REINSPECTION REPORT

HMYOI and Remand Centre Glen Parva Reinspection

14 December 2005

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.

REINSPECTION REPORT

HMYOI and Remand Centre Glen Parva Reinspection

Contents

REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMYOI and Remand Centre Glen Parva (the prison) is a young offenders institution and remand centre situated to the south of Leicester. The current operational capacity is 808, with a population comprising male young offenders aged between 18 and 21 years who are either on remand or convicted. There are 13 living units and ancillary buildings, set within a fenced 85-acre estate. The prison serves a catchment area of nine counties and approximately 100 courts. Between 25 and 30 offenders are involved in receptions and discharges each day. At the time of inspection there were 775 offenders, of whom approximately 200 were remand status and the remainder were convicted. The average length of stay is 10 weeks.

2. The head of learning and skills is responsible for education, vocational training and workshops, and reports directly to the governor. The head of learning and skills is supported by a deputy manager who is also an operational governor. The prison has identified a number of learning and skills academies through which learners participate in education and learning activities. These academies are designed to provide opportunities for progression and accreditation, at the same time allowing learners to take part in a range of employment. Accredited vocational training is offered in construction trades, farms and gardens, catering, physical education, engineering, industrial cleaning, and in the laundry. Additional training is planned for lift-truck operations and also in the construction trades.

3. The prison is divided into north and south centres, where approximately 250 part-time places in education are provided by Matthew Boulton College (the college) in dedicated classrooms. Literacy and numeracy support is provided in the vocational training workshops and supported self-study is available in the living units. There is a dedicated unit for a Welfare to Work programme which is provided by the college. The range of courses provided by the education department includes art, life skills, and information and communications technology (ICT).

SCOPE OF PROVISION

Information & communications technology

4. Sixty-nine learners are enrolled on ICT courses. Basic computer literacy courses at level 1 and level 2 have 23 and 12 learners respectively. Fourteen learners are working for an examination-based qualification in information technology (IT). The new computer-aided design course has 20 learners enrolled. Some one-week courses are provided in the Gateway to Employment centre where eight learners are studying. ICT courses are managed by a full-time co-ordinator with two full-time and four part-time tutors. A computer technician is available during learning hours to support the range of IT equipment. Classes are offered on five days each week in the mornings and afternoons. Five computer rooms are used for lessons, three are in the north centre and two in the

south centre. Computers are also available to learners in the library for use in recreational time.

Foundation programmes

5. One hundred and thirty-nine learners are enrolled on foundation programmes. These include 36 learners working towards level 1 and 2 qualifications in literacy, 16 working for English for speakers of other languages (ESOL) qualifications, 29 learners on life and social skills courses, and 58 who are receiving literacy and numeracy support in one of a series of workshops in vocational areas. There is no evening provision. Learners complete an induction procedure linked to sentence planning and they can join courses at any time throughout the year. All programmes lead to nationally recognised qualifications. Basic employability programmes are offered, which include jobsearch skills and preparation for work. ESOL learners work towards nationally accredited test, or assignment-based qualifications, at entry level to level 2. Life and social skills courses are unitised and are also accredited. The education department also delivers the background knowledge and key skills training for various vocational courses in the healthcare centre and in the living units.

ABOUT THE REINSPECTION

Number of inspectors	4
Number of inspection days	11
Number of learners interviewed	88
Number of staff interviewed	14
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	1
Number of visits	1

OVERALL JUDGEMENT

6. At the previous inspection, training in ICT was unsatisfactory and foundation training programmes were very weak. Training in engineering, technology and manufacturing, and construction, was satisfactory. The provision in hospitality, sport, leisure and travel was good. Leadership and management, including quality assurance, were unsatisfactory. The approach to equality of opportunity was satisfactory. At the end of the reinspection process, foundation and ICT programmes were judged to be satisfactory. Leadership and management and quality assurance were also found to be satisfactory. The provider's approach to equality of opportunity was judged to be good. The quality and standards of all other aspects of the prison's provision have been maintained.

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		3
Quality assurance		4

Construction		3
Contributory areas:	Number of learners	Contributory grade
Construction crafts		
⁻ Other government-funded provision	16	3

Engineering, technology & manufacturing		3
Contributory areas:	Number of learners	Contributory grade
Mechanical engineering		
⁻ Other government-funded provision	9	3

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
Using IT		
⁻ Other government-funded provision	38	4

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
Leisure, sport and recreation		
⁻ Other government-funded provision	30	2

Foundation programmes		5
Contributory areas:	Number of learners	Contributory grade
ESOL		
⁻ Other government-funded provision	13	5
Literacy and numeracy		
⁻ Other government-funded provision	86	4

Grades awarded at reinspection

Leadership and management	3
Contributory grades:	
Equality of opportunity	2
Quality assurance	3

Information & communications technology	3	
Contributory areas:	Number of learners	Contributory grade
Using IT		
⁻ Other government-funded provision	69	3

Foundation programmes	3	
Contributory areas:	Number of learners	Contributory grade
ESOL		
⁻ Other government-funded provision	16	3
Literacy and numeracy		
⁻ Other government-funded provision	123	3

KEY FINDINGS
Achievement and standards

7. Learners on pipelaying courses which are provided by a national utilities company acquire useful practical skills and develop good employability skills. Forty-three of 45 starters on the programmes have gained employment upon release.

8. **ICT learners achieve well and develop confidence in data manipulation and functions such as printing, saving and creating new files in a short time.** Many learners enter the prison with no previous skills. They make progress and achieve an examination-based qualification in IT.

9. **Foundation programmes focus well on the accreditation of learners' skills** through short modules which are appropriate to the length of attendance. The pass rates for some qualifications are often very good. On some courses all the entrants have passed. **Achievement rates in ESOL at entry level are very good.**

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information & communications technology	0	1	5	0	6
Foundation programmes	0	3	4	3	10
Total	**0**	**4**	**9**	**3**	**16**

10. Good standards of teaching and learning are achieved in the literacy and numeracy workshops. Staff are enthusiastic and provide well-structured and vocationally relevant material which motivates and supports the learners.

11. **In ICT there is a good range of accredited courses and progression opportunities.** The range of courses and qualifications is matched closely with learners' needs, and provides them with good employability skills.

12. **Resources are good in ICT.** They have been improved and the computer equipment is now up to date and uses industry-standard software. A dedicated computer technician supports the staff and maintains the equipment.

13. **Resources to support ESOL programmes are much improved,** and there is a good range of material available in the library to support individual learning. **However, at times there are not enough staff to meet the demands for ESOL courses.**

14. **The planning of some foundation course sessions is weak.** Sessions are often too long for many learners to maintain concentration.

15. **Target-setting for learners on ICT courses is restricted to broad aims** and is directed at outcomes in terms of qualifications rather than individual development needs. **Staff absences are still not covered adequately. There are no formal arrangements to provide such cover.**

Leadership and management

16. Leadership and management of foundation programmes are much improved. Enthusiastic and experienced staff co-ordinate skills for life programmes and the work-based learning activities well. Skills for life is the government's initiative on training in literacy, numeracy and the use of language. Staff work closely with college and prison staff to provide learning opportunities.

17. **Good planning is used to provide a wide range of vocational training opportunities** which are well managed and provide meaningful, job-related training. **Very good use is made of external partnerships** to provide work-experience training and employment. Learners are well prepared for release and integration with the community.

18. **Equality of opportunity is promoted effectively to staff and reinforced particularly**

well through the nationally accredited Parva against Racism initiative (PAR). Relationships between staff and learners are very good, positive and respectful.

19. **The fulfilment of contracted hours by the college providing education remains weak.** Although improvements have been made, staff recruitment remains an issue and the provision of contracted hours regularly falls below 85 per cent.

20. **Some aspects of quality assurance and improvement have not been fully implemented.** For example new individual learning plans have only recently been introduced and have not yet had an effect on the learning process. Internal verification remains satisfactory. Verification visits are co-ordinated within curriculum groups.

Leadership and management

Strengths

- well-developed and effective range of vocational training opportunities
- particularly good links with external organisations to extend employment opportunities
- good work to promote equality and diversity and widen participation

Weaknesses

- failure of the education contractor to fully meet the prison's requirements
- quality assurance arrangements for some aspects of the provision not fully implemented

Information & communications technology

Using IT

Strengths

- very good achievement levels of qualifications and skills
- good material resources to support teaching and learning
- well-chosen courses meet most learners' needs

Weaknesses

- weak use of targets
- insufficient cover for short-term staff absences

Foundation programmes

ESOL

Strengths

- very good achievement rates at entry level
- good resources to support teaching and learning

Weaknesses

- insufficient planning to fully meet learners' individual needs
- reduced ability to meet teaching commitments

Literacy and numeracy

Strengths

- good attention to the provision of accredited courses
- good work-related support for learners on vocational training programmes

Weaknesses

- poor planning of some sessions
- insufficient support for some education staff to develop teaching skills

DETAILED REINSPECTION FINDING

LEADERSHIP AND MANAGEMENT   Grade 3

Strengths
- well-developed and effective range of vocational training opportunities
- particularly good links with external organisations to extend employment opportunities
- good work to promote equality and diversity and widen participation

Weaknesses
- failure of the education contractor to fully meet the prison's requirements
- quality assurance arrangements for some aspects of the provision not fully implemented

21. The leadership and management of education and training have improved significantly since the previous inspection and are now satisfactory. As identified at the previous inspection and in the self-assessment report, the prison has effective strategies to promote education, training and employment opportunities. Through positive policies, senior managers encourage all learners to become involved in purposeful activities to develop their skills, capabilities and confidence. Over 80 per cent of the prison population, including those who are unconvicted, are involved in activities that are designed to help promote their employment on release and to reduce the likelihood of re-offending. The range of training programmes has been extended and now includes waste management, lift-truck operations, agricultural mechanics, laundry training, horticulture and computer-aided design and machining, all of which offer nationally recognised qualifications. A new training kitchen is in the final stages of construction and this will be used to support catering national vocational qualifications. The induction and resettlement processes provide very effective support for employment applications and links to further training before release.

22. External partnerships are used very well by the prison to provide training, work-experience and employment opportunities for those learners in their final stages of preparation for release. This strength was evident in the previous inspection. The prison has retained strong links with a national utilities company. Since the previous inspection, five groups of learners have been released on temporary licence and have received training and on-site work experience as pipe-laying operatives. Forty-three of the 45 learners who began the courses finished their programmes, and have gained sustained employment with the company upon release. This successful initiative has now been extended to include training and employment opportunities in the field of electrical utilities. Prison managers view work experience and training on company premises as a very positive way of preventing the learners from re-offending. A member of the resettlement unit provides effective support by visiting the learners in their work placements and in the company's training college, ensuring that any issues arising are

dealt with quickly and efficiently.

23. The education and training provision is now managed effectively. Communications among education and training staff have improved and are now satisfactory. Communications are particularly good between training staff and those who support literacy and numeracy in the workshops. Staff performance, appraisal and development are better established and supported more effectively.

24. The arrangements for supporting learners' literacy and numeracy needs are satisfactory and arrangements for initial assessment have improved with the introduction of IT-based assessment. The appointment of key staff to manage and co-ordinate these activities has helped to develop courses and programmes which are designed to provide individuals with appropriate qualifications.

25. The management of resources is satisfactory. Education and training staff are qualified, or are working towards appropriate qualifications, and all are experienced in their subject areas. There is a good range of equipment and accommodation to support the range of programmes.

26. The prison's use of data has improved and is now satisfactory. Data is collected about learners' progress and participation on courses, including programmes about offending behaviour. The education contractor gathers a good deal of information about achievement and progression which is used well by the prison to monitor participation and achievement. The data collection process is still being developed to extend the collection and use of information in setting targets.

27. The education contractor, the college, continues to have difficulties in meeting the hours required by the prison despite prison staff and senior managers from the college working hard to resolve the issues. This has been a problem since the previous inspection. Recruiting education staff continues to be a challenge. At the time of reinspection, the college had managed to recruit sufficient staff to provide on average up to 85 per cent of the contract. This figure reached 95 per cent during the week of inspection, but the arrangements are unstable and staff turnover remains high.

Equality of opportunity   Contributory grade 2

28. The prison's approach to equality of opportunity has improved significantly since the previous inspection and is now good. On average there are approximately 60 foreign nationals in the establishment at any one time, of whom approximately 25 per cent are from minority ethnic groups. The prison has further developed its PAR programme and has recently gained a national award from the prison service. The PAR committee now includes volunteer representatives from the staff, learners and external agencies. Most of the staff wear a PAR badge with pride and the initiative is promoted effectively by visual displays in all areas of the establishment.

29. Staff and learners have a good awareness of equal opportunities and diversity. Learners attending education and training are treated with respect and dignity and every

effort is made to ensure that all learners are given their first choice of programme. All learners receive a thorough induction which includes a comprehensive introduction to equality of opportunity and diversity. Prison officers play a significant role in supporting all learners and the introduction of a prison landing officer scheme ensures that learners are treated fairly and have equal access to all activities. A foreign nationals committee is chaired by the prison's race relations officer and a foreign nationals integration forum has recently been introduced. Staff from probation and the library attend regularly to ensure that learning needs are identified and supported. One example is the increased variety of resource material in the library. Much of the information about drug and alcohol dependency is now in a wider range of languages.

30. The range of literacy and numeracy support has been extended in order to widen participation. Well-structured opportunities are now available in the workshops as part of the vocational training provision. This innovation has been well received by learners who make the most of the chance to extend their learning in a vocationally relevant training environment. Consultative committees for the residential units are used well to promote education and training programmes. Enough ESOL training is available to meet the current demands of most learners.

31. The prison has appropriate, written equal opportunities policies and procedures to cover a range of issues, including harassment, complaints and appeals. All policies are shared in draft form with internal and external agencies, for impact assessment. This is a very effective tool to improve the content and wording of policies. Staff are well trained in equality of opportunity and regularly receive additional training to ensure that they are kept up to date with national developments. Diversity is well celebrated. Activities include the celebration of Black history month, and cultural awareness regarding refugee action and offenders in areas of conflict.

32. The collection and use of data is now satisfactory. Data is collected and used to monitor and improve the education and training provision. The use of data was a weakness identified in the previous inspection. Learners' attendance and participation is closely monitored, particularly those learners released under temporary licence in the community. However, achievements and progression by learners are not compared at group level to use in target-setting for improvements.

Quality assurance   Contributory grade 3

33. Quality assurance has improved since the previous inspection and is now satisfactory. The prison has a documented quality improvement system with procedures that cover the contractual requirements, and the quality of education and training. The quality improvement manual, which had just been introduced at the previous inspection, has now been implemented, together with a detailed quality improvement calendar. The quality improvement group continues to be an active source of development, particularly with the self-assessment process.

34. All the heads of learning academies produce quarterly reports which are strictly scrutinised by the head of learning and skills and senior prison staff, to ensure that

strengths and weaknesses are clearly identified. These reports are then used as a basis for action-planning for improvement. Learners' consultation groups in each academy are well managed and members include sentenced and unconvicted learners. These provide a valuable source of evidence for judgements about the quality of provision, as well as areas for improvement. Staff from the resettlement unit monitor the quality of training and support provided by the external provider of training for those on work experience in the community, and provide feedback to the head of learning and skills.

35. Internal verification remains satisfactory. Verification visits are co-ordinated within curriculum groups. The horticulture provision has now been approved to deliver nationally recognised qualifications and arrangements have been made for external verification. Communications between the college and the prison have improved. Job descriptions and personal specifications have been agreed for new staff to ensure that they are qualified and experienced in the appropriate curriculum areas.

36. The self-assessment process is satisfactory and sufficiently thorough. The self-assessment report provided for inspectors was detailed and clearly identified the strengths and weaknesses of the provision. Development plans are comprehensive and clearly identify steps for improvement which are drawn directly from the self-assessment process.

37. Some aspects of quality assurance and quality improvement have not been fully implemented. A new individual learning plan has been introduced for all learners but although its use has been agreed between college and prison staff, it is not used sufficiently to support the learner's education and training development. A session observation process relies on college staff carrying out observations of their own staff, and providing the head of learning and skills with reports. The head of learning and skills carries out observations of training staff. The process has not been fully implemented for all staff on a regular and systematic basis. Documents for course reviews and evaluation vary and are used inconsistently.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT - Other government-funded provision	69	3

Using IT

Strengths

- very good achievement levels of qualifications and skills
- good material resources to support teaching and learning
- well-chosen courses meet most learners' needs

Weaknesses

- weak use of targets
- insufficient cover for short-term staff absences

Achievement and standards

38. Achievement levels of qualifications are good. In the four months to September of this year, 423 units of a basic computer literacy course have been achieved by 88 learners. Of these learners, 60 achieved a minimum of five units which gave them a full qualification. The remaining 28 learners have gained 80 units between them. The examination-based qualification in IT has been provided for three months and to date has a 75 per cent pass rate for the modules taken. Learners now have a good standard of computing skills which they are using effectively during learning sessions. Learners are now able to progress to the higher-level course for an examination-based qualification in IT. All learners are confident in basic data manipulation and functions such as printing, saving and creating new files. At the time of the previous inspection, no detailed information about achievements was available. Retention on these courses is satisfactory, but it is difficult to give accurate figures as the data collection and reporting system does not allow for learners who have been transferred to be accurately identified. Class registers show that many of the learners are staying to the end of their training periods, or their time at the prison. The improvement in computing skills was recognised.

Quality of education and training

39. Resources are now good and support teaching and learning well. All rooms are furnished to provide a good learning environment. A wide range of ICT information is displayed on the walls. Information about the personal welfare and support services available to learners is also displayed. The rooms are clean, bright and well lit. Computer equipment is up to date and uses industry-standard software. Computer rooms are networked and access to an intranet site enables learners to complete the internet units for computer-based courses. Most rooms have flat writing surfaces to enable the learners to work away from their computers when taking part in group activities. Tutors are suitably qualified and have good levels of computer skills. They relate well to learners. Tutors have a good understanding of learners' needs and are very supportive. Learners behave well in class. There is a good range of workbooks to support each learner and to provide for varying levels of skills and abilities. Tutors use overhead projectors and slides well to add clarity and interest to lessons. Previously, the library resources were regarded as inadequate, but they now are satisfactory, with a range of up-to-date textbooks which cover the course syllabus.

40. Learners' abilities are closely matched with the courses and qualifications, a strength identified at the previous inspection. All learners have a literacy and numeracy assessment, and the results are listed on the class register. There is no specific support for literacy or numeracy during classes, but tutors are well aware of learners' needs and provide informal support and some graded learning support materials which are written in simpler language. Learners have a detailed computer assessment in which they are asked to identify any previous computer training, qualifications or experience. Learners discuss this assessment with tutors and a learning plan is drawn up. Learners are able to gain modular, one-week qualifications at the Gateway to Employment unit which helps them to leave prison with an up-to-date qualification. Learners on remand are able to receive unit accreditation so they can move on, having gained some recognised qualifications. No level 3 qualifications are available for the more experienced learners.

41. Teaching is satisfactory, and there is an improved range of activities in classes, such as computer word quizzes, and teambuilding challenges, to allow time away from screens to develop other personal skills. Lesson plans are generic, but the classes have a constantly changing group of learners, so most sessions operate as individual training and support sessions. Previously, teaching methods were not varied enough. This situation has now been resolved.

42. Assessment and verification are still satisfactory, with high levels re-marking for the recently introduced examination-based qualification in IT. Staff are trained in assessment and verification by the awarding body. Learners are able to take practice tests which are promptly marked and usually contain helpful comments.

43. Target-setting for most learners remains weak. Individual learning plans are used, in which learners identify some broad aims for improvement, but the actual components of their course objectives are not always listed and where they are shown there is no predicted completion date. The daily logs only record work completed and do not set a

timescales for completion. Some discussions are conducted with learners as to how long a unit will take. Some learners are not sufficiently challenged. Targets in the employment unit are specific and are being met. All learners are aware of their work and units that they have completed, and have written records.

Leadership and management

44. Both of the weaknesses identified in this area by the previous inspection have been resolved. There are now regular communications and information about courses, and achievement is collected and used. Lesson observations take place, and feedback from learners about their courses is collected, analysed and discussed. Staff absences are still not covered adequately. During the inspection, one class had to be cancelled. No replacement tutor was available to cover for annual leave. However cover was found for the next day. There are no formal structured arrangements to cover for absences. The self-assessment report provides a reasonably accurate assessment of the provision, but does not provide a detailed enough picture of the ICT provision. The more detailed development plan drawn up for the curriculum is helpful, and has in most cases resolved the previously weak areas of the provision.

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
ESOL		
⁻ Other government-funded provision	16	3
Literacy and numeracy		
⁻ Other government-funded provision	123	3

ESOL

Strengths

- very good achievement rates at entry level
- good resources to support teaching and learning

Weaknesses

- insufficient planning to fully meet learners' individual needs
- reduced ability to meet teaching commitments

Literacy and numeracy

Strengths

- good attention to the provision of accredited courses
- good work-related support for learners on vocational training programmes

Weaknesses

- poor planning of some sessions
- insufficient support for some education staff to develop teaching skills

Achievement and standards

45. The prison focuses well on the accreditation of learners' skills by providing short modules which are appropriate to the learner's length of attendance. The pass rates for some qualifications are often very good. On some courses, all the entrants have passed. Achievement rates in ESOL are now good at entry level. Of 102 entrants for entry-level ESOL qualifications in 2005, 77 learners achieved the qualification. High pass rates sometimes reflect the coursework nature of the qualification, and the fact that learners are entered for the qualification when they have completed the required work. All learners are encouraged to work towards nationally recognised qualifications. For employment classes, learners produce well-prepared letters, curriculum vitae and other documents relevant to job applications.

46. Good opportunities exist for those learners with poor literacy skills, who are not

engaged in education, to progress into mainstream education. This is achieved through coaching by another learner, using the Toe By Toe reading scheme. Some learners have received training as study buddies to offer support to learners on the wings and in the segregation unit who would not otherwise access education. There are clear guidelines from teaching staff to support the distance learning and the monitoring of study buddies. All levels of literacy and numeracy are offered as distance learning. Many learners also achieve units in life and social skills courses.

Quality of education and training

47. Good support is provided in the vocational workshops at the prison. The workshops are organised in a range of craft occupations, including brickwork, carpentry, and plastics. Appropriately related literacy and numeracy support is offered to learners in classrooms attached to their vocational working areas. In these support sessions, learners are motivated to learn and to complete their work, and to view the work as a relevant part of their chosen vocational options. Good use is made of the adjacent practical environment to ensure that the support is fully linked with the vocational work. Good use is also made of nationally available resources to help plan and deliver sessions which stimulate learning. Vocational trainers and support tutors work effectively together to support the development of learners' skills. The work-based learning co-ordinator checks schemes of work and session plans to ensure that the literacy and numeracy work is linked effectively with the vocational area. In one workshop, the vocational and support staff produced a joint programme of work and contributed to the completion of the individual learning plans and records of learners' progress.

48. There is now a good range of teaching materials in ESOL provision and access to computers in the classrooms. Good-quality learning materials in literacy, numeracy and ESOL have been developed and are used in conjunction with textbooks. There is also a resource centre where learners can use various textbooks, worksheets and computer programmes to support their studies and to promote independent learning and research skills. Laptop computers are used for distance learning, and there are computers in most classrooms. Computer keyboards are provided with mice and adaptive keyboards for learners on request. A hearing loop is available for hearing impaired learners. Learners receive constructive feedback about their work and progress.

49. Tutors have good systems for recording learners' daily work, and individual learning is monitored and recorded. Individual learning plans have recently been introduced, but they do not always adequately record planned or completed learning in the vocational and educational areas. The plans tend to record syllabus aims and objectives without additional information or targets to make them individual to each learner. The college provides support for its teaching staff. There is a programme of staff development which is linked to staff appraisals, and staff are informed and encouraged to attend. Since the previous inspection, more tutors have become qualified, and good progress has been made towards ensuring that full- and part-time tutors are qualified. The college does not provide sufficient formal support for tutors to develop their teaching skills within the prison environment. Some learning sessions are poorly structured, with little learning

taking place. Teaching in some discrete literacy and numeracy sessions is still unsatisfactory.

50. Initial assessment is satisfactory. Offenders are tested for their levels of literacy and numeracy as part of their induction process. Records of these results are passed to the subject teachers to help them to plan appropriate sessions and to complete the individual learning plans. Advice and guidance is given to learners when they join a programme, and on progression routes and the skills required for vocational employment, are satisfactory. Learners receive good tutor support.

51. Some adaptations have been made to accommodate learners who suffer from dyslexia, although these actions are not based on a secure understanding of the problem. Tutors are supportive of their learners and try hard to maintain good and constructive relationships with them and to encourage their interest and session involvement.

52. Some sessions are poorly planned. These sessions do not meet learners' needs adequately. Learning sessions are too long for many learners to maintain their concentration, especially discrete literacy and numeracy courses which do not have a workshop environment nearby to stimulate vocational interest. Trained and competent teachers find the length of sessions excessively challenging. The education department has ongoing problems recruiting staff, and still does not have enough staff to consistently meet all learning requirements. A very useful learner evaluation, conducted in February 2005, identified learners' views that learning sessions are too long, but no adequate action has been taken.

Leadership and management

53. Leadership and management have been improved. The curriculum area is managed by co-ordinators for skills for life and for work-based learning who, in turn, report to the education manager. Communications between the vocational and education parts of provision are good. Data collection is used routinely in curriculum development. Information is readily available and is used to monitor and develop the provision. Internal verification and the quality assurance of programmes are satisfactory, and learner questionnaires and course reviews are used to develop the programmes. Observations of teaching practice have been completed for all staff over the past year. A skills for life strategy and action plan have been developed. These identify specific items to help resolve identified weaknesses, with assigned responsibilities and timescales for action. Progress towards completing these actions is reviewed and timescales are adjusted. Co-ordinators make good efforts to keep themselves informed about developments in such issues as current awarding body requirements. There is now good awareness of national initiatives to improve the quality of teaching and learning, and the prison makes good use of the opportunities available to be involved. Many of the learning activities promote cultural awareness.

54. There are not enough teaching staff to support the teaching programme adequately

particularly in the ESOL provision. All ESOL staff are part time since the only full-time member of staff left a month before the reinspection and has not been replaced.