

REINSPECTION REPORT

HMP Cookham Wood Reinspection

24 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.

REINSPECTION REPORT

HMP Cookham Wood Reinspection

Contents

Summary

Description of the provider	1
Scope of provision	1
About the reinspection	2
Overall judgement	2
Grades	3
Key findings	3

Detailed reinspection findings

Leadership and management	7
Equality of opportunity	8
Quality assurance	10
Information & communications technology	12
Hospitality, sport, leisure & travel	15

REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Cookham Wood (the prison), near Rochester in Kent, is a closed prison for adult women. It is adjacent to HMYOI Rochester. The prison was built in the 1970s, originally for young men, but its use was changed to meet the growing need for secure female accommodation. With a capacity of 168 it is a relatively small prison. During the week of the inspection the prison held 161 offenders. The average length of stay at the prison is around 18 months, but this masks quite wide variations. For example, the prison holds a small number of offenders serving life sentences. There is a range of opportunities for work including tailoring and light assembly workshops, gardens, catering, physical education (PE), painting and cleaning. Accredited training is available in most of these areas.

2. There have been a number of changes at the prison since the previous inspection. A juvenile unit housing 17 young people has been built and it opened in September 2005. It is separate from the main adult prison but shares some of the facilities and is managed by the same management team. HMP East Sutton Park, a women's open prison a few miles away, was merged with HMP Cookham Wood in September 2005 and is now managed by the same senior management team.

3. Education is currently subcontracted to Amersham and Wycombe College (the college), which offers courses in a range of subjects including literacy, numeracy and language, art, and information and communications technology (ICT). Courses run from Monday to Friday during the day. From August 2006 a different contractor will run this provision. Vocational learning opportunities at the prison include horticulture, catering and industrial cleaning.

4. Education and training are managed by the head of activities and learning development, a member of the prison's executive team. He is supported by a deputy and an administrator. He is responsible for overseeing the contracts with the college for the provision of the education department and with the county council for the provision of library services. The library is situated within the education department and is staffed by a part-time librarian.

SCOPE OF PROVISION

Information & communications technology

5. The ICT provision at the prison includes a range of accredited courses at levels 1 to 3, mostly in the use of office applications software. It also includes a non-accredited course in the use of digital imaging software and one non-accredited office applications software course for beginners. There are total of 16 places every weekday morning and afternoon and learners attend two or three sessions each week. All ICT learners attend classes part time and work part time. During the week of the inspection, 50 learners were taking

HMP COOKHAM WOOD REINSPECTION

courses leading to ICT qualifications. Of these learners, 36 were taking level 1 or 2 courses and nine were taking courses at level 3. The remainder were taking the beginners' course and the digital imaging course. Distance learning courses above level 3 are available, but few learners choose to take advantage of this. There are two ICT classrooms, one with 10 computers and a smaller one with six computers. All ICT lessons are taught as a workshop with every learner working at her own speed. The area is co-ordinated at an operational level by a fractional member of staff. Strategic management is the joint responsibility of the education manager and the head of activity and learning development, with advice given by the ICT teachers. A total of four members of staff teach ICT classes.

Hospitality, sport, leisure & travel

6. The prison offers a range of accredited courses in PE. These include a community sports leader award, a weightlifting leaders' award, fitness instructors' awards at levels 1 and 2, level 2 'get fit for life', and level 1 and 2 nutrition, performance and healthy eating. A Pilates course is not yet accredited. Courses are run throughout the year on all but one morning and most afternoons during the week. Thirty-two learners are on a range of courses. Currently, 13 learners are on level 2 courses and 11 are on level 1 courses. The remainder are on the Pilates course.

7. Facilities for PE include a sports hall, outdoor courts, weights room and a cardiovascular equipment room. A classroom in the education department is used for theory sessions. All offenders complete a general induction to PE. Learners who wish to take a course in this area are inducted into their programme. One full-time qualified PE teacher is supported on a part-time basis by the PE instructor from the neighbouring juvenile institution. They each carry out teaching and assessments. The prison has a vacancy for a full-time PE instructor. Three orderlies are employed in the area part time, and offer a range of recreational exercise activities. All have level 2 fitness instructor qualifications.

ABOUT THE REINSPECTION

Number of inspectors	4
Number of inspection days	11
Number of learners interviewed	21
Number of staff interviewed	19
Number of subcontractors interviewed	13

OVERALL JUDGEMENT

8. At the previous inspection, leadership and management of the provision were unsatisfactory. Equality of opportunity was unsatisfactory and quality assurance was very weak. In the areas of learning, ICT was unsatisfactory, as was the provision in hospitality, sport, leisure and travel. Foundation programmes were satisfactory, however, and visual and performing arts and media provision was good. At the end of the reinspection

process all aspects of the provision reinspected were found to be satisfactory or better.

GRADES

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

Grades awarded at reinspection

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

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT		
- Other government-funded provision	50	3

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
Leisure, sport and recreation		
- Other government-funded provision	32	2

KEY FINDINGS

Achievement and standards

9. **Qualification achievement rates are particularly high in PE courses and in art.** In other areas, achievement rates are satisfactory. **The standard of the work that learners achieve is similarly high in PE and art.** The large-scale artwork which offenders complete as part of the murals project is of a particularly high standard. The standard of learners' work is satisfactory in foundation programmes but is good in social and life skills classes. There is clear evidence that few learners choose not to complete the courses that they start.

Quality of education and training

10. Teaching and learning are at least satisfactory in all areas of learning. In PE, the lessons are well paced and the teacher is effective in involving learners who are slow to engage in the lesson. Lessons take into account the different needs of learners. In ICT,

HMP COOKHAM WOOD REINSPECTION

most lessons are well taught with teachers checking learners' progress regularly. However, in a minority of ICT lessons, teachers wait for learners to ask for help. In foundation programmes, learners receive good individual support.

11. The range of programmes offered is appropriate and meets the needs of most learners. **In ICT, the range has been significantly broadened since the previous inspection and is now good**, taking into account the qualifications that employers will recognise and the broader needs of the labour market. In PE, the range of qualifications is satisfactory. The development of the programme offer has been rapid since the previous inspection, when there was no provision. Courses now offered provide clear progression paths which learners are made aware of. The range of foundation courses is satisfactory to meet the needs of learners. The range of art and craft activities is satisfactory.

12. **Initial assessment of learners' prior ICT skills and knowledge is good.** ICT teachers use a set of carefully prepared questions to build a picture of the learner, and effectively record each learner's aspirations. **However, short-term target-setting for ICT learners is ineffective.** Most recorded short-term aims are insufficiently detailed and do not have dates for completion.

13. Support for learners in all areas is at least satisfactory. **In PE it is particularly good.** Similarly, support for foundation learners is good. They feel confident about approaching staff about further learning opportunities or other issues affecting them. In ICT, teachers are willing to give extra time to learners to discuss other courses they might wish to take or broader issues about their life in prison.

Leadership and management

14. The prison's leadership and management of ICT is effective in producing a strategy for the development of the area. Similarly, in PE, effective leadership and management have improved the provision since the previous inspection. **There is currently no planned training in catering**, but the prison has well-developed plans to reintroduce this once the merger with HMP East Sutton Park is complete. In art, management and leadership have maintained the very high standards seen at the previous inspection. The provision has also been strengthened through a broadening of the courses offered and the introduction of an artist in residence. **Resources are inadequate for some aspects of PE provision.**

15. More broadly, **the leadership and management of education and training have been effective.** The prison's overall strategic plan identifies education and training as high priority. The strategy for education and training is clear, and includes plans to use the merging of the prison with HMP East Sutton Park to improve the provision in both prisons.

16. **The prison has very good working relationships with a wide range of organisations.** Most important of these is the excellent and productive relationship between the prison and the education department. Prison officers who are responsible for the vocational

training regularly meet with staff from the education department to discuss common issues such as literacy and numeracy support for learners. A number of external organisations and individuals have been involved in events. For example, an internationally renowned artist spent a day working with learners, and a local adult education service has been involved in a structured series of family literacy events for offenders.

17. **The prison has taken a number of actions to involve in education and training those offenders who otherwise might not have become involved.** The participation rate in the prison is very high, with 90 per cent of all offenders being involved in education or training in some way. Actions include a prison-wide weekly Sudoku competition, the artist in residence mural project and a British Sign Language (BSL) course.

18. **The prison does not use or analyse data sufficiently to guide management decision-making.** This is a common failing in most aspects of education and training. Data regarding the number of learners entered for and passing qualifications is recorded, but there is little analysis regarding the number of learners who start on courses but choose not to complete them. Similarly, data to monitor equality of opportunity is not analysed effectively.

19. Equality of opportunity is good with an ethos of mutual respect in the prison. **The prison uses a range of creative activity to promote and celebrate diversity.** Offenders have produced a range of high-quality large-scale artwork using powerful imagery to represent the diversity of humankind. Events such as an exhibition by an educational charity and the Chinese New Year celebration with a traditional Chinese dragon dance all recognise and celebrate diversity.

20. The prison is committed to improving equality of opportunity further with clear statements on display regarding acceptable behaviour. Policies are explained to staff and offenders. At the previous inspection, some complaints were taking several months to be dealt with. The prison has set itself a response target of three days and 99 per cent of all complaints are now dealt with within that timescale.

21. Quality assurance processes are effective in improving the quality of the provision. **The system of monitoring and improving the quality of the teaching in the education department is particularly thorough and effective.** The education department has developed a staff handbook. It gives information about what the teacher should do at all key points in the learner's journey. It includes, for example, what should go in a lesson plan and scheme of work with exemplars. However, **insufficient quality assurance of the vocational training takes place across the prison.** The head of activity and learning development checks learners' portfolios but does not currently monitor the quality of the training.

Leadership and management

Strengths

- clear and effective strategy for the development of education and training

HMP COOKHAM WOOD REINSPECTION

- very good working relationships with partners
- good actions to engage offenders in education and training
- imaginative use of creative activity to promote and celebrate diversity
- good system for the observation of teaching and learning

Weaknesses

- insufficient analysis and use of data
- insufficient quality assurance of vocational training

Information & communications technology

Using IT

Strengths

- good range of courses
- good initial assessment of learners' ICT skills

Weaknesses

- ineffective short-term target-setting

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- good achievement of vocational qualifications and skills in PE
- good teaching and learning in PE
- good support for learners in PE

Weaknesses

- inadequate resources for some aspects of the PE provision

DETAILED REINSPECTION FINDING

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- clear and effective strategy for the development of education and training
- very good working relationships with partners
- good actions to engage offenders in education and training
- imaginative use of creative activity to promote and celebrate diversity
- good system for the observation of teaching and learning

Weaknesses

- insufficient analysis and use of data
- insufficient quality assurance of vocational training

22. The prison has produced a clear and effective strategy for the development of education and training within the prison. The prison as a whole has a published strategy for its development and this has a clear emphasis on the provision of education and training. It is intended that education and training should be at the centre of prison life and that all activities should have a learning element wherever possible. The linkage between this and the sentence plan is considered to be vital. Prison staff understand these broad prison objectives and the importance that is given to education and training. Most are supportive of this approach. In support of this, the head of activities and learning development is a member of the prison executive board, emphasising the importance of education and training to prison staff. The education manager is a member of the senior management team, similarly emphasising the role of education and training within the prison. The prison has developed a clear strategic plan for the development of education and training across the newly merged prisons. Some of the identified actions within the strategy have started to be implemented and are having a beneficial effect on learners.

23. The prison's relationships with its partners are very good and effective in improving the provision for learners. In particular, the relationship between the prison and the education department is excellent. The education manager and the head of activity and learning development meet regularly to discuss all aspects of education and training in the prison. These meetings are appropriately recorded and actions identified and monitored. In addition, they meet informally most days. The prison officers who have responsibility for the vocational training meet with the education manager to discuss the provision of literacy and numeracy support for their learners. The prison and the education department have also developed relationships with a range of partner organisations and individuals for the benefit of learners. For example, a writer and journalist spoke to the level 1 and level 2 literacy learners about the work that she does. An internationally renowned artist spent a day working with learners. A BSL school ran a

HMP COOKHAM WOOD REINSPECTION

course for offenders on sign language as part of a wider deaf awareness week in the prison. Links with a local adult education service have been productive in the development of a structured series of family literacy sessions, going through what children learn at each stage in their school career. The intention is to allow offenders to interact with their children more effectively during visits. The prison has very good links with a national company in the gas supply industry and a number of learners are involved in training to become gas fitters.

24. The prison has taken a number of effective actions to involve in education and training learners who might otherwise not have become involved. The participation rate is very high, with 90 per cent of the prison's population involved in some form of education or training. The range of actions is wide and some are subtle. For example, every week the education manager puts a Sudoku competition under the door of every offender in the prison. There is a small prize for the winner. This has created a great deal of interest throughout the prison with most offenders taking part. Offenders have felt comfortable playing a game which they might otherwise have considered to be intellectual. The prison has an artist in residence who runs a mural project. The murals produced are of a very high standard and have encouraged many offenders to take part. Once involved, a number of offenders have gone on to deal with their literacy and numeracy needs within the prison. The prison runs a step-by-step reading scheme whereby learners who need their literacy skills to be improved work with another offender who acts as a mentor. The BSL course also engaged a number of learners who had not taken part in education before. The ethos within the education department is warm, friendly and welcoming to offenders.

25. The prison does not use or analyse data sufficiently. Some data is collected, but much of it is not effectively analysed or used. For example, the number of learners who take a qualification in each area of learning and the number of passes are recorded. The percentage success rate is calculated for each course, but there is little evidence of this information being used to guide management decisions. The number of learners who choose not to complete the courses is not routinely collected or analysed. Some of the data that was given to inspectors produced percentages that were of little use. For example, the percentage of successful literacy learners was given as a percentage of all learners taking a literacy, numeracy or language course.

Equality of opportunity

Contributory grade 2

26. Many examples of imaginative use of creative activity illustrate the prison's work to promote and celebrate diversity. A range of mural projects, produced by offenders with the artist in residence, generates high-quality, large-scale artwork. Work is prominently displayed throughout the prison. Powerful imagery represents diversity of the human form, or celebrates differences and contributes positively to the overall prison environment. A particularly strong ethos of mutual respect exists throughout the prison. Many creative activities take place on a regular basis throughout each year. These attract offenders who may not otherwise attend education. Black history month is celebrated through dance and music. The Chinese New Year is celebrated by a performance of the traditional dragon dance, displays and explanations about symbolism

in dress and colour in China. A multi-cultural evening provides the opportunity for offenders to present their own performances about their personal experiences. Diversity is reflected in many ways. One edition of the prison's Women's Word magazine, recognised by a national prize for offender's art, has a front cover inspired by aboriginal art. The magazine celebrates a wide range of approaches to poetry. An exhibition on Anne Frank was enhanced by offenders' work as guides to groups of school children. Offenders also had the chance to meet and listen to Jewish people who visited the prison to discuss their experiences of the holocaust.

27. The prison is committed to making continued improvements in equality and diversity. Clear policy statements about expected standards of behaviour are displayed well throughout the prison and staff are actively encouraged to enforce them. Policies are explained to staff and offenders during their induction, and a compact agreement is signed. The range of food offered meets a wide range of dietary needs. Skincare products for black and minority ethnic groups are available to buy. Books by black and minority ethnic authors are represented well in the library. The range of 'easy reader' books for those developing reading skills has significantly improved since the previous inspection.

28. The prison has a race relations management team, chaired by the governor, which meets quarterly and includes offenders' representatives. Two new appointments at management and officer level further support developments in diversity. Race equality impact assessments have recently been completed. The draft annual report on race is detailed. The related action plan indicates many areas of progress. Seventy-six per cent of staff are up to date on diversity training. Black and minority ethnic offenders represent about 45 per cent of the prison's population. The recruitment process for staff is not under the prison's direct control. At 2.7 per cent, the proportion of staff from black and minority ethnic groups is below the externally set prison target of 5.8 per cent.

29. Procedures for dealing with complaints have continued to improve since the previous inspection, and are now satisfactory. Offenders clearly understand the procedure, and the prison now responds to complaints within the target timescale.

30. The process of labour allocation is clearer than at the previous inspection. The process is fair, but is insufficiently formalised to ensure that the reasons for allocations are explicit. Changes to the pay structure promote the importance of education and work with training. The top wage is paid for attendance at education. Offenders in work receive a bonus payment and enhanced pay on achievement of their qualification. A recently produced guide for staff and offenders about requirements for work and qualifications will further support clarity in work allocation.

31. Data to monitor equality of opportunity is insufficiently well analysed and used. The prison collects a wide range of data to monitor balanced representation in different activities and areas of work. An automatic flagging system identifies areas of action. However, sometimes the overall balance is flagged with 'no action' when there are notable gaps in the involvement of specific minority ethnic groups. For example, in gym, the balance of participation is flagged as acceptable, but no Asian or mixed race

offenders attend. Similarly, in education, some sessions attract no people from these groups. Waiting lists for general certificates of secondary education in art and for preparation for life and work classes are made up entirely of Asian offenders. It is not clear that the reasons behind this are routinely explored. In education, monitoring data is presented in percentages. It is not clear whether these represent high or low numbers of people.

Quality assurance

Contributory grade 2

32. The system to observe and monitor the quality of the teaching and learning in the education department is good. All teachers are observed twice each year. These observations are all graded. They are carried by the education manager and another member of the education department staff. A senior member of the college staff ensures that grades are accurate by carrying out a small number of observations alongside the prison-based observers. Similarly, the head of activities and learning development will assure himself of the validity of judgements by sitting with the observer during a lesson observation. The judgements made during these observations are very similar to the judgements made by inspectors seeing the same teacher. All teachers who are observed are given a series of action points to enable them to improve the quality of their lessons. These actions are effectively monitored and there is clear evidence of where this has led to improvements in a teacher's subsequent observation grade. The head of activities and learning development routinely receives copies of the forms for the observations carried out in the education department.

33. Other aspects of the education department's quality assurance are satisfactory. The department has written an effective staff handbook to ensure that all learners receive an equally good experience. This gives information about what teachers need to do at all stages of the learner's programme, and teachers speak positively about its usefulness. It covers, for example, what should be in a lesson plan and a scheme of work, how to complete an individual learning plan and what needs to be done when a learner joins the course. It includes exemplars where appropriate. Each teacher carries out a course review at the end of a course, identifying the strong aspects of the course and what could be done differently to improve things for the next course. This is a recent development and it is too early to judge its effectiveness in improving the quality of the provision. The education department carries out regular surveys of the learners' views about how the provision could be improved. Targets for the education department are solely related to the prison's key performance targets and are associated with achieving a number of passes at each level. They do not take into account the needs of the learners and do not relate to quality measures. The education manager and the head of activities and learning development do meet to consider the proportion of learners who achieve a qualification, but on an informal basis only. No specific targets are set. Actions to rectify the weaknesses identified in the previous inspection have been successfully implemented.

34. The self-assessment process is satisfactory. It is appropriately consultative, with all relevant staff members at the prison and the subcontractor college being involved. It is appropriately critical, although in some places overly critical. Many of the strengths and weaknesses identified by inspectors are recognised in the self-assessment report. There

are, however, some strengths in the self-assessment report which are no more than normal practice. Grades given by inspectors are broadly similar to those in the report.

35. There is insufficient quality assurance of the vocational training across the prison. Vocational training accounts for 9 per cent of offenders involved in education and training. The head of activities and learning development checks a sample of the portfolios of learners following national vocational qualifications (NVQs) but currently does not monitor the quality of the training. Internal verification on these programmes is carried out by external consultants and the head of activities and learning development relies on this and the external verifier's reports to inform him about the programme. He does not record or monitor the number of learners who leave the programme early without achieving the qualification. Similarly, quality assurance of other vocational training is insufficient. Most of these courses do not require formal internal verification, but little standardisation of assessments takes place and the head of activities and learning development does not monitor the quality of the training. The prison is aware of this weakness. It has a well-developed plan to rectify it through the use of education and training staff currently at HMP East Sutton Park, once the integration of the two prison systems is fully implemented.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT		
- Other government-funded provision	50	3

Using IT

Strengths

- good range of courses
- good initial assessment of learners' ICT skills

Weaknesses

- ineffective short-term target-setting

Achievement and standards

36. Achievement rates in ICT are satisfactory. During 2004-05, 73 per cent of level 1 learners achieved a full qualification and 98 per cent achieved more than one module. Achievement rates on the level 2 course were similar, with 71 per cent of learners achieving the full qualification. The level 3 course started two months before the inspection and is too new to have any achievement rates.

37. The standard of learners' work is similarly satisfactory. Most learners demonstrate an appropriate level of skill in using the software. Most have sufficient confidence to explore the different aspects of the software. One learner seen was using digital imaging software with great skill and expertise. Learners take pride in their work and speak of their pleasure at being able to do things that they could not do previously.

Quality of education and training

38. The prison offers a good range of ICT courses. The range, from a basic beginners' course through to level 3, meets the needs and aspirations of most learners. The more recent introduction of a short bridging course to make the step from level 1 to level 2 easier has reduced the number of learners who leave the programme at the end of their level 1 course. The non-accredited course in the manipulation of digital images is effective in engaging learners in ICT who might otherwise not become involved. The range of courses in ICT has been determined after taking into account labour markets and the type of qualification that employers will recognise. Well-developed plans exist to introduce further new qualifications. The prison has approval from the awarding body to

run another level 3 office applications course. The prison is also actively pursuing a series of courses in computer-aided design. Before learners start on an ICT course they are given clear and detailed information about the course, what other courses they might progress to and how they will be assessed. At the previous inspection, learners had little choice of qualification, with only office applications courses at introductory and level 1 available.

39. Initial assessment of learners' prior ICT skills and knowledge is good. Teachers use a carefully structured set of questions to build a picture of the learner and her experience. Learners' wishes and aspirations are also effectively recorded. This information is used to determine the level and type of course which would best suit the learner. There is clear evidence that this process is effective, with few learners being on courses that are not appropriate.

40. The teaching and learning within ICT are broadly satisfactory. In the best lessons, teachers continually monitor what learners are doing, intervening where appropriate to give learners additional information or explanations. In these lessons the relationship between the teacher and the learners is excellent, with good use of humour to motivate learners. Teachers plan effectively for individual learners and learners are clear what they need to do next. Learners benefit from good individual teaching which is sensitively given. In the poorer lessons, teachers often wait for learners to ask for help and do not sufficiently check on learners' understanding. However, even in these lessons, learners still work through the set exercises effectively and make progress. Support is good, with all teachers being prepared to give extra time to discuss what follow-on course a learner might choose to take or, at times, other matters not related to the ICT course but more about prison life.

41. Literacy, numeracy and language support is satisfactory. All learners are screened to identify those who need additional support, and they are encouraged to take up this support. ICT teachers help where they are able to.

42. Short-term target-setting for learners is ineffective. The document used has a space for short-term and long-term aims. Most of the short-term aims are insufficiently detailed and do not have target dates for completion. For example, one learner had recorded as her target 'brush up my IT skills'. For many learners, no targets are recorded. There is some evidence that learners' personal goals are being achieved but these are not recorded and the prison does not analyse their successful completion.

Leadership and management

43. The curriculum area does not have curriculum co-ordinator but is managed day to day by a part-time member of staff. Strategic planning is carried out by the education manager working with the head of activities and learning development, with advice from the ICT teachers. This approach has resulted in an effective development of broad strategic objectives, although these are not documented.

HMP COOKHAM WOOD REINSPECTION

44. Equality and diversity are effectively promoted. A range of pictures and murals in the education department celebrates diversity and there is an ethos of mutual respect in the classrooms.

45. Quality assurance arrangements have been effective in improving the quality of the ICT provision. All the weaknesses identified at the previous inspection have been appropriately rectified. In particular, the poor teaching and assessment strategies have been improved and are now satisfactory. The self-assessment report identifies most of the strengths that inspectors found, but does not identify the weakness.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Other government-funded provision	32	2

Leisure, sport and recreation

Strengths

- good achievement of vocational qualifications and skills in PE
- good teaching and learning in PE
- good support for learners in PE

Weaknesses

- inadequate resources for some aspects of the PE provision

Achievement and standards

46. Learners' achievement rate for vocational qualifications and attainment of related skills in PE are good. In the level 2 gym instructors' qualifications, all learners were retained and achieved their qualification in 2005-06. Eighty-eight per cent of learners were retained and achieved the weightlifting leaders' award. Attendance is very good, with virtually full attendance throughout courses. Offenders who have achieved their level 2 gym instructors' qualification use their instructors' skills effectively to deliver a range of exercise classes on two days each week. Learners are confident and make good contributions in their classes.

47. The achievement rate on level 1 'get fit for life' courses is satisfactory. In 2005-06, the average retention rate was 69 per cent and the achievement rate was 63 per cent. Almost everyone who is retained achieves their qualification.

Quality of education and training

48. Teaching and learning are good. Teaching is well planned and paced. It offers a varied range of individual and group activity. Links between theory and practice are very effectively made through clear explanations and demonstrations. Learners' understanding is regularly checked. Learners show good understanding and use of some complex physiological terminology, and engage well in practical gym sessions. Exercises are adapted to enable everyone to take part at their own level. The teachers' approach is encouraging and motivating. The general gym induction about the different types of equipment is very effectively supported. The small minority of learners who engage less well in induction are sensitively included. Assessment is well documented and provides

HMP COOKHAM WOOD REINSPECTION

good feedback. However, the language level of some written resources is higher than the initial assessment result identified on the individual learning plan for some learners. It is not clear how this information is used.

49. Learners receive good support. Those with specific learning needs such as those with dyslexia or those who speak English as a second language are given good support. Learners working towards external qualifications are supported by readers or given additional language support to prepare them to understand test questions. Practice tests support learners' confidence and success in external exams. The choice of coloured pen used on the whiteboard is systematically checked to ensure that every learner can read it clearly. Practical support is provided for one learner recovering from back injury. A special chair provides good back support. One learner arrived with existing level 2 qualifications and is supported to work for a range of level 3 qualifications through distance learning. Induction is thorough and helps learners make informed choices. Well-produced written information about progression routes and career opportunities is referred to. A well-produced document about work and related qualifications has been recently developed. Specialist information, advice and guidance and careers advice is available in the library every week, supported by a range of written information.

50. The range of provision in PE is satisfactory. Active programme development, in a relatively short space of time, now offers a range of accredited provision in an area where there was none at the previous inspection. Clear progression routes have been identified, and plans to start higher-level courses in the near future are in place. A detailed needs analysis identifies many good ideas for further development. However, there is no weekend training provision and no outside work placements in this area. These are included in future developments.

Leadership and management

51. The gym has been recently refurbished. Significant investment in new equipment has been made. A new, dedicated teaching room for theory has been set up. The prison has effectively supported the recently appointed teacher in a wide range of staff development. It has made good efforts to maintain provision despite staffing shortages. Observation of teaching and learning is good. Judgements are very close to those of inspectors and indicate a consistently good standard of teaching. Health and safety risk assessments are now completed and up to date. Self-assessment is critical. It recognises, in part, one of the weaknesses identified by inspectors, but none of the strengths. Further improvement has taken place since the self-assessment report was written. Many new documents support teachers to be consistent in lesson planning, the use of individual learning plans and their overall expectations about respect and behaviour. An ethos of respect is promoted well by example. However, the prison's guidance about the completion of individual learning plans does not provide a good model of setting specific, measurable and achievable targets. The use of data is weak. It is collected, but not effectively used in planning and monitoring.

52. Resources are inadequate for some aspects of provision. The theory teaching room

is cramped for the number of learners using it. It is not possible for the teacher to reorganise the furniture for more flexible room use. Accommodation for new weights and exercise equipment is cramped. The gym changing room and shower room are used for weight training and storage. There is no access to showers in the gym. The prison has found it difficult to recruit enough staff and one PE instructor vacancy is unfilled. It is not possible to implement the recommendations made in the prison's PE needs analysis. Prison officer availability is sometimes insufficient to supervise offenders' access to exercise equipment at evenings and weekends. Access is sometimes cancelled at short notice. The prison is aware of these points and has plans to deal with them.

53. There is no planned training in catering. The training provided by a neighbouring prison no longer takes place. Staffing shortages have prevented this. There is no NVQ training and a planned basic food hygiene course was recently cancelled. The prison plans to reintroduce catering when the merger with another establishment is complete.