

# REINSPECTION REPORT

## **HMP Guys Marsh Reinspection**

**08 March 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 Guys Marsh Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Guys Marsh (the prison) is a category C training prison for male offenders and young adults. It is located in rural Dorset, close to the town of Shaftesbury. The establishment was opened as a borstal in 1960 and became a young offenders' institution in 1984. In 1992 it became a closed establishment and began to take adult offenders. The operational capacity of the prison is 578, including a maximum of 73 young adults. There are currently 567 offenders, of whom 73 are young adults.

2. Offenders are accommodated on nine residential units and are serving sentences ranging from less than six months up to 10 years. Most are serving between two and 10 years. A management restructure followed the previous inspection, and new posts were created. The director of learning and skills now has overall responsibility for education, vocational training, physical education (PE), employment, catering and the library. Education contractors and construction industry training are managed day-to-day by the recently appointed learning and skills co-ordinator. The education provision is subcontracted to Stroud College. Information, advice and guidance is subcontracted to Tribal Training, and A4E holds the contract for all other short courses. These contracts were reallocated in August 2005, and education staff were retained by the new contractor. The operational manager of the education provision is employed by the college. Education classes take place in a purpose-built facility, and some literacy and numeracy skills are taught in the workshops. There are 172 full- and part-time places for offenders in education, and approximately 110 places on vocationally related programmes. These include construction trades, industrial cleaning, PE and catering. At the time of inspection, 160 learners were attending education and accredited vocational training programmes. There are 180 places in the production workshops, although there is little accredited training taking place there. Education courses include information and communications technology (ICT) and some general certificates of secondary education and higher education courses supported through the resource-based learning centre in the education department. Most learners are on literacy, numeracy, or social and life skills programmes.

### SCOPE OF PROVISION

#### Information & communications technology

3. There are eight learners working towards a level 1 qualification for information technology (IT) users, and nine learners working towards level 2 qualifications. A further nine learners are taking examination-based and non-accredited independent learning programmes in different aspects of ICT. Of these, three are working towards a level 2 qualification in text processing and one towards a qualification in computer-aided drawing. Full-time learners attend classes on five days a week for six to eight weeks, while part-time learners attend either morning or afternoon sessions, typically for 12 weeks. Learners study at their own pace using self-teach materials. Tests are available on

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demand. A leisure class in computing is offered on one evening a week.

### Foundation programmes

4. The prison's foundation programmes include literacy and numeracy programmes, and personal and social development known as skills for life. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. Currently, 28 learners attend the literacy programmes and they are run on five days a week, either in the mornings and or in the afternoons. Similarly, 28 learners are currently registered to attend sessions in numeracy. A few learners attend full time, and receive training both in literacy and numeracy. Programmes are planned so that learners are ready to take a national qualification at entry level, level 1 or level 2, within four to eight weeks. A team of four tutors teach these programmes. Six learners are on the four-week course provided by the college to help learners achieve a national certificate at level 2 in coaching basic literacy and numeracy. A private training provider is contracted to provide personal and social development programmes, which include a full-time course in jobsearch and employability skills and a 15-hour motivational course. Eighteen learners are currently on these programmes. The programme on self-employment was not running during the inspection week.

## ABOUT THE REINSPECTION

Number of inspectors	4
Number of inspection days	14
Number of learners interviewed	49
Number of staff interviewed	26
Number of subcontractors interviewed	6

## OVERALL JUDGEMENT

5. At the previous inspection, hospitality, sport, leisure and travel were judged to be good, and construction was satisfactory, but ICT and foundation programmes were unsatisfactory. Leadership and management were judged unsatisfactory and the arrangements for quality assurance were very weak. Equality of opportunity was satisfactory. At the end of the reinspection process all aspects of the provision were found to be satisfactory.

## GRADES

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

*Grades awarded at previous inspection*

<b>Leadership and management</b>	<b>4</b>
Contributory grades:	
Equality of opportunity	3
Quality assurance	5

<b>Construction</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b><i>Construction crafts</i></b> - Other government-funded provision	36	3

<b>Information &amp; communications technology</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b><i>Using IT</i></b> - Other government-funded provision	14	4

<b>Hospitality, sport, leisure &amp; travel</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b><i>Hospitality and catering</i></b> - Other government-funded provision	13	2
<b><i>Leisure, sport and recreation</i></b> - Other government-funded provision	18	1

<b>Foundation programmes</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b><i>Literacy and numeracy</i></b> - Other government-funded provision	51	4

*Grades awarded at reinspection*

<b>Leadership and management</b>		<b>3</b>
Contributory grades:		
Equality of opportunity		3
Quality assurance		3

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Other government-funded provision	26	3

  

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> - Other government-funded provision	80	3

## KEY FINDINGS

### Achievement and standards

6. **Achievement rates are good on ICT programmes at levels 1 and 2**, and have improved since the previous inspection. **Some learners make significant progress in their confidence, and their literacy and numeracy skills.** The achievement rate for qualifications in literacy and numeracy is satisfactory.

7. Learners' work in ICT is generally satisfactory and in some cases it is good. Attendance on most programmes is satisfactory and it is now carefully monitored. However, attendance on personal and development programmes is poor.

### Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information & communications technology	0	0	3	0	3
Foundation programmes	0	1	5	1	7
<b>Total</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>10</b>

8. **The skills for life programmes are planned well**, and teaching has improved significantly since the previous inspection. Teaching and learning on ICT programmes are satisfactory, but there is **poor use of short-term target-setting**.

9. Resources are adequate for ICT and foundation programmes. ICT resources have improved considerably since the previous inspection. The computers are modern and have up-to-date software. Staff and learners make effective use of the facilities.

10. There is satisfactory support for learners on all programmes, and learners on distance learning courses have good access to facilities in the prison. There are satisfactory links



with external organisations and the prison is attempting to expand these further. Voluntary and other agencies give good support to help remove offenders' barriers to employment. **Learners in ICT workshops and learning centre sessions are supported well.**

11. Assessment and verification practices are satisfactory and have been improved since the previous inspection. Learners' competences and achievements are clearly recorded.

12. The prison has increased the range of foundation programmes it offers, but the **programmes in personal and social development are inadequately planned. The range of programmes in accredited ICT is still narrow.**

### Leadership and management

13. Leadership and management have improved since the previous inspection. They now provide a **clear strategic direction for education and training**, and satisfactory links between resettlement and education and training. The director of learning and skills is a member of the senior management team and has a key role and responsibility for activities. Training in **skills for life is well integrated with most areas of learning**, and open learning continues to receive good support. The prison has tried hard to extend its vocational training courses, although this has not always been successful.

14. Equality of opportunity continues to be satisfactory and there is a reasonably good level of respect between most staff and offenders. Staff and learners have an adequate understanding of equality and diversity and there is good celebration of cultures and beliefs.

15. Since the previous inspection, the prison has begun to collect useful data on the composition, achievement and attendance of different groups. This is generally analysed well, and has started to be used to make management decisions.

16. Quality assurance has improved since the previous inspection when it was very weak. There is now a satisfactory self-assessment process and useful meetings are held between key staff on the quality improvement group. Learners' and offenders' views are sought regularly and have led to improvements in the provision. However, **the prison has been slow to implement some of the quality assurance arrangements**, and to extend them to all areas of learning, and there is **insufficient systematic sharing of information.**

### Leadership and management

#### Strengths

- clear strategic direction for education and training
- good development of skills for life support in the workshops
- successful focus on improvements

#### Weaknesses

- narrow range of vocational programmes

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- insufficient systematic sharing of some key information and developments
- slow implementation of some aspects of quality assurance

### **Information & communications technology**

#### ***Using IT***

##### *Strengths*

- good achievement of certificates for IT users at levels 1 and 2
- good support for learners in IT workshops and learning centre sessions

##### *Weaknesses*

- poor use of short-term target-setting
- narrow range of accredited courses

### **Foundation programmes**

#### ***Literacy and numeracy***

##### *Strengths*

- good development of learners' confidence and skills
- well-planned skills for life programmes

##### *Weaknesses*

- inadequately planned personal and social development programmes
- insufficient sharing of information and practice across all foundation programmes

## DETAILED REINSPECTION FINDING

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- clear strategic direction for education and training
- good development of skills for life support in the workshops
- successful focus on improvements

#### Weaknesses

- narrow range of vocational programmes
- insufficient systematic sharing of some key information and developments
- slow implementation of some aspects of quality assurance

17. The prison has good leadership and clear strategic planning with a strong vision for the future development of learning and skills. There is good support from senior managers and the governor for learning and skills and there is a strong commitment to improving and integrating the provision for young adults and other offenders. Changes to the management structure since the previous inspection have had a positive effect on the provision, and there is now a clearly co-ordinated approach to education and training. The prison has invested well in new resources, and, since the previous inspection, some teaching accommodation has been refurbished and resources have been updated. In the gym, new cardiovascular training equipment has been installed and there are plans to refurbish the sports hall floor. New contracts have been awarded to external providers for education, information, advice and guidance, and short courses, although the prison has yet to clearly define the working relationship with these providers.

18. There has been good development of literacy and numeracy support in the workshops, building successfully on local and national needs. The prison has responded well to the needs of learners and the poor take-up of literacy and numeracy identified at the previous inspection. There is good use of literacy and numeracy skills within the context of work and training, and learners have access to support in the workshop areas. Projects are used well to integrate the acquisition of craft skills with literacy and numeracy, and learners speak highly of the support they receive.

19. There has been a successful focus on improvements in learning and skills. The prison has clear plans to further improve the range of vocational training programmes. These include the introduction of a quality assurance awareness course for offenders employed in workshops. Courses in farms and gardens and waste management have begun since the previous inspection, but breaches in security have temporarily halted further development of the courses. The prison has introduced a good range of short courses in painting and decorating, bricklaying, and industrial cleaning. Since the

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previous inspection, 80 more places have been made available for learners in education. The learning resource centre is a new facility with good access and convenient opening hours for offenders and learners. The facility provides a pleasant learning environment with good professional support from library staff. There is an adequate range of learning materials available for those on learning programmes. Improvements have been made to the kitchen, where cracked tiles and flaking paint were identified at the previous inspection. This is now a good working area for learners, and is to be replaced with a new kitchen later this year. Staff have started to use data more effectively to help improve provision in learning and skills.

20. The range of vocational programmes is narrow. This weakness was identified at the previous inspection. Although the prison plans to introduce vocational courses in the laundry and other areas, these have been slow to get off the ground. There are also plans to introduce key skills into all workshop areas now that new education and training contractors are in place. The prison has tried to expand the number of workplaces, but in farms and gardens, there are now 62 fewer offenders than previously and the introduction of courses is on hold until security measures are improved. Other areas, such as the cycle repair workshop and most of the Braille workshop, have been closed.

21. There is insufficient sharing of information among the staff, most of whom had not seen the completed self-assessment report or the action plans. Staff have been given too little information about revised pay structures for offenders, which are due to be implemented in April. The summary learning plans sent to vocational learning areas are not sufficiently detailed to be useful to tutors. The learning and skills co-ordinator has developed good communication with the three subcontractors. However, there is inadequate sharing of best practice among staff across the provision.

### **Equality of opportunity**

### **Contributory grade 3**

22. Equality of opportunity remains satisfactory. Overall responsibility for equality and diversity rests with the head of diversity, a new post created since the previous inspection. The head of diversity reports to the director of safe custody and the deputy governor. Most staff have had training on a new diversity strategy, including those employed by the subcontractors. The diversity strategy is clearly written, drawing on reports of incidents throughout the prison service to identify where improvements should be made. Learning and skills staff have a satisfactory understanding of equality of opportunity and diversity.

23. The prison has begun to analyse equality data on participation in education, work and training. The data collected allows managers to measure participation by ethnicity, age and by each wing in the prison. The data has not revealed any marked differences in participation to date. Data is collected on the retention and achievement rates of groups of learners, but there is insufficient information so far to identify trends.

24. The quality of information displayed around the prison remains good, and learners have a good understanding of the support services available. Personal officers, particularly those on the young-adult wing, generally provide good personal support.

Counsellors also provide good support and are usually available to see learners at short notice.

25. Offenders participate well in race relations meetings with key prison personnel. Staff value this forum, and use it to publicise information that may be difficult to share by traditional means. There are a satisfactory number of cultural events to meet the needs of the prison's learners, and religious festivals are acknowledged well. A good range of meals is available to meet the religious needs and cultural preferences of learners. The prison plans to put on a diversity fair and an exhibition on the life and death of Anne Frank.

26. The prison adequately meets the needs of learners with mobility difficulties or other disabilities, although few have such needs at present. Staff recently relocated a class to the ground floor to accommodate a learner with a mobility problem. There are few learners for whom English is an additional language, but books and learning materials are available in other languages and the education department has tutors trained in teaching English for speakers of other languages (ESOL).

### **Quality assurance**

### **Contributory grade 3**

27. The arrangements for quality assurance have greatly improved since the previous inspection and are now satisfactory. The monthly meetings of the quality improvement group are attended by all key members of staff. Meetings are clearly recorded and have led to the implementation of clear procedures and guidelines. The prison has developed a succinct quality assurance policy and related procedures, and senior staff have been trained to observe teaching and learning.

28. Procedures for assessments and internal verification are adequate. There are clear sampling plans and assessors give thorough verbal and written feedback to learners. Assessment in construction has improved considerably since the previous inspection, although actions to regain centre approval for accreditation have been slow. Learners' progress is now monitored well. Learners' views are sought at several stages of their course or programme. Their views and those of the staff are analysed and used to improve the provision.

29. All staff contributed to the self-assessment process and learners views' were also taken into account. The report was clearly presented and broadly accurate. However, there was too little focus on strengths and too much on weaknesses. The three subcontractors have completed their own self-assessments, although these were not fully integrated with the overall prison report. Since the previous inspection, the new subcontractor has improved the individual learning plans, although the summary report sent to vocational areas is weak. Good use is made of an experienced and trusted offender to provide information, advice and guidance to his peers.

30. The prison has been slow to implement some aspects of quality assurance. Teaching and learning are now monitored regularly in the education department but not in vocational areas, although there are clear plans to start this process within the next

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few weeks. Service-level agreements have been drawn up for the three subcontractors but have not yet been agreed and implemented. Some areas of concern about health and safety in the potpourri workshop have not been rectified since the previous inspection. Learners working in this area are provided with gloves and masks, but they still handle oils and dyed materials without them, and the workshop is still untidy and cluttered. Large containers of coloured water are stored and used on wooden pallets in this area. This practice is unsafe.

## AREAS OF LEARNING

### Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Other government-funded provision	26	3

#### *Using IT*

##### *Strengths*

- good achievement of certificates for IT users at levels 1 and 2
- good support for learners in IT workshops and learning centre sessions

##### *Weaknesses*

- poor use of short-term target-setting
- narrow range of accredited courses

### Achievement and standards

31. The achievement rates are good on the IT users courses at levels 1 and 2. This was a strength for the level 2 course at the previous inspection. In 2005, 50 of the 55 starters at level 2 gained a full award. On the newer level 1 course, 24 of the 31 learners who have started to date have gained the full award. The retention rate is 80 per cent.

32. Learners' work is generally satisfactory, and some is good. For example, one learner is preparing a high quality CD-ROM-based training package for a professional photo-editing software package, based upon what he has taught himself. Other learners master the basics of office applications, learning how to present information graphically and design simple databases.

### Quality of education and training

33. Learners receive good support in the IT workshop sessions and in the learning resource centre. Tutors respond efficiently to learners' requests for help, and this is an improvement from the previous inspection. In some IT workshops, learners who have completed their qualification use their experience well to help other learners understand the independent study materials, and check the accuracy of their work. In doing so, they develop their own communication and tutoring skills, while reducing the time that learners have to wait for assistance. In the resource-based learning centre, each session is supported efficiently by two tutors.

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34. Teaching and learning are generally satisfactory, but there is little variety. Learners work through independent study materials with the tutors' support. The working relationships between learners and tutors are good. Tutors provide effective help and guidance for individuals, but do not sufficiently check learners' understanding and knowledge. Learners are helped, but tutors do not demand demonstrations of their competence. There is insufficient testing of prior learning.

35. Learners work at their own pace, but for some this is slow. They are still not being encouraged to achieve beyond their expectations. There is poor use of individual short-term target-setting in vocational workshops to challenge and stretch learners. Extension work is not readily available for learners who finish their work in good time, and homework is rarely set. The targets that learners are set after their progress reviews are often vague and do not provide a clear focus for progress.

36. Learners' work is marked accurately, but tutors do not give enough feedback to help them understand what they need to do to improve. After marking one learner's work, a tutor provided good verbal feedback but made no notes. There are good records of learners' progress, but little on their strengths and areas for improvement.

37. Resources for teaching and learning were a key weakness at the previous inspection, but have improved significantly and are now satisfactory. Tutors are adequately qualified to support most courses, but some learners who study specialist IT options at the resource-based learning centre study do not always have access to knowledgeable tutor support. This weakness was noted in the previous inspection report. The prison has installed a suite of new computers with flat screens and industry-standard software in the ICT workshop. An interactive whiteboard has also been fitted, but staff have not yet been trained to use it. In response to a criticism in the previous inspection report, the range of CD-ROM training resources has been increased and is now satisfactory. In the resource-based learning centre, resources are adequate and comprise a mix of old and new computers. Some of the textbooks are out of date. As at the previous inspection, access to the internet remains inadequate for staff and learners, although there are plans to provide access for staff. The arrangements for the maintenance and repair of faulty computers are poor.

### **Leadership and management**

38. At the previous inspection, the management of the ICT provision was weak. Day-to-day leadership and management of ICT is now satisfactory. There is a clear strategy to increase the number of learners on IT courses and to provide internet access for staff. Regular staff meetings provide a forum to discuss courses and concerns, and minutes are taken of the resulting actions and responsibilities. Retention and achievement data is available but not in a form that staff can easily use to gauge the effectiveness of their provision. The prison does not compare its success rates with those of other types of provider. Learners' views about the quality of their courses are sought through questionnaires. The issues identified are circulated to staff with suggested actions for improvement. The self-assessment report identifies some of the main features of the



provision, but gives insufficient emphasis to the analysis of achievements, the quality of teaching and learning and the strategic developments that will impact upon the area.

39. Equality of opportunity remains satisfactory. Learners' cultural differences are treated with respect, and their barriers to learning with understanding. Learners are encouraged and supported towards the achievement of their learning goals. However, the analysis of learners' achievements with regard to ethnicity, age and disability is at an early stage of development.

## Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<b><i>Literacy and numeracy</i></b> - Other government-funded provision	80	3

### ***Literacy and numeracy***

#### *Strengths*

- good development of learners' confidence and skills
- well-planned skills for life programmes

#### *Weaknesses*

- inadequately planned personal and social development programmes
- insufficient sharing of information and practice across all foundation programmes

## Achievement and standards

40. Some learners make significant progress in improving their literacy or numeracy skills. Many increase their confidence with reading and writing activities that they have previously shied away from. They particularly appreciate learning to recognise parts of speech, such as nouns and verbs, or to use punctuation correctly. Many learners successfully overcome previous barriers to numeracy and grasp concepts and numerical skills they had previously found baffling. Learners on coaching courses pick up basic coaching skills and use them effectively when supporting learners on literacy programmes at entry level. Some learners on the personal and social development programmes gain the confidence they need to reflect on their personal circumstances and identify relevant long- and short-term goals.

41. Achievement rates are satisfactory. Between August 2005 and December 2005, 73 learners achieved a qualification in literacy or numeracy at level 1 and 52 learners achieved at level 2. The prison is on course to achieve the targets set by the Learning and Skills Council of 110 qualifications at each level. The prison does not measure the achievements of learners on personal and social development programmes.

42. Attendance is satisfactory on the skills for life programme but sporadic on the personal and social development programmes. Too many learners fail to start these week-long courses or drop out early.

## Quality of education and training

43. The teaching on the skills for life programmes has improved significantly since the previous inspections. Learning sessions are well planned and include an interesting range of learning activities. Most learners participate well in discussions and group exercises on specific skills such as fractions or sentence structure, as well as individual projects. Tutors manage the sessions well and are skilled at adapting learning activities and providing appropriate individual support for learners who have different learning needs. Skills for life tutors collaborate well to plan schemes of work based on a good range of topical contexts, such as the environment. However, these schemes of work are not sufficiently linked to learners' other activities in the prison or their plans for resettlement.

44. The initial assessment of learners' literacy, numeracy and language needs is satisfactory. Most tutors make appropriate use of individual learning plans to record relevant learning goals and plan learning activities. Target-setting is therefore now satisfactory on most skills for life courses. Most learners understand how the targets relate to their overall goals to improve their literacy or numeracy skills and gain a national qualification. However, some still do not receive sufficiently detailed feedback on their progress during learning sessions.

45. The prison has increased its investment in learning resources for foundation programmes since the previous inspection, and these are now satisfactory. Some tutors make good use of a wider range of practical and published learning materials. However, some learners still do not have sufficient opportunities to use computers and multimedia resources, such as television, radio and videos to help them develop their literacy, numeracy, language and employability skills.

46. The prison has recently increased the range of foundation programmes to include a wider choice of short courses in personal and social development. However, many aspects of these new programmes are not adequately planned. Although some learners participate well in interesting discussions, tutors do not use a wide enough range of learning activities and resources and they do not cover some of the agreed learning objectives adequately. Some aspects of the motivational programme are not sufficiently linked to developing learners' employability skills. Similarly, many learners on the resettlement programme are not given enough guidance or information to help them prepare for resettlement, such as advice on how to disclose their criminal record to a potential employer.

## Leadership and management

47. Most of the teaching staff are experienced in working in prisons and have received initial training in teaching basic or employability skills, and some have a broad range of appropriate teaching and specialist qualifications. Staff do not receive sufficient training to raise their awareness of dyslexia and how to teach ESOL. Tutors working for the same contractor collaborate effectively. They meet frequently to share ideas, evaluate the provision and plan how to improve each course. Most tutors have a satisfactory

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understanding of the prison's procedures for implementing its equal opportunities policy, and they reinforce appropriate standards of behaviour effectively.

48. The management of the foundation programmes is not sufficiently co-ordinated. Managers and tutors are not fully aware of the full range of programmes available in this area of learning and are unable to advise learners of possible progression routes or further opportunities to develop their skills. The prison's systems for sharing initial assessment results, or learners' individual learning plans, are not sufficiently developed. For example, literacy tutors are not aware of some of the literacy tasks that learners are required to carry out on their personal and social development courses. Similarly, tutors teaching the personal development programme do not receive sufficient information on learners' identified literacy and numeracy support needs. The provision of foundation programmes is not sufficiently planned or evaluated as a whole. The current self-assessment report identifies some of the strengths and weaknesses of some of the programmes, but the prison has not produced a co-ordinated self-assessment report for this area of learning.