leadership and management

17. **The governor and senior managers at HMP Holme House are strongly committed to the reduction of re-offending through the development of offenders' learning and skills.** The recently formulated strategy document for reducing re-offending sets out a 'clear strategic pathway' for developing employment, enterprise, learning and skills. This document includes a three-year development plan for resettlement at HMP Holme House, but it does not include measurable targets, nor does it identify who will monitor progress.

18. The learning and skills development plan is comprehensive and detailed, but the various sections of the plan are not cross-referenced to the strategic objectives, and the dates for reaching milestones are too vague. The action plan for strategic objectives does not have quantifiable targets and it has not been updated since December 2004.

19. The prison has developed **good and productive links with a very wide range of external organisations.** This collaborative work supports many aspects of offenders' education and training, during and after leaving HMP Holme House. External partners recognise that the governor and senior managers are committed to working with their

organisation to the benefit of offenders, and that staff and managers in the prison are responsive and co-operative. Some of these agencies are represented on the prison's resettlement policy group and are aware of the range of activities supported by other organisations. However, some feel they could be better informed about the work of other agencies and the possibilities for sharing good practice.

20. The overall leadership and management of education and training are satisfactory. However, the **management of provision at the operational level is inconsistent, and the organisational structure is unclear**. In PE, for example, there is weak curriculum management, and in art there is inadequate quality assurance of training. There is insufficient clear leadership in ICT where no single member of staff has overall responsibility for the management of the area, or for curriculum planning and development. The target-setting and action-planning is weak in ICT. There is no overall strategy for the development of ICT across the education and training provision. Programme planning for the dry lining course is ineffective. The use and effectiveness of individual learning plans and progress reviews is also unsatisfactory in construction and varies across the prison. In foundation programmes the planning and reviewing of learning is inconsistent.

21. **Equality of opportunity is well promoted throughout the prison**. Learner representatives from each class attend focus group meetings with education staff to discuss issues relating to education. Induction to education and the prison covers offenders' rights and responsibilities, and offenders sign documents to confirm these are understood. All potential learners are provided with pamphlets which describe learning and skills opportunities, and clearly outline their rights and responsibilities. However, **staff in education and training have not received recent training relating to anti-bullying**.

22. The quality improvement group at HMP Holme House is used effectively. The group reviews progress on the self-assessment development plan and its meetings provide an effective means of sharing good practice. A handbook for the quality assurance of all education and training was distributed in March 2005. The **arrangements for quality assurance are clear and comprehensive**, but the implementation of quality improvement is incomplete. For example, the use of learners' feedback is not sufficiently developed. Internal verification is unsatisfactory in two areas of learning, where there are no sampling plans, and no records are available to show internal verification has taken place. Assessors receive little formal feedback. However, assessment is satisfactory and appropriate records are kept.

23. The **availability and use of management information is unsatisfactory**. Managers do not have access to data which will allow them to analyse learner performance over time. The numbers of qualifications achieved over a contract year are available, but records of how many learners enrolled on programmes and were registered for qualifications are not. The analysis of learner performance by intakes is being introduced, but this approach has not been fully established. Managers have accurate data on learners' attendance at scheduled classes in education, and involvement in other activities, and this is monitored over time. The head of learning and skills sets targets for managers and staff in the education department, but they do not include the monitoring of participation, recruitment, retention and achievement over time.

Leadership and management

Strengths

- good standards of work and attainment in many areas
- good and productive links with external organisations
- good availability of literacy and numeracy across the prison
- good promotion of equality of opportunity
- effective use of quality improvement group

Weaknesses

- inadequate management information system
- insufficient clarity in organisational structure of the education department
- incomplete implementation of quality improvement system
- insufficient education and training opportunities to meet the needs of all offenders
- inadequate anti-bullying training for education and training staff

Construction

Strengths

- good resources in painting and decorating
- well-structured progression routes in painting and decorating and industrial cleaning
- good integration of key skills into most vocational training
- good development of practical skills

Weaknesses

- insufficient use of individual learning plans and reviews to aid progress
- ineffective programme planning in dry lining
- inadequate availability of vocational training

Information & communications technology

Strengths

- wide opportunities for learning
- well-developed and applied skills
- good and improving achievement

Weaknesses

- insufficient clear leadership in ICT
- weak target-setting and action-planning for learners
- unsatisfactory accommodation for ICT in house blocks

Hospitality, sport, leisure & travel

Strengths

- innovative work with external agencies
- good integration of most key skills into vocational qualifications
- good achievement of a range of vocational qualifications

Weaknesses

- under used sports facilities for learning
- weak curriculum management
- inadequate quality assurance
- insufficient learning resources

Visual & performing arts & media

Strengths

- good promotion of learners' work
- good resources
- good standard of learners' work

Weaknesses

- inadequate quality assurance
- insufficient progression routes

Foundation programmes

Strengths

- good achievement on social and life skills courses
- good integration of literacy and numeracy into vocational and wider foundation programmes
- good standard of learners' work
- good progression in literacy courses

Weaknesses

- inappropriate arrangements for initial assessment
- narrow range of programmes for entry level learners
- insufficient resources to support literacy and numeracy outside the education department
- inadequate quality assurance of foundation programmes

WHAT LEARNERS LIKE ABOUT HMP HOLME HOUSE:

- having work to do in their cells
- good instructors and tutors
- small groups
- gaining practical skills
- tutors who are helpful and persevere with you
- those who want to progress, can

WHAT LEARNERS THINK HMP HOLME HOUSE COULD IMPROVE:

- more evidence on qualifications in sport
- the food
- the showers - they are cold
- the pay - it should be more
- the approach to allocations
- the applications and appeals procedure
- more frequent laundry changes
- the lessons - they are too long
- 'sentence planning so you can plan your own learning and courses'
- guidance on the range of courses in sport

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good standards of work and attainment in many areas
- good and productive links with external organisations
- good availability of literacy and numeracy across the prison
- good promotion of equality of opportunity
- effective use of quality improvement group

Weaknesses

- inadequate management information system
- insufficient clarity in organisational structure of the education department
- incomplete implementation of quality improvement system
- insufficient education and training opportunities to meet the needs of all offenders
- inadequate anti-bullying training for education and training staff

24. Learners produce work to a high standard. There is good achievement in several areas. On construction programmes, such as painting and decorating and dry lining, there is good skills development and learners produce work to industrial standards. In art, the standard of technical and creative work is good and learners with no previous experience progress quickly onto complex and challenging tasks. In PE, the achievement of vocational qualifications is good with 183 sports awards being achieved in the past 12 months. On foundation programmes there is good achievement in social and life skills courses. On ICT programmes, learners develop good practical skills and the standard of work is high. Achievement in this area is good and improving. However, achievement rates vary widely in some areas of learning, particularly on foundation programmes. It is too early to make judgements about achievement in areas such as the dry lining course where the programme has only recently been introduced.

25. The governor and senior managers are strongly committed to the reduction of re-offending through the development of offenders' learning and skills. The prison vision, articulated in the strategic plan for 2005-08, clearly states that the prison will aim to give offenders 'the best opportunity to reduce re-offending through learning, positive activity and external partnerships'. The prison strategic plan identifies the development of learning and skills as one of its key strategic priorities.

26. The recently formulated strategy document for reducing re-offending sets out a clear 'strategic pathway' for developing employment, enterprise, learning and skills. This document includes a three-year development plan for resettlement at HMP Holme House, but it does not have measurable targets, nor does it identify who will monitor progress. Since his appointment, the head of learning and skills has written a learning and skills development plan which is endorsed by the governor. Copies of the plan are held in every quality improvement group file. The plan summarises opportunities for accredited training

and lists a set of clear, strategic objectives for learning and skills. Although the plan is comprehensive and detailed, the various sections of the plan, along with associated 'milestones', do not cross-reference to the strategic objectives, and the dates for reaching the milestones are too vague. The action plan for strategic objectives does not include quantifiable targets.

27. The prison has developed good and productive links with a very wide range of external organisations. This collaborative work supports many aspects of learners' education and training, during and after leaving HMP Holme House. Several organisations are involved in delivering information, advice and guidance to learners on entering the prison, at induction, and at the job club before resettlement. The local adult education service delivers training for the driving test theory examination for learners about to be released, and another organisation continues to work with the learners after their release to develop their practical driving skills. A local college and the probation service are partners with the prison in delivering the 'stepping stones' project. This aims to reduce re-offending for learners serving less than 12 months, through helping them gain employment upon release. External partners recognise that the governor and senior managers are committed to working with their organisation to the benefit of learners, and that staff and managers in the prison are responsive and co-operative. Some of these agencies are represented on the prison's resettlement policy group and are aware of the range of activities supported by other organisations. However, some feel they could be better informed about the work of other agencies and the possibilities for sharing good practice.

28. Managers do not readily have access to data which will allow them to analyse learner performance over time. The numbers of qualifications achieved over a contract year are available, but records of how many learners enrolled on programmes and were registered for qualifications are not available. In some cases, course leaders keep accurate records of numbers starting and achieving qualifications, but others do not and managers do not require this information to be collected and used. Managers have accurate data on the attendance of offenders at scheduled classes in education, and involvement in other activities and this is monitored over time. Since his appointment, the head of learning and skills has set targets for the managers and staff in the education department. These require that the education department completes an analysis of offenders' needs and ensures that they are fully informed about the range of courses available. Targets for the collection and evaluation of data are included, but these relate to contractual issues and prison key performance targets. They do not require the monitoring of participation, recruitment, retention and achievement over time.

29. Internal communications are satisfactory and staff from the education department work well with vocational instructors in the joint delivery of training. However, some areas of learning do not have a clearly identified member of staff to lead curriculum development, manage resources and ensure that the recently introduced quality assurance system is fully implemented. There is no consistency in how staff complete individual learning plans, progress reviews, action-planning and internal verification. In ICT, there is no one to champion the use of ICT or ILT across the prison and co-ordinate initiatives.

Equality of opportunity

Contributory grade 3

30. There is good availability of literacy and numeracy support across the prison. This provision extends beyond the education department and provides opportunities in the vulnerable prisoner unit, industries, vocational areas and the drug therapeutic community.

A full-time member of staff provides dedicated open learning support across the prison to learners following independent study. One member of staff has responsibility for providing skills for life support across areas of learning such as painting and decorating and gardens. Literacy and numeracy provision is provided in the print workshop. Learners attend literacy and numeracy sessions twice a week. Learners in the drug therapeutic community receive dedicated support in literacy and numeracy and wider foundation courses. Vulnerable offenders also receive additional support in literacy and numeracy.

31. Equality of opportunity is well promoted throughout the prison and particularly in the education department. Complaints procedures, diversity and anti-bullying strategies are prominently displayed throughout the prison, including education and training. A recent diversity week hosted by the education department successfully promoted issues such as mental health, disability, cultures, foods and religions. Learner representatives from each class attend focus group meetings with education staff to discuss issues in education. Induction to education and the prison covers learners' rights and responsibilities and learners are required to confirm that these are understood. All potential learners are provided with pamphlets which describe learning and skills opportunities available to them, and their rights and responsibilities. A learners' charter is displayed in training rooms. A multi-faith room is provided for learners adjacent to the chapel. The education department has its own policy on equality of opportunity and complaints procedures. Complaints relating to education are collated and records of action taken are maintained. The education manager attends regular diversity meetings where complaints relevant to education are discussed. Quality procedures for education and training include an equal opportunities policy statement, diversity statement and learner inclusion policy.

32. The range of educational and work activities is insufficient to meet the needs of all offenders. Insufficient places are available to ensure that purposeful activity is available to all those that could attend. At any one time approximately 500 offenders are not attending purposeful activity. In vocational areas such as construction, only 40 places are available. There are few opportunities for learners to progress beyond level 2 courses. There is no discrete training provision available to help learners develop their language skills. Staff have not been trained to deliver ESOL training. Learners experience disparity of pay between attending education courses and some vocational training. Learners assessed at below entry level 3 in literacy and numeracy have restricted access to educational opportunities.

33. Between 2004 and 2005 there has been no training in anti-bullying for education and training staff. Thirty-three per cent of staff are targeted to receive training but no progress has been made to meet this. Targets for diversity training are under-achieved. Few education staff have received diversity training. The educational subcontractor does not provide training in equality of opportunity for its staff.

Quality improvement

Contributory grade 4

34. The quality improvement group at HMP Holme House is used effectively. The group meets at least every three months and includes relevant managers from across the prison who are involved with education and training. Meetings are chaired by the head of learning and skills. The group has clear terms of reference, discusses appropriate issues, noted actions and delegated responsibilities. Matters arising from previous meetings are discussed to ensure that actions are completed. This group also reviews progress on the development plan arising from self-assessment. The meetings provide an effective means of sharing good practice. The group has provided a forum for the development of the quality

framework and manual and for co-ordinating education and training across the prison. A handbook for the quality assurance of all education and training was distributed in March 2005 and the arrangements for quality assurance contained within it are clear and comprehensive. The procedures cover all aspects of training.

35. The implementation of quality improvement across the provision is incomplete. Teaching and learning observations have only recently started in all areas of education and training. Clear criteria have been established for assessing aspects of teaching and learning. No overview is yet available of the quality of teaching, and no moderation of observations has been arranged to ensure a consistent standard. The team of observers does not yet include any teaching or training staff from outside the education department. However, the education department carries out an observation of each member of the teaching staff at least once a year and observations are graded. Staff have to produce their own action plan and this is discussed at appraisal. It is not clear how this is followed up at the next observation. Staff who are given an unsatisfactory grade are observed again within three months.

36. The use of learners' feedback is not sufficiently developed. Procedures for gathering feedback have recently been established and a common survey form produced. These have been distributed to all areas so that an overall view can be obtained about the learners' experience. In education, a number of courses are surveyed each term and analysis is carried out. However, no clear action plans are produced and no overview of the learners' experience is obtained. Each class in the education department has a representative on a learners' forum which meets with the education department and a governor once a term. Learners' concerns are discussed and in the following week a further meeting is held to discuss what can be progressed. Results of the meetings are distributed to course leaders. Improvements in the provision have been made after feedback from learners and the intention is to share this practice in all areas. However, in sports, learners' feedback was not obtained from all courses and insufficient use was made of it.

37. Quality assurance is not effective across all areas. Internal verification in two areas is unsatisfactory. There are no sampling plans and no records are available to show internal verification has taken place. Assessors receive insufficient feedback. There are no internal verifiers' meetings across the prison to share good practice. Inconsistencies of approach and poor practice were noted in action-planning and in the use of individual learning plans and reviews. Poor planning and weak curriculum management were identified by inspectors as weaknesses in some areas.

38. The monitoring of the contract for the college which provides the education courses is satisfactory. The head of learning and skills meets each quarter with the college's contract manager and the education manager to discuss an education report. However, this does not include measures of retention and achievement and is confined to numbers of qualifications achieved at different levels. Updates are given on the number of teaching and learning observations and staff appraisals carried out, but no information is provided on their quality.

39. The self-assessment process is insufficiently self-critical. It is inclusive and draws upon individual self-assessment against the 'Common Inspection Framework'. It makes judgements against each of the key questions. Data and learner feedback are used in

making judgements, but no judgement is made in areas of learning on the quality of leadership and management. No specific grades were given for two areas of learning, and quality assurance and equal opportunities were not graded. The underlying evidence is not identified, and this makes the evaluation of judgements difficult. The report identifies some strengths which are no more than normal practice, and some important weaknesses were overlooked. Grades for areas of learning are overgenerous in the report. The action plan deals with all the issues identified in the report, but the outcomes are not specific. There is nothing to identify progress with the action plan, although individual actions are identified as being completed or near completion. An update on work that has taken place is given at each meeting of the quality improvement group.

AREAS OF LEARNING

Construction

Grade 3

Contributory areas:	Number of learners	Contributory grade
Other contributory areas		
Other government-funded provision	32	3

40. Vocational training courses are available in painting and decorating, industrial cleaning, and in dry lining. Dry lining is a relatively new programme delivered by a local college subcontractor. Painting and decorating and industrial cleaning are established programmes delivered by prison service staff.

41. There are 40 places for learners on vocational training courses, and currently there are 12 in industrial cleaning, 12 in painting and decorating and eight in dry lining. All learners are scheduled to attend for 25 hours a week. The duration of the courses varies and all except dry lining are run on an ongoing basis.

42. Learners in painting and decorating and industrial cleaning are able to complete a training programme which develops and assesses employability skills. They can work towards accredited qualifications through the Open College Network (OCN), and other external organisations. Learners on the dry lining programme work towards the intermediate construction award.

Strengths

- good resources in painting and decorating
- well-structured progression routes in painting and decorating and industrial cleaning
- good integration of key skills into most vocational training
- good development of practical skills

Weaknesses

- insufficient use of individual learning plans and reviews to aid progress
- ineffective programme planning in dry lining
- inadequate availability of vocational training

Achievement and standards

43. The achievement rates for accredited qualifications are improving. Of the 34 learners who have started the painting and decorating programme in the past 12 months, 12 have achieved a qualification accredited by an external organisation, and, of these, nine have also been awarded an OCN qualification. In industrial cleaning, of the 30 learners who have started within the past 12 months, 22 have completed the basic employability award, and of 11 starts, three have achieved a qualification accredited by another external organisation. Many of these achievements are recent, and learners who are currently on the programmes are making satisfactory progress towards their target qualification. The dry lining course has recently been introduced.

44. Learners develop good practical skills on all programmes. Their hand and tool skills are good. Learners on the dry lining course were observed measuring, cutting and fixing wall boards to metal frames which were level and square. Learners on the painting and decorating programme were able to prepare wall and ceiling surfaces and apply paints and wallpaper coverings to high-quality finishes. On the industrial cleaning programme, learners use equipment confidently and safely to produce a good finish on a range of floor surfaces.

The quality of provision

45. There are well-structured progression routes in painting and decorating and industrial cleaning. Learners are able to develop their competence by working through different levels of complexity. Learners are able to progress onto externally accredited qualifications at stage one and two before taking an assessor's qualification. In painting and decorating, learners are awarded an OCN qualification once they reach a basic level of competence, and then progress to an externally accredited qualification. This structure allows learners to celebrate their success and recognises different levels of achievement and competence. The process develops the learners' confidence and self-esteem.

46. The standard of teaching and learning is satisfactory. Instructors effectively develop skills and knowledge and allow learners to practise and develop their skills. Appropriate support, advice and guidance are given to learners during practical sessions, to help their understanding. Assessment and verification are satisfactory. Assessment is rigorous and fair, and appropriate records are kept.

47. Resources in painting and decorating are good and workshops are kept clean and tidy. There is a full range of practical resources which allow learners to experience a variety of different tasks. Staff are well qualified and industrially experienced, and have vocational qualifications and assessor awards. Staff who run the industrial cleaning course are also experienced, well qualified, hold industry recognised qualifications, and are strongly committed to training. Record-keeping is good with detailed information on training and assessment. Equipment used for training and assessment is to industrial standards. However, there is insufficient use of some resources. For example, the equipment used to clean external walkways, is underused and too little of this type of activity takes place.

48. Programme planning in dry lining is ineffective. Learners have not received structured background knowledge training, and they are unaware of what knowledge testing they need to complete. Very few formal background knowledge sessions have been delivered and much of the content has been given to learners as handouts with little explanation. Time is not used productively, and learners sit unoccupied for long periods of time after tools have been accounted for.

49. There is insufficient use of individual learning plans and reviews. Learning plans are not routinely updated. Short-term targets are not set or monitored and the learners' progress towards their target qualification is not regularly reviewed.

50. The integration of key skills and literacy and numeracy support into most vocational training is good. Education staff work well with vocational instructors to effectively integrate basic and key skills into a vocational context. The vocational training that takes place in workshops and classrooms makes clear allowances for the development of literacy and numeracy skills. However, this development and integration does not take place on

the dry lining course where there are no support arrangements. Education staff do not work with vocational tutors on this course.

51. The availability of vocational training is inadequate. Only 40 places are available on vocational training programmes for a prison population of approximately 1,000. There is potential to further develop vocational training places in industrial cleaning, but this is not planned. For example, many house block cleaners are not trained, and the delivery of this programme is limited to one house block. The lack of vocational training opportunities has been identified by the prison, and managers are planning to introduce additional courses in performing manufacturing operations. However, there is uncertainty as to the viability of these courses as the criteria for learner participation is related to their length of sentence. Currently very few learners meet that criterion.

Leadership and management

52. Courses are monitored and managed appropriately, and suitable records are kept. Progress has been made in developing the range of courses in the area. The needs of individual learners are well catered for through literacy and numeracy support which is integrated with vocational training, but the number of training places available on construction courses is inadequate for the population of the prison.

53. The essential quality assurance systems are in place, but they are not fully implemented. Many records are held locally with no central system used to collate management information effectively. A lesson observation system is in place. Staff receive appraisals and have attended some professional development, but this is not well planned. Meetings are held with the subcontractor responsible for the dry lining course. However, performance on this course is not effectively monitored by the prison.

Information & communications technology**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> Other government-funded provision	45	3

54. ICT qualifications are provided by the education department in the prison through a local college subcontractor. Learners are able to take nationally accredited qualifications in ICT from level 1 to level 4 on a unit or qualification basis. Learners are able to progress between levels in lessons. Learners join one of three courses offered, on a full-time basis in a training workshop, part time in the education department, or specifically for vulnerable offenders in their house block. Learners are also able to attend a key skills course which offers the opportunity to gain ICT units. All courses are run by the education department. At the time of inspection, 45 learners were attending ICT courses.

Strengths

- wide opportunities for learning
- well-developed and applied skills
- good and improving achievement

Weaknesses

- insufficient clear leadership in ICT
- weak target-setting and action-planning for learners
- unsatisfactory accommodation for ICT in house blocks

Achievement and standards

55. Learners' achievement is good and has improved between 2003-04 and 2004-05. During 2003-04, the overall number of units achieved at all levels was 554. In the first 11 months of 2004-05 this increased to 678. Very few learners who take a unit fail, and pass rates for specific units are typically around 80 per cent or over, although rates vary from unit to unit. Retention rates are over 90 per cent when adjusted for those learners who leave for operational reasons.

56. Learners attain good practical ICT skills and the standard of work is good. Some use their skills to develop applications for businesses they intend to run on release. Some have achieved qualifications at other establishments and use the opportunity to refresh their skills. When learners have completed qualifications they use their skills to update learning materials and develop teaching aids to support future learners. For example, one learner produced a board containing computer components, which was clearly labelled to indicate their purpose. Some act as orderlies and support other learners. Another learner developed a well-designed electronic presentation on a taxi service.

The quality of provision

57. Teaching and training are satisfactory. ICT is offered through supported study where learners work their way through exercises and eventually take examinations or timed assessments. Teachers support learners through individual coaching. Tutors are quick to provide support and learners ask for support when necessary. The materials are clear and easy to follow and learners progress well. Learners are generally well motivated but some are slow to start work and are not well disciplined. This not always well controlled by tutors. Efforts are made to introduce different activities to keep learners' interest. Tutors are very patient with learners, and learners from all backgrounds and a wide range of abilities work harmoniously.

58. Target-setting and action-planning for learners are poor. No specific targets are set for learners and no review of their achievement and planning for the next session takes place. Learners are not sufficiently challenged and some lose focus on their tasks. Although individual learning plans are drawn up when learners start, they are not working documents and are not sufficiently individualised to take account of learners' previous experience or needs. Targets are generally restricted to achievement of specific units.

59. Good arrangements have been made to provide a wide range of learning opportunities. The education department provides three main ICT courses. One is sited in the education department and learners attend part time. Another takes place in an industrial environment where learners gain ICT qualifications then move to a workshop which produces large print material for the visually impaired. The third course is in the house block for vulnerable offenders where a set of laptop computers are taken to the learners' house block. Learners can take a good range of ICT units at up to four levels. Units can be accumulated towards full qualifications or a range of units can be put together to meet specific needs. Learners are also able to work towards literacy and numeracy awards and can carry out projects on which they can practise their ICT skills. The job club uses computers well to help learners identify possible jobs, create curriculum vitae and write job application letters. Supervised online access to the jobcentre is available.

60. Resources overall are satisfactory. Computer systems are appropriate for the courses and there are sufficient for the number of learners. However, laptop computers are used for one course, individual desktop computers in another and a networked system in another, and some learners do not get the opportunity to work with a network. Learning materials are well designed, some by the tutors and others are bought in. Often materials are adapted to meet learners' needs. However, there is no access to the internet, which restricts the range of units available. Keyboard practice software is not available for learners who are new to computers. There is no learning resource centre where learners could practise their skills outside of lessons. Some learners do not have sufficient access to the library, although staff loan out their own books to learners. Often hot drinks are made and consumed where learners are working with computers. Some rooms do not have displays of learners' work and posters to encourage interest in computing. The accommodation in the house block is unsuitable for computing. Up to 10 laptop computers and a printer are run from one overhead socket using a chain of extension leads. No effort is made to cover the exposed leads. The condition of the furniture is poor and chairs are fixed height and do not have an adjustable back support. Staff are experienced but are not sufficiently well qualified to teach at all levels, although this is being dealt with. One member of staff has just completed a teacher training course and another

is taking a nationally recognised computing course to enable him to teach across the provision.

61. Marking of assessments is generally accurate and clear, although in some cases critical errors are identified by external examiners. Staff produce a reference marking sheet to ensure consistency.

Leadership and management

62. ICT is delivered by three full-time staff who have individual responsibility for each course. Organisation of individual courses is satisfactory and good course records are kept of learners' progress. However, no one has specific responsibility for management, curriculum planning and development in ICT. The curriculum plan is weak. ICT staff meet informally but few records are taken of such meetings. There is no clear rationale why a specific qualification is taught in one course and not in others, other than the ability of staff members to teach on this provision. Record-keeping is not centralised. There is no formal system for the moderation of assessments and records are not kept of moderation. Members of staff use different learning materials which they feel meet their own purpose. External links are weak and support from the college ICT department is poor. No arrangements are made for the repair and maintenance of computers and installation of software, except when staff find the time to do so.

63. There is no strategy for developing ICT skills across the education and training provision, although computers are beginning to be provided by the prison in many areas. The self-assessment report for ICT was produced from initial course assessments which were produced by individuals. No specific grade was given. The report did not identify significant weaknesses, although some of the strengths matched those identified by inspectors.

Hospitality, sport, leisure & travel**Grade 4**

Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> Other government-funded provision	31	4

64. HMP Holme House offers a variety of accredited courses and recreational activities in sport. Courses include externally accredited courses in exercise and fitness knowledge, basketball leader, rugby union community leader, football coaching and refereeing, gym instructing, community sports leadership and weightlifting. Learners can also take an emergency life support course, a manual handling certificate, a first aid at work qualification, a national vocational qualification (NVQ) at level 1 in sport and recreation, and an NVQ at level 2 in exercise and fitness instructing. Approximately 47 per cent of the prison population of 990 offenders use the sports facilities each month. Sports facilities include a sports hall, fitness suite, weights/gym room, all-weather playing surface, and a teaching classroom. At the time of the inspection, 11 learners are following accredited courses. A much larger number are engaged in recreational sports and exercise activities each week. Courses are offered at all times of the day, evenings, and at weekends. The sports facilities can cater for approximately 100 offenders at any one time. The department is staffed by one principal PE officer, three senior PE officers and nine PE prison officers.

Strengths

- innovative work with external agencies
- good integration of most key skills into vocational qualifications
- good achievement of a range of vocational qualifications

Weaknesses

- under used sports facilities for learning
- weak curriculum management
- inadequate quality assurance
- insufficient learning resources

Achievement and standards

65. Achievement of vocational awards is good. In the past 12 months, 183 sports awards have been achieved. The number of achievers is increasing, but managers do not record how many learners start qualifications, and are unable to calculate accurate retention rates. Attendance levels are good. Most learners enrol on a 20-week programme which includes a series of sports awards covering leadership and coaching skills for volleyball, rugby, soccer, basketball, tennis, cricket, and weight training. Additionally, the sports centre offers up to six offenders the opportunity to act as orderlies. They learn how to carry out a range of operational duties such as cleaning, setting up and storing equipment, and preparing areas for activities. Learners also improve their levels of self-confidence, leadership and communication skills.

66. Recent work to cross-reference key skills in communication, application of number and

improving own performance to the various activities has been carried out and learners are now starting to achieve key skills at levels 1 and 2. A tutor from the education department visits the sports centre each week to help assess and collate the learners' evidence for certification. Further work is planned to introduce integrated assignments to develop and accredit key skills in application of number, problem solving and use of ICT. A small number of learners have achieved an NVQ in sport and recreation. However, staff are reluctant to enrol more learners onto NVQs or to develop other NVQ progression routes because they feel they have insufficient time to devote to assessment. This limits the range of vocational pathways for offenders.

The quality of provision

67. Innovative work has been initiated by the PE officers to promote the work of the prison sports department and to encourage supportive links for offenders once they have been discharged. Two projects enable learners to continue working towards the qualifications they started in prison, once they are released. Funding help is given for travel and childcare expenses. Recently, an open day was hosted at which learners demonstrated skills achieved through the sports courses to a range of representatives from local employers, colleges and training providers. The gym orderlies carried out gym inductions on delegates and delivered an electronic presentation. The event was covered by local media and given a very positive evaluation. Feedback has been sought from local employers to ascertain their preferred sports qualifications. The PE department has now entered into an agreement with a local training consortium to enable offenders to achieve a pool lifeguard award, to enhance their prospects of employment in a leisure environment.

68. Teaching and learning on accredited courses are satisfactory but there are insufficient learning resources for learners on sports programmes. There is one classroom in the complex, but this is used almost exclusively to carry out inductions for new offenders. There is no study area, IT resources or sports library in the sports department for learners' use.

69. Assessment practice is weak and mostly relies on learners' summaries of their performance. This lengthens the process, slows achievement and de-motivates staff and learners. It is not always possible to see how all parts of the vocational standards have been demonstrated by learners. There is no use of prior learning or achievement either to plan further development or to gain accreditation. Individual learning plans are not used to support learners on sports programmes.

70. Staff in the department are motivated and enthusiastic and learners value their support. Tutors are vocationally well qualified and experienced and four have NVQ assessor or internal verifier awards. Two have basic skills tutor qualifications. However, they are unclear about the range of occupational qualifications and progression routes currently available and are thus not fully able to advise learners.

71. The specialist sports facilities and resources are good, but they are underused for learning. The main sports hall is airy, well lit, with a good floor and can accommodate two sessions running concurrently. The fitness suite and weights areas are well equipped to a commercial standard. Outdoors, there is an all-weather sports area which is well maintained and used. All learners have suitable clothing and personal equipment to take part in activities. Health and safety practices are satisfactory and instructors demonstrate good training and coaching skills. However, sports facilities are closed on a regular basis.

PE officers are drafted onto other duties, or there are insufficient staff to supervise all the areas. Opportunities to develop, assess and accredit skills are not taken. For example, orderlies perform tasks which are often not accredited. Two orderlies interviewed at the time of the inspection had been employed in the sports centre for between four and eight weeks. Neither had been given an action plan for learning, and despite fulfilling a range of operational service duties, neither had been advised of qualifications which could be taken.

Leadership and management

72. The team members work well together and have a positive attitude to making improvements. One officer has recently put together a template for course reports which are to be used to evaluate future provision. The sports department has gained the charter mark in recognition of the quality of its service. However, quality assurance is inadequate. Internal verification processes have lapsed and staff are unclear about their responsibilities for meeting quality standards. There has been no support from the awarding body for the NVQ programmes for two years. The portfolios of two offenders who have completed an NVQ at level 1 have not been internally verified, so a claim for certification cannot be made. One of the offenders is due for release in the near future and is concerned that he may leave without receiving his certificate. Feedback from learners is not consistently collected, nor is it used to improve programme content and delivery. Information on attendance and achievement is not analysed to evaluate programme planning or scheduling. There has been no observation of teaching practice until very recently, and there are no systems established for this. The sports department has run for over six months under staffed. The self-assessment report does not include sufficient self-critical analysis. Inspectors were unable to validate some strengths and found a number of additional weaknesses. The scheduling of some courses is inappropriate. For example, first aid at work, which would provide learners with important knowledge and understanding for their sports activities, often runs at the end of the programme.

Visual & performing arts & media**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Arts		
Other government-funded provision	41	3

73. Visual arts courses are delivered by the college of further education which holds the contract for the education department. All art courses are accredited and are available at OCN level 2. Key skills in communications are offered at levels 1 and 2, although no key skills were being delivered at the time of inspection. Classes take place in the education department and in the vulnerable prisoner unit. All classes take place during the day. The art department has one full-time tutor and one part-time tutor who teach for 10 hours a week. There are currently 41 learners on the art programme, 52 on the adult literacy level 1 course, and 24 on the adult literacy level 2 course, all of which are based in the art department.

Strengths

- good promotion of learners' work
- good resources
- good standard of learners' work

Weaknesses

- inadequate quality assurance
- insufficient progression routes

Achievement and standards

74. The standard of technical and creative work is good. Learners who have no previous experience make good progress, and quickly move onto more complex and challenging tasks through whole class teaching and individual projects. Learners confidently explore different media such as charcoal, pencil, pastels and watercolour and are keen to experiment with unfamiliar drawing techniques. Learners approach their work confidently and are very articulate in their critiques of their own and other learners' work.

75. Achievement of accredited qualifications is satisfactory. In 2003-04, the department offered a general certificate of secondary education (GCSE) qualification in art. However, it was decided to change in 2004-05 to an OCN level 2 qualification, due to the transient nature of the prison population. Forty-one learners are working towards this qualification, but none have achieved it as yet. The department also has nationally accredited programmes at levels 1 and 2 in adult literacy. Fifty-two learners are working towards level 1, and 24 are working towards level 2. There is no data available for the number of learners starting the courses. In the vulnerable offenders wing, 17 learners are working towards an OCN level 2 qualification. Art is part of the basic skills programme offered to these offenders. This programme includes ICT, art, and literacy and numeracy. The art programme has been running on the vulnerable offenders wing since June 2004. However, offenders do not stay on this wing long enough to gain the qualification.

The quality of provision

76. Teaching and learning are satisfactory. The tutors are specialists in their subject area and are well qualified, one being a practising artist. Many learners have not attempted to draw and paint since they were at school. Learners are well motivated and work with enthusiasm. Tutors give constructive feedback to learners and nurture a safe, but challenging, working environment. Tutors inspire learners by demonstrating the skills of their trade. Assessment and verification for art courses are satisfactory.

77. Resources for art are good. Learners use a specialist teaching room in the education block. This room has good storage facilities, sinks and lighting. There is a comprehensive library in the classroom, which gives the learners the opportunity to research past and present artists. Displays of learners' work are exhibited round the room. The good storage facilities enable learners to keep their individual portfolios safe. However, the classroom is not large enough to accommodate a three-dimensional subject. The facilities in the vulnerable prisoner unit are adequate. However, the classroom is not a dedicated art room and does not include stimulating displays of art work. No use is made of ICT to enhance, inform and broaden the learners' range in art classes.

78. Learners' work is well promoted, with displays throughout the prison. Recently, an art exhibition was mounted in the chapel for diversity week. In the community, the art department has exhibited in the local arts centre and contributed to sets for Christmas shows. At Christmas the department runs a competition for those learners interested in producing a card. These are professionally printed and given to the learners in the art class for their use. A project called 'time for kids' was also instigated through the art department. The offenders choose a book and design and decorate a bag and a cassette cover around the story book. The packages are then sent out to their families with a stamped addressed envelope, and the children and their mothers are requested to reply with comments. This is a very successful programme. Support and guidance for learners is satisfactory.

Leadership and management

79. The art provision has insufficient progression routes. In 2003-04, GCSE qualifications were offered, but in 2004-05 the department changed to OCN level 2 qualifications over several art-based areas, and accredited literacy course at levels 1 and 2. Key skills have yet to be integrated with the programme. However, the curriculum plan for 2004-05 states that the department will introduce GCSE and A level qualifications. In the vulnerable prisoner unit the learners are offered OCN level 2 qualifications, but they are often moved to another prison before they complete the units.

80. There is inadequate quality assurance of courses. Many different types of document are in use. Some formats are out of date and others have been designed by the tutor. Most quality assurance documents are not completed. The assessment and progression documents are only used to record completion of tasks, rather than the progress made. Informal initial assessment and verbal feedback take place successfully. There is little use of individual learning plans, and these vary in format for the same subject. At the time of inspection, internal verification records are incomplete and there is no evidence of external verification. There are no statistics to identify how many offenders started the courses, only those on how many are currently taking them.

81. Learners' feedback is gathered, but it is not used effectively. All learners interviewed requested art evening classes, or more projects to carry out in their cells. The evening classes delivered by education, which do not include art, are to be discontinued at the end of the current month through lack of support. There is insufficient understanding of equal opportunities by tutors and learners. However, most of the offenders are aware of the grievance policy. The self-assessment report is not sufficiently detailed, there is no grade for this area of learning and many of the comments are about the numeracy course running alongside the art programme.

Foundation programmes**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i> Other government-funded provision	300	3

82. Three hundred learners are on foundation courses. Of these, 154 learners are on literacy and numeracy courses from entry level 1 to level 2, four of whom are ESOL learners. There are twenty learners on preparation for work programmes, 20 on social and life skills, 20 on home management, 40 on general education, 40 on skills for life which are established into work activities, and six on family learning courses. Foundation courses are managed by the education manager. Literacy and numeracy provision is provided in the education department by two course leaders with four associated course leaders for social and life skills and preparation for work. Five part-time staff are available to cover lessons in course leader absences. Wider provision is provided by dedicated staff in workshops and house blocks. Social and life skills courses include drug and alcohol awareness, challenging discrimination and prejudice. Learners attend education on a part-time basis for five sessions a week. Learners attend either, three mornings and two afternoons a week, or three afternoons and two mornings. Learners who are assessed at below entry level 3 during induction, must take dedicated education activities to increase this level before being able to access wider subject areas or work and employment activities. Learners above this level follow literacy and numeracy programmes as part of a wider range of subject areas including art, IT, social and life skills and preparation for work.

Strengths

- good achievement on social and life skills courses
- good integration of literacy and numeracy into vocational and wider foundation programmes
- good standard of learners' work
- good progression in literacy courses

Weaknesses

- inappropriate arrangements for initial assessment
- narrow range of programmes for entry level learners
- insufficient resources to support literacy and numeracy outside the education department
- inadequate quality assurance of foundation programmes

Achievement and standards

83. Achievement is good on social and life skills courses. Seventy-one per cent of learners achieved qualifications at level 1 or 2 in subjects such as preparation for work, home management or access to education. Achievement of entry levels 1 to 3 in literacy and numeracy is high at 80 per cent. However, learners are usually entered for the same level of examination as their initial assessment results show as their level of ability. Small numbers of learners are entered for numeracy at levels 1 and 2, but achievement is

excellent at 100 per cent. Achievement of literacy and numeracy levels 1 and 2 is low at 31 per cent. Only 20 per cent of learners taking numeracy at entry level 3 gain accreditation. Pass rates vary widely between different groups of learners in the same subject area. For example, learners based permanently in the drug therapeutic community achieve 100 per cent pass rates. There are significant differences in achievement between learners taking literacy qualifications in the workplace and the workshops. Sixty-two per cent of learners achieve in the workshops where a classroom is available for study, compared with 22 per cent of learners in the workplace who are supported at work. Results for literacy are lower where literacy is not the main subject of study and where classes have had a change of tutors.

84. The standard of learners' work is good. Marked work contains positive and constructive feedback to learners. Attendance at classes is satisfactory. Records of progress are not held centrally, but records held by tutors indicate that progression is good. Many learners progress and achieve multiple qualifications from entry level to level 2 in literacy. Learners are proud of their achievements and enjoy their work.

The quality of provision

85. A broad range of literacy and numeracy support is provided across the prison. Literacy and numeracy qualifications are offered from entry level to level 2. Support in literacy and numeracy is extended beyond the education centre to house blocks and those attending work in industries and workshops. Literacy and numeracy support is provided part time and this allows learners to attend employment and training opportunities. Dedicated staff are allocated to provide this support.

86. Integration of literacy and numeracy is good in vocational and wider foundation subject areas. All learners are given the opportunity to develop literacy and numeracy skills in these areas and are encouraged to take examinations at levels 1 and 2. Literacy and numeracy are integrated well into subject lesson plans such as preparation for work and social and life skills. Every opportunity is taken to emphasise and develop these skills in a realistic setting.

87. Teaching and learning are satisfactory. Fifty per cent of teaching is good, and all teaching is satisfactory or better. Lessons are supported by appropriate learning plans which are linked to schemes of work. Some lessons include group activities, although most lessons involve learners working individually. Tutors have a good rapport with learners and good classroom management skills. Accommodation in the education department is welcoming and attractive. Tutors ensure that work provided to learners is relevant and interesting. A range of learning activities is used to provide variety for different learners and to change activity appropriately. Learners receive appropriate information during induction relating to education and training opportunities in the prison. Information is provided by a full-time information, advice and guidance worker.

88. Arrangements for carrying out initial assessment are inappropriate. Learners' literacy and numeracy levels are assessed during the prison induction. Learners are not always willing participants. They may have completed the test on numerous occasions elsewhere, and may not be in the best physical or mental health to do such a test. Tutors do not have confidence in the results. Tutors recognise that a significant level of personal trauma is experienced by some learners at the time of taking the assessment. Staff in the education department are provided with the results of initial assessment. However, they do not see

the test results which could be used to plan more appropriate programmes of learning. Tutors in the workshops do not receive information from initial assessment. Tutors often carry out duplicate initial assessment when learners enter education. Insufficient resources are available to carry out further diagnostic testing to ensure programmes are wholly appropriate for learners. Tutors do not have a consistent approach to initial assessment. A variety of initial assessment tools are used, including national and self-devised assessments. Computerised diagnostic assessment, available in the workshops, is not operational. Many staff do not have sufficient time to carry out detailed paper-based diagnostic testing. Initial assessment for dyslexia is not used.

89. Programmes for learners who are assessed as below entry level 3 are restricted, initially, to literacy. Individual learning plans rarely indicate that learners are following a combined programme of literacy and numeracy at this level. Numeracy is only usually worked on after entry level 3 literacy has been achieved. Learners are unable to progress to wider subject areas such as ICT, art, and social and life skills until they have achieved the entry level 3. No discrete ESOL provision is available. ESOL learners are placed in literacy classes but are unable to gain help with the development of their language skills. Dyslexia assessment is being piloted but there are no specialist resources for those with dyslexia. Foreign language dictionaries are not widely available for ESOL learners.

90. Learning resources to provide literacy and numeracy support outside education are insufficient. Accommodation in the workshops is cramped and unsuitable for the maximum number of eight learners. Tutors do not have access to the full range of learning resources as they do in the education department. Many tutors devise their own learning resources and this duplicates effort. However, tutors are responsive to learners' interests and produce interesting and relevant resources. One learner developed tables, and information relating to motorcycles for numeracy and they were also used to develop skills in graphs and charts in the ICT workshop. Although some textbooks for literacy and numeracy are available, books to develop reading skills are not. The use and availability of ICT is limited and few CD-ROMs are available, or compatible, for use with the computers. Insufficient use is made of ICT across all foundation programmes.

Leadership and management

91. Quality assurance of foundation programmes is inadequate. The planning of learning and the reviewing of progress are inconsistent. Quality assurance does not ensure that staff use the same approach to planning individual learning and reviewing progress. A range of documents is used to plan individual learning but the quality of these varies. Some learning plans contain detailed information on programmes, while others contain only broad targets. Some learners are not sufficiently challenged at the start of their training to develop skills beyond their initial assessment results. Learners are asked to complete daily work logs, but these are not always completed. Approaches to reviews are not consistent. Reviews are not carried out at required intervals and in some cases are not carried out at all. When reviews are completed, targets are rarely set. Most are completed by learners and only record how they feel they have progressed.

92. Internal verification systems are effective in ensuring fair and rigorous assessment. There is an adequate complaints system, and learners are asked to evaluate the programmes. The self-assessment report was not adequately self-critical. Some of the strengths are no more than normal practice. Staff are well qualified and appropriately experienced, and participate in continuous professional development.

93. The availability of literacy and numeracy provision across the prison is good. This support is given in the vulnerable prisoner unit, industries, workshops, vocational areas and the drug therapeutic community, as well as in education. A full-time member of staff provides open-learning support across the prison to learners who study independently.

