

REINSPECTION REPORT

HMP Dorchester Reinspection

12 January 2006



ADULT LEARNING
INSPECTORATE

Grading

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

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

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

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

Adult Learning Inspectorate

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

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** 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.
- adult information, advice and guidance services (**nextstep**)

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

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HMP Dorchester Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Dorchester (the prison) is a category B local prison receiving remand and convicted men from Dorchester, Weymouth, Poole, Bournemouth and Yeovil magistrates and crown courts. The prison is situated in the town centre of Dorchester. It has an operational capacity of 258 and a certified normal capacity is 143. It currently holds 176 adult offenders and 32 young offenders, of which 103 offenders are sentenced and 105 are on remand. Nine offenders are serving life sentences. The prison has 168 offenders whose home address is within a 50-mile radius of the prison. Thirty-eight offenders are from minority ethnic groups. Approximately 32 offenders arrive at and leave the prison each week. In the six months before the reinspection, 24 per cent of offenders stayed for less than one week, 52 per cent for up to one month and 24 per cent for up to six months. The overall average length of stay is approximately three weeks.

2. The head of learning and skills is one of eight senior managers who report directly to the governor. He was appointed in November 2003 and is responsible for education, training, the library and resettlement activities. A learning and skills co-ordinator was appointed in September 2005. The head of works manages estate maintenance, the kitchen and the works department.

3. From 31 August 2005, education contracts are held by three providers, as in all prisons in the southwest of England. Tribal Technologies provides initial advice and guidance, induction, initial assessment and individual learning plans. Strode College provides literacy, numeracy, language and information and communications technology (ICT) training, and A4E provides personal, social and life skills and art. The prison provides some accredited learning in physical education (PE) and industrial cleaning. The library is provided by Dorset County Library Services. A two-day induction for new offenders includes initial advice and guidance, initial assessment and an introduction to learning and skills opportunities. Education provision is part time and attendance is for five mornings or four afternoons a week. Vulnerable offenders receive provision in their residential unit for three afternoons a week and in the education department for one afternoon.

SCOPE OF PROVISION

Hospitality, sport, leisure & travel

4. PE courses available include a sports leader award, a first aid at work certificate, a weightlifting leaders award, a heartstart resuscitation qualification and a range of prison-certificated sports courses. Courses are offered on one morning a week. National vocational qualifications (NVQs) are only available to longer-stay offenders. Two learners are working towards level 1 NVQs and one towards a level 2 NVQ in coaching, teaching and instruction. Three prison officer instructors and one civilian instructor run recreational and vocational PE programmes, supported by two adult offenders and two

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young offenders.

5. A basic food hygiene course is provided for offenders and prison staff working in the kitchen and servery. There is no other vocational training. The kitchen is run by a catering manager, four civilian staff and nine offenders.

Foundation programmes

6. Part-time courses in literacy, numeracy, ICT, life and social skills, and art are provided in an education centre. Sixty-four learners are enrolled on either morning or afternoon courses out of a total capacity of 76. Thirteen vulnerable offenders attend classes on their accommodation wing on three afternoons and in the education centre on one afternoon. Eighteen learners are following individual vocational learning programmes in their accommodation or in the library, supported by a tutor. The education centre contains specialist classrooms for literacy, numeracy, and information technology (IT) and dedicated rooms for induction, initial assessment, initial advice and guidance. There is an extended learning co-ordinator, 10 tutors, and three advice and guidance staff and a co-ordinator for skills for life, the government's strategy on training in literacy, numeracy and the use of language.

ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learners interviewed	27
Number of staff interviewed	26
Number of subcontractors interviewed	3

OVERALL JUDGEMENT

7. At the previous inspection in April 2004, leadership and management, quality assurance and provision in hospitality, sport, leisure and travel, and foundation programmes were unsatisfactory. Equality of opportunity was very weak. At the end of the reinspection process, all aspects of provision are now satisfactory.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Grades awarded at previous inspection

Leadership and management	4
Contributory grades:	
Equality of opportunity	5
Quality assurance	4

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> - Other government-funded provision	10	4
<i>Leisure, sport and recreation</i> - Other government-funded provision	16	4

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i> - Other government-funded provision	97	4

Grades awarded at reinspection

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality assurance		3

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i> - Other government-funded provision	3	3

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i> - Other government-funded provision	95	3

KEY FINDINGS

Achievement and standards

8. **Skills development is good in catering and PE.** Learners in catering develop good basic skills in food preparation but these skills are not accredited. PE learners who work as gym orderlies develop good skills through leading coaching and induction sessions.

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9. Foundation learners' work is satisfactory. Some learners make rapid progress towards achieving qualifications in literacy and numeracy. Others struggle to get back into learning after several years away from any study.

10. Retention and achievement rates in the range of qualifications available for PE learners are satisfactory. However, the number of offenders able to take the courses are small compared with the overall prison population. The achievement rate for foundation qualifications is satisfactory taking into account that the average length of stay in classes is only 10 days.

11. **Attendance rates in the education centre are very low.** Literacy and numeracy classes are poorly attended and a range of measures introduced to improve attendance are not yet effective.

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Hospitality, sport, leisure & travel	0	0	2	0	2
Foundation programmes	0	4	2	0	6
Total	0	4	4	0	8

12. **The quality of teaching and learning on foundation programmes is now good.** Many of the weak features of teaching identified at the previous inspection have been rectified. Learning materials and styles are carefully adapted to meet each learner's needs. Better use is made of IT to support the teaching of literacy and numeracy. Staff now make satisfactory and appropriate use of learners' experiences.

13. **Support for PE learners is good.** Learners working towards NVQs receive well-structured individual instruction. Arrangements are made for learners to remain at the prison until they have completed the NVQ. Good displays of health and sports information are available to all learners.

14. **The learning environments for literacy, numeracy and IT are good.** Specialist rooms are well decorated and attractive. Teaching staff are appropriately qualified and experienced and have clearly defined responsibilities. A greater variety of suitable learning materials is used than at the time of the previous inspection. However, the room used for classes in art, and life and social skills is not suitable.

15. Teaching in PE is satisfactory. A range of teaching methods is used, supported by satisfactory schemes of work and learning session plans. Training in food hygiene for kitchen and servery workers is satisfactory.

16. The prison now offers a broader range of foundation subjects, accreditation and levels, providing a wider range of opportunities for short-term and longer-stay prisoners

to develop and progress. This rectifies a weakness found at the previous inspection.

17. **Insufficient accredited training is available in catering.** There are plans in place to introduce a food premises cleaning certificate in March 2006. However, this plan was also identified at the previous inspection, with implementation scheduled for August 2004.

18. **Initial assessment and setting of learning goals for foundation learners remains insufficiently thorough.** The results of initial assessment are not always used effectively to plan learning. Some individual learning plans do not include learning goals, and where learning goals are recorded, they are often insufficiently precise. Monitoring and recording of training and learners' progress is satisfactory in PE and catering.

19. **Support for literacy, numeracy and language in PE and catering remains inadequate.** Catering learners receive little support. Some PE learners attend literacy, numeracy and IT classes, but these are not taught in the context of their PE programme. PE and catering staff are not always informed of learners who may need additional support.

Leadership and management

20. **Management of recent extensive change to learning and skills provision is good.** The governor and senior managers have a clear commitment to develop learning, skills and resettlement as an integrated service. Strategic and operational management are carried out well by the head of learning and skills and the learning and skills co-ordinator respectively. Contract management and monitoring the quality of contractors' work is rigorous, yet highly supportive. As identified at the previous inspection, good use is made of links with external agencies.

21. **Equality of access to learning and work activities is now good,** having been a weakness at the previous inspection. A wider range of learning and skills opportunities is available to more of the prison population. Allocation to activities is regular, systematic and fair.

22. **Since the previous inspection, action to bring about improvements in the quality of provision has been systematic and effective.** A detailed post-inspection action plan and learning and skills development plan have been carefully followed. A very effective quality improvement group guides strategic and operational quality improvement. A range of quality improvement actions have taken place and most of the weaknesses identified at the previous inspection have been dealt with, although not all have been eradicated.

23. Significant improvements to accommodation, equipment and staff resources have been made in many areas since the previous inspection. The learning environment in the education centre has been improved. A full complement of appropriately qualified and experienced staff is in place. Learning resources have been improved and are at least satisfactory in all areas.

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24. Satisfactory prison and contractors' equal opportunities and diversity policies are appropriately applied to learning and skills activities. Participation in education and work activities is monitored monthly. Pay rates for participation in education are comparable with other activities. Equality and diversity are promoted well and staff and learners treat each other with respect.

25. A satisfactory quality assurance policy and quality assurance procedures are in place, but are not yet consistently applied across all aspects of learning and skills. Teaching and learning observations have been carried out and adequately moderated for most contractors' staff. A quality improvement schedule drawn up for 2005 was not fully implemented. Internal verification, where it is required, meets awarding body requirements.

26. The self-assessment process is rigorous and involves learning and skills staff and contractors' representatives. A wide range of evidence, including feedback from learners and staff and the outcome of course reviews, was used in its preparation. The self-assessment report identifies most of the strengths and weaknesses found by inspectors and gives the same grades as given by the inspectors in all but one case. The report is supported by a detailed development plan. An assessment of industrial cleaning provision was not carried out.

27. Offenders do not participate sufficiently in classroom-based education provision. Many classes do not recruit the full complement of learners. Attendance at classes by those offenders enrolled is poor. Measures implemented to rectify these problems, including efforts to reinforce attendance through the prison regime, have not had a significant effect on attendance rates. This represents poor value for money for the significant investment in improved accommodation and staff resources.

28. Insufficient use is made of data to monitor retention and achievement on individual courses. Overall qualification achievements are now being recorded.

29. Some offenders do not have adequate access to information, advice and guidance. Not all offenders receive information, advice and guidance or initial assessment for their literacy and numeracy levels during induction to the prison. Some offenders do not get sufficiently prompt access to learning and skills provision. Target-setting and action-planning for learning is insufficiently detailed for some learners.

Leadership and management

Strengths

- good management of extensive change
- effective strategies to widen participation
- systematic action to improve the quality of provision

Weaknesses

- insufficient participation in classroom-based education provision
- inadequate use of data to monitor course performance
- insufficient access to information, advice and guidance

Hospitality, sport, leisure & travel

Other contributory areas

Strengths

- good skills development
- good support for PE learners

Weaknesses

- inadequate literacy, numeracy and language skills support
- insufficient accredited training in catering

Foundation programmes

Other contributory areas

Strengths

- good teaching and learning
- good learning environments for literacy, numeracy and IT

Weaknesses

- insufficiently thorough initial assessment and identification of individual learning goals
- low attendance at classes in the education centre

DETAILED REINSPECTION FINDING

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good management of extensive change
- effective strategies to widen participation
- systematic action to improve the quality of provision

Weaknesses

- insufficient participation in classroom-based education provision
- inadequate use of data to monitor course performance
- insufficient access to information, advice and guidance

30. The prison's management of recent extensive changes to learning and skills provision is good. The governor and senior managers have a clear commitment to develop learning, skills and resettlement as an integrated service. Learning and skills strategic and operational management are carried out well by the head of learning and skills and the learning and skills co-ordinator respectively. Development is guided by a clear learning and skills strategy which focuses on meeting the specific needs of a local prison population. Implementation of new contracting arrangements has been managed well. Good working relationships have been established quickly with contractors' staff and managers. Communications and co-operation between the learning and skills managers and other prison managers and contractors are good. All staff, regardless of their employer, consider themselves as members of a single team working for the benefit of learners. Contract management and monitoring the quality of contractors' work is rigorous, yet highly supportive. Regime issues that impede the development of learning and skills are quickly identified. However, some of these, including enforcement of attendance at education, have not yet been successfully rectified. Further development of learning and skills is at the heart of a prison-wide regime review currently being conducted. As identified at the previous inspection, good use is made of links with external agencies, such as the charity Prison Dialogue, to improve feedback from prisoners, the Basic Skills Agency Better Teaching Partnership to support staff development and NACRO, a national association for the care and resettlement of offenders, to provide resettlement courses.

31. Significant improvements to accommodation, equipment and staff resources have been made in many areas since the previous inspection. The learning environment in the education centre has been improved. Additional equipment, furniture and staff have been acquired. A full complement of appropriately qualified and experienced staff is in place. All staff are now employed on a full-time or regularly employed part-time basis and provide better continuity of provision for learners. Learning resources have been improved and are at least satisfactory in all areas.

32. Offenders do not participate sufficiently in classroom-based education provision. Many classes do not recruit the full complement of learners. Attendance at classes by those offenders enrolled is poor. Average attendance compared with class capacity since September 2005 is only approximately 40 per cent. Attendance has declined steadily during this time. The prison has implemented a number of strategies to try and resolve this problem. These include careful monitoring of attendance, which is not always routinely enforced by prison officers, and direct follow-up of learners who do not attend. The prison has also provided more information through additional noticeboards and course leaflets, and relocation information, advice and guidance to the education centre. These measures have so far not had any significant effect on attendance rates. This represents poor value for money for the significant investment in improved accommodation and staff resources.

33. Insufficient use is made of data to monitor retention and achievement on individual courses. Overall qualification achievements are now being recorded. A computerised management information system is due to be installed to enable this analysis to take place.

Equality of opportunity

Contributory grade 3

34. Equality of access to learning and work activities is now good, having been a weakness at the previous inspection. A wider range of learning and skills opportunities is now available to more of the prison's population. Information about education and work opportunities is prominently displayed in accommodation areas and through a regular newsletter for offenders. Information provided at induction is now clear and comprehensive. Vulnerable offenders have access to education on their accommodation wing for three afternoons a week, in addition to a weekly session in the education centre. Regular access to the library is available for different groups of offenders, including vulnerable offenders and those in full-time work. The range of tutor-supported in-cell and outreach learning provision has increased. Eighteen learners follow a range of courses including construction site safety, driving test theory and counselling skills. Additional provision includes short courses in parenting and family relationships. Allocation to activities is now regular, systematic and fair. Most applications are considered within one week and an allocation panel notifies offenders of decisions, including reasons for rejection, within 24 hours. Waiting lists for popular activities are carefully maintained and monitored.

35. Satisfactory prison policies are in place for race relations, diversity, disability, anti-bullying and suicide awareness. These policies are appropriately applied to learning and skills activities. Appropriate equal opportunities policies are in place for the education contractors. A prison-wide equal opportunities group meets regularly and considers learning and skills issues. Participation in education and work activities is monitored monthly. The head of learning and skills is carefully monitoring attendance at education by minority ethnic learners as this appears to be higher than the prison population average. Pay rates for participation in education are comparable with those of other activities. A prison-wide pay review conducted by the head of learning and skills is

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planned to be implemented in April 2006. Equality and diversity are promoted well and staff and learners treat each other with respect. Posters and other information promoting diversity are prominently displayed in learning and accommodation areas. An effective display in the gym highlights anti-racism in sport. Staff are sensitive and imaginative in identifying and meeting learners' different needs.

36. Access to information, advice and guidance is inadequate for some offenders. Despite improvements to the process not all offenders receive information, advice and guidance or initial assessment for their literacy and numeracy levels during induction to the prison. The process for identifying newly arrived offenders who have not received information, advice and guidance is not systematic. Some offenders do not get sufficiently prompt access to learning and skills provision. Target-setting and action-planning for learning are insufficiently detailed for some learners. Not all offenders in work or in learning activities outside the education department receive sufficient literacy, numeracy and language skills support.

Quality assurance

Contributory grade 3

37. Since the previous inspection, action to bring about improvements in the quality of provision has been systematic and effective. A detailed post-inspection action plan and learning and skills development plan have been carefully followed. Recommendations from a comprehensive learner survey have been carefully considered and incorporated into quality improvement actions. A very effective quality improvement group meets monthly and guides strategic and operational quality improvements. Meetings are well attended and the quality improvement group includes representation from prison senior managers, and all learning and skills activities and contractors. A range of quality improvement actions have taken place including establishing a consistent teaching and learning observation process, introducing learners' focus groups and improvements in resources including redecoration of the education centre. Many of the weaknesses identified at the previous inspection have been dealt with, although there has been slow progress with some and not all have been eradicated.

38. A satisfactory quality assurance policy and a number of quality assurance procedures are in place, but these are not yet consistently applied across all aspects of learning and skills. Teaching and learning observations have been carried out and adequately moderated for most contractors' staff. A quality improvement schedule drawn up for 2005 was not fully implemented. An updated calendar has been produced for 2006 which sets out a clear schedule for a range of quality improvement activities, including teaching and learning observations, course reviews and learners' forums. Internal verification, where it is required, is adequate to meet awarding body requirements.

39. The self-assessment process is rigorous and involves learning and skills staff and contractors' representatives. A wide range of evidence, including feedback from learners and staff and the outcomes of course reviews was used in the preparation of the self-assessment report. The report was moderated by the quality improvement group and signed off by the governor. It identifies most of the strengths and weaknesses found by

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inspectors and gave the same grades as those given by inspectors in all but one case. The report is supported by a detailed development plan which clearly identifies actions for improvement, target dates and responsibilities. An assessment of industrial cleaning provision was not carried out.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
Other contributory areas		
- Other government-funded provision	3	3

Other contributory areas

Strengths

- good skills development
- good support for PE learners

Weaknesses

- inadequate literacy, numeracy and language skills support
- insufficient accredited training in catering

Achievement and standards

40. Skills development is good in catering and PE. In catering, offenders develop good basic skills in food preparation and cooking through preparing a range of meals. This was identified as a strength at the previous inspection. However, these skills are not accredited. PE learners who work as gym orderlies develop good skills through leading coaching and induction sessions. Other learners gain team-building, social and communication skills and develop increased confidence through participation in training leading to skills awards.

41. Retention and achievement rates for PE learners are satisfactory. In 2005, seven learners gained sports leaders awards, 73 gained the basic weight lifting leaders award, seven gained the first aid at work certificate, 88 gained a heartstart resuscitation award, and 28 gained manual handling awards. Eighty-six introductory sport awards were gained. One learner gained a level 1 NVQ in coaching, teaching and instructing for assistant fitness instructors, and two completed the level 2 NVQ in coaching, teaching and instruction for personal fitness instructors. In addition, 117 personal sports skills certificates were awarded to learners. The gym has a prominent display celebrating achievement of national and local awards.

Quality of education and training

42. Support for PE learners is good. Learners working towards NVQs receive well-structured individual instruction. Young offenders working towards an NVQ are allocated an adult gym orderly as a mentor, who has previously completed the qualification. Both mentor and learner gain confidence from this link. Arrangements are made for learners to remain at the prison until they have completed the NVQ. Good displays of health and sports information are available. Learners have access to a wide variety of freely available health and fitness-related leaflets. CD-ROMs are used to support anatomy and physiology learning.

43. PE learners can achieve personal proficiency awards which develop a range of sports skills. The programme has been developed by instructors to reflect the short length of stay of most prisoners. However, numbers able to take the courses are small compared with the overall prison population. Teaching in PE is satisfactory with a range of teaching methods used, supported by satisfactory schemes of work and learning session plans. Learners are well motivated and engaged in their lessons. There is a good working relationship between learners and staff.

44. Satisfactory training in food hygiene for kitchen and servery workers is provided by the education department. Learning sessions for individuals or small groups are planned and taught well. The trainer has a teaching qualification but is not occupationally competent. Many learners have poor literacy skills and find it difficult to complete the written assessment. Offenders receive a kitchen induction and training in the use of equipment, which is appropriately recorded. Staff resources are sufficient to meet operational needs and to train the frequently changing team of offenders working in the kitchen.

45. Monitoring and recording of training and learners' progress is satisfactory in catering and PE. Informal systems are used to adequately monitor learners' progress on PE courses. Individual learning plans are not used and formal progress reviews are not carried out with learners.

46. There is insufficient accredited training in catering. Plans are in place to introduce a food premises cleaning certificate in March 2006. However, this action was also identified at the previous inspection for implementation in August 2004. A training session for staff is planned for February 2006.

47. Literacy, numeracy and language skills support is inadequate. Catering learners receive little support. Education staff visit the kitchen on an informal basis but visits are not planned and are very short. PE learners attend education as part of their PE course. They focus on IT skills and can receive literacy and numeracy support. Some learners find it difficult to see the relevance of these sessions, which are not taught in the context of their PE programme. PE and catering staff are not always informed of learners who may need additional support and there is no system for providing support to learners identified as requiring it. The many opportunities to gain key skills accreditation within the PE programme are not taken up. This was identified at the previous inspection.

Leadership and management

48. Leadership and management are satisfactory in PE and catering, as are resources. The kitchen is of a good industrial standard. The PE department provides a full recreational programme, inductions and short courses. The PE department is fully staffed. This enables some short courses such as heartstart, to be provided for vulnerable offenders. Few places are available on sports courses compared with the size of the prison population. There is no classroom accommodation available in catering or PE, although rooms can occasionally be booked in the education department.

49. Insufficient use is made of lesson observations to aid quality improvement. A formal observation has been carried out on only one member of staff and there is no overview of the quality of teaching in PE. PE staff have developed some quality systems. Learners' feedback and some staff evaluation of PE courses has taken place. There has not yet been any formal analysis of this information to guide further improvements or future course planning. Quality assurance measures in the PE department are not part of the overall learning and skills quality improvement system.

50. Staff in catering and PE have been involved in the development of the self-assessment report, which identifies some of the strengths and weaknesses found during the inspection. Inspectors identified further strengths and weaknesses and gave the same grade as is given in the self-assessment report.

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
Other contributory areas - Other government-funded provision	95	3

Other contributory areas

Strengths

- good teaching and learning
- good learning environments for literacy, numeracy and IT

Weaknesses

- insufficiently thorough initial assessment and identification of individual learning goals
- low attendance at classes in the education centre

Achievement and standards

51. Learners' work is satisfactory. More than half the prison population have existing literacy or numeracy skills below level 1. Some learners make rapid progress towards achieving qualifications in literacy and numeracy. Others struggle to get back into learning after several years away from any study. Some use skills gained from their working lives in areas such as IT, to work towards qualifications for the first time. Learners develop their drawing skills in art but few are willing to experiment with different ways of working. Learners' work is displayed prominently throughout the education centre. Governors present certificates for national awards to learners to celebrate their success.

52. Comprehensive and accurate data on retention and achievement of qualifications is not available. Prison targets for achievement of literacy and numeracy qualifications and work skills are met. The qualification achievement rate is satisfactory taking into account that the average length of stay in classes is only 10 days.

53. Attendance rates in the education centre are very low. Only 13 of 30 learners enrolled were present in classes observed. Average attendance rates have declined considerably in the past three months. Literacy and numeracy classes are poorly attended and a range of measures introduced to improve attendance are not yet effective. Attendance at IT classes is better but has declined during the past month.

Quality of education and training

54. Many of the weak features of teaching identified at the previous inspection have been rectified. The quality of teaching and learning is now good. Very careful attention is paid to adapting learning materials and styles to meet learners' individual needs. Strong support is given to learners with a limited attention span and those who have significant gaps in their previous education. Tutors persevere with disruptive learners so that they eventually complete the set tasks. Good practical peer support is offered by more able learners.

55. A greater variety of learning materials is used than at the time of the previous inspection. Numeracy tutors devise project materials around the interests of learners. For example, learners from the building industry develop skills in measurement and costing through a project requiring them to design and furnish a house. Good use is made of a magnetic dartboard as a visual aid to demonstrate fractions. Better use is now made of IT to support teaching of literacy and numeracy. Staff now make satisfactory and appropriate use of learners' experiences. Teaching is less successful where learners disrupt learning activities. Not all teachers ensure that other members of the class remain active while they are working with individual learners. A few tutors still rely too much on paper-based materials.

56. The quality of resources has been substantially improved. Specialist rooms for literacy, numeracy, and IT are well decorated and provide attractive learning environments. Teaching staff are appropriately qualified and experienced and have clearly defined responsibilities. Computers are less than two years old and an appropriate range of software packages is available. Laptop computers are available to support work in the accommodation wings. The room used concurrently for separate classes in art and life and social skills is not suitable. In the shared space there is room for only six art learners. There are no easels, all drawing takes place on tabletops and this restricts the scope and scale of the work produced. Disruptions in one class result in a loss of concentration for both classes.

57. A broader range of subjects, accreditation and levels offers a wider range of opportunities to enable short-term and longer-stay offenders to develop and progress. This deals with a weakness found at the previous inspection. IT, literacy and numeracy courses are offered at different levels in separate groups. Basic and key skills are integrated with life and social skills courses. Additional short courses are offered as part of the resettlement programme. The range of tutor-supported in-cell and outreach learning provision has increased and includes courses in construction site safety, driving test theory and counselling skills. Additional provision includes short courses in parenting and family relationships.

58. Setting of learning goals and objectives relative to learners' length of stay in the prison remains insufficiently thorough. The results of initial assessment are not always used effectively to plan learning. Some individual learning plans do not include learning goals, despite records of progress with work being kept. Where learning goals are recorded they are often insufficiently precise. However, some records of learners' needs

and progress are sufficiently detailed. Progress reviews completed by tutors and learners are generally evaluative. Interim targets set for learners have improved. Training on writing individual learning plans and setting targets has recently been provided to some tutors. There is no systematic and formal analysis of dyslexia needs.

Leadership and management

59. Foundation programmes are led and managed satisfactorily. Working relationships between teams providing different parts of the service are good. Learners see the education programme as coherent. The provision has been strengthened through the appointment of additional managers and staff. A higher profile for the promotion of equality and diversity issues is evident through displays in the education department. There is a culture of respect for learners and their diverse needs. Staff ensure that any equality concerns are promptly dealt with. A number of quality assurance measures have led to improvements in the quality of teaching, learning and internal moderation. Feedback to tutors following lesson observations provides useful guidance to improve practice and, where needed, additional staff development. A good range of additional staff development opportunities is available and taken up by staff. There are improvements in the sharing of good practice and reviews of provision.