

# INSPECTION REPORT

## **HMP & YOI Swinfen Hall**

**09 September 2005**



ADULT LEARNING  
INSPECTORATE

## **Adult Learning Inspectorate**

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

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learnndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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

### **Pre-inspection analysis**

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

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

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

# **INSPECTION REPORT**

## **HMP & YOI Swinfen Hall**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Swinfen Hall (the prison) is currently piloting as a young adult offenders establishment for men aged 18 to 25. This prison is the only establishment currently doing so. The prison specialises in the delivery of accredited offender behaviour programmes including enhanced thinking skills, controlling anger and learning to manage it, and core/adapted sex offending treatment programmes. Approximately 65 per cent of the offenders are from the Midlands.

2. Since June 2004, the prison's capacity has doubled to 620. The prison population grew significantly by 180 offenders in the spring of 2005. The growth in the prison population has occurred significantly faster than had been planned. New facilities to support the learning and skills of the additional numbers of learners are near completion. Fifty-seven per cent of the prison population is aged between 18 and 21. Offenders' sentences range from four years to life.

3. The head of learning and skills is responsible for learning and skills throughout the prison and for the library. The prison subcontracts education to Tamworth and Lichfield College (the college), which holds three prison education contracts. There are five classrooms in the education department, each with space for 12 learners. They are used for literacy, numeracy and independent living programmes. Learners use two practical rooms in the education department for cookery and for computer repairs. There are a further six temporary classrooms on the residential wings used for business administration, art and distance learning programmes. A small number of learners are taking Open University courses, and some are taking general certificates of secondary education (GCSEs) and AS and A level courses, including mathematics, English and humanities, through distance learning. The prison has four information and communications technology (ICT) classrooms, two used to teach information technology (IT) qualifications and two using IT to teach literacy and numeracy. Learners attend art and craft courses in one of the two workshop complexes and on the residential wings. The prison runs peer mentoring courses for offenders who want to become learning mentors. Thirteen full-time and 43 part-time tutors work in the education department.

4. The prison has six workshops and offers vocational training in industrial cleaning, carpentry and furniture making, painting, decorating, bricklaying, pallet repair and computer repair. Plans are well underway to build a new learning and skills zone with four workshops and 11 classrooms. A new sports complex is being built, and in the meantime, the prison is using the original gymnasium as a sports hall. There are two cardiovascular and weights rooms. Offenders can take a range of accredited sports-related programmes. Staffordshire County Library Services manages the library. It is open for four-and-a-half days each week, but learners can only use it for borrowing and reference in the evenings and alternate weekends, as education classes take place there during the day. The library is staffed by a librarian and two orderlies.

5. All offenders are offered the opportunity to attend an activity hour in the mornings from eight o'clock. This is followed by a range of half-day academic and vocational activities.

Offenders can attend a number of different classes in a week. Activities, including education, take place between 0900-1130 and 1345-1630 on Monday to Friday. Courses in ICT, cookery and music are available in the evenings.

## OVERALL EFFECTIVENESS

## Grade 4

**6. The overall effectiveness of the provision is inadequate.** The leadership and management of learning and skills in the prison are inadequate, as are its arrangements for quality improvement. Its arrangements for equality of opportunity are satisfactory. In ICT, leisure, travel and tourism, and business administration and law, the provision is satisfactory, but in construction, planning and the built environment, arts, media and publishing, and preparation for life and work, it is inadequate.

**7. The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment report is linked to a clearly structured course review and evaluation process, although some staff are insufficiently involved. The college contributed to the self-assessment report, but the areas of learning it provides were not separately graded and their strengths and weaknesses were not identified. Not all learners contribute to self-assessment process. Self assessment grades are broadly comparable to those of inspectors. The prison makes inadequate use of data to judge retention and achievement rates.

**8. The provider has demonstrated that it has sufficient capacity to make improvements.** The prison is working through a period of substantial change with new classrooms, workshops and sports facilities soon to be opened. Prison managers have a strong commitment to improving the quality of learning and skills, and they are aware of what needs to be done. The prison has made recent significant investment in IT equipment and new staff appointments. Much progress has been made towards dealing with staff difficulties in learning and skills. Progress to resolve weaknesses has been slow, and this has been made worse by the rapid increase in the size of the prison population in the past six months.

## KEY CHALLENGES FOR HMP & YOI SWINFEN HALL:

- improve the planning, monitoring and regular review of individual learning to provide learners with a good understanding of what they have achieved and what they need to do
- improve the quality of teaching, particularly in lessons on preparation for life and work
- improve the arrangements to supply suitable resources on time
- improve the support for curriculum managers
- make better use of data to assess performance and support quality improvement
- implement the cycle of quality assurance procedures and introduce effective monitoring arrangements
- complete a review of learning and skills needs involving all stakeholders

## GRADES

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

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

Construction, planning and the built environment			4
Contributory areas:	Number of learners	Contributory grade	
<i>Construction crafts</i>		4	
Other government-funded provision	42	4	

Information and communications technology			3
Contributory areas:	Number of learners	Contributory grade	
<i>ICT for users</i>		3	
Other government-funded provision	74	3	

Leisure, travel and tourism			3
Contributory areas:	Number of learners	Contributory grade	
<i>Sport, leisure and recreation</i>		3	
Other government-funded provision	35	3	

Arts, media and publishing			4
Contributory areas:	Number of learners	Contributory grade	
<i>Crafts</i>		4	
Other government-funded provision	46	4	

Preparation for life and work			4
Contributory areas:	Number of learners	Contributory grade	
<i>Literacy and numeracy</i>		4	
Other government-funded provision	170	4	
<i>Independent living</i>		3	
Other government-funded provision	72	3	

Business administration and law		3
Contributory areas:	Number of learners	Contributory grade
<i>Administration</i>		<b>3</b>
Other government-funded provision	20	3

## ABOUT THE INSPECTION

9. Provision in construction, planning and the built environment, ICT, leisure, travel and tourism, arts, media and publishing, preparation for life and work, and business administration and law was inspected and graded. Training programmes in health, public services and care were not graded, but evidence from this area of learning was examined and used to support judgements in the key findings section of the report. The prison has recently reintroduced accredited training in horticulture and performing manufacturing operations. This provision was not inspected.

Number of inspectors	6
Number of inspection days	24
Number of learners interviewed	104
Number of staff interviewed	20
Number of subcontractors interviewed	49
Number of locations/sites/learning centres visited	1
Number of visits	1

## KEY FINDINGS

### Achievements and standards

10. **Achievement rates are good on the entry level course for users of IT, the small-business programmes, and the sports programmes. Retention rates are good on sports programmes. Retention and achievement rates on construction programmes are poor.**

11. Learners work well in practical lessons in construction and, despite their inexperience, **many learners in construction and sport develop their skills to good standards.** Learners' portfolios of evidence are good. **Learners on the computer repair course produce excellent practical work.**

12. Business learners value the learning and skills they develop. Most learners in ICT enjoy their learning experience and are well behaved in class. Inappropriate behaviour is challenged effectively. Learners taking art courses receive very effective encouragement and take a pride in their work. Learners' artistic skills are frequently recognised and valued by others.



## The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Construction, planning and the built environment	0	1	2	0	3
Information and communications technology	0	0	3	0	3
Leisure, travel and tourism	0	0	2	0	2
Arts, media and publishing	0	0	3	1	4
Preparation for life and work	0	1	3	5	9
<b>Total</b>	<b>0</b>	<b>2</b>	<b>13</b>	<b>6</b>	<b>21</b>

13. The table above only shows area of learning in which two or more learning sessions have been observed and graded.

**14. Much teaching and learning in literacy and numeracy classes is unsatisfactory.**

Tutors place too much emphasis on completing worksheets and do not meet the immediate needs of learners. Classroom management is often poor, with learners being very noisy and refusing to take part.

**15. Learners on many other courses receive good individual classroom support.** Verbal feedback to learners is constructive, and learners clearly know what they need to do to improve. Opportunities for learning in independent living classes are good. The prison offers a wide range of interesting and relevant courses. Participation levels are good, with many learners contributing from their own experience. Business administration tutors work hard to engage less motivated learners.

**16. Learners do not attend background knowledge sessions in construction and have insufficient understanding of some essential aspects of the subject.**

**17. Lesson planning in sport is incomplete.** Lesson plans are not checked to confirm that they are detailed enough, to the same standard, and properly referenced to the schemes of work.

18. Individual learning plans are stored centrally and rarely used by teaching staff. Most teaching staff produce their own individual learning plans which do not include the results of learners' initial assessment. **Arrangements to support additional literacy and numeracy needs are inadequate.** Sports staff use the same generic learning plans for each learner. Individual learning plans for learners on preparation for life and work programmes are too vague to be used effectively to measure their progress.

**19. Learners on most courses do not have effective progress reviews.** Time has not been allocated for learners to regularly review their progress against the different elements of their individual learning plan which was completed when they arrived in the prison.

**20. All programmes in construction are at level 1, giving learners no opportunity to progress to a higher level.** The range of courses in ICT and business administration is narrow.

## Leadership and management

21. **The governor and his team provide good strategic direction and are aware of the importance of learning and skills to the successful resettlement of offenders.** The prison uses a **wide range of external links** to enhance offenders' experience and understanding.

22. The prison has introduced a **good, well-planned initiative to make literacy and numeracy part of vocational programmes.**

23. **In sports, resources are well managed, and learning resources are excellent.** The computer resources are good.

24. **The art rooms are unsuitable and dull.** Sometimes art and construction materials run out before stock orders arrives. Installation of a new machine in woodwork took an unacceptable length of time.

25. **Tutors have made insufficient progress in the use of ICT resources to help learners develop their literacy and numeracy skills.** They have had too little training in how to teach literacy and numeracy. College staff are not appraised regularly, and the programme of observation of teaching and learning is incomplete.

26. **Support for the diverse prison population is very good.** The use of restorative justice, which brings the victim and the offender together, is very good. Different faiths are well respected and arrangements for worship are very responsive.

27. **The work allocations system is insufficiently responsive.** Learners are not always given an explanation of why they are allocated to particular activities. Inspectors identified a number of examples of learners being placed in inappropriate groups.

28. Significant investment and work is taking place, to expand accommodation, learning, and work opportunities. These major improvements are expected to come into use soon.

29. Arrangements for quality improvement in sport are comprehensive and good.

30. **Data is not used effectively to set targets for achievement or to analyse trends** to support quality improvements. However, there is good, systematic use of data to monitor the ethnic balance of offenders in the residential wings.

31. The self-assessment report, the education manager's report, and the prison's auditing activities are self-critical and identify many of the same weaknesses found by inspectors. **However, many of the actions taken to rectify the identified weaknesses are incomplete or have had limited success.** The areas of learning provided by the college were reported on and graded together in the self-assessment report. The self-assessment grades are broadly comparable to those given by inspectors. Learners regularly give formal feedback, but their views are not always systematically analysed or used.

32. **Internal verification is weak in construction and art.** There are no standardisation meetings and few regular meetings or opportunities for sharing good practice.

## **Leadership and management**

### **Strengths**

- good strategic direction
- good external links and partnerships
- very good support for the diverse prison population

### **Weaknesses**

- inadequate use of data
- insufficient attention to the management of most areas of learning
- slow progress to deal with identified weaknesses

## **Construction, planning and the built environment**

### ***Construction crafts***

***Grade 4***

#### *Strengths*

- some good standards of practical work
- good individual support for learners in workshop situations

#### *Weaknesses*

- poor retention and achievement rates
- no progression opportunities
- ineffective use of data
- weak quality assurance arrangements
- poor internal verification

## **Information and communications technology**

### ***ICT for users***

***Grade 3***

#### *Strengths*

- good achievement on entry level courses
- good computer resources

#### *Weaknesses*

- inadequate curriculum supervision

## **Leisure, travel and tourism**

### ***Sport, leisure and recreation***

**Grade 3**

#### *Strengths*

- good achievement of sport qualifications
- well-managed resources
- good arrangements for quality improvement

#### *Weaknesses*

- incomplete lesson planning
- inadequate arrangements to support additional literacy and numeracy needs

## **Arts, media and publishing**

### ***Crafts***

**Grade 4**

#### *Strengths*

- very effective encouragement for learners to take pride in their work

#### *Weaknesses*

- poor resources
- weak aspects of curriculum management

## **Preparation for life and work**

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

**Grade 4**

#### *Strengths*

- good new initiatives to teach literacy and numeracy as part of vocational classes

#### *Weaknesses*

- much unsatisfactory teaching and learning
- insufficiently detailed and relevant targets on individual learning plans
- insufficient staff training in the use of ICT resources
- insufficient training and support for literacy and numeracy tutors

### ***Independent living***

**Grade 3**

#### *Strengths*

- good range of learning opportunities

*Weaknesses*

- insufficiently detailed and relevant targets on individual learning plans

**Business administration and law**

***Administration***

***Grade 3***

*Strengths*

- good achievement of small-business qualifications
- good management of small-business programmes

*Weaknesses*

- narrow range of provision
- insufficient support for learners with additional learning needs

## **WHAT LEARNERS LIKE ABOUT HMP & YOI SWINFEN HALL:**

- the helpful and supportive staff who explain things well
- the opportunities to learn something new
- the support for independent study

## **WHAT LEARNERS THINK HMP & YOI SWINFEN HALL COULD IMPROVE:**

- the work in some subjects - it is not challenging enough
- the number of staff changes
- the allocation to courses – 'putting me on courses I don't want to do'
- the waiting lists to get onto a chosen course
- the choice of trades for learners who have construction skills
- 'the opportunity to move to another activity if you finish a course early'
- the relevance of learning to older learners
- the choice of educational CDs
- the number of higher-level courses
- the regime - it should reflect the outside working day

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 4**

#### Strengths

- good strategic direction
- good external links and partnerships
- very good support for the diverse prison population

#### Weaknesses

- inadequate use of data
- insufficient attention to the management of most areas of learning
- slow progress to deal with identified weaknesses

33. The governor and his team provide good strategic direction. They share a clear vision of the importance of learning and skills to the successful resettlement of offenders. The prison is currently undergoing a very substantial rebuild costing in the region of £40m. Managers pay close attention to the needs of learners and have identified and prioritised key resources to improve the learning opportunities. New workshops, classrooms and sports facilities will soon be opened. The prison has made significant investment in resources, including ICT equipment and computer-based learning resources. Staff have been appointed to new posts, including that of skills for life co-ordinator, which more effectively support learning and skills. Skills for life is the government's strategy for literacy, numeracy and the use of language. A new subcontractor has been appointed to provide impartial information, advice and guidance. Managers have made good progress towards solving difficulties with the management of the education contract.

34. The prison uses a wide range of external links and partnerships to enhance the experience and understanding of offenders. These are particularly effective in the resettlement programme. A range of external agencies, including the local chamber of commerce, the Citizens Advice Bureau, the Prince's Trust, the National Association for the Care and Resettlement of Offenders, and outreach employment make a valuable contribution to the well-structured, highly interactive programme. Positive comments in course evaluations show significant development of offenders' understanding of the range of support agencies available and an improvement in their confidence about being able to obtain help on release. Other organisations provide appropriate and well-supported employment opportunities. There are good links between the pallet workshop and a national company that makes and repairs pallets, providing good employment opportunities for ex-offenders. Some offenders are well supported in work around the country under release on temporary licence arrangements. A charity provides supervised accommodation and work that prison staff monitor regularly. Other offenders are employed at the local barracks. Good references from work-placement providers support offenders' future employment potential.

35. Cleaning science courses are run in a purpose-built workshop, which provides satisfactory opportunities for training and assessment. Courses are currently limited to foundation and level 1 certificates. They are available for up to two groups of 11 learners,

and taught part time by a qualified tutor. There are schemes of work and lesson plans for the courses but the lesson plans are vague and do not link effectively to the schemes of work. Learners must complete the course before they can obtain jobs as wing cleaners. Some learners who are sent on these courses did not choose to do them.

36. The prison makes inadequate use of data to set targets, review performance and gain improvements in the quality of the provision. Staff attending the contract meetings between the prison and the college pay most attention to the prison's key performance targets and evaluate few other performance indicators. There is some monitoring of ethnic diversity on the residential wings, and action is taken if the profile is unbalanced. The prison does not use trend data to analyse the performance of different groups of learners.

37. Managers pay insufficient attention to the management of most areas of learning. In art, construction, ICT and for much of preparation for life and work, it is unclear how agreed action plans are followed through. There are limited opportunities for progression in ICT and business administration. Managers make inadequate use of data to support quality improvements. In some areas of learning, learners' feedback is not analysed for use in course reviews. Resources for art courses are poor. Stock orders are slow to arrive. The art rooms are unsuitable and the learning environments are dull. College staff are not subject to regular performance management, including appraisals, and have not had enough training to effectively teach literacy and numeracy, or support learners with additional needs. The induction of new tutors has not been sufficiently well planned.

### **Equality of opportunity**

### **Contributory grade 3**

38. Support for the diverse prison population is very good. Approximately one-third of the prison population are from minority ethnic groups, well above the profile for the local population. Representatives from each wing take an active part in the race relations management team. Offenders comprise about a third of the team members. A special focus group held before the full team meeting enables them to discuss issues fully in a less formal setting. Issues are discussed thoroughly and action is taken promptly when required. Arrangements for complaints or reporting of racist incidents are very good. Offenders understand how to report concerns about other offenders or staff. The response is rapid and sensitive. The use of restorative justice, bringing the victim and the offender together in well-managed face-to-face discussion, is very good.

39. Different faiths are well respected, and arrangements for worship are very responsive. The chaplaincy team includes a full-time imam, who speaks five languages. There is regular worship for the Christian, Muslim, Sikh and Jewish faiths. Catering arrangements for different dietary needs are very good. Halal and kosher food is available. Staff respond well to changing needs during the religious year, for example to meet the needs of offenders fasting during Ramadan. The Open College Network (OCN) cookery course also raises awareness among participants about cultural differences in food and enables them to develop practical food preparation skills.

40. The prison is beginning to actively promote diversity. An Ann Frank exhibition is being arranged through an external organisation, and the offenders who will act as guides are being trained for their role. The prison contributes to an annual diversity week exhibition at Lichfield Cathedral and takes part in other initiatives such as Black History Week. Most prison staff are trained in equality and diversity.



41. There is good, systematic use of data in monitoring the ethnic balance of offenders. Regular comparison is made of the balance of different groups on residential wings and their participation in various activities. Prompt action is taken where under- or over-representation is noted. However, the use of data has only very recently been extended to monitoring the balance of participation in different areas of learning. Data is not yet used to make comparisons between different ethnic groups or ages in their achievement rates or representation within areas of learning.

42. The allocations system is not flexible enough to cope with the high levels of growth in prison population and the amount of internal change. Some aspects of the system are still developing. Paper-based and electronically stored records are not effectively linked to give an overview. The high volume of activity sometimes overwhelms staff. The reasons why learners are allocated to particular activities is not clear. Learners receive insufficient impartial information, advice and guidance. Inspectors identified a number of examples, particularly in preparation for life and work, where learners were placed in inappropriate groups. Some are at too low a level, or working on a subject that they have done already. There are insufficient activity places for the number of offenders on roll. Waiting lists in the most popular areas such as construction are long. It is not always clear to how long learners will have to wait for a place. There has been significant investment and work to expand accommodation, learning and work opportunities, and these are planned to come into use fairly soon. Some good plans are in place to develop the job club into a jobcentre that will help learners learn how to seek and find work.

### **Quality improvement**

### **Contributory grade 4**

43. Managers' response to identified weaknesses is slow. The self-assessment report, the education manager's report and auditing activities carried out earlier in the year are self-critical and identify many of the weaknesses identified by inspectors. However, many of the actions to rectify the identified weaknesses are incomplete or have had limited success. The prison has established an integrated approach to sentence planning and individual learning plans. The plans are well designed to effectively record an offender's assessments and, as targets, all learning linked to their sentence plan. The prison has carried out a number of audits of how the individual learning plans are managed, and on each occasion has identified actions that need to be taken. Too many individual learning plans are incomplete and are not used effectively to set targets and actions that would allow offenders to understand what they need to do and how they could achieve it. Tutors continue to make insufficient use of the individual learning plans to fully understand and cater for learners' individual needs. Quarterly monitoring of the education contract has identified a number of weaknesses in relation to different aspects of contract compliance. Some improvements have taken place, but these are very recent.

44. The self-assessment report for 2004-05 links to a clearly structured course review and evaluation. This provides a good tool for tutors to contribute to self-assessment. However, the areas of learning provided by the college were reported on and graded together making it difficult to identify specific strengths and weaknesses. Self-assessment grades are broadly comparable to those given by inspectors. A quality improvement system for the contract has only been in place since the beginning of 2005. It is still at pilot stage and has not yet completed a full cycle.

45. The programme of observation of teaching and learning is incomplete. Satisfactory guidelines are in place and all vocational staff and most physical education (PE) staff have

been observed. Eighteen of the 43 education staff have been observed this year. Observation grades are collated, and individual support is provided. Insufficient judgements are made about the quality of teaching and learning. The results of the observation programme are insufficiently analysed to identify themes to improve the quality of teaching and learning. There is too much unsatisfactory teaching in preparation for life and work. Weak lesson planning is a common theme. The college does not have an effective strategy to resolve this.

46. The management of interval verification is weak. Staff in some areas of learning identified this themselves in external moderators' reports, and it was confirmed by inspectors. The weakness has been evident for some time without resolution. In one area of learning, the awarding body has imposed serious sanctions. There are no standardisation meetings.

47. There is no sharing of good practice. For example, the prison system for collecting general feedback and complaints is good. Offenders understand how to use the system and there are clear targets for response times. Response is prompt. However, in learning and skills, learners are only just beginning to feed back about their courses. In most areas of learning, responses are not analysed to identify emerging themes to promote improvement. There has been no work to share good practice between the more successful areas of learning and those that are less well developed.

## AREAS OF LEARNING

### Construction, planning and the built environment

**Grade 4**

Contributory areas:	Number of learners	Contributory grade
<b>Construction crafts</b>		<b>4</b>
Other government-funded provision	42	4

48. The prison offers vocational training in painting and decorating, carpentry and joinery, and brickwork. All learners have an initial assessment on entry to the prison to identify their literacy and numeracy needs, and following application are selected for one of the courses by the job club. There are 42 training places, including 12 on brickwork, 12 on painting and decorating, and eight on a wood course. Training takes place in the prison training workshops. The woodwork course is not currently available as the tutor is on long-term sick leave. Another wood class for 10 learners is managed by the college. There are waiting lists of up to eight months for programmes. Achievement of the full qualifications takes up to 10 months. Two qualified and experienced prison instructors provide training for painting and decorating and brick programmes. Learners attend the training workshops for up to four-and-a-half days a week. Plans to double the number of training places are well advanced.

#### **Construction crafts**

**Grade 4**

#### *Strengths*

- some good standards of practical work
- good individual support for learners in workshop situations

#### *Weaknesses*

- poor retention and achievement rates
- no progression opportunities
- ineffective use of data
- weak quality assurance arrangements
- poor internal verification

#### **Achievement and standards**

49. Learners work well in practical lessons. The practical training is particularly effective and many learners develop good skills. Although many of the learners have not worked at any trade before joining the programme, they are able to produce good practical work. Learners' portfolios of evidence are good. They contain detailed assessment plans and good photographic evidence. Clear written feedback on assessment decisions is recorded in some sections. The portfolios contain a copy of the relevant standards.

50. Retention and achievement rates are poor. The only records of retention and achievement in recent years are for the college's wood provision. From the records

available for the current year, none of the 87 learners who started on prison-managed construction courses has achieved a qualification to date. Eighteen learners are waiting to claim certificates, but cannot do so until awarding body sanctions on certification are lifted. Achievement rates for the subcontracted provision in woodwork have been good, but have recently declined. In 2001-02, 60 per cent of learners achieved their qualification. This rose to 90 per cent in 2002-03 but declined to 50 per cent in 2003-04. None of the learners in the current year has achieved a qualification. It has taken some time to introduce a new qualification after the old qualification expired, and achievement rates have declined.

### **The quality of provision**

51. Learners receive good individual support. They are given effective individual tuition and acquire good practical skills. They work to good standards and are given constructive verbal feedback about their work, which enables them to understand clearly what they need to do to improve.

52. The standard of teaching is satisfactory. None of the sessions observed was unsatisfactory. There are no dedicated background knowledge sessions and learners have insufficient understanding of some of the essential background knowledge for their trade. The members of staff are experienced in the relevant industry and relate workshop activities effectively to real work situations. There is no use of ICT in construction trades. Learners receive good support, but there is little differentiation in teaching methods and assessment strategies. Lesson plans are not always used.

53. Monitoring of learners progress is satisfactory. Each unit or task is recorded by instructors, and learners are clear about what they have achieved and what they need to do to reach their next target.

54. Although learners have an initial assessment on entry to the establishment to identify their literacy and numeracy needs, the results of this are not passed to the various trades sections. Some staff are not aware that this information is available to them. The education department produces an individual learning plan for each learner, but this is stored in a central location and is rarely accessed by the construction staff. In most cases, teaching staff produce their own individual learning plans, which do not contain all the essential information that is held centrally.

55. A specialist basic skills tutor provides individual learners with literacy and numeracy support twice a week. Classes are held in the trade workshops, and some of the content is related to the particular trade. Learners are not all given the support they need.

56. Resources are satisfactory, but some of the workshop areas are small and require careful planning to accommodate the number of learners. There is no outside area available for brick trades learners to work in, and conditions in the brick workshop are poor in hot weather. Ventilation in this area is inadequate. Health and safety is satisfactory, and learners work in a safe manner. However, in one practical session, none of the learners had any laces in their work boots. This is a potential safety hazard.

57. Curriculum development in the construction section is poor. All programmes offered are at level 1. Many learners are demonstrating good practical skills that would normally enable them to progress to a higher level, but this is not available. Some learners have

expressed a wish to progress, and are disappointed that they are not able to do so. Plans to widen the curriculum are well advanced. There is no opportunity to progress from basic skills to key skills. Basic skills provision is insufficiently integrated into the curriculum.

### **Leadership and management**

58. Although considerable work has been carried out in recent months, there is still more to do to raise standards to a satisfactory level. Managers are aware of the priorities, but implementation is often slow. Installation of a new machine in the woodwork section took an unacceptable length of time and achievement rates declined in the meantime. Managers are often slow to respond to requests from staff, and purchasing arrangements are unnecessarily slow. Teaching staff have good occupational experience. Cover arrangements for staff absence are inadequate.

59. Management information is inadequate. The recording of data is poor and it is not used effectively to assess retention and achievement rates. Three attempts to produce statistical data during inspection resulted in three different sets of data. Inspectors have little confidence in the data produced.

60. Quality assurance arrangements are weak, and self-assessment has had too little effect on improving the provision. There has been some analysis of learners' feedback, but the results have not been used in self-assessment or to make improvements. The self-assessment report included a section on the workshop-based construction training, but not on that provided by the college. Lesson observations have started.

61. Internal verification is poor. The internal verifier has insufficient experience of construction trades and is unable to provide appropriate advice to the new assessors on construction assessment decisions. The provider has been slow to arrange relevant assessor training for new staff and they have not had enough support in their roles. Internal verification has only recently started and there are very few records of any verification activities. There are few regular meetings or opportunities for sharing good practice. Internal verification and staff management of the college's provision is good.

62. The provision is socially inclusive.

**Information and communications technology****Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		<b>3</b>
Other government-funded provision	74	3

63. Seventy-four learners are taking ICT courses, of whom 23 are completing a computer repair course. Sixteen are following programmes in using IT at entry level, 17 are taking courses at level 1 and 18 at level 2. Learners complete an initial assessment in the prison library to identify their literacy, numeracy and language needs, and they are introduced to the library and its systems. A second, informal assessment is carried out once learners attend ICT courses, to ensure they are on the most appropriate course. Subject tutors complete a course learning plan for each learner.

***ICT for users******Grade 3******Strengths***

- good achievement on entry level courses
- good computer resources

***Weaknesses***

- inadequate curriculum supervision

**Achievement and standards**

64. Achievement rates are good on the entry level course in using IT, and on IT application courses, learners achieve satisfactory standards of work. Learners on the computer repair course produce excellent practical work. For example, they have assembled a fully functioning computer system and mounted it on the wall as a very effective wall display. Most learners enjoy their learning experience. Learners are well behaved in class and inappropriate behaviour is effectively challenged. The prison has a very effective system to monitor attendance. Attendance in classes is very good.

**The quality of provision**

65. Teaching and learning are satisfactory. Tutors develop a good rapport with learners and provide good individual support. In better lessons, tutors make good use of visual aids and learners enthusiastically volunteer to show their peers what they have achieved. In weaker classes, tutors take insufficient account of the learners' attention span. Learners quickly lose interest and become bored. In many lessons, learners wait too long before tutors help them with their queries. The requirements of health and safety in the use of IT equipment are inadequately reinforced. For example, learners sit for protracted periods of time on chairs which are not appropriately adjusted to minimise postural defects. Learners are not given sufficient breaks for sessions lasting over two hours.

66. Tutors make insufficient use of the results of initial assessment. Learners with literacy, numeracy or language needs are not given enough support. Those with good literacy skills

progress effectively at their own pace using paper-based materials, but learners with weak literacy skills find these difficult to use. A pilot project has begun to integrate literacy and numeracy teaching into IT. It is too early to evaluate its effect.

67. Learners are set satisfactory targets in their course individual learning plans. These are taken from their course aims and reviewed with the learners every week. Learners' prior attainment is not systematically recorded and their development is not measured. Assessment practices are appropriate, meeting the requirements of awarding bodies. The ICT co-ordinator ensures that all marking is at the correct standard.

68. The range of courses on offer is narrow. Most courses relate to the use of office software and are at entry level and levels 1 and 2. There are no courses at level 3 or in technical disciplines such as programming or computer-aided design.

69. When they arrive at the prison, all learners are made aware of the courses that are available. They receive a booklet giving a brief description of each course. Some learners are allocated to ICT classes which they do not wish to attend or which are at a level below their IT competence. Learners receive an initial induction in which they are given health and safety and course-related information. Tutors provide good informal support to motivate learners.

### **Leadership and management**

70. The computer resources to support learning are good. Learners use good modern computers with well set out workstations. Computer rooms are well laid out with good wall displays which provide a stimulating and attractive learning environment. Learners on the computer repair course have use of a good collection of computer components such as memory modules and disk drives. Software adequately meets the requirements of the courses. There is insufficient technician support to maintain the ICT equipment, and some machines have been out of use for too long. Plans are in place to rectify this.

71. Staff are well qualified. They have satisfactory teaching experience and are encouraged to achieve teaching qualifications. They display good drive and energy in introducing new initiatives. These are in early stages of implementation and there is too little data available to make clear judgements on their effectiveness.

72. Curriculum supervision is inadequate. There is no ICT strategy to provide a clear direction for the area of learning. The range of courses is too narrow and does not adequately meet the learners' needs. The management information system is inadequate. Data is not used to set targets for achievement or to analyse trends and support quality improvements. Staff do not receive regular appraisal of their work or of the standards of their teaching. Staff complete satisfactory course reviews at which issues are discussed and actions agreed, but some of the action plans do not contain completion dates. Progress reviews are insufficiently clear. Learners regularly give formal feedback, but their views are not systematically analysed or used in course reviews. The self-assessment report does not separately grade or identify key strengths and weaknesses for ICT. Internal verification is satisfactory.



**Leisure, travel and tourism****Grade 3**

Contributory areas:	Number of learners	Contributory grade
<b><i>Sport, leisure and recreation</i></b>		<b>3</b>
Other government-funded provision	35	3

73. Twelve learners are working towards community sports leaders awards, 12 towards first aid at work and 11 towards football referees awards. Training takes place in the gym and is full time for first aid and community sports leaders and part time for the football referees course. The community sports leaders award is a four-week course, the first aid at work is a three-week course and the football referees course is run over eight weeks. The gym is staffed by a principal officer, a senior officer, seven physical education officers, and two sports and games officers, supported by six orderlies. There are five qualified national vocational qualification (NVQ) assessors and four qualified internal verifiers, although no NVQ programmes are offered.

***Sport, leisure and recreation*****Grade 3***Strengths*

- good achievement of sport qualifications
- well-managed resources
- good arrangements for quality improvement

*Weaknesses*

- incomplete lesson planning
- inadequate arrangements to support additional literacy and numeracy needs

**Achievement and standards**

74. Achievements of sports qualifications are good. All the 24 learners who started the first aid at work qualification achieved it. Of the 24 learners who started the community sports leaders award, 21 achieved the qualification. The retention rate for all courses averages 91 per cent and attendance figures are also good, averaging above 90 per cent. Learners develop good skills while working in the gym and obtain a wide range of non-accredited sports certificates.

**The quality of provision**

75. Resources are managed well. There are very few buildings and areas where sports activities can take place, but the PE staff still provide two full-time courses at any one time while maintaining the recreational PE programme. Learning resources are excellent. Learners have use of a very comprehensive range of textbooks, videos, and support materials. A designated classroom has television, video and DVD facilities. The classroom is bright, comfortable and conducive to learning. The equipment available includes a wide range of new cardiovascular equipment and weights. There are no restrictions on registrations. Staff team members have sufficient occupational training to enhance the



range of provision, although few have a teaching qualification. Attendance is very closely monitored and action is taken on non-attendees, ensuring places on courses are not wasted. Staff have time allocated for course development.

76. The prison provides a satisfactory range of relevant courses to enhance the learners' employment opportunities. Plans are in place to introduce NVQs when the new facilities are built. In addition to recognised qualifications, a range of taster courses is offered to encourage learners who may not otherwise have considered sports courses. Many go on to complete full qualifications. There is satisfactory advice and guidance on the courses and career options.

77. Lesson planning is incomplete. Lesson plans are not detailed and are not referenced to the schemes of work. They do not take account of different learning styles. The tutors do not prepare the lesson plans until the day of the lesson, and do not share lesson plans to ensure that they all teach to the same standard. Teaching and assessment are satisfactory.

78. Individual learning plans are poorly used. The learning plans are all pre-typed, identical and linked to the course aims. They do not take account of individual learners' additional needs, nor of prior learning and experience. There have been examples of learners' additional needs not being identified until well into the course. Learning plans are not reviewed or updated other than to record the completion of specific course objectives. Learners on one course are not aware that they have learning plans.

79. Arrangements to support additional literacy and numeracy needs are inadequate. Learners do not have an initial assessment when they start a sports course. Additional learning support is supplied by a tutor from education who attends on four half-days a week, but there are no specific targets for literacy or numeracy and there are few links to the learners' PE programme. Information on learners' progress is not systematically reviewed or passed to the tutors on the sports programmes. Only one of the two courses includes additional support, despite learners on the other course having additional literacy needs.

### **Leadership and management**

80. Arrangements for quality improvement are good. The quality improvement system is comprehensive. It includes course evaluations which are analysed, team meetings to review the course, end of course review and evaluation by tutors, and focus groups of representative learners. The final course review document includes a detailed action plan and a system for checking that actions have been completed. Teaching observations are carried out by trained staff, but there are no effective plans for how to resolve any weaknesses identified. Staff have not been involved in the self-assessment process, but have received copies of the report and the action plan. Quality improvement procedures have prompted changes. For example, additional cardiovascular equipment has been purchased, and the way learners are allocated to sport activity has been improved.

**Arts, media and publishing****Grade 4**

Contributory areas:	Number of learners	Contributory grade
<b>Crafts</b>		<b>4</b>
Other government-funded provision	46	4

81. The prison offers art and music programmes throughout the year. Art sessions are available on weekday mornings and afternoons apart from Friday afternoon. Learners attend classes in an art workshop and in accommodation on a residential wing. Twenty learners are working towards qualifications in art. Eighteen learners attend recreational, non-accredited music technology lessons on two evenings a week, and eight attend piano and keyboard lessons on Friday afternoon. The piano and keyboard lessons lead to graded tests in music.

82. Learners attend half-day art classes every weekday for 12 weeks. They may re-enrol to progress to a higher level of accreditation if there are spaces. They work in two or three dimensions, on drawing and painting, basic printmaking, graphics, collage and three-dimensional work using card, found materials and self-hardening clay. Accreditation through the OCN is available at entry level to level 3. A wide range of units is available and past learners have worked at levels 2 and 3, but all the present learners are studying the generic creative arts unit at level 1.

83. Overall, 40 per cent of learners are from minority ethnic groups, 9 per cent are aged 18, 42 per cent are aged between 19 and 21, and 21 per cent are aged 22 and above. For classes on the residential wing, the profile is different. Sixty-seven per cent are from minority ethnic groups and half are aged 22 and above.

84. The art classes are managed by a co-ordinator, who is employed on a fractional contract. The co-ordinator and a part-time tutor provide most of the teaching. A part-time sessional tutor and a part-time skills for life tutor each teach one session a week. Piano and keyboard lessons are taught by a prison officer who is a qualified music teacher.

**Crafts****Grade 4***Strengths*

- very effective encouragement for learners to take pride in their work

*Weaknesses*

- poor resources
- weak aspects of curriculum management

**Achievement and standards**

85. Achievement and standards are satisfactory. Thirty-nine learners started arts programmes over the past six months, and just under half of them achieved their accreditation. A further 20 are still in learning and most are making satisfactory progress. Standards for most learners are satisfactory for the level 1 accreditation. However, a small

minority already have level 2 qualifications and are insufficiently challenged. Some learners have achieved at level 3 in the past. Most learners concentrate well on their work and are well motivated.

86. In recreational music technology classes, learners prepare and perform their own compositions of street music. Performances are enthusiastic. One learner has a particularly distinctive voice and his performance prompted an encore, to the enjoyment of his peers in the audience. In this year's jazz piano group, seven of the eight learners passed graded music tests in theory, four passed their grade 1 music test and one passed a preparatory music test.

87. Attendance averaged 82 per cent in classes observed during the inspection. This is higher than the prison's figure of 75 per cent average for the previous six months.

### **The quality of provision**

88. Learners receive very effective encouragement to take a pride in their work, and they do so. Most tutors provide good levels of encouragement, and support learners to work to their best ability and try new ideas and media. All learners are provided with folders and notebooks and many take full responsibility for these themselves. They keep their work with them and some continue to work in their own time. Work is kept flat and clean, and is carefully presented and mounted. An application for a frame to display work in a cell was favourably received. Learners carefully record their reflections about their work in a notebook. Some show particular perception about their learning and the challenges they have overcome. Others effectively relate their work to wider sources of inspiration, for example the work of other artists. The artistic skills of learners are frequently recognised and valued by others. They are proud when asked to produce drawings for other offenders, friends and family to help them to stay in touch.

89. Most teaching and learning is satisfactory. Classes run on workshop lines enable learners to make their own choices about projects and media, and work at their own pace. Most tutors are enthusiastic and encourage learners to try different ideas and media. They provide good individual coaching and support and work hard to make the most of limited resources. However, in one class, a sizable minority of learners were insufficiently challenged. The beginning and end of sessions are often weak. Some start slowly and little time is spent at the end to reflect upon and acknowledge achievements.

90. Assessment is satisfactory. The co-ordinator carries out most assessments and monitors progress during individual tutorials. She maintains detailed individual notes about learners' progress and their next targets. However, although learners receive good verbal feedback about their work, they do not receive a copy of the written feedback. The final assessment record includes comments from the tutor and the learner, but has insufficient space to record much detail or depth.

91. The programme range is satisfactory. Although resources are restricted, learners have the opportunity to work in a range of media, meeting the requirements of the level 1 unit they are following. Tutors raise learners' awareness about other artists whenever possible, and this influences the work of some learners. Recreational courses offered on two evenings and Friday afternoon provide opportunities to learn music technology and jazz or classical piano.

92. Resources for piano and keyboard are satisfactory. Learners each have a keyboard to practise in their cells while using headphones. Music technology resources are basic but adequate for the level of provision. There are plans to develop this aspect of the provision.

93. Art resources are poor. The two rooms used are unsuitable. One room is spacious, but it has no natural light, is dirty, and is significantly affected by noise from adjacent workshops. The other room is well lit but too small for the number of learners and can get very hot. It has no sink and insufficient storage space. Learners in this room are restricted to small-scale work, mostly in dry media. There are few consumable materials. Orders for stock are slow to arrive. Sometimes materials run out by the time an order arrives. In one class, only two cutting mats were available for the five learners who were making stencils. There are few books or other visual stimuli. Learning environments are dull. There are few source materials for observation and little of the learners' work is displayed. Until recently, art classes were supported by a literacy assistant, to help learners with their notebook work. This support has been withdrawn. Tutors provide this help, but doing so decreases the time they have to teach art.

### **Leadership and management**

94. Aspects of programme management are weak. Class continuity is poor, particularly over the summer period. In the eight weeks up to the inspection, one class was cancelled seven times and another 10 times. All tutors follow a generic scheme of work to support consistency. The scheme of work is detailed, but individual session plans are written for whole-class teaching and do not plan effectively for the individualised learning taking place. Individual learning plans are not used.

95. Internal moderation is weak. Both tutors assess and review learners' work. They internally moderate each other's assessments. There is no standardisation with others who are not part of the assessment process. This is identified as an action point by the external moderator, and some effort has been made to resolve the problem. Attempts to internally moderate assessments with the art department from a nearby prison have been unsuccessful. Accreditation information has not been updated to reflect changes made in 2004.

96. Follow-up to action points is weak. Course review and evaluation are detailed and reflective. Self-assessment and action plans have identified many of the same points as found by the inspector, but no progress has been made in remedying weaknesses. The team meets regularly, following a set agenda, but it is not clear that action points are followed through. Managers respond slowly to the co-ordinator's requests for improvements to accommodation or resources.

97. The art co-ordinator has only ever had one appraisal. Her teaching has been observed in the past, but not this year. She has many years industrial experience as a practicing graphic designer and has almost completed her teaching qualification. The part-time tutor is a graduate and a qualified teacher but has no specialist art qualifications.

**Preparation for life and work****Grade 4**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Literacy and numeracy</i></b> Other government-funded provision	170	<b>4</b> 4
<b><i>Independent living</i></b> Other government-funded provision	72	<b>3</b> 3

98. Two hundred and forty-two learners are on programmes in preparation for life and work, of whom 170 are on literacy and numeracy courses, either in taught classes or using computer-based programmes. Learners can take the national literacy and numeracy tests at levels 1 and 2. Learners with entry level literacy are accredited by a nationally recognised assignment and those with entry level numeracy by a nationally recognised test. Seventy-two learners attend independent living courses including four who attend a class in English for speakers of other languages. There are classes such as alcohol and drug awareness, Fathers Inside, and budgeting and money management, and 31 learners attend a catering and hygiene course. All these programmes are accredited. There is also an accredited peer mentoring programme. All learners attend a week-long induction programme in education, during which their literacy and numeracy needs are assessed. At the end of the induction they are allocated a place in a class or workshop and can attend either in the mornings or in the afternoons. A curriculum leader for the area of learning is supported by two curriculum organisers, one for literacy and one for numeracy. There is a curriculum organiser for independent living.

***Literacy and numeracy*****Grade 4*****Strengths***

- good new initiatives to teach literacy and numeracy as part of vocational classes

***Weaknesses***

- much unsatisfactory teaching and learning
- insufficiently detailed and relevant targets on individual learning plans
- insufficient staff training in the use of ICT resources
- insufficient training and support for literacy and numeracy tutors

**Achievement and standards**

99. Insufficiently valid data was available at the time of inspection to judge standards of achievement.

100. Learners' attainment in classes is inconsistent. In most classes learners are not set sufficiently challenging tasks. However, in better lessons, learners are set more appropriate tasks such as identifying persuasive and instructional words in different texts. Attendance and punctuality are good. During inspection, the average attendance was 90 per cent.

### **The quality of provision**

101. Much teaching and learning in literacy and numeracy classes is unsatisfactory. All courses have schemes of work and lesson plans, but they are often generic. Learning objectives do not meet the immediate learning needs of learners. The planned range of activities is limited. Tutors place too much emphasis on completing worksheets, which are often of no special interest to learners because the text is too difficult or the content is dated. Classroom management is often poor, with learners refusing to take part and being very noisy. In computer-based classes, learners who need individual attention spend a lot of time waiting, and express their boredom forcefully. A classroom assistant attends some classes. This support does not meet the needs of all learners who require it.

102. Individual learning plans are insufficiently detailed and do not include relevant targets. Many individual learning plans are little more than a form which records the most basic information about the learner. Most targets are far too vague to enable the learners' progress to be measured or they are simply not relevant. Tutors often do not have information from the initial assessment and many learners are tested more than once.

103. The prison has invested heavily in new up-to-date ICT resources and has recently acquired specialist software to develop the literacy and numeracy skills of learners. However, tutors have made insufficient progress in using these resources. Some teaching staff do not have appropriate qualifications, nor do they have sufficient experience or training to make best use of these resources in the classroom. They do not have the skills to manage learners who have a limited concentration span and who find it difficult to make satisfactory progress while learning on their own. The software is only used as a stand-alone course and not as part of an overall literacy and numeracy resource base. In classroom-based classes, tutors make insufficient use of ICT to help learners improve their writing skills. Staff do not use ICT in their teaching.

### **Leadership and management**

104. The prison has introduced a good initiative to teach literacy and numeracy through vocational programmes. A pilot programme is underway in bricklaying, painting and decorating, catering and sports, which is reaching new learners who have literacy and numeracy needs. This pilot programme is well planned and all staff have been given detailed information in a handbook. New record-keeping systems are used to monitor the learners' progress and work. An interim report evaluates the strengths and weaknesses of the project and there is an action plan to ensure improvements on the number of sessions taught, and the completion of the individual learning plans and schemes of work. A full evaluation is planned for the end of the project. There are insufficient team meetings and opportunities to share good practice.

105. Tutors have insufficient training in how to teach literacy and numeracy. Staff turnover has been considerable, as have changes in the management of the programmes. Many staff are new, not only to the prison context but also to teaching adults, or to teaching literacy and numeracy. Some staff have not had sufficient induction and training to ensure that their lessons are of interest and relevant to adults in a prison context. Many staff still need to acquire new qualifications in literacy and numeracy at level 4. Staff teaching on the pilot project do not have sufficient training and experience to analyse the specific literacy and numeracy skills needs for the vocational programmes. They are unclear about



how to produce appropriate and useful schemes of work and lesson plans, and do not feel confident about how much literacy or numeracy to include in their lessons.

106. All course managers evaluate and review courses against the Common Inspection Framework. Strengths and weaknesses are identified, but the action plans do not reflect the weaknesses identified. There are satisfactory internal verification procedures for literacy and numeracy programmes, and positive comments have been made by the external verifier. The self-assessment report and course reviews identify many of the same strengths and weaknesses found by the inspectors.

### ***Independent living***

***Grade 3***

#### ***Strengths***

- good range of learning opportunities

#### ***Weaknesses***

- insufficiently detailed and relevant targets on individual learning plans

### **Achievement and standards**

107. Insufficient valid data was made available at the time of inspection to make a judgement about achievement rates in independent living courses.

108. The attainment in classes is inconsistent. In most classes, learners are not set sufficiently challenging tasks. In better lessons, learners work well. For example, they are required to reflect on their own feelings and that of their friends and relatives during prison visits with their children. Attendance and punctuality are good. During inspection, the average attendance was 90 per cent.

### **The quality of provision**

109. There are good learning opportunities in independent living classes. The prison offers a wide range of courses, all of immediate interest and relevance to learners. A pilot family learning course is available for fathers who for security reasons cannot attend the Fathers Inside course. Courses and lessons are planned well. Schemes of work are detailed and standard lesson plans are used. Learning materials are well chosen and presented. For example, learners on the Fathers Inside course watched a video as preparation for their own role-play on how to deal with prison visits by their partners and children. Learners participate well, with many learners contributing from their own experience. Some lessons are well paced with a variety of practical activities, but others rely too much on paper-based materials and activities. All courses have one session a week which incorporates ICT. Teaching and learning in catering classes is satisfactory.

### **Leadership and management**

110. The management of independent living courses is satisfactory. The small group of staff work well as a team and have regular meetings. All team members know the different courses and are able to cover for each other when absences occur. The course manager evaluates and reviews courses against the Common Inspection Framework. Strengths and weaknesses are identified, but the action plans do not reflect the weaknesses.

**Business administration and law****Grade 3**

Contributory areas:	Number of learners	Contributory grade
<b>Administration</b>		<b>3</b>
Other government-funded provision	20	3

111. Twenty learners are taking courses in business administration, of whom 46 per cent are from minority ethnic groups. Seventeen learners are taking accredited programmes at level 2 in the management of small businesses. These courses take place over six weeks with learners attending either each morning or afternoon. Learners' progress is reviewed every month. Small business programmes are managed by the social and life skills co-ordinator with support from two part-time tutors. Three learners are following GCSE courses in accountancy and business studies. These programmes are managed by the distance learning co-ordinator. All learners receive an induction at the start of their programme and complete an initial assessment of their literacy and numeracy skills when they arrive in the prison. At the end of the induction programme, learners complete a individual learning plan which links all elements of their learning to their sentence plan.

**Administration****Grade 3***Strengths*

- good achievement of small-business qualifications
- good management of small-business programmes

*Weaknesses*

- narrow range of provision
- insufficient support for learners with additional learning needs

**Achievement and standards**

112. Achievement rates on the small business start-up programme are good. Since September 2004, 79 per cent of the learners have achieved the qualification. Learners' work is to a satisfactory standard, and they value the learning and skills they develop on their programmes. Attendance and punctuality are well managed.

**The quality of provision**

113. Teaching and learning are satisfactory. Tutors give learners good individual support and work hard to involve those who are less motivated. They effectively challenge inappropriate behaviour. The small business programmes are well structured with detailed schemes of work and lesson plans that identify differentiated activities. Learners receive a course file which describes all their learning and assessment activities and contains monitoring documents and learning materials.

114. When they start a new course, learners complete a section of their individual learning plan which identifies long- and short-term objectives. They receive an appropriate monthly review of their progress towards these. However, time has not been allocated to regularly



review learners' progress in all the elements of their main individual learning plan. This was completed when they arrived in the prison and is held centrally. Tutors and learners complete a course completion report at the end of each business course. Assessment practices are appropriate, meeting the requirements of awarding bodies. The social and life skills co-ordinator holds regular meetings with the business tutors to ensure that all marking is at the correct standard. Tutors' comments are brief, and incorrect spelling in assessments is not corrected.

115. All learners who take small business courses are required to have literacy and numeracy skills at level 1. Tutors do not check centrally held individual learning plans to see whether any learners have additional needs, and such learners are inadequately supported. However, learners using distance learning packages are supplied with adapted materials when they need them, such as large-print study packs.

116. The range of provision is narrow. This is a weakness recognised by the college in its self-assessment. The provision is limited to two six-week small-business courses. A third has been approved but is not yet running. Courses consist of a number of 10-hour units. Most learners who complete the small-business courses also take a computerised course in book-keeping. This is not accredited. Provision at level 3 is limited to AS and A level subjects. Few learners take up options to study GCSEs, AS or A levels or higher education courses in business.

117. Learners receive satisfactory individual support from tutors, although some do not know why they are on the courses. Learners taking business courses through distance learning receive adequate information, advice and guidance. They are required to complete an application and attend an interview to assess their suitability. Tutor support these learners with their study skills and provide in-cell support. Learners are offered individual tutorials when they need them, although these are often held in a room where other learners are working.

## **Leadership and management**

118. The management of the small-business courses is good. The course co-ordinator manages all the prison's social and life skills programmes. The small-business team works well together. Course documents are well prepared in advance. To provide support for staff covering others' absences, a marking scheme has been prepared for each tutor. Communications within the team are good. There are monthly team meetings. Actions to improve the quality of the provision are clearly recorded on course review and evaluation forms. Reviews are held twice each term. Learners are given the opportunity to evaluate the quality of their course every month. Learners' feedback is analysed effectively and prompt action is taken to respond to identified needs. Each year, staff review of the provision against the Common Inspection Framework. They identify strengths and weaknesses which are used in the annual self-assessment report. Data is presented at meetings but is not yet sufficiently used to analyse trends.

119. Staff have adequate qualifications and industrial experience. The tutors are approved assessors and the co-ordinator is a trained internal verifier. Tutors have received recent training in diversity and support with their teaching and learning materials. However, none of the staff has recently been appraised. The teaching rooms are suitable, although there are insufficient computers for each learner to work on their own. The classrooms are on a residential wing with adequate access for learners with restricted mobility. Suitable learning

materials and reference books are available for learners to use.

120. The college did not produce a separate self-assessment grade for business administration or identify key strengths and weaknesses. It was included it in the report on the foundation area of learning. It is unclear from the report which strengths and weaknesses relate to which aspects of the provision. The grade given at inspection was better than the grade in the self-assessment report.

