

INSPECTION REPORT

HMP and YOI Doncaster

18 November 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
- **learnirect** 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.

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 and YOI Doncaster

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP and YOI Doncaster (the prison) is a large category B local prison. Built by the prison service and managed by Serco Home Affairs, the prison opened in June 1994. It houses all adult and young remand offenders from South Yorkshire, and young remand offenders from West Yorkshire. Some offenders are on remand, some are convicted and others are sentenced.

2. The certified normal accommodation of the prison is 771 offenders with an operational capacity of 1,120 offenders. The prison currently has 553 convicted and 256 remand adult male offenders and 209 convicted and 87 remand young adult offenders. Nineteen per cent of the prison's population is from minority ethnic groups, with 74 foreign national offenders.

3. Education and training is managed by the assistant director resettlement. The head of learning and skills works in three prisons and largely has a role in advice and guidance, rather than operational management. The assistant director resettlement's responsibilities also include physical education (PE), chaplaincy, community re-entry, psychological services, sentence management and working with the probation team.

4. The operational management of the education department is the responsibility of the education manager, who is supported by a deputy education manager and a team of 23 full-time and five part-time staff. Of the 23 full-time posts, three were vacant at the time of inspection. There are three full-time and two part-time administrative assistants. Most of the education and training takes place within the prison's amenities block. All learners attend on a part-time basis with the day separated into three sessions.

5. Work is provided in the prison's kitchens, cleaning services, laundry, internal stores, gardens and chaplaincy. Only the kitchens and cleaning services provided opportunities for accreditation. The prison has a target of 22 hours of purposeful activity each week for offenders.

6. The PE department consists of a manager and nine PE instructors. PE activities consist of a recreational programme that runs during the daytime and evenings on weekdays, and during the day at weekends. Few qualifications are offered in the PE department.

7. Library services are provided by the prison. The library is located in the amenities block of the education area. One full-time library assistant works in the library, and is supported by an orderly.

OVERALL EFFECTIVENESS

Grade 3

8. **The overall effectiveness of the provider is satisfactory.** The prison's leadership and management and arrangements for quality improvement and equality of opportunity are satisfactory. Provision is good in retail and commercial enterprise. It is satisfactory in

health, public services and care, engineering and manufacturing technologies, information and communications technology (ICT), arts, media and publishing and preparation for life and work. In construction, planning and the built environment, the provision is inadequate.

9. The inspection team had some confidence in the reliability of the self-assessment process. The self-assessment report is generally accurate in its identification of strengths and weaknesses and grading of the provision. Staff have had some input into the process although little structured use was made of learners' feedback. The prison has completed three self-assessment reports, but the current one is the first one produced by the current management team.

10. The provider has demonstrated that it has sufficient capacity to make improvements. The current management team has been in post for approximately 12 months. In that time the prison has launched some good initiatives and actions to improve provision, which are having a positive effect. The new teaching and learning observation system has had the most notable effect. Teaching and learning was judged to be a strength in each of the areas inspected. A full strategic review of the education and training provision has been carried out and there is a clear direction for the future development of vocational training. A key focus of the past 12 months has been supporting staff to achieve appropriate teaching qualifications. As recognised in the self-assessment report, the collection, analysis and use of management information is a significant weakness.

KEY CHALLENGES FOR HMP AND YOI DONCASTER:

- effectively collect, analyse and use management information
- introduce more work with accredited training
- further develop the range of courses and progression opportunities for learners
- ensure regular reinforcement of health and safety
- further develop literacy, numeracy, language and key skills training across the provision
- implement actions to deal with insufficient staffing
- maintain and further improve the good standard of teaching and learning
- further improve accommodation and learning environments

GRADES

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

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

Health, public services and care 3		
Contributory areas:	Number of learners	Contributory grade
<i>Cleaning</i> Other government-funded provision	9	3 3

Engineering and manufacturing technologies 3		
Contributory areas:	Number of learners	Contributory grade
<i>Motor vehicle</i> Other government-funded provision	24	3 3

Construction, planning and the built environment 4		
Contributory areas:	Number of learners	Contributory grade
<i>Construction crafts</i> Other government-funded provision	37	4 4

Information and communications technology 3		
Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i> Other government-funded provision	30	3 3

Retail and commercial enterprise 2		
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> Other government-funded provision	31	2 2

Arts, media and publishing 3		
Contributory areas:	Number of learners	Contributory grade
<i>Crafts</i> Other government-funded provision	36	3 3

Preparation for life and work 3		
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> Other government-funded provision	7	3
<i>Literacy and numeracy</i> Other government-funded provision	84	3
<i>Employability training</i> Other government-funded provision	22	3

ABOUT THE INSPECTION

11. Seven inspectors spent a total of 26 days at the prison. In addition to the areas of learning inspected the prison offers a small amount of accredited training in PE which was not included in the scope of the inspection. Inspectors visited the prison only during the week of the inspection.

Number of inspectors	7
Number of inspection days	26
Number of learners interviewed	82
Number of staff interviewed	45

KEY FINDINGS

Achievements and standards

12. **In industrial cleaning, ICT, catering and pottery, learners are developing good practical skills.** Learners produce satisfactory work in motorcycle maintenance, construction and preparation for life and work. Catering and pottery learners show a high level of pride in their work.

13. In industrial cleaning and catering, learners display good team-working skills. Catering learners quickly learn the requirements of working in a busy kitchen and develop a high level of capability in the storage, handling, preparation and serving of food.

14. Most learners are making satisfactory or better progress. The oral and written work of learners on preparation for life and work courses shows that they are learning and progressing well.

15. Learners show a good level of motivation for, and enjoy participating in, their studies. Preparation for life and work learners show a particularly good ability to focus and concentrate on their learning. In ICT, a minority of learners lose some concentration as the session progress. Attendance and punctuality is at least satisfactory across all the areas of learning.

16. The prison has insufficient reliable data for judgements to be made about retention or achievement rates or trends over time.

The quality of provision

17. **Teaching and learning are good in motorcycle maintenance, pottery and preparation for life and work.** The motorcycle maintenance tutor provides a wide range of examples to support basic principles. Tutors in preparation for life and work make good use of teaching methods and styles that encourage and motivate learners. Lessons are appropriately planned to meet each learner's requirements.

18. **Practical training is good in industrial cleaning, construction, ICT and catering.** In industrial cleaning tutors give good practical demonstrations, use teaching resources effectively and make satisfactory use of questioning to check learning and understanding. ICT learners benefit from good individual instruction and support. However, **teaching activity in ICT is not varied enough**, with little use made of whole-class demonstrations or discussion.

19. In construction, catering and pottery practical training is planned well to meet the individual needs of each learner. Catering learners receive a thorough induction to working in the kitchen which prepares them well for their work tasks. **In pottery, learners receive insufficient support for theory work.**

20. Good progress is being made in key skills development in most areas of the prison, both as discrete and established provision. **In construction, key skills development is good.** Key skills tutors work closely with construction tutors to produce support and assessment materials. Learners can easily identify the relevance of key skills to the programme they are following. In ICT, satisfactory progress is being made in integrating key skills training into the basic computer literacy course. However, little progress has been made to introduce key skills qualifications into industrial cleaning and there is not enough suitable space available in the pottery room for the key skills tutor to provide appropriate support in these classes.

21. Staff in all areas of learning have up-to-date technical knowledge and hold, or are working towards, teaching qualifications. Resources and facilities are satisfactory in construction, industrial cleaning, pottery, ICT and preparation for life and work. **Motorcycle maintenance learners have access to a particularly good range of modern motorcycles.** However, teaching accommodation on this programme is inadequate. **There is no provision for learners to work with running engines** and no exhaust gas extraction equipment in the workshop. The vocational training kitchen is quite cramped with inadequate ventilation during hot weather. Library resources are inadequate to meet the needs of literacy and numeracy learners.

22. In construction, catering, industrial cleaning and pottery, assessment is fair and carried out regularly. Assessment in catering takes place frequently and learners' portfolios contain a good level of supporting evidence. While most learners are making satisfactory or better progress, not all construction learners are aware of the progress they have made.

23. In catering, industrial cleaning, pottery and ICT, health and safety issues are given a high priority and are regularly reinforced. **In construction, some health and safety arrangements are poor** and reinforcement of health and safety practices is inadequate. The carpentry workshop does not have a suitable dust extraction system.

24. **Some learners cannot access training in painting and decorating due to the location of the building and the need for security clearance.** During the winter months, learners attending the final afternoon session are unable to carry out practical work for the second half of the session.

25. The range of preparation for life and work provision is matched to the needs of most of the prison population. However, learners have insufficient opportunities to progress

beyond level 2. Provision in English for speakers of other languages (ESOL) is not accredited and learners do not have external recognition of their achievements. In other areas of learning there are insufficient progression opportunities above level 1.

Leadership and management

26. **The prison has a clear strategic direction to increase vocational training.** It has identified the introduction of key skills qualifications as a priority following a recent strategic review of the education and vocational training provision and is making good progress in delivering them through discrete and established provision. A range of national vocational qualifications (NVQs) are planned to be introduced in the near future. The appointment of the proposed NVQ co-ordinator will be critical in this process.

27. Good links exist between education and training and resettlement activities within the prison. Resettlement has good links with a wide range of regional organisations benefiting offenders in preparation for their release. Between November 2004 and October 2005, nearly 500 offenders progressed into employment, and over 60 progressed into education or vocational training.

28. Communications within education are satisfactory, with weekly staff meetings and monthly individual meetings held with the education manager. The outcomes of all meetings are recorded and arising actions are noted and allocated to individuals.

29. The system of annual staff appraisal and development is satisfactory. Good progress is being made in ensuring that all staff are appropriately qualified with relevant teaching qualifications. Individual targets set during appraisal do not focus enough on the retention and achievement rates of learners.

30. Learners receive satisfactory support in their studies, and a good culture of mutual respect exists between staff and learners. Learners benefit from the opportunity to combine education and training with prison work.

31. Literacy and numeracy skills provision is satisfactory. The programme range is matched to the needs of most of the prison's population. However, learners have insufficient opportunities to progress beyond level 2. Good progress is being made in key skills development, both as discrete and established provision. Learners benefit from the opportunity for single, or in some cases dual, accreditation.

32. Attendance and punctuality are satisfactory. A member of the administration team follows up any absences to identify the reason.

33. In most areas of learning, internal verification or moderation procedures are adequate. **In construction, however, internal verification arrangements have been poor.** Subcontracted arrangements have recently been introduced but it is too early for their effect to be apparent.

34. The prison's approach to quality improvement is satisfactory. **Good initiatives and actions have been taken to improve provision.** A good system is in place for the observation of teaching and learning, with a good level of constructive feedback given to tutors following observations. Teaching and learning is a strength in each of the curriculum areas inspected. Increasing staff qualifications has been a key focus of the past 12 months

and all staff have, or are working towards, a teaching qualification. Processes to collect learners' feedback, end-of-course evaluations, and exit questionnaires have been implemented and data has been collected, but the prison is still analysing the results.

35. The prison's promotion of equality and diversity is satisfactory. A three-year cycle of equality and diversity training is in place for all staff. Equality and diversity statements are displayed in all classrooms and are available in nine different languages. Relevant posters are displayed throughout the amenities block. Good, respectful working relationships exist between education staff and learners. Access for those with restricted mobility is satisfactory and the prison has some appropriate resources for those with sensory impairment. Access to interpreters is satisfactory. Participation in education is encouraged by parity of pay between education and work.

36. Quality assurance arrangements are satisfactory. The prison has a clear calendar of activity including lesson observation, file audits, and collection of relevant feedback. Staff involved have a good understanding of the various activities, although detailed written procedures have not been produced.

37. The self-assessment process provides an accurate picture of the provision. The grades given in the prison's self-assessment report are accurate except in hospitality and catering and leadership and management, which were given a higher grade by the inspection team. The summary document is not sufficiently detailed. While staff had some involvement in the process, the prison made little structured use of learners' views.

38. Some areas of learning have insufficient staff. **Preparation for life and work is operating with two staff vacancies in significant areas of the provision.** Construction has been without a bricklayer for a considerable length of time, although an appointment has very recently been made. All areas of learning have insufficient staff to provide cover arrangements for long- or short-term absence. Contingency arrangements are only sufficient for short-term cover.

39. **Insufficient vocational, work and education programmes are provided to meet the needs of all offenders.** Literacy and numeracy programmes are not supported above level 2, and the programmes offered have waiting lists. **The range of arts and ICT programmes available is narrow. Catering learners who work in the main kitchen do not have the opportunity to work towards an NVQ** that learners in the vocational training kitchen enjoy.

40. **The prison does not sufficiently collect, analyse and use management information.** The management information system could not produce accurate data on which to make judgements relating to rates of retention and achievement. Analysis of different intakes of learners by the prison is not possible. This is recognised in the self-assessment report. The prison implemented a new system in the months before inspection and is producing sample pilot reports.

Leadership and management

Strengths

- clear strategic direction to increase vocational accreditation
- good initiatives and actions to improve provision

Weaknesses

- insufficient collection, analysis and use of management information
- insufficient vocational, work, and educational programmes to meet all offenders' needs

Health, public services and care

Cleaning

Grade 3

Strengths

- good development of practical skills
- good practical training

Weaknesses

- poor progression opportunities

Engineering and manufacturing technologies

Motor vehicle

Grade 3

Strengths

- good teaching and learning
- good range of modern motorcycles

Weaknesses

- inadequate teaching accommodation
- no provision to enable learners to work with running engines

Construction, planning and the built environment

Construction crafts

Grade 4

Strengths

- good key skills development
- good practical training

Weaknesses

- some weak health and safety arrangements
- restricted access for some learners
- poor internal verification arrangements

Information and communications technology

ICT for users

Grade 3

Strengths

- good practical skills development
- good individual instruction

Weaknesses

- insufficient variety in teaching activity
- poor progression opportunities

Retail and commercial enterprise

Hospitality and catering

Grade 2

Strengths

- good skills development
- good training and support

Weaknesses

- insufficient accredited training in the main prison kitchen

Arts, media and publishing

Crafts

Grade 3

Strengths

- good development of basic pottery skills
- good teaching and learning

Weaknesses

- insufficient support for learners' theory work
- poor progression opportunities for learners

Preparation for life and work

Strengths

- good teaching and learning

Weaknesses

- insufficient staff

WHAT LEARNERS LIKE ABOUT HMP AND YOI DONCASTER:

- the good individual support from tutors
- the mutual respect between staff and learners
- the small classes
- the integration of industrial cleaning training onto wing areas
- pottery classes
- learning by doing in the motorcycle class
- 'learning skills I can use when I'm released'
- being able to have a job and be involved in education
- being paid to do NVQ work in the cell
- the good experience of working in the kitchen
- feeling safe

WHAT LEARNERS THINK HMP AND YOI DONCASTER COULD IMPROVE:

- the amount of art and craft classes
- the number of vocational courses and trade qualifications
- the opportunities to learn at a higher level
- the amount of up-to-date books in the library
- the length of time it takes to get materials for carpentry
- the revised process for excluding learners from education

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- clear strategic direction to increase vocational accreditation
- good initiatives and actions to improve provision

Weaknesses

- insufficient collection, analysis and use of management information
- insufficient vocational, work, and educational programmes to meet all offenders' needs

41. The prison has a clear strategic direction to increase vocational training. The education and vocational training provision is managed by the assistant director resettlement, together with the education and deputy education managers. The head of learning and skills works in three private prisons and has an advice and guidance role rather than a management role. The management team was appointed within the past 12 months. One of the first strategic tasks was a review of the education and vocational training provision provided at the prison. The resulting strategic three-year and five-year development plans are closely linked to the overall strategic plan for the prison. The review recognised the limited opportunities for progression in education and vocational training and the insufficient amount of accredited work being done within the prison. The introduction of key skills qualifications into vocational training and education was seen as a priority. Two staff were recently appointed and good progress is being made in delivering key skills qualifications through discrete and established provision. In construction and ICT, the establishment of key skills training is well advanced. Restricted accommodation in pottery and motorcycle maintenance is making the introduction of key skills more problematical. Little progress has been made in introducing key skills training into industrial cleaning. Fifty learners are presently taking key skills qualifications. Seventy-five learners have already sat external tests with 59 successfully passing the test. There are 27 portfolios ready for external verification. NVQs planned to be introduced into the prison include warehousing and sewing. Other vocational courses planned include lithographic printing and plumbing. A falconry course was being piloted at the time of the inspection. The appointment of the proposed cross-college NVQ co-ordinator will be critical in ensuring the success of the NVQ developments. Progress towards achieving the strategic aims is reported to senior management at monthly team meetings.

42. Links between education and training and resettlement are good. Both are managed by the assistant director resettlement and both activities are located within the amenities block in the prison. Resettlement has good links with a wide range of regional organisations which benefit offenders in preparation for their release from prison. Between November 2004 and October 2005 over 2,000 discharge interviews were held in resettlement. Following these, nearly 500 offenders progressed into employment, and over 60 into education or vocational training. The range of education and training courses included painting and decorating, motor mechanics, sports studies, business administration and plumbing.

43. Communications are satisfactory within education and training. The education and vocational training team hold weekly meetings to discuss course progress and share good practice. Each member of staff has an individual monthly meeting with the education manager to review the progress of learners and discuss individual issues. The outcomes of all meetings are recorded and actions needed are noted and allocated to individuals.

44. A satisfactory system of annual staff appraisal is supported by the observation of teaching and learning. Appraisals are used to identify training needs and are reviewed during the monthly individual meetings between staff and the education manager. An insufficient management information system has not enabled individual targets for retention or achievement to be set, and personal performance targets focus on the achievement of key prison performance targets. Managers are working to ensure that all staff either have, or are working towards, teaching qualifications at the appropriate level. However, not all literacy and numeracy staff have attended core curriculum training.

45. Learners receive satisfactory support in their studies and a good culture of mutual respect exists between staff and learners. Participation in learning is part-time, enabling learners to benefit from the opportunity to combine education and vocational training with work, and to increase their weekly pay. A review of the pay structures for education and work has been completed and the prison has implemented proposals to ensure parity of pay rates.

46. Literacy and numeracy provision is satisfactory. The programme range is matched to the needs of most of the prison population. Initial assessment indicates that over 80 per cent of learners enter the prison at or below level 1 in numeracy, and that over 60 per cent enter with a literacy level at or below level 1. Programmes in literacy and numeracy focus on those learners with needs up to level 2. However, learners have insufficient opportunities to progress beyond level 2. While ESOL provision caters for the increasing prison population of learners who speak English as an additional language, the provision is non-accredited and learners do not have external recognition for their achievements. Good progress is being made in key skills development within the prison, both as discrete and established provision, and learners are being given further opportunities for discrete and, in some cases, dual accreditation.

47. Learners' attendance and punctuality were satisfactory during the inspection, and are managed satisfactorily. A member of the administration team follows up any absences to identify the reason. Plans are well advanced for each prison houseblock to have an identified offender to work with learners who refuse education.

48. Internal verification or moderation arrangements are satisfactory in most areas of learning. Motorcycle maintenance is appropriately supported by subcontracted internal verification. In construction, however, internal verification arrangements have been poor. The construction awarding body imposed sanctions between May 2004 and June 2005, including the withholding of certification. Subcontracted verification arrangements have recently been implemented.

49. The staffing resources for preparation for life and work provision are insufficient, a weakness identified by the prison in its self-assessment report. Currently the curriculum area is operating with two staff vacancies in significant areas of the provision. However, this is an improvement on the situation six months ago, and a further appointment is

imminent. Construction provision has been without a bricklayer for a considerable time, although an appointment has now been made to this post. No areas of learning have enough staff to provide consistent cover for long- or short-term absences. Contingency arrangements include providing learners with work packages to be completed in their cells during staff absences, but these are only sufficient for short-term absence.

Equality of opportunity

Contributory grade 3

50. The promotion of equality and diversity is satisfactory in education. The education department works within the equal opportunities policy and procedures for the prison, and for the Premier Custodial Group Ltd as a whole, with regard to the recruitment and employment of staff. However, this policy is out of date. There is a three-year cycle of equality and diversity training for staff. All tutors attended this training during 2004. Statements relevant to equality and diversity are displayed for learners in all classrooms and are available in nine different languages in addition to English. Induction information is also available in these languages and on video for viewing by offenders in their cells. Posters relevant to equality and diversity, some of which have been produced by offenders, are displayed in the main areas of the amenities block. A diversity week is held annually and is about to take place. The world faith room and chaplaincy are based within the amenities block and are accessible to those attending education. Good, respectful working relationships exist between education staff and learners.

51. The prison carries out appropriate monitoring of participation in education by ethnicity on a monthly basis. Issues of concern are identified and investigated. However, it carries out no analysis of participation by disability, age or any other criteria. There is no analysis of retention or achievement of different learner groups.

52. Access to provision for those with restricted mobility is satisfactory. Some appropriate support resources are available for those with sensory impairment. Information about education is available in nine languages in addition to English, including sign language. Access to interpreters is arranged if required. Participation in education is further encouraged by parity of pay with work, through financial incentives for regular attendance, and through bonus payments for achievement of accreditation. All programmes in education are open to adults and young offenders.

53. There are insufficient vocational work and education programmes to meet the needs of all offenders. Literacy and numeracy programmes are available up to level 2 but learners are not supported above that level. The waiting lists for literacy and numeracy programmes consisted of 34 and 31 offenders respectively at the time of the inspection. The range of arts and ICT programmes is narrow. Progression opportunities are only available in literacy and numeracy, and catering. Library resources are not adequate to support self-study effectively. Those offenders who do not have access to the amenities block have fewer education opportunities, with those in health care having no provision.

Quality improvement

Contributory grade 3

54. The current assistant director resettlement, the education manager and the deputy education manager have been in post for approximately 12 months. In that time, good initiatives and actions have been taken to improve provision and these are showing a positive effect. The scheme for observing teaching and learning is a mixture of announced and unannounced observations leading to graded feedback and identification of development needs. A good level of constructive feedback is provided following

observation and is valued by staff. The results of classroom observations are part of the appraisal scheme. Teaching and training were judged to be a strength in each of the areas of learning inspected. Following his appointment, the assistant director resettlement identified improving staff qualifications as being paramount in improving quality. Staff development has been a key focus of the past 12 months and all staff have achieved, or are working towards, teaching qualifications. Literacy and numeracy staff have achieved, or are working towards, level 4 qualifications. Processes to collect learners' feedback that have been designed and implemented include an annual offenders' survey, end-of-course evaluation and exit questionnaires. The recent survey of the whole prison saw returns from over 80 per cent of the offenders. While this feedback has been collected, it is still being analysed and little effect from it is yet evident, other than the introduction of a fast-track induction process for offenders re-entering the prison. A system of educational wing representatives who will attend the quality improvement group is being introduced.

55. Quality assurance arrangements are satisfactory. There is a clear and detailed calendar for the quality assurance activities being used to check the quality of the education and training provision. These activities include lesson observation, file audits, end-of-course evaluations, exit forms and learners' feedback. Managers and staff have a clear understanding of the different activities, although detailed written procedures have not been produced. The quality improvement group meets every two months and minutes of the meetings, and actions arising, are appropriately recorded and circulated.

56. While the prison has produced two previous self-assessment reports, the most recent is the first produced by the current management team. The self-assessment process provided a report which gives an accurate picture of the provision. The report was compiled using graded area of learning reports which were collated into a summary document. The area of learning reports are generally accurate and include most of the strengths and weaknesses found during the inspection. The summary document is not sufficiently detailed and omits some of the strengths and weaknesses of the area of learning reports. The grades awarded in the self-assessment report are accurate in every area of learning except hospitality and catering, which was given a higher grade by the inspection team. Leadership and management was also graded higher by the inspection team. While staff had some involvement in the self-assessment process, some were not aware of the contents of the summary document. Little structured use was made of learners' views in the process. Greater involvement of staff and learners is planned for the development of the next report. The assistant director resettlement has also applied the self-assessment approach of identifying strengths and weaknesses to other remits under his management, such as resettlement and chaplaincy.

57. As the prison recognises in the self-assessment report, it does not sufficiently collect, analyse and use management information. The management information system was not able to provide accurate data on which to make judgements on rates of retention and achievement. Analysis of different intakes of learners is also not possible. Staff are not set individual performance targets, other than those related to key performance targets. In the two months before the inspection, a new system was being implemented and sample reports piloted. The prison recognises the significance and importance of this weakness for the measurement and evaluation of quality improvement.

AREAS OF LEARNING

Health, public services and care

Grade 3

Contributory areas:	Number of learners	Contributory grade
Cleaning		3
Other government-funded provision	9	3

58. Currently nine learners are training in industrial cleaning. All learners are working towards a cleaning operations proficiency certificate at level 1. Training and assessment for all learners is carried out within the prison's accommodation blocks. One member of staff carries out the training and assessment of learners. Learners attend for two hours a day over five days. They are initially assessed for literacy and numeracy during the formal prison induction. Additional support is provided as required. All learners receive full induction on beginning the industrial cleaning programme.

Cleaning

Grade 3

Strengths

- good development of practical skills
- good practical training

Weaknesses

- poor progression opportunities

Achievement and standards

59. The prison has insufficient reliable data for a judgement to be made on retention and achievement rates. Data collection focuses on contract and key performance indicator requirements rather than on learners' progress and attainment.

60. Learners develop good practical skills. Learners have the opportunity to apply the skills they develop in a real work environment where high standards of work are required. They have access to a wide range of surfaces, furnishings and fittings. These exceed the requirements of the qualification being followed, giving learners the opportunity to enhance further the skills they have already gained. Learners experience problems and hazards which are not always present in the workshop environment and are able to adapt and apply their skills and knowledge to deal efficiently with these situations. Learners work as part of a team when carrying out various cleaning activities and quickly identify the importance of teamwork and good communication skills.

61. Learners' work meets the requirements of the qualification being followed. Learners enjoy participating in all aspects of the practical work activities. They are motivated by and respond well to the positive feedback they receive from their tutor. Most learners make good progress.

The quality of provision

62. Practical training is good. The tutor has a good understanding of each learner's individual needs and structures the practical sessions to ensure that these needs are met. Lesson plans are produced by the tutor and are adhered to for all activities covered by the programme. Aims and objectives are made clear to the learner and the learners' understanding is checked through oral questioning. Teaching resources are basic but are used effectively by the tutor, who also carries out good practical demonstrations which are lively, informative and well paced. Good use is made of oral questioning to check learners' understanding. Learners are engaged, motivated and attentive during most sessions. They are given good constructive feedback during, and on, completion of the practical activities.

63. Resources and facilities are satisfactory for the programmes being delivered. Work areas more than satisfy the requirements of the qualification being offered. Tools and equipment are sufficient to meet the learners' needs. However, some items of equipment recommended by the qualification to enable learners to carry out various activities are not currently available. The tutor has good technical knowledge and possesses relevant training and assessment qualifications. There is no provision for covering staff absences. If the tutor is absent, practical training sessions do not take place.

64. Forms of assessment and recording of learners' achievement are suitable for the course being followed. Assessment is fair and carried out regularly. The assessor maintains up-to-date assessment and training records for all learners. Most learners are aware of the progress they have made towards achieving their qualification and have access to this information at all times. Learners receive constructive feedback following each assessment, although this feedback is not recorded.

65. Learners receive adequate literacy, numeracy and language skills support from education department staff. All learners undergo initial assessment of basic literacy and numeracy skills during prison induction. Following the initial assessment, all learners who have applied for education receive a diagnostic assessment to identify appropriate levels of support required. This support is normally provided through self-study, using workbooks highlighted as appropriate by the diagnostic assessment. Learners speak positively of the skills support they receive.

66. Health and safety arrangements are satisfactory. Learners are supplied with appropriate personal protective equipment for all activities. There is regular reinforcement of health and safety for learners. The tutor provides all learners with detailed health and safety information which relates to best practice and safe use of cleaning materials, power tools, machinery and equipment. Learners are encouraged regularly to identify and report potential hazards and risks. Risk assessments for tools and chemicals are in place and are shared with the learners through discussion before work activities begin.

67. The range of accredited qualifications available is too limited. No higher-level qualifications are on offer. Learners train and apply their skills and knowledge in a real work environment. This provides opportunities for learners to cover aspects of cleaning above the requirements of the basic qualification currently being offered. Most learners achieve their qualification in a very short timescale, normally within two weeks. The tutor has appropriate qualifications and knowledge to deliver and assess higher awards. This has been recognised as an area for further development.

Leadership and management

68. The area of learning is managed satisfactorily. Although no progression route is currently available within this area, management have identified this as a barrier to learners' skills development and have made plans to rectify this by introducing higher-level qualifications. This weakness is identified in the self-assessment report. Although resources within industrial cleaning are satisfactory, there has been a slow response in providing and replacing some essential equipment to ensure learners are adequately supported in learning. Little progress has been made in introducing key skills qualifications within this area. Communication is satisfactory, with the tutor attending weekly staff meetings and monthly individual meetings with the education manager. The process of staff appraisal is satisfactory, with appraisals held annually. The self-assessment report is generally accurate and identifies some of the strengths and weaknesses found during inspection. The promotion of equality of opportunity is satisfactory with mutual respect being shown between staff and learners.

Engineering and manufacturing technologies**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Motor vehicle		3
Other government-funded provision	24	3

69. Motorcycle maintenance classes, which last for two hours, are provided four days a week for three groups of up to eight learners. Currently there are 24 learners in learning. Each learner's programme is planned to run for 20 weeks, or 160 hours. Optimum class size is eight learners. Learners work in a small training workshop/classroom, staffed by one tutor. They can work towards a national certificate in motorcycle servicing.

Motor vehicle**Grade 3***Strengths*

- good teaching and learning
- good range of modern motorcycles

Weaknesses

- inadequate teaching accommodation
- no provision to enable learners to work with running engines

Achievement and standards

70. The prison has insufficient reliable data for a judgement to be made on retention and achievement rates. Data collection focuses on contract and key performance indicator requirements rather than on learners' progress and achievement.

71. To achieve the motorcycle repair and maintenance skills certificate, learners must successfully complete nine modules of assessed practical and written work. Fifty-one learners achieved the qualification in the 12 months before the inspection. Many learners start on the qualification towards the end of their sentence and are released before achieving it. Other learners leave the programme early. Learners are all making at least satisfactory progress in their studies and display satisfactory development of the required practical skills. Staff and learners have a good working relationship and a constructive working atmosphere exists in the workshop. Attendance and punctuality are satisfactory.

The quality of provision

72. Teaching and learning are good for those learners who are able to proceed with their course to a planned conclusion. The tutor provides a wide range of examples to support the teaching of basic principles of motorcycle maintenance. Frequent references are made to modern machines, linking a simple principle such as the two-stroke cycle to motorcycles that use this type of engine, and explaining its relative advantages and disadvantages. There is a range of reference material, some computer-based material and a satisfactory range of printed handout sheets. Work is being done to make the handouts clearer. A particularly good range of modern motorcycles and scooters provides learners with

up-to-date examples of the types of machines that they are likely to work on when released from prison. Assessment is progressively carried out by the tutor and is satisfactory. A subcontractor provides a satisfactory internal verification service. Useful verification comments and suggestions improve the assessment process. Learners' additional learning needs are identified at induction to the prison, and appropriate arrangements are made in the workshop to provide personal help with reading and writing for those who require it. Learners receive good individual support from the tutor. This includes advice on job searching, referral to the prison's community re-entry team and help with producing the written work which forms part of the assessment process.

73. Teaching accommodation is inadequate. The workshop is too small for the motorcycles and other workshop equipment to be effectively worked on. Learners have to work in close proximity to each other, often compromising on their working space for the benefit of others. Good classroom control and behaviour by the learners is necessary to provide an acceptable working environment. There is no classroom accommodation and no provision for learners to sit and write up their work. Practical work on the benches has to be cleared away to make room for writing. Whole-class teaching is difficult to achieve, and the tutor has to repeat basic information to individuals. Learners are not provided with sufficient group debate or problem-solving sessions. There are no audiovisual teaching aids.

74. There is no provision to enable learners to work with running engines. None of the engines or motorcycles are arranged to start and run. There is no exhaust gas extraction equipment in the workshop. Learners are not able to make running adjustments to fuel and ignition systems on live engines. This weakness is identified in the most recent external verification report.

Leadership and management

75. Management of the motorcycle maintenance programme is satisfactory. Course delivery is adequate and is appropriately supported by third-party internal verification. One member of staff is employed to teach and manage the programme. The staff member is well qualified and experienced and has recently completed a formal teaching qualification. There is no provision to cover classes when the member of staff is on leave or otherwise absent. During the inspection, classes were cancelled on one day during authorised staff absence. Equality and diversity is recognised and inappropriate behaviour is challenged. Learners work well together, having appropriate respect and regard for others' views and backgrounds. Learning resources are chosen and deployed well to provide a good learning experience. The self-assessment report recognises the strengths and some of the areas for improvement in the programme, but does not identify the weakness associated with the lack of running engines.

Construction, planning and the built environment**Grade 4**

Contributory areas:	Number of learners	Contributory grade
Construction crafts		4
Other government-funded provision	37	4

76. Currently seven learners are training in painting and decorating and 30 are training in carpentry. All learners work towards a basic craft qualification at level 1 and attend training workshops for two hours a day over five days. There are two tutors, one in each of the trade areas. Learners are initially assessed for literacy and numeracy skills during induction and are given additional support where required. All learners receive workshop induction when they begin the programme.

Construction crafts**Grade 4***Strengths*

- good key skills development
- good practical training

Weaknesses

- some weak health and safety arrangements
- restricted access for some learners
- poor internal verification arrangements

Achievement and standards

77. The prison has insufficient reliable data for a judgement to be made on retention and achievement rates. Data collection focuses on contract and key performance indicator requirements rather than on learners' progress and achievement.

78. The standard of learners' work is satisfactory. The practical skills and knowledge developed by the learners meets with the expectations of the programme. Learners enjoy their programmes and take great pride in the work they produce. They are motivated by the positive feedback they receive from tutors. Learners are keen to carry out practical activities above the required criteria and standards of their qualification. They use the new skills they have gained to produce joinery items such as chairs and tables. Most learners have made satisfactory progress.

The quality of provision

79. Practical training is good. Most of the training is carried out on an individual basis with the learner. Instructors have a good understanding of each learner's needs and structure the sessions to meet them. Learning session plans are produced for all practical activities. The aims and objectives of sessions are made clear to learners and their understanding is checked through oral questioning. Teaching and learning resources are used effectively. In carpentry, along with clear, well-produced scale drawings and information sheets, learners

are provided with practical models. These models enable learners to interpret and relate to the information contained on drawings and information sheets more effectively. Learners are fully engaged, motivated and attentive throughout most training sessions. Good, constructive feedback is given to learners during practical sessions, but this is not always recorded. Tutors have good working relationships with learners.

80. Key skills development is good. Key skills tutors work closely with construction tutors to produce support assessment materials covering both application of number and communication. Key skills tutors work closely with the learners in their vocational work areas. Sessions are planned and structured well to meet the individual needs of each learner. Learners make good use of the support provided and can easily identify the relevance of the key skills to the programme they are following. Assessments are accurate and documented well. Learners are provided with constructive feedback on their performance.

81. The workshop areas are small but adequate, in relation to the number of current learners. The tools and equipment provided are sufficient to meet learners' needs. Staff have up-to-date technical knowledge and possess, or are working towards, relevant teaching qualifications. There is no provision for covering staff absences. Learners are provided with reading material and assignments during such absences so that they can continue their coursework activity.

82. The methods of assessment and recording of learners' achievement are suitable for the course. Assessment is fair and carried out regularly. Tutors maintain basic, up-to-date assessment and training records for all learners. However, not all learners are aware of the progress they have made towards achieving their qualification.

83. Learners receive adequate literacy, numeracy and language skills support from education department staff. All learners complete an initial assessment of their basic literacy and numeracy skills. Learners who have applied for education support take a diagnostic assessment to identify appropriate levels of support required. The support provided is normally through self-study, using appropriate workbooks highlighted by the diagnostic assessment.

84. Some health and safety arrangements are poor. There is no suitable extraction system for the various woodwork machines used in the carpentry workshop. Although adequate personal protective equipment is available and most machining is carried out when learners are away from the workshop, poor ventilation and confined space still expose operators and some learners to hazards associated with dust inhalation. There is inadequate reinforcement of health and safety practices within construction programmes. Risk assessments for the use of tools and equipment are not formally shared with learners, and in some instances do not exist. A number of poor practices were observed within the carpentry and painting workshops. For example, one learner was observed removing paint from a paint kettle with his bare hands and then using a brush cleaner to remove the paint from his skin before this was identified by his instructor. Poor safety practices had been identified in the carpentry workshop before inspection by prison staff carrying out quality assurance checks.

85. Some learners' access to the training programmes is restricted. Some cannot attend the painting and decorating programme as the workshop is situated away from the main

education block and some learners cannot gain security clearance to it. Learners who attend the painting and decorating programme between the hours of 15:00 and 17:00 are restricted to one hour's attendance to the practical sessions during the winter months when dark evenings compromise security arrangements. This results in some learners only attending for five hours of practical training instead of the normal 10 hours. Learners are given related theoretical work but progression towards the achievement of the practical requirements is restricted.

Leadership and management

86. Communication is satisfactory, with the tutor attending weekly staff meetings and monthly individual meetings with the education manager. Staff appraisal and staff development are also satisfactory.

87. Internal verification arrangements are poor. The provision had been without an internal verifier since January 2004. Sanctions including the withholding of certification were applied by the awarding body between October 2004 and July 2005, when the prison made subcontracted arrangements with a local college of further education. Although these arrangements were made at the time of the July 2005 external verification visit, no actual sampling of the assessment process was carried out until October 2005. Other than a brief report provided by the internal verifier, no other records relating to sampling activities, observation findings and individual assessors' feedback were made available.

88. The self-assessment report is generally accurate, identifying some of the strengths and weaknesses found during inspection. However, it does not identify the significant weakness around health and safety arrangements.

89. Although the prison offers the basic construction skills qualification in bricklaying, this programme was not in operation at the time of inspection due to staff shortages. A new tutor had been recruited but had not started employment.

Information and communications technology**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		3
Other government-funded provision	30	3

90. Thirty learners are following ICT courses. Ten of these are young offenders and 20 are adults. The courses consist of a basic computer literacy qualification at level 1. No higher-level courses are offered. Learners can attend for up to five sessions of two hours a week. There is a small amount of recreational, non-accredited evening provision. There are no entry requirements for the ICT courses and many learners have little or no previous ICT experience. There is one full-time and two part-time evening staff, who are managed by the education manager.

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

- good practical skills development
- good individual instruction

Weaknesses

- insufficient variety in teaching activity
- poor progression opportunities

Achievement and standards

91. The prison has insufficient reliable data for a judgement to be made on retention or achievement rates. Data collection focuses on contract and key performance indicator requirements rather than on learners' progress and achievement.

92. Learners are developing good practical computing skills in using standard office software packages for word-processing, spreadsheets and databases, and some graphics work. Learners can complete assessment tests when they are ready. Between April 2004 and the inspection week, 62 full certificates and 199 units were achieved. Learners' success is celebrated well, with learners of the month awards displayed on a noticeboard in the ICT teaching room

93. Classes run for two hours and those observed showed a satisfactory level of attendance and punctuality. Learners are generally well motivated and work productively throughout the session, although a minority lost some concentration as the observed sessions progressed. Learners benefit from working in a safe and supportive environment. Staff and learners have a good working relationship and show mutual respect.

The quality of provision

94. All teaching and learning takes place in an ICT workshop. Learners mainly work from individual workbooks, requesting help from the tutor when needed. The workbooks are structured and well produced with many activities focusing on topics of interest to the learners. Some activities developing the use of the thesaurus facility in word-processing used a range of legal words that would be pertinent to the needs of the learners. There is good individual instruction and support by the tutor. The tutor is supportive but challenging to ensure that learners develop competence in using peripheral devices such as keyboards and mice. The tutor makes good use of individual questioning regularly to check learners' understanding.

95. Learners have a thorough induction to the course. Safe working practices are discussed during induction. Learners are well aware of the potential dangers of using computer equipment, such as repetitive strain injury and problems due to working with computers which are at an inappropriate height or with unsuitable seating.

96. Accommodation and resources are satisfactory for ICT. The teaching room is big enough to accommodate the group. There are 12 up-to-date computers with industry-standard operating systems and standard office software. The room has an attractive range of relevant ICT-related posters and wall displays. However, learners do not have access to computer facilities outside of their classroom hours to practise their skills. A small number of modern laptop computers are available in the library but were not operational during the inspection due to no power supply.

97. Learners have satisfactory access to key skills training in communication and the application of number. A key skills tutor visits the ICT session every morning and afternoon to work with learners on their key skills. Of the 30 ICT learners, 13 had also chosen to work towards key skills qualifications. Although at a relatively early stage, satisfactory progress is being made in integrating key skills training into the basic computer literacy course. Learners work towards level 1 literacy or numeracy tests rather than sitting key skills external tests. This provides a proxy qualification and ensures that successful learners leave with a certificate if they are transferred before completing the portfolio.

98. Teaching activity in ICT is not varied enough. Teaching is mostly limited to learners working from photocopied worksheets and practice tests for most of the time. There is little formal teaching to the whole class or whole-class demonstrations of techniques for using software. The room is not equipped with projection facilities, although it does have a large central desk suitable for theory or small group work. Learners informally discuss their work with their peers and provide good mutual support, but insufficient use is made of whole-class discussion.

99. Progression opportunities for learners are poor. The level 1 basic computer literacy course meets the needs of most learners who have no previous experience of working with computers. However, for those learners who do successfully achieve the level 1 qualification, or for those entering the prison having already completed it, there is no progression to level 2 qualifications. There are no opportunities to study a wider range of topics such as webpage design or desktop publishing.

Leadership and management

100. The area of learning is managed satisfactorily. The ICT tutor attends weekly full staff meetings and monthly individual meeting with the education manager. The outcomes of meetings and actions arising are recorded and followed up at the next meeting. Teaching and learning are observed using a mixture of announced and unannounced observations leading to grading of the session. An established process of staff appraisal is supported by the outcomes of teaching and learning observations. Members of staff are appropriately qualified and hold formal teaching qualifications. External moderation reports show a high level of accuracy in the internal marking of assessment tests. The self-assessment report is detailed and identifies many of the strengths and issues identified by inspectors. The area only has one full-time member of staff and there are no contingency arrangements to cover for absence through illness or annual leave. There is satisfactory promotion of equality of opportunity, good celebration of learners' success and positive and mutual respect between staff and learners.

Retail and commercial enterprise**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i>		2
Other government-funded provision	31	2

101. Training in catering and hospitality is provided for 31 learners. Eighteen of these learners work in the main kitchen that produces the meals for the prison population. In addition, there are 13 learners in the vocational training kitchen that produces food for prison staff and for additional catering requirements in the prison. The main kitchen has four supervising staff and the vocational training kitchen has two supervisors. All learners achieve a food hygiene certificate as part of their induction to working in the kitchens. Learners based in the vocational training kitchen are working towards NVQs at level 1 and 2 in catering and hospitality. However, those working in the main kitchen do not currently have the opportunity to gain NVQs. Internal verification for the NVQ is carried out through an arrangement with a local college of further education and takes place monthly.

Hospitality and catering**Grade 2***Strengths*

- good skills development
- good training and support

Weaknesses

- insufficient accredited training in the main prison kitchen

Achievement and standards

102. The prison has insufficient reliable data for a judgement to be made on retention and achievement rates. Data collection focuses on contract and key performance indicator requirements rather than on learners' progress and achievement.

103. All learners achieve good levels of skill and competence in their work. Many of the learners have little or no previous experience of cooking or working in a catering environment. They quickly learn the requirements of working in a busy kitchen and, through progressively taking on more responsibility, develop a high level of capability in the storage, handling, preparation and serving of food. They produce a wide range of dishes and menus and take great pride in the work they perform. Learners display good team-working skills, are enthusiastic and significantly improve their confidence and self-esteem in their working environment. Learners in the vocational training kitchen generally achieve their NVQ if they stay at the prison for the necessary amount of time.

The quality of provision

104. Learners receive good training. Staff gradually introduce new work duties and skills to learners to allow them carefully to develop their confidence. The induction to working in the kitchen is thorough and prepares the learners well for their work tasks as well as

familiarising them with a busy working environment. Supervisors give good individual training and demonstrate the techniques that are to be learnt before allowing learners to take on more responsibility on the way to working without direct supervision. Learners' performance in the kitchen is developed at a pace that is appropriate to their level of understanding and capability. Supervisors give good advice and help to improve the confidence of learners who find particular tasks difficult or struggle to gain a particular skill. Health and safety issues are given high priority and are continually reinforced on a daily basis. Learners who have more experience are encouraged to help and guide those who are less familiar or less confident, and this approach works well.

105. All learners have an assessment of their literacy and numeracy capabilities. Learners who require literacy and numeracy support can receive this help from specialist staff, although few learners are currently taking up this provision.

106. Resources are satisfactory. Staff are appropriately qualified, experienced and enthusiastic in their work. The kitchens are adequate and contain equipment of a satisfactory standard. The vocational training kitchen is quite cramped with a low ceiling and inadequate ventilation during hot weather. The current system is due to be replaced at some stage in the future.

107. Assessment practice is satisfactory. Assessment in the vocational training kitchen takes place frequently and learners are fully aware of the work and competences they have to produce for the qualification. Learners' portfolios contain a good level of supporting evidence. Assessments are carried out to the required standard and the outcomes are appropriately recorded. Additional assessment opportunities are created to ensure that learners complete all units of the qualification. Internal verification is satisfactory, with suitable arrangements to standardise assessment practice and ensure portfolios of evidence satisfy the requirements of the awarding body.

108. Learners who express an interest in catering can work in the kitchens irrespective of their previous experience or level of expertise. Training will eventually get the learners up to the required standard and the more capable learners have the opportunity to take on more advanced responsibilities and guide the less confident in their work. Learners benefit considerably from working in the kitchens, but the current arrangements do not allow the learners in the main kitchen the NVQ opportunity that is available in the vocational training kitchen.

Leadership and management

109. The main kitchen is operated by the prison and staff work well as a team to ensure the production of 3,000 meals each day. The vocational training kitchen is run by the education department and the two supervisors work closely to manage the area effectively. Equality of opportunity is generally promoted well. Staff and learners work well together and have respectful relationships. Currently no learners in the main kitchen have the opportunity to gain NVQs, despite being very competent in their work. It remains a challenge for managers of the area to ensure these learners are not disadvantaged. All staff are appraised on an annual basis. They take part in training and development activity if a need is identified. Appraisal results are collated by the education department. Resources are managed well. The self-assessment report is satisfactory and, although lacking in some detail, does identify the issues highlighted during the inspection.

Arts, media and publishing**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Crafts		3
Other government-funded provision	36	3

110. Pottery classes are offered from Monday to Wednesday and take place in the morning and afternoon for two hours, unless the time is reduced for staff training. Thirty-six learners and two prison orderlies attend the classes, which take place in the pottery room in the education area. The scheme of work is designed to enable all learners to work towards a pottery qualification at level 1. All learners work towards the qualification although they are not registered for the qualification until their work is ready for accreditation. One tutor is employed by the prison to teach classes and carry out assessment. Internal moderation is carried out by staff from a local college. External moderation records are available up to July 2003 and there are no outstanding action points.

Crafts**Grade 3***Strengths*

- good development of basic pottery skills
- good teaching and learning

Weaknesses

- insufficient support for learners' theory work
- poor progression opportunities for learners

Achievement and standards

111. The prison has insufficient reliable data for a judgement to be made on retention and achievement rates. Data collection focuses on contract and key performance indicator requirements rather than on learners' progress and achievement.

112. Learners develop good basic pottery skills. They produce well-finished examples of slab and coil work, and moulding and modelling which are displayed in the pottery room. The pieces include ashtrays, nameplates, ornamental teddy bears, vases, fantasy castles and one particularly good model of a head. One learner who had never done pottery before produced a usable ash tray during his first lesson. Learners are proud of their work and confident to show and sell the pottery. Learners' work is celebrated in the achievement of external awards.

113. The work of 40 learners is awaiting internal moderation and the work of 27 learners was due to be presented to the awarding body in November 2005. The prison does not keep information on the number of learners who start the course, the number who complete, or the number who achieve the qualification. Some analysis has been carried out on the rates of learners leaving before the planned duration of the course. The number

of learners who progress onto higher-level courses or any related employment is unknown.

The quality of provision

114. Teaching and learning are good. Individual tuition is good, with well-planned activities set for learners with different experience and skill levels in pottery. A planned scheme of work requires learners to choose and make a series of clay pieces using a variety of basic pottery techniques. Learners include complete beginners and those who have almost completed the course before or who have previous pottery experience. The teaching room is managed very effectively. Good discipline is maintained and learners have good working relationships with each other and their tutors. Thorough adherence to safe working practices is maintained during classes.

115. Learners' progress is adequately assessed and monitored. This focuses on what the learner has done rather than on how well they progress or how well they carry out tasks. The tutor gives verbal praise and constructive criticism in response to learners' work. Tutors' feedback is sought and acted on by learners. Learners have an adequate understanding of the tasks that they must carry out to achieve their next goal and the qualification.

116. The prison gives staff effective support to improve their teaching skills. The pottery tutor is working towards a teaching qualification. However, the tutor's last class is disrupted while she attends college and there are no arrangements to cover her absence. Accommodation and physical resources are adequate.

117. Insufficient support is available for learners' theory work. Currently no support is given to learners to complete written work that can be used as supporting evidence. Many of the learners' literacy skills are weak and are initially assessed as being at entry level. Some worksheets are not suitable for current learners' reading skills. Learners complete simple short written quizzes to test their knowledge and understanding and these require them to use their literacy skills. The key skills tutor is unable to provide appropriate support. No suitable space in the pottery room is available to provide this support. No verbal group critique is conducted to improve learners' communication skills.

118. Progression opportunities for learners are poor. Learners who have previously completed the course are unable to rejoin the course to achieve at a higher level. A narrow range of art and crafts learning opportunities is available to offenders. Accredited art classes are no longer offered since the art tutor left the prison. An unaccredited recreational art class is offered in the evenings.

Leadership and management

119. The pottery curriculum is managed satisfactorily. Adequate informal teaching and learning observations have been carried out informally twice in the past 12 months. A formal observation is planned for the near future. Tutors' development is satisfactory and an external ICT course is planned in addition to the teaching course that tutors currently take. Communication is carried out regularly on an individual basis between curriculum staff and the education manager. Learners are from a wide variety of age, social and ethnic groups. They agree to a contract of behaviour that requires them to treat everyone with respect. Good displays of offenders' artwork currently celebrate diversity.

120. Learners' work and assessment records are moved from their previous location to their next location. However, few other prisons offer pottery courses. Staff share good practice with another prison, but there is no evidence of improvement from the implementation of new ideas. The pottery tutor contributed to the self-assessment report process but is unfamiliar with the published summary report. The self-assessment report is generally accurate and identifies one of the strengths and one of the weaknesses found during inspection.

Preparation for life and work**Grade 3**

Contributory areas:	Number of learners	Contributory grade
ESOL Other government-funded provision	7	3
Literacy and numeracy Other government-funded provision	84	3
Employability training Other government-funded provision	22	3

121. There are 113 learners on preparation for life and work courses. Of these, 69 are adults and 44 are young offenders. Twenty of the learners are working towards literacy qualifications at entry level, 12 at level 1 and 13 at level 2. Ten learners are working towards numeracy qualifications at level 1 and 12 at level 2. There are currently no learners attending the entry-level numeracy programme because of staff absence. Seven learners are on a non-accredited ESOL programme. Seventeen learners are working towards key skills qualifications. A further eight learners are attending a preparation for work programme, and 14 learners are on an accredited drug and alcohol awareness course. There are nine tutors, of whom two are managed by the resettlement team and the rest are managed by the education manager.

Strengths

- good teaching and learning

Weaknesses

- insufficient staff

Achievement and standards

122. The prison has insufficient reliable data to analyse effectively retention and achievement rates. Data collection focuses on contract and key performance indicator requirements rather than on learners' progress and achievement.

123. The standard of learners' work within sessions is satisfactory. Learners in ESOL sessions acquire sufficient vocabulary and an understanding of linguistic and cultural differences. Learners in literacy and numeracy sessions produce work that demonstrates their progress. In literacy and preparation for work sessions, learners are able to analyse and debate issues and textual material. Attendance rates are satisfactory overall.

The quality of provision

124. Teaching and learning are good. Learners show a particularly good ability to focus and concentrate on their learning. Sessions last for two hours and most learners remain task-oriented and motivated throughout this lengthy period. Their oral and written work indicates that they are learning and progressing well. Working relationships between learners and tutors are very good and are based on mutual respect. Questions from learners are responded to positively and there is a constructive environment for learning. Tutors make good use of teaching methods and styles that encourage and motivate

learners. Most tutors use a good variety of methods to maintain interest throughout the session. Sessions are appropriately planned to meet the requirements of individual learners. In-cell activity is generally carried out by learners as an integral part of their programmes.

125. All learners complete initial assessment and most complete a diagnostic assessment. Individual learning plans are produced for learners and most are completed satisfactorily. In most cases, clear and measurable targets are set, and reviews monitor their attainment. Worksheets are regularly updated.

126. Accommodation and resources are satisfactory. Most teaching rooms are big enough to accommodate the learner groups. However, the planned group size for one course was twice that currently in operation. Teaching and learning resources are satisfactory, often being produced by tutors, and resources are available for learners to use in their cells. However, library resources to support this area of learning are inadequate.

127. The programme range within preparation for life and work is matched to the needs of most of the prison population. Initial assessment indicates that over 80 per cent of learners enter the prison at or below level 1 in numeracy skills, and that over 60 per cent enter with a literacy skills level at or below level 1. Programmes in literacy and numeracy focus on those learners with skills up to level 2. However, learners have insufficient opportunities to progress beyond level 2. ESOL provision caters for an increasing prison population of learners who speak English as an additional language. This provision is non-accredited, however, and learners do not have external recognition of their achievements. Most teaching and learning takes place within specified classrooms in the amenities block. Some literacy, numeracy and ESOL provision is arranged on the wings for offenders who do not have access to the main education premises. However, these learners have fewer opportunities to improve their literacy, numeracy and language skills than those who attend sessions in the amenities block, and there is no provision for those in health care. Preparation for work provision is designed for those about to leave prison, and is linked well to information, advice and guidance about future education, training and employment.

128. Satisfactory or good progress is being made in key skills development in most curriculum areas of the prison, both as discrete and as established provision. Learners are being provided with further opportunities for discrete, and in some instances dual, accreditation. Key skills training is less well developed in motorcycle maintenance and pottery.

129. Support for learners is satisfactory. Programmes within this area of learning focus on meeting learners' literacy, numeracy and language needs. In one numeracy session, an orderly provides good peer support to one learner. Learners' individual learning needs are met effectively during learning sessions. Tutors are sufficiently aware of each learner's individual needs and deal with them effectively.

Leadership and management

130. Support and development for staff are satisfactory overall. An appropriate system to observe teaching and learning is in place and has improved following the appointment of the current senior education managers. Tutors are formally observed annually, and the grading of these observations has recently been introduced. Senior managers also carry out informal observation on a quarterly basis. Staff are appraised annually. Managers are

working to ensure that all staff either have, or are working towards, teaching qualifications at the appropriate level. However, not all staff have attended core curriculum training. Where tutors take on additional responsibilities or staff changes occur, there is insufficient planning, support, training and resources to ensure that this is carried out effectively. Communication is satisfactory, with weekly staff meetings and monthly individual meetings with the education manager.

131. The self-assessment report for this area of learning is detailed and identifies many of the issues also identified by inspectors. It is realistic in its judgements.

132. The staffing resources for provision in preparation for life and work are insufficient, a weakness identified by the prison in its self-assessment report. Currently the curriculum area is operating with two staff vacancies in significant areas of the provision. However, this is an improvement on the situation six months ago, and a further appointment is imminent. There are insufficient staff to provide consistent cover for long- or short-term absences. Some classes are cancelled, which affects learners. Classes are also curtailed for staff to attend staff development opportunities.

