

INSPECTION REPORT

HMP Coldingley

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
- **learn**direct 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*

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Coldingley is a category C training prison for men. It has an operational capacity of 392 offenders. It takes offenders sentenced to four or more years. The prison receives and carries out an induction for six to seven new offenders each week. Their average length of stay in the prison is 18 months. The prison has a strong work ethic. All offenders who are in employment have an entitlement to attend education for a full day or two half days without affecting their employment or pay. A small number of learners attend education full time. The prison core working day is 08.00-12.00 hours and 14.00-17.00 hours, except for education which finishes at 16.30.

2. The head of learning and skills reports to the deputy governor. He is responsible for all **learning and skills in the prison and the library**. Education is subcontracted to the North East Surrey College of Technology (the college), which has contracts with four other prisons. There are six rooms which can accommodate approximately 60 learners. The college expects about 50 learners to attend each session. Education provision is offered from pre-entry level to level 5, and includes courses in information and communications technology (ICT), skills for life and work and business administration. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. Open learning programmes are used to support learners who are taking higher-level courses. Units of a national vocational qualification (NVQ) at levels 2 and 3 are available in youth work and this is funded through a charity. Offenders can access recreational classes on Wednesday evening and Friday afternoon.

3. Accredited courses are available in sport and in cleaning. Courses in cleaning are taught by an offender. NVQs in catering have recently restarted. The prison has a number of workshops covering engineering, laundry and fabrication of signs. Training in these workshops is not accredited. Four learners attend lift truck training each month and this leads to an in-house certificate.

4. Library services are subcontracted to Surrey Library Services. A part-time professional librarian who is contracted for two days a week, is supported by three full-time library orderlies.

OVERALL EFFECTIVENESS

Grade 3

5. **The overall effectiveness of the provision is satisfactory.** The leadership and management of learning and skills in the prison are good, as are arrangements for equality of opportunity. The arrangements for quality improvement are satisfactory. In cleaning, ICT and preparation for life and work the provision is good, but in sport it is inadequate.

6. **The inspection team was broadly confident in the reliability of the self-assessment process.** All departments are involved in the self-assessment process. Following a review of its quality improvement arrangements, the college introduced new procedures in August 2005. The prison's quality improvement group has plans to introduce a prison-wide

strategy to monitor the quality of the provision. A wide selection of data is collected, particularly in relation to achieving key performance targets. The report is critical and effectively identifies significant strengths and weaknesses. Inspection findings matched many of the strengths and weaknesses identified through the self-assessment process.

7. The provider has demonstrated that it is in a good position to make improvements.

Achievements in the prison are good. Staff at all levels are committed to carrying through changes to improve the quality of learning and skills. The grades given at inspection matched those in the self-assessment report, except for ICT and leadership and management, which have both improved. The prison's development plan and the learning and skills plan clearly set out actions for further improvement.

KEY CHALLENGES FOR HMP COLDINGLEY:

- maintain the momentum for change
- introduce an integrated approach to support learners with additional literacy, numeracy and language needs
- regular planning, monitoring and review of individual learning and use of targets
- continue the introduction of accredited training in the vocational areas
- implement a cycle of quality assurance procedures and introduce effective monitoring arrangements
- better use of data to assess performance and support quality improvement

GRADES

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

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

Health, public services and care			2
Contributory areas:	Number of learners	Contributory grade	
Cleaning		2	
Other government-funded provision	7	2	

Information and communications technology			2
Contributory areas:	Number of learners	Contributory grade	
ICT for users		2	
Other government-funded provision	88	2	

Leisure, travel and tourism		4
Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		4
Other government-funded provision	16	4

Preparation for life and work		2
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		2
Other government-funded provision	205	2

ABOUT THE INSPECTION

8. Cleaning provision, within health, public services and care, sports awards, within leisure, travel and tourism, ICT, and preparation for life and work were examined and graded. The prison has recently reintroduced accredited training in catering. This provision and aspects of business administration were inspected to inform judgements relating to preparation for life and work. Non-accredited training in the workshops was not graded at inspection. However, evidence was examined from this area and used to support judgements in the key findings section of the report.

Number of inspectors	5
Number of inspection days	21
Number of learners interviewed	88
Number of staff interviewed	34
Number of subcontractors interviewed	13
Number of locations/sites/learning centres visited	1
Number of visits	1

KEY FINDINGS

Achievements and standards

9. Learners' achievements on ICT, cleaning, sports courses and preparation for life and work courses are good. Many learners progress well from entry level to level 2 and beyond. Learners in cleaning develop good practical skills. Learners on the community sports leaders course make good use of their new skills and act as referees, coaches and instructors for a variety of recreational sports and fitness classes in the prison. Learners are highly motivated. However, punctuality in the afternoon ICT sessions is poor.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information and communications technology	0	1	3	0	4
Preparation for life and work	0	7	2	0	9
Total	0	8	5	0	13

10. Tutors use a good range of methods to support learning on preparation for life and work programmes. Staff are well aware of learners' needs and abilities and treat learners with respect and sensitivity. Learners in ICT workshops receive good individual coaching.

11. Learners on cleaning courses receive good training and instruction. They learn in a well-equipped workshop and are supported by a good range of materials. Learners who have achieved their qualifications in cleaning are used effectively as trainers to extend their skills.

12. Much of the work, particularly in the engineering and signs workshop, is of a good standard and provides opportunities for development of skills. This is supported by carefully planned non-accredited training which is to a good standard. Learning outcomes are recorded on offenders' summary learning plans.

13. Learners on cleaning courses have a detailed individual learning plan, which takes account of their prior experience and qualifications. Assessments are well recorded on the learning plans and progress cards.

14. Learners have access to a good range of provision. Courses are available from pre-entry level to level 5, with clear progression routes. Open learning programmes are used to support learners who are taking higher-level courses. The prison is developing a curriculum in response to the individual targets set for offenders in their sentence plans.

15. Reluctant learners are encouraged to engage with learning through offender-led informal programmes, including the Toe-by-Toe reading scheme and 'Storybook Dads'. The range of provision for accredited sports courses is limited.

16. Learners receive good information, advice and guidance during their induction into the prison. Offenders manage an employment and information centre which provides a good range of information on learning and skills opportunities in the prison. The induction for ICT is not well managed. Learners receive good individual support which promotes very good independent learning in preparation for life and work programmes.

17. Some of the lesson plans do not allow for differentiation. Tutors make insufficient use of information technology (IT) to support learning.

18. In most areas of learning, tutors make insufficient use of initial and diagnostic assessments to plan for individual learning. Many learners are given targets that are too broad and do not provide sufficient guidance on what they need to do to improve their skills.

19. **Learners do not receive adequate support for their literacy, numeracy and language needs in vocational training,** although the prison has just implemented a scheme to deal with this weakness.

Leadership and management

20. **Managers at all levels are strongly committed to developing an establishment-wide approach to learning and skills.** This is supported by a well-planned and relevant staff development programme.

21. **The prison is developing good links with other organisations and employers for resettlement.** Two large employers are providing employment opportunities for learners with appropriate skills. Similar opportunities with other large employers are under development. Constructive links with open prisons have been established to enable learners to continue their learning on transfer. Good working relationships have been established with further education colleges to provide specialist help for learners and staff at the prison.

22. **The arrangements to widen participation in learning and skills are good.** The prison makes good use of orderlies to help learners overcome barriers to learning. Offender-led learning programmes are a particular feature of the prison. Recreational learning opportunities are available on Wednesday evenings and Friday afternoons to encourage learners to progress to accredited programmes.

23. **The prison promotes equality of opportunity and respect.** The working relationships between staff and learners and between learners is very good.

24. **Quality improvement strategies have been slow to be implemented.** Although the college has reviewed its quality improvement arrangements, this has not taken place for the learning and skills managed by the prison. Although data is collected on ethnicity, it is insufficiently used to identify under-represented groups and agree action plans to engage them in learning.

25. All departments are involved in producing the self-assessment report. Inspectors findings matched many of the strengths and weaknesses identified through self-assessment. Inspectors' findings also matched the grades recorded in the report except for leadership and management and ICT. For both, the grades have improved since the self-assessment report was completed.

Leadership and management

Strengths

- good management of change
- good practice to support resettlement
- strong work partnerships
- good arrangements to widen participation

Weaknesses

- slow progress in implementing quality improvement strategies

Health, public services and care

Cleaning

Grade 2

Strengths

- good achievements
- well-equipped workshops
- effective use of learners as trainers

Weaknesses

- insufficient support to ensure quality is maintained

Information and communications technology

ICT for users

Grade 2

Strengths

- very good achievement and progression
- good individual coaching and practical demonstrations
- good access to a wide range of programmes

Weaknesses

- inadequate workbook to support differentiated learning
- little short-term target-setting
- late start of afternoon sessions

Leisure, travel and tourism

Sport, leisure and recreation

Grade 4

Strengths

- good use of learners for recreational physical education (PE)

Weaknesses

- poor planning of individual learning
- limited range of provision for accredited courses
- inadequate quality improvement arrangements

Preparation for life and work

Literacy and numeracy

Grade 2

Strengths

- good achievement rates
- good progression
- good range of teaching methods to support learning
- good individual and academic support
- good leadership and management

Weaknesses

- insufficient planning for individual needs
- slow integration of literacy and numeracy into vocational areas

WHAT LEARNERS LIKE ABOUT HMP COLDINGLEY:

- being treated equally
- good pace of training
- good advice and guidance from tutors
- friendly, supportive and knowledgeable staff
- good opportunities for learning
- good atmosphere

WHAT LEARNERS THINK HMP COLDINGLEY COULD IMPROVE:

- better access to pens and paper
- better heating while learning
- better pay
- more equipment in the gym and learning resources for IT
- more vocational qualifications
- more opportunities for full-time education

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- good management of change
- good practice to support resettlement
- strong work partnerships
- good arrangements to widen participation

Weaknesses

- slow progress in implementing quality improvement strategies

26. The management of change in the prison is good. In the past 18 months, managers in the prison have worked effectively to change the ethos and culture of the prison. Staff from the governing governor downwards are totally committed to the implementation of good learning and skills provision within the prison. The senior management team members have a wide range of skills between them, and work effectively together. They look at strategies that are required to implement the change. A detailed three-year strategic development plan clearly identifies plans for each section of the prison. These plans clearly set out the strategy to introduce accredited training in the workshops and an integrated approach to literacy, numeracy and language support. The introduction of this provision was a recommendation following the previous inspection in April 2004. Since the appointment of the head of learning and skills, the quality improvement group has developed a good understanding of the learning and skills and how to improve it. A recent learning and skills seminar, which included a full contribution from offenders, has identified a clear action plan for change. The outcomes of the seminar are completely in line with the strategic plan of the prison.

27. The prison's staff development learning plan is thorough and has clearly identified the changes in staff skills that are needed. This is an important milestone in the prison's pursuit to improve and strengthen staff training and development. The plan is well designed and is a useful point of reference for all staff. Quarterly training schedules have been introduced which include demand-led training.

28. Much of the work in the workshops, particularly in the engineering and signs workshop, is good and provides opportunities for good skills development. Learners attend carefully planned non-accredited training which is to a good standard. Learning outcomes are recorded on offenders' summary learning plans. Plans are well advanced to introduce accredited training in most work activities.

29. The prison's arrangements to support resettlement are good. Sentence plans effectively identify resettlement targets. Education and work areas are given targets, which are well linked to individual learning plans and work activities. A careful approach to planning ensures key targets are achieved before offenders are transferred or released. However, the effectiveness of this planning is hampered by delays in completing some sentence plans. New programmes have recently been introduced into education which

closely meet the targets in offenders' plans. These include courses on healthy living, parenting skills and drug and alcohol awareness. A particularly good feature of the prison is the good use of orderlies. Their work is supported by good and appropriate accredited training opportunities. This provides them with skills they can use on release from prison. Offender-led learning programmes have a major impact on engaging offenders in learning. These include teaching of conversational Spanish and industrial cleaning.

30. The prison has strong work partnerships. It has introduced a resettlement project to develop sustainable training and employment partnerships (STEPS). Activities in the STEPS resettlement project are excellent. A highly successful seminar took place where employers visited the prison to find out about the training and skill development activities that take place at the prison. A multi-national hotel group is now helping the prison to develop the training required for kitchen and cleaning jobs and further work is being done with construction and railway maintenance companies. A detailed prospectus for employers has been produced and is well received. The prison had established constructive links with open prisons to enable offenders to continue their learning and skills development on transfer. Twelve voluntary organisations work within the prison. One particularly effective programme is the crime diversion scheme where learners participate fully in a programme which helps young people face choices relating to offending behaviour. Learners who take part in this scheme can take units of NVQs at level 2 and 3 in child protection and youth work. This programme is highly appreciated by youth workers and police officers. Good working relationships have been established with further education colleges as well as that with the subcontracted provider, to offer specialist training for learners and staff.

Equality of opportunity

Contributory grade 2

31. Arrangements to widen participation in learning and skills are good. The prison makes good use of orderlies to help learners overcome barriers to learning. Diversity orderlies have effective arrangements to meet all new offenders individually within 24 hours of their arrival. They identify offenders with low literacy skills and encourage them to seek appropriate help to improve their skills. They also provide initial support for foreign nationals and those with health problems. Orderlies make an important contribution to induction programmes and community life. Offenders manage a Toe-by-Toe scheme well. This scheme aims to help offenders who have difficulty with their reading. A 'Storybook Dads' scheme is also run by offender orderlies. These two schemes are available on the residential wings and in education. Reluctant learners are encouraged to develop their learning through informal peer supported programmes and progress onto formal literacy and other education programmes. Recreational learning opportunities are available on Wednesday evenings and Friday afternoons to encourage learners to progress to accredited programmes. The prison has identified clear actions to widen participation in learning.

32. The prison promotes equality of opportunity and respect. The working relationships between staff and learners and between learners are very good. The prison makes good use of orderlies to ensure effective representation from the offender community. The diversity orderlies help investigate racial incidents. Arrangements are in place to support the victims of bullying through good use of listeners and access to a support agency. The diversity committee receives detailed monitoring reports which include information on participation rates of different groups in education and other activities. Simple reports on the use of the library have led to a review of this service and recommendations for improvements. When offenders express concerns about discrimination, incidents are

carefully considered by the diversity group. There have been a number of successful events at the prison to promote diversity. Orderlies ensure that diversity notice boards located around the prison and the education department are well maintained and display helpful information. An information pack is given to all new offenders which gives a high prominence to equality of opportunity, diversity and respect issues. This pack is prepared by orderlies.

33. The prison and the college have an appropriate range of policies and procedures covering race relations, equality of opportunity and diversity, anti-bullying, making a complaint and resettlement. The diversity statement is published in eight foreign languages. The prison's diversity strategy is well supported by a detailed action plan. Different faiths are well respected and arrangements for worship are in place.

Quality improvement

Contributory grade 3

34. Quality improvement strategies have been slow to be implemented. The college reviewed its quality improvement arrangements in August 2005. It has now implemented satisfactory processes to ensure that activities such as teaching skills, lesson planning and reviewing learners' progress can be effectively monitored. The quality improvement group has recognised that a prison-wide strategy to monitor the quality of the provision is needed. Some parts are already in place and include regular feedback from learners. Actions to introduce a cycle of quality monitoring procedures are planned to start in January 2006. Many of the college's procedures will be adapted for use with prison managed learning and skills.

35. Although a wide selection of data is collected, particularly in relation to achieving key performance targets, insufficient use is made of it to improve the learning and skills provision. For example, no analysis has been carried out to identify how many offenders do not participate in learning, and to identify what could be done to engage them. External verifier and moderator reports for accredited programmes are satisfactory.

36. Self-assessment is relatively new to the prison. The current self-assessment report was the first one to involve all departments within the prison. Inspection findings matched many of the strengths and weaknesses identified through the self-assessment process. The grades given at inspection matched those in the self-assessment report, except for ICT and leadership and management, which had both improved.

AREAS OF LEARNING

Health, public services and care

Grade 2

Contributory areas:	Number of learners	Contributory grade
Cleaning		2
Other government-funded provision	7	2

37. Seven learners are working towards an industrial cleaning qualification at level 2. Other qualifications are available at foundation level and levels 1 and 3. Learners who complete the full range of qualifications can attend 'train the trainer' courses and become instructors. A long-term offender, who is qualified as a trainer and assessor has set up the programme and is the principal tutor. An instructional officer supervises the course delivery. Learners are trained and assessed in a purpose built workshop and attend full-time on four and a half days each week. Learners are required to gain experience between each qualification by working in cleaning parties around the prison. Level 1 is delivered on average over a four-week period, levels 2 and 3 are delivered over four to six weeks and 'train the trainer' courses are delivered over three to six months.

Cleaning

Grade 2

Strengths

- good achievements
- well-equipped workshops
- effective use of learners as trainers

Weaknesses

- insufficient support to ensure quality is maintained

Achievement and standards

38. Achievements on cleaning courses are good. Twenty-nine learners who started in 2003 gained 21 certificates. In 2004, 48 learners gained 48 certificates and in 2005, 34 learners who started gained 34 certificates. Some learners achieved more than one certificate. Of those learners who started in 2005, 94 per cent achieved their target qualification. Work experience in the prison is used effectively to help learners develop good practical skills before being offered the chance to progress onto the next level. The good standard of cleanliness in the establishment is testimony to the skills being developed by learners.

The quality of provision

39. Training in cleaning takes place in a well-equipped, recently refurbished workshop. Rooms are fitted with different types of flooring, which need to be cleaned in a variety of ways. This provides good training and assessment opportunities. A range of computers and telephone equipment is provided for learners to complete the unit on cleaning computer equipment. A good range of learning materials is provided for theory work.

40. Learners are used effectively as trainers. Learners who have achieved their qualifications are offered the opportunity to qualify as trainers with the specific aim of training other learners. This gives them additional responsibilities and opportunities to extend their skills. Learners value being taught by peers who empathise with them. With more trainers available, learners have greater access to training in cleaning skills.

41. Learners receive satisfactory training and instruction and are appropriately tested when ready. The tutor monitors progress routinely using clear monitoring sheets. Tasks are allocated on a daily basis, determined by individual needs and pace. Assessment is satisfactory. Learners complete an individual learning plan, which is well designed and takes account of learners' prior experience and qualifications through effective initial assessment. Training takes place on Mondays and Wednesdays and assessments take place on Thursdays and Fridays. The objectives are set for the week and are displayed on a large whiteboard. Assessments are well recorded on learning plans and progress cards.

42. Learners receive satisfactory information, advice and guidance through the offender-led employment and information centre. This enables learners to make informed choices about which learning programme suits their needs. Learners who have additional learning needs are referred to education. However, most of them are able to complete their chosen cleaning course with extra support from the principal tutor.

Leadership and management

43. The principal tutor receives insufficient support to ensure quality is maintained. He is a long-term offender, who set up the industrial cleaning programme four years ago. This tutor has very good industrial experience and a wide range of appropriate qualifications. He has continually worked to develop and improve the course and its delivery. The principal tutor collects evaluations from learners at various stages of the programme and this is considered in course reviews. However, the prison does not sufficiently monitor the course other than through external moderator reports. Some teaching observations have been carried out and informal feedback has been given, but these are not recorded. There are no observations of learners who deliver training to other learners. Data is collected on ethnicity, but is not used to identify under-represented groups, measure success rates or determine actions for improvements.

44. The principal tutor produced the self-assessment report for the cleaning programmes. Inspectors' findings reasonably matched those of the report. The tutor has developed contingency plans to find replacement trainers for when he moves to another establishment, to ensure the courses continue. Other learners are being trained and are taking qualifications to continue the courses. Health and safety arrangements are well managed, including detailed risk assessments, regular testing of equipment and risk assessment for all chemicals.

Information and communications technology**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		2
Other government-funded provision	88	2

45. Eighty-eight learners attend ICT courses. Forty-two are on basic-level courses and 15 are on intermediate courses. Fifteen learners are taking a computer-aided design course at level 2 and five are taking design courses at level 3. A further 11 learners are on their first week of a well-known international ICT course and a computer illustration course, both at level 2. An accredited pre-entry computer course is available for learners who need support with their literacy or language. Learners can access two ICT drop-in sessions each week, on Wednesday evening and on Friday afternoon. Most learners attend the centre for one or two half days a week.

ICT for users***Grade 2******Strengths***

- very good achievement and progression
- good individual coaching and practical demonstrations
- good access to a wide range of programmes

Weaknesses

- inadequate workbook to support differentiated learning
- little short-term target-setting
- late start of afternoon sessions

Achievement and standards

46. Achievement rates in ICT are very good. In the past year, all of the learners who started the level 1 computer course achieved the qualification, taking on average 18 sessions to complete the course. All learners on the level 2 computer-aided design course achieved the certificate over 19 sessions. Achievement rates on the level 2 computer course are 87 per cent, and 100 per cent on the computer-aided programme at level 3. Many of the learners have never used a computer before, but they make good progress through their qualifications. Over 73 per cent of learners progress to higher-level courses within the prison. Learners are motivated and many are planning to move in to ICT-related jobs once they leave. Others are planning to use their new knowledge to help them set up businesses.

47. There have been recent changes to the lunch time regime. Punctuality in the afternoon sessions is poor. Learners who attend the afternoon sessions are often up to 20 minutes late and do not log on to their computers until 25 minutes into the session.

The quality of provision

48. Learners receive good individual coaching in workshops. Tutors support learners in a positive and non-patronising way. Tutors use practical demonstrations to good effect to illustrate technical points and allow learners time to practise new techniques for themselves. Tutors take effective note of learners' attempts at a task before demonstrating how it should be done. They then watch them repeat the task to be sure they have mastered it. Weaknesses in teaching include inadequate planning, and checking of learners' understanding. In one case, a learner wasted 20 minutes working on a wrong page. His work was not checked at the appropriate stage in the session. Computer equipment is satisfactory and to industry standard, software is up-to-date and rooms are light and airy. There is one interactive whiteboard.

49. Learners have good access to a wide range of flexible accredited courses. These range from basic ICT, with a local college certificate, to level 3 computer-aided design and open university degree courses. The pre-entry ICT courses offer basic text processing, word processing, a presentation package, clip art and using IT to write. Learners make good use of the drop-in facility to continue with their studies. Learners use the computer suite to good effect to work towards their qualification. Three learners are currently making good progress on an open university course at degree level, including programming, computing and object orienteering. Learners borrow laptop computers from the ICT department. A very wide range of higher-level qualifications has been recently introduced, with recruitment to two level 2 courses having just been completed. These learners are currently taking an internationally recognised computer course as well as a computer illustration course at level 2.

50. Learners receive satisfactory support. Tutors offer guidance and support at the beginning of the programme as well as throughout learners' time in the education centre. There are regular, recorded reviews and learners are able to approach staff at any time to discuss problems with their work or personal life. Learners on distance learning courses receive good structured support from ICT staff. Learners' progress is monitored satisfactorily by tutors in a diary. Learners complete their own log of their progress which they keep in their file.

51. The computing workbooks do not offer any differentiation, and learners who need support with their literacy or language have difficulty reading and understanding them. Workbooks do not match the up-to-date software and only show one way of doing a task and do not show keyboard short cuts. Sometimes the explanation for the task comes after the instructions to complete the task have been given.

52. All learners have individual learning plans, but they have little opportunity to set short-term targets. Targets in learning plans are too general and do not sufficiently help learners identify what they need to do to achieve their qualification.

Leadership and management

53. Staff have good opportunities for staff development. Staff have appropriate ICT qualifications, and two staff are presently working towards a teaching qualification. A new electronic appraisal system is being piloted which will help identify other skills that staff may have. Communications are good and there are regular team meetings.

54. The induction to the ICT programmes is not well managed. Learners are held in a classroom while waiting for a individual interview. Once they have finished their interview they have to remain in the classroom until all interviews are finished. Some become bored and disruptive.

55. All ICT staff have been involved in the self-assessment process. Inspectors' findings matched the strengths and weaknesses identified in the self-assessment report. Inspectors identified the improvements made since the self-assessment report was completed, and the provision is better than the grade given in the self-assessment report.

Leisure, travel and tourism**Grade 4**

Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		4
Other government-funded provision	16	4

56. Sixteen learners are working towards a weightlifting award. This course takes four weeks. No other accredited courses were being delivered during the inspection. A community sports leaders award is offered as an eight-week course and alternates with the weightlifting course. Training and continual assessment take place in the gym on a full-time basis. A senior officer and two PE officers staff the gym, supported by four orderlies. All learners attend a PE induction.

Sport, leisure and recreation**Grade 4***Strengths*

- good use of learners for recreational physical education (PE)

Weaknesses

- poor planning of individual learning
- limited range of provision for accredited courses
- inadequate quality improvement arrangements

Achievement and standards

57. Achievement on the community sports leaders course is good. Eighty-eight per cent of the 16 learners who started the course achieved the qualification. Learners on the sport leaders course have developed good communication and coaching skills and have more confidence to deal with group activities. They make good use of their new skills and work as referees, coaches and instructors for a variety of recreational sports and fitness classes. This helps to provide a wider variety of recreational PE and provides learners with the opportunity to further develop their skills to a good standard. A weightlifting course has just started with 19 learners, three of whom have withdrawn from the course.

The quality of provision

58. Teaching and assessment are satisfactory. Tutors deliver a good balance of practical and theory lessons. Tests are carried out periodically to assess individual progress. However, feedback from theory tests is too slow, but learners do receive immediate feedback from practical tests. A good range of learning resources is used to support the course. The learners are given a portfolio to collate handouts and complete paper-based activities. This provides learners with a good resource which they can take back to their rooms for revision and course work.

59. Planning of individual learning is poor. Learners do not have a suitable initial assessment at the start of their course. Learners are asked about their prior achievements but their abilities and skills levels are not assessed and no account is taken of their

additional learning needs. Individual learning plans are newly developed. They are not completed at the start of the course and do not include short-term targets. The only goal is achievement of the target qualification. Support for learners with additional literacy, numeracy and language needs is inadequate. The education department does not share the results of basic skills agency tests, that are completed on induction, with sports tutors. Learners do not receive an induction onto the course when they start except for an overview of the course. Informal support and guidance is satisfactory.

60. The range of provision for accredited sports courses is limited. The prison has experienced significant staff shortages in sport. No accredited courses were available until the recently completed community sports leader programme. Plans to introduce a gym instructors' course early in the new year are in place. This will provide a recognised qualification, to improve employment opportunities for learners on release. Recently, a second member of staff has been accredited as an instructor for the gym instructors course. Limited resources restrict opportunities to offer other qualifications. Classroom facilities are available but there is no dedicated classroom for sports courses.

Leadership and management

61. Quality improvement arrangements are inadequate for sports courses. There are no arrangements to check the quality of schemes of work, lesson plans, teaching and learning or any other aspect of the sports provision. Staff did not carry out a course review or evaluate how successful the first course had been. Staff collect information on ethnicity for recreational PE and for sports courses, but the information is not used to measure success rates or to identify under-represented groups. The self-assessment report was produced by the senior officer but has not been shared with other members of the team. The judgements made were broadly accurate. Health and safety arrangements are satisfactory. Safe systems at work and risk assessments are well recorded.

Preparation for life and work**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		2
Other government-funded provision	205	2

62. Two-hundred and five learners are enrolled on preparation for life and work programmes. Of these, 39 learners are on entry level literacy and numeracy, 55 are on literacy and numeracy courses at level 1 and 32 are on literacy and numeracy courses at level 2. Five learners are on English for speakers of other languages (ESOL) courses. Forty one learners are enrolled on independent living skills courses. These include a variety of short courses covering preparation for work, personal development, finance and money management, drug and alcohol awareness, and art courses. Sixteen learners are on a business course and 17 are on a cookery course.

63. There is no evening provision. Learners attend an induction which is linked to sentence planning. Learners can join courses at any time throughout the year. Learners who are on courses at entry level to level 2 complete test or assignment-based assessments. The college also delivers the background knowledge and key skills for NVQs in catering.

Literacy and numeracy***Grade 2******Strengths***

- good achievement rates
- good progression
- good range of teaching methods to support learning
- good individual and academic support
- good leadership and management

Weaknesses

- insufficient planning for individual needs
- slow integration of literacy and numeracy into vocational areas

Achievement and standards

64. Achievements are good. Prison data shows good and increasing levels of achievements. In 2003-04, 109 learners achieved qualifications in literacy and numeracy at entry level, 63 achieved at level 1 and 40 achieved at level 2. In 2004-05, this increased to 159 learners at entry level, 71 at level 1 and 65 at level 2. Many learners achieve units in independent living skills. Learners are highly motivated and develop good social and academic skills.

65. Learners make good progress. Many learners who start on entry level courses progress to level 2. Disengaged learners who need support with their literacy skills are encouraged to start reading through the offender led Toe-by-Toe reading scheme. This provides good progression onto formal literacy programmes.

The quality of provision

66. Tutors use a good range of methods to support learning. In the best classes, tutors are able to support a range of diverse ability levels. Teaching encompasses individual, group teaching, working in small groups and peer teaching. In one class a learner was explaining a method for long multiplication of decimals on the whiteboard to his peers. Staff are well aware of learners' needs and abilities and tutors treat learners with respect and with sensitivity. Tutors provide clear and constructive explanations and adapt their teaching methods to help learners fully understand the concepts and methods they are learning. In the best lessons, learners are fully involved and are highly motivated. Tutors have access to a good range of teaching materials. Learning materials in literacy and numeracy have been developed and are now good. These are used alongside textbooks. Tutors make insufficient use of ICT to support learning. Although computers are available in most classrooms, they were not in use at the time of inspection. Learners receive good, constructive feedback on their work and progress. Learners record their learning in each lesson in a daily log.

67. Learners receive good individual and academic support. Learners' additional support needs are identified at induction and the support is well organised. Learners who need support with dyslexia have access to coloured screens and worksheets printed in large font on coloured paper. Computers with large mice and adaptive keyboards are available on request. A hearing loop is available for learners with a hearing impairment. Learners who want to further their studies or who are taking distance learning courses can borrow a laptop computer. This promotes very good independent learning. Learners benefit from good individual support, which is provided in a discrete manner. Individual help with writing letters has enabled one learner to write to his children, whom he had not heard from for two years.

68. Plans to meet individual needs are insufficient. Initial assessment of learners' needs is satisfactory. Where possible, learners' assessments from previous prisons are used at induction to start an individual learning plan. Learners receive satisfactory advice and guidance when they join a programme. However, the setting of learning targets is too general and most learners are insufficiently aware of their individual targets and what they need to do to improve their skills. Tutors make insufficient use of initial and diagnostic assessment to plan for individual learning in lessons. In some lessons, only syllabus aims and objectives are identified and tutors make insufficient use of differentiated activities to meet individual needs. Learners' reviews are satisfactory.

Leadership and management

69. Staff benefit from good communications. They fully understand their roles and responsibilities and attend regular team and college meetings. Meetings are minuted and responsibility for actions are detailed. Data is routinely collected and staff make good use of management information to plan curriculum developments. The prison satisfactorily promotes equality and diversity and gives learners the opportunity to develop their potential. Many learning activities promote cultural awareness.

70. All tutors have good teaching qualifications. Staff are supported by well-planned continuous professional development which is effectively linked to staff appraisals. All staff have attended adult core curricula training as well as a variety of prison training courses.

Most staff are taking level 4 literacy and numeracy or ESOL qualifications.

71. Quality assurance of the programme is satisfactory. Questionnaires and course reviews are completed routinely. Staff effectively use this information to monitor and improve the provision. All staff have been observed in the past year by staff from the subcontractors, other education managers, as well as internally. Staff routinely share good practice at their team meetings.

72. The prison is slow to integrate literacy, numeracy and language support into vocational areas. This was identified in the self-assessment report and the inspection of the prison in April 2004. The prison has recently joined a pilot scheme to resolve this weakness and has started by developing an integrated approach to support learners who are taking NVQs in catering.

