

INSPECTION REPORT

HMPYOI Rochester

13 January 2006



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

HMPYOI Rochester

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMPYOI Rochester (the prison) is the young offender institution (YOI) for the Southeast. It is situated a few miles to the south of Rochester in Kent, and can house 397 sentenced male young offenders. The prison was originally built in 1874 and was extensively rebuilt in the early years of the last century as the Borstal Institution, named after a nearby village. Its methods were used as a model for the creation of other Borstal institutions, and when Borstals were abolished in 1983, the prison was converted into a youth custody centre.

2. Between 1988 and January 2002, when the prison was reassigned as a dedicated site for sentenced young men aged 18-21, it operated as a remand centre, a category C and D prison for adult males, and latterly for immigration detainees and as a resettlement centre. There are currently 368 offenders in the prison, most of whom are serving up to four years. Many are coming towards the end of their sentences and are in the prison for a relatively short time before release. The average length of stay is six to eight weeks.

3. Overall responsibility for the education, activities and physical education (PE) rests with the prison's head of learning and skills, who reports to the governor. The YOI has a target of 25 purposeful hours every week for each offender. There are 210 full-time equivalent activity places, including education, vocational training, charity and contract workshops and gardens. The prison offers activities each morning and afternoon.

4. Education is funded by Kent and Medway Learning and Skills Council, and is subcontracted to Amersham and Wycombe College, which holds 12 prison education contracts. Education is voluntary, although anyone below level 1 in their literacy and numeracy assessment is given a relevant target on their sentence plan. All offenders are entitled to attend education part time, whatever their employment in the prison. The prison has a dedicated education block for information and communications technology (ICT), art, cookery and preparation for life and work. Some skills for life outreach provision takes place in workshops and on the wings. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. The department is led by an education manager and there are subject co-ordinators for information technology (IT), preparation for life and work, and social and life skills. There are four full-time tutors, 10 hourly paid sessional tutors, an administrator and an orderly. Numbers were very low in art and it was not inspected.

5. The prison gymnasium (gym) is managed jointly by two acting senior officers. A further four full-time and one part-time staff deliver training. They are responsible for the programme of recreational activity for offenders as well as vocational training in sports and leisure. The teaching team is supported by six prison orderlies.

6. The prison has workshops for painting and decorating, DIY, industrial cleaning, hairdressing and horticulture. They are managed by a principal officer for activities and a farms and gardens manager. Training is delivered by 11 other staff. Numbers were very low in hairdressing and horticulture. These areas of learning were not inspected.

7. Library services are provided by the Kent and Medway library service and staffed by one part-time librarian, two part-time library assistants and a library orderly. The librarian has a contract for 16 hours each week, and the two library assistants work for 37 hours overall. The library is open every day between the core hours and on two evenings each week.

OVERALL EFFECTIVENESS

Grade 2

8. **The overall effectiveness of the provision is good.** Leadership and management and quality improvement are good. The prison's quality of provision is good in health, public services and care, construction, planning and the built environment, retail and commercial enterprise, leisure, travel and tourism, and preparation for life and work. Equality of opportunity and the quality of provision in ICT are satisfactory.

9. **The inspection team was broadly confident in the reliability of the self-assessment process.** Self-assessment is established as a systematic process at the prison. The prison's most recent self-assessment report is detailed, regularly updated, self-critical and identifies many of the weaknesses that the inspectors recognised. Staff are appropriately involved in the process. However, some of the strengths were judged to be normal practice. Staff are not involved in grading their areas of learning.

10. **The provider has demonstrated that it is in a good position to make improvements.** There have been many improvements over the past year in the range of courses, qualifications and resources. Progress against action plans is regularly reviewed and updated. Prison managers have stringently monitored the education contract to ensure that the subcontractor has made the required improvements.

KEY CHALLENGES FOR HMPYOI ROCHESTER:

- establish better planning for individual learning in all areas
- find ways to extend the range of vocational provision
- develop a systematic approach to continuous staff development
- maintain and continue to improve the strategy for literacy and numeracy support in vocational contexts
- maintain and continue to develop the high quality of provision
- continue to improve arrangements for resettlement and employment.

GRADES

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

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

Health, public services and care		2
Contributory areas:	Number of learners	Contributory grade
<i>Cleaning</i>		2
Other government-funded provision	17	2

Construction, planning and the built environment		2
Contributory areas:	Number of learners	Contributory grade
<i>Construction crafts</i>		2
Other government-funded provision	7	2

Information and communications technology		3
Contributory areas:	Number of learners	Contributory grade
<i>IT and electronic services</i>		
Other government-funded provision	7	3
<i>ICT for users</i>		
Other government-funded provision	45	3

Retail and commercial enterprise		2
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i>		
Other government-funded provision	18	2

Leisure, travel and tourism		2
Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		2
Other government-funded provision	7	2

Preparation for life and work		2
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		
Other government-funded provision	139	2
<i>Employability training</i>		
Other government-funded provision	20	2

ABOUT THE INSPECTION

11. This was the first ALI inspection for the prison. Five inspectors spent four days, in one inspection visit, inspecting learning and skills provision in industrial cleaning, painting and decorating, ICT, catering, PE and preparation for life and work. Two inspectors spent an additional half day to complete the ALI contribution to the HMCIP feedback on activities. Numbers were low in gardening, hairdressing and art and these areas of learning were not inspected.

Number of inspectors	5
Number of inspection days	22
Number of learners interviewed	98
Number of staff interviewed	34
Number of subcontractors interviewed	16
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	10
Number of visits	1

KEY FINDINGS

Achievements and standards

12. **Retention and achievement are good in most areas of learning.** In preparation for life and work, these have improved significantly over the past year. Learners make progress and develop good vocational skills. In ICT, beginners become quickly confident in the use of a range of software packages and in computer repair.

The quality of provision

13. **Teaching and learning are good.** Most lessons are well planned and integrate literacy and numeracy effectively. In most areas, skills for life staff work effectively with vocational staff to integrate support for this development. Relationships with learners are good. Tutors share their knowledge and experiences well. Resources are satisfactory in most areas and good in construction. Assessment is satisfactory. Generally, tutors plan well for individual learning, but in some areas the level of detail in target and action plans is insufficient.

14. **Support for individual needs is good in most areas.** The prison's strategy to incorporate literacy and numeracy support in vocational areas is becoming well established. Offenders receive good support on the prison's wings, although demand is becoming greater than the current staffing levels can meet. Arrangements for initial advice and guidance are satisfactory.

15. The prison's range of programmes is satisfactory. It emphasises courses and qualifications that are achievable in the short average length of stay of many of the

offenders. The prison provides some very good enrichment activities and external agencies offer courses that contribute positively to the offenders' experience and prepare them for resettlement. However, in some areas, the range of courses and qualifications is too narrow for those serving longer sentences and for those with existing qualifications.

Leadership and management

16. **Links with external agencies, charities and private organisations are very effective.**

The prison has good links with an impressive number of organisations. A wide range of innovative projects supports offenders to improve their parenting skills and develop their readiness to re-enter work and society.

17. **Strategic level support for learning and skills is active and strong.** The prison's governor takes a personal interest in the area. He has worked effectively with the head of learning and skills to resolve concerns about the operation of the subcontract. Strategic development is good. It is based on explicit values and links clearly to the reducing reoffending national action plan.

18. **Particularly effective initiatives have improved the range and quality of provision.** A full curriculum review has informed new programme development. There is good investment in improving the quality of accommodation and resources. The leadership and management of many areas of learning is good.

19. **The strategy for the provision of additional learning support throughout the prison is good.** Many learners who would not attend education are receiving good support in vocational areas or on the wings.

20. **Quality improvement is good.** A well-written and comprehensive framework supports the cycle of activity. There are many examples of improvements over the past year. The prison shares good practice with other prisons effectively. The quality of teaching has improved following observation of teaching and learning and the provision of staff support where required. Feedback from learners is beginning to influence improvements and is reflected in the prison's most recent self-assessment report. Self-assessment is becoming well established and is self-critical. However, some aspects of quality assurance are weak. Some links between systems are not clear. Some action-planning is weak. Learners are not informed about improvements that have taken place following their feedback.

21. Communication is generally satisfactory. There are regular formal and informal meetings for most staff. Managers are open and approachable. The quality of record-keeping for meetings varies. Some is good, but in other cases, records contain insufficient detail, action points are unclear, and it is not clear that actions are followed up.

22. The collection and use of data are satisfactory. The prison has developed a data collection system in partnership with another prison and is beginning to use this effectively to monitor progress and contribute to decision-making.

23. Equality of opportunity is satisfactory. Clearly written policies and procedures are up to date and widely displayed. Learners have a good understanding of procedures for complaints, which the prison follows up well. The prison's chapel is well used to celebrate a diversity of faiths. However, access to the chapel is difficult for those with restricted

mobility. Allocations to education and employment are made fairly. The diversity manager monitors allocation to ensure that it is balanced. Prison tutors have been trained in diversity, but diversity training for education staff is unsatisfactory. Equality of opportunity is promoted well and reinforced in most teaching sessions.

24. **Appraisal and staff development are poor.** Appraisal for college staff is not well established and record-keeping is weak. External staff training is not always well supported by the college. Although the prison's staff review process is detailed and thorough, the completion of documents is frequently cursory. Development for some individuals is taking place, but in other cases there is no record of development targets or whether planned training has occurred.

Leadership and management

Strengths

- very effective external links and partnerships
- active strategic level support for learning and skills
- particularly effective initiatives to improve provision
- good additional learning support throughout the prison

Weaknesses

- poor appraisal and staff development
- weak aspects of quality assurance

Health, public services and care

Cleaning

Grade 2

Strengths

- good achievement of qualifications
- good planning for individual learning
- good resources for learning

Weaknesses

- insufficient opportunity for workplace practice
- some weak aspects of course planning

Construction, planning and the built environment

Construction crafts

Grade 2

Strengths

- high levels of qualification achievement
- good teaching and learning

- very good support for learners with additional needs
- good resources for learning

Weaknesses

- narrow range of provision
- weak planning for individual learning

Information and communications technology

Strengths

- good development of practical ICT skills
- particularly good individual teaching

Weaknesses

- narrow range of courses
- insufficient support for learners with literacy and numeracy needs

Retail and commercial enterprise

Strengths

- good teaching and learning
- good progression routes
- very effective support for learners with literacy and numeracy needs
- particularly well-planned curriculum

Weaknesses

- weak planning for individual learning

Leisure, travel and tourism

Sport, leisure and recreation

Grade 2

Strengths

- good retention and achievement rates
- good teaching and learning
- very effective support for learners with literacy and numeracy needs
- very effective management of change

Weaknesses

- weak planning for individual learning

Preparation for life and work

Strengths

- high and improving retention and achievement rates
- good teaching and learning
- good individual support
- good links with vocational areas and other organisations

Weaknesses

- insufficient use of information and learning technology (ILT) on skills for life programmes
- insufficient staff to meet the needs of all outreach support

WHAT LEARNERS LIKE ABOUT HMPYOI ROCHESTER:

- 'great teachers - they're helpful and knowledgeable'
- learning new skills that will help on their release
- 'going to the library'
- 'good support for my dyslexia'
- 'the numeracy class is good fun'
- 'I can write home now'
- 'being able to continue my studies through open learning'
- 'getting out of the cell - time goes more quickly'
- 'the support in workshops - I wouldn't go to education'

WHAT LEARNERS THINK HMPYOI ROCHESTER COULD IMPROVE:

- access to the internet
- the number of technical and construction courses
- progress to vocational courses and courses at higher levels
- the length of sessions
- facilities for sport and learning on the wings

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- very effective external links and partnerships
- active strategic level support for learning and skills
- particularly effective initiatives to improve provision
- good additional learning support throughout the prison

Weaknesses

- poor appraisal and staff development
- weak aspects of quality assurance

25. An impressive number of external agencies are active within the prison. They provide a wide range of activities and support that enhance opportunities for learners and offenders throughout their sentences. Charitable trusts, organisations such as the careers and probation services, libraries, private companies and training providers, provide good specialised support, advice and learning opportunities. Some provide help with finding homes or advice about resettlement and future employment. For example, some learners nearing release benefit from the excellent relationship the prison has with a national utilities company. Selected learners attend a training centre for six weeks, working towards a level 1 qualification. On release they become employed full time by the company, working on a natural gas mains replacement programme, continuing their training. Pastoral care throughout the programme is excellent. Retention is very good and some learners have gone on to become team leaders. The prison has had around 20 learners on this programme, which has taken over 200 learners from prisons nationally. Many special projects place a strong emphasis on activities that encourage literacy and parenting skills, such as 'Fathers Inside'. The prison makes particularly good use of writers in residence. Plans to extend this work to provide access to journalism are in place. Work with one charitable trust is developing some learners as peer mentors, working towards a national vocational qualification (NVQ) at level 2 in information, advice and guidance. This work in other prisons has led to ex-offenders obtaining advice and guidance work following release.

26. Strategic level support for learning and skills is active and strong. Learning and skills takes a high priority in the prison. The strategic development plan is well written, detailed, and based firmly on explicit core values. Links to the reducing reoffending national action plan are clear. Recent changes are clearly linked to strategy and progress is good. The governor provides active and visible support that is very effective. The governor attends presentations of certificates and contributes to some aspects of courses. Learners comment that he takes a personal interest in their progress, and sometimes stops them to ask how they are getting on. Direct action from the governor and the head of learning and skills has resolved many concerns about the operation of the subcontract. Significant improvements in classroom efficiency, class size and the number of participants in education have followed stringent monitoring of the subcontract. Between April and December 2005, classroom efficiency averaged 76 per cent, compared to its target of 80 per cent. Contact with the college is regular and purposeful, but some concerns about

continuity of support and the slow pace of response remain.

27. Particularly effective initiatives have improved the range and quality of provision. Following a full curriculum review, the range of provision has extended considerably to include new courses in hairdressing, industrial cleaning, computer refurbishment and an extension of the computing availability. Lift truck driving and learndirect courses are available through links with a private training provider. An emphasis on resettlement and the availability of achievable qualifications contribute to change. Most qualifications are achievable over the short typical length of stay for many offenders. Effective use of an innovation fund and additional trust funding provide support for a wide range of enrichment activities. Sound investment in the quality of the environment ensures that good resources and facilities are available. Learners on the art course are contributing to improvement through the creation of a mural in the education department. This is based on the film 'Boys in Brown', about the previous Borstal institution that was filmed at Rochester. Learners on gardening courses contribute to the external environment through garden maintenance. The library has been refurbished. Further improvements are planned. However, there are not enough appropriate courses for those serving longer sentences or those who have existing qualifications.

28. The provision of additional learning support throughout the prison is good. The literacy and numeracy support strategy to incorporate literacy, numeracy and language skills in vocational areas is very effective. Many learners who would not attend classes in education are improving their skills well, in a vocational setting, with specialist support. Learners' portfolios clearly reflect learning in both the vocational area and in literacy and numeracy. Vocational tutors are gaining increased awareness of how they can structure and teach their course to ensure that both aspects of learning are covered well. Offenders on the wings are offered support as needed, but the demand is beginning to be higher than current staffing can support.

29. Communication is generally satisfactory. The prison hold regular formal and informal meetings for most staff on different days, to allow sessional staff to attend. Records are generally circulated within a short timescale. Informal communication is good. Senior managers are approachable and offer an open-door policy to deal with issues. However, the quality of record-keeping for staff meetings varies considerably. Some minutes are thorough, but others are brief notes and do not show that action points are recorded or followed up. Communication between the prison and education is sometimes poor. For example, education staff are not routinely notified about general issues, such as when a regime issue on a wing will affect punctuality. Offenders produce a very good, lively, magazine, with the support of a writer in residence, which keeps the prison's population informed about changes that affect them and contains many human interest articles.

30. The collection and use of data are satisfactory. The prison has systematically collected and analysed data for the past year. It is beginning to use data effectively in monitoring activity and making judgements about retention and achievement performance.

31. The prison's information, advice and guidance arrangements are satisfactory. Offenders have a private detailed interview with a careers adviser and work through their individual action plan. They are well supported in this by library staff and a good range of resources. Careers and library staff take joint responsibility to ensure that appropriate resources are available. However, there is no follow-up meeting with the careers adviser or

programme of careers education.

32. Appraisal and staff development are poor. Appraisal for college staff is not well established. Staff have only been appraised once, including one member of staff who has been employed for three and a half years. There has been no interim appraisal following a significant change in role. No progress reviews have taken place. Record-keeping is weak. The design of documents does not allow recording of the appraisal in sufficient detail. Action and development plans are weak. Timescales for training and development are frequently not clear. It is not possible to establish if actions have been followed up. There is some staff development, but staff are not always well supported by the college for external training. The staff development plan is not useful for planning purposes. It sets out training needs, but not development priorities, timescales for completion or progress towards completion. Education staff are not always invited to relevant prison training, and training is sometimes cancelled at very short notice. The prison's staff review process is detailed and thorough, but completion of documents is frequently cursory. There is little detail about the key discussion points. In some cases, nothing was recorded. The documents were just signed to indicate that a meeting had taken place. Some development targets are clear and there is evidence of training taking place for some individuals, but in other cases there are no target dates and no record of whether training has taken place.

Equality of opportunity

Contributory grade 3

33. Clearly written policies and procedures cover a range of issues, including harassment, complaints, appeals and bullying. The prison also has a clearly written diversity and race relations policy. Most policies and procedures have been recently updated to include the relevant legislative changes. Copies are clearly displayed throughout the prison and offenders receive a brief summary leaflet at induction. For learners, the satisfactory induction to equality and diversity on entering prison is further reinforced when starting a course. Clear initial advice and guidance is available in 24 different languages to help foreign national offenders understand the procedures and choices available to them.

34. Learners have a clear understanding of and good access to the general complaints procedures. There is thorough investigation of each complaint and actions are clearly recorded. Racial complaints are dealt with promptly and efficiently, and comprehensive feedback on the actions taken is given to those involved. Clear procedures for NVQ appeals or grievances in the vocational training areas are in place.

35. Suitable opportunities for the celebration of different faiths are available in a well-used chapel. The prison's diversity committee meets regularly and includes offenders' representatives from each prison wing. Minutes from meetings are made available for all offenders. Adequate minority ethnic groups data, which includes race, age and length of sentence, is collected, thoroughly analysed and compared against attendance in vocational training areas and education. However, there is no clear analysis of equality data relating to retention and achievements on accredited courses.

36. Access to education and training is satisfactory. An appropriate system for allocating education places from a continuing waiting list is applied fairly. Offenders are allocated to work and education after suitable security clearance and thorough discussion at the weekly employment training and education board. The process is well managed, although a shortage of spaces in some vocational areas often results in waiting lists. The diversity

manager effectively monitors allocations from minority ethnic groups to ensure that they have fair access to work, education and learning experiences.

37. Learners speak favourably about the help and support they receive for literacy and numeracy on the wings, in education and in most vocational areas. However, some learners with longer sentences were concerned that not enough higher-level courses are available to them to ensure that they can make the most of their time in prison. Staff generally show an active interest in learners' progress and are keen to ensure that all offenders have a good opportunity to learn new skills. They provide effective help and guidance to allow learners to overcome barriers to learning. Offenders have good access to the library, and the education and vocational training facilities provide a safe and suitable environment for learners to work.

38. Instructors in the vocational areas have taken part in the prison's diversity training course, but equality and diversity training for most education staff is unsatisfactory. There is a good level of cultural awareness and celebration of religious festivals. Access to the chapel is difficult for those with restricted mobility. The prison recognises this and has plans for a new, accessible, multi-faith centre. At the time of inspection, there was no evidence that any offenders had a mobility difficulty. Equality of opportunity is promoted and reinforced with learners during most teaching sessions. Equality and diversity posters are clearly displayed in most areas. Bad language and unacceptable behaviour are challenged appropriately. A good range of adaptive technology and materials is provided for learners with disabilities. This includes differentiated worksheets in a variety of font sizes and colours, and adaptive keyboards for computers. Equal opportunities issues are not routinely dealt with as part of the progress review process.

Quality improvement

Contributory grade 2

39. The head of learning and skills has overall responsibility for quality improvement. The prison has a well-written and comprehensive quality assurance framework that is clearly linked to the Common Inspection Framework and key prison documents. Detailed policy statements and a well-planned calendar of activity set a good context for quality activity. There are clear expectations set out for the frequency of different monitoring activities on a weekly, monthly, quarterly and annual basis. The quality improvement group meets quarterly and has a clear remit.

40. There have been many improvements in the quality of provision over the past year. Prison staff have good links with other prisons and effectively share good practice with them. Many of the new programmes follow successful delivery in other prisons. The transfer of a resettlement course from an adult prison led to wider improvements in the course. The changes that were made for the YOI were also found to be more effective for adults. The system for data collection has been developed in close partnership with another nearby prison. To ensure specialist observers, PE staff from another prison have been involved in the observation of teaching and learning of PE at the prison.

41. The prison has introduced observations of teaching and learning sessions for all staff. Trained college observers have observed almost all education staff, and some have also been observed by the prison's team of observers. The minority of teachers, where sessions were graded as less than satisfactory, were well supported to develop their skills. Subsequent grades on re-observation were much improved. The prison team has begun to observe vocational training, but this process is incomplete. The prison's observation team

members have detailed written guidance about the process, but have not been trained as observers. There are concerns that some of the college's observers do not sufficiently reflect the prison's education context in their judgements.

42. The prison regularly seeks feedback from offenders and analyses their responses in detail. The response rate has much improved this year, following the introduction of a small reward for each response. Examples of improvements as a result of this feedback include expansion in the range of courses. However, analysis is at individual area of learning level. There is no overview of responses for the whole provision to draw out common themes. Offenders do not receive information about changes that have been introduced as a result of their feedback.

43. Self-assessment is broadly satisfactory. The process is well established and the report is evaluative and self-critical. Many of the prison's self-assessment judgements on weaknesses are similar to the inspectors' findings, but some of the identified strengths were judged to be normal practice. The report is beginning to make good use of data and the learners' views. Staff are involved in self-assessment through the programme review process, and are consulted about the final report. However, they are not sufficiently involved in the process of grading their own areas of work. Some aspects of the self-assessment action-planning and review process are weak.

44. The prison recognises that aspects of quality assurance arrangements are relatively new and not well established. Links between the different aspects of the quality assurance system are not clear. For example, there is no clear link between the observation of teaching and learning process and appraisal. Action plans are monitored regularly, but many targets are not measurable or specific enough. Target dates and the status of monitoring are not always clear, for example, the term 'happening' is often used to record progress. A colour-coded system is used in the action plan review process, but it is not clear what this indicates, or if it is used consistently. The system has not been in place for long enough to generate historical evidence that supports monitoring of longer-term trends in continuous improvement.

AREAS OF LEARNING

Health, public services and care

Grade 2

Contributory areas:	Number of learners	Contributory grade
Cleaning		2
Other government-funded provision	17	2

45. Seventeen learners are on an externally accredited cleaning qualification at stage 1. Half of the group attends in the morning and the other half in the afternoon. Learners are initially assessed during induction. Individual learning plans are also developed during induction. All stage 1 training takes place in the cleaning science practical room. The stage 1 and stage 2 programmes last for three weeks each. One full-time member of staff, supported by a learner assessor, manages training in the workshop. Some wing cleaners carry out training in the cleaning science centre.

Cleaning

Grade 2

Strengths

- good achievement of qualifications
- good planning for individual learning
- good resources for learning

Weaknesses

- insufficient opportunity for workplace practice
- some weak aspects of course planning

Achievement and standards

46. The achievement of qualifications is high. Since the programme started in April 2005, 124 learners have started on the cleaning programme. Fifty have achieved the stage 1 qualification, 18 have achieved stage 2, 28 have achieved the food preparation certificate, and two have achieved the NVQ at level 1, through a partner college. A further 12 have left the prison with part-completed qualifications, and 17 remain in learning.

The quality of provision

47. Planning for individual learning is good in cleaning. The instructor collects learning plans from the education section and uses these to plan and monitor training with learners' needs in mind. Staff from the education department visit the training facility to provide additional individual support for learners to develop their literacy and numeracy skills. Monitoring of progress in both aspects of training is good, with clear records kept of the new skills that the learners have acquired.

48. Resources to support learning are good. The training area is large, with separate sections of different floor coverings for learners to practise different cleaning techniques.

Other areas are used for carpet cleaning and for learners to practise for the chemical competence unit of the award. Brushes, mops, buckets and chemicals are in plentiful supply. The instructor is assisted by a learner who has qualified as an assessor after completing stages 1 and 2 of the cleaning science award. Effective use of video is made during instruction sessions.

49. Learners do not get sufficient opportunities to practise their skills in a realistic work setting. All training at stage 1 takes place in the training centre. Some stage 2 training, such as shower and washroom cleaning, is done in other areas of the prison due to the availability of resources. Situations in the training centre are realistic but do not reflect adequately those found in a workplace. No training takes place in the prison wings or administrative areas.

50. The quality of training in the workshop is satisfactory, but some aspects of course planning do not always benefit learning. All learners start as a group and progress at the same rate. This does not always allow learners to learn at their own pace. Learners often wait around unoccupied while assessment of others takes place. This is unproductive time and does not contribute to learning. Learners observe each other's assessments and sometimes interrupt the process by making comments and distracting their colleagues. This model of delivery does not allow more experienced learners to support newer learners.

Leadership and management

51. The prison collects useful feedback from learners at the conclusion of their training and uses this to make improvements to the provision. A member of staff from the catering department has carried out observations of teaching, but this process is new and incomplete. Equal opportunities are well promoted, with posters highlighting diversity issues. There is a good representation of learners from minority ethnic groups carrying out training in this area. The management of the externally accredited cleaning qualification scheme is effective, with good monitoring of progress and good links with the institute and other providers of similar training. Staff development is satisfactory. The instructor has been in post for eight months, having retrained from another area of the Prison Service. Training has been provided at another prison and at a college to allow coverage of units for the externally accredited cleaning qualification at stages 1 and 2, and the food premises competence certificate. Stage 3 of the award is not yet available and other useful options such as car valeting and dealing with bio-hazards are not offered. The instructor has participated in a short instructional techniques course, but has not yet had any formal teacher training.

Construction, planning and the built environment**Grade 2**

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

52. Seven learners are on painting and decorating programmes. All are on the Open College Network (OCN) entry level painting and decorating aspect of the social and life skills course. Learners attend the workshop for four and a half days each week and spend an additional two hours each week developing their literacy and numeracy skills with a member of staff from the education department. One full-time instructor has responsibility for the workshop. Completion of the OCN course usually takes four weeks. A higher-level vocational course offered by a different awarding body has been run in the past, but has not been available for the past six months. This qualification usually takes 16 weeks to complete.

Construction crafts**Grade 2***Strengths*

- high levels of qualification achievement
- good teaching and learning
- very good support for learners with additional needs
- good resources for learning

Weaknesses

- narrow range of provision
- weak planning for individual learning

Achievement and standards

53. The achievement of qualifications is high. In the past year, all of the 13 learners who started on the 16-week vocational programme achieved the qualification. Similarly, of the 45 learners who have started the OCN course, 27 achieved the qualification, and a further five certificates have been verified and applied for. Seven learners are still in learning.

54. Learners' practical skills are good. They demonstrate good preparation and painting skills. Many are keen to pursue further training and employment on release from the prison. Attendance and punctuality are good. Learners enjoy their time in the workshop and choose this over employment in other areas of the prison that is often better paid.

The quality of provision

55. The standard of instruction is good in workshop and background knowledge sessions. Instructors relate well to learners and share their occupational experience effectively. Practical sessions are well planned. Monitoring and recording of learners' progress are good. Learners work industriously. They support each other well in practical tasks and are

proud of their achievements. Background knowledge is well managed and made as relevant as possible to the practical activities.

56. Classroom work effectively integrates activities suitable for the adult literacy and numeracy curriculum and the requirements of the painting and decorating programme. Sessions are sensitively managed and meet the needs of learners with a wide range of abilities and experiences. Skills for life tutors visit the workshops frequently and use individual learning plans well. They monitor learners' progress against well-defined targets. Some offenders are working towards the information, advice and guidance NVQ, and work as learning mentors in the classroom. Mentors have good literacy, numeracy and IT skills. They relate effectively to other learners, act as good role models, and are highly valued by teaching staff. Work in portfolios effectively links all aspects of additional support and background knowledge.

57. Resources to support learning are very good in construction. The workshop is spacious and well lit. Cubicles in which learners practise painting and wallpapering techniques are of a good size. There is a plentiful supply of paint, paper and tools. The instructor has a range of several textbooks, journals and videos which the learners can use. A separate room is used for background knowledge work. This room is also of a good size and there are good displays of posters to engage the learners' interest.

58. Assessment is satisfactory and complies with the requirements of the awarding body. External verifiers' reports for the vocational programme are positive and an internal verifier checks learners' portfolios for the OCN programme. However, the new internal verification process is incomplete.

59. The range of programmes is narrow. Painting and decorating at entry level is the only construction course currently offered. Other trades that are useful to the learners and can easily lead to employment are not available. The prison has attempted to introduce a plumbing course, but was unable to do so due to difficulties in finding suitable staff. Few opportunities exist for learners to progress and practise after completing their initial training. The higher-level vocational qualification has not been offered in recent months. Opportunities for work on the prison wings, decorating cells and offices, are no longer available. Links between the vocational section and Connexions are incomplete. This does not help the learners to focus on their employment prospects.

60. The learning plans that are compiled during offenders' induction to the prison do not routinely follow learners to the workshop. Vocational instructors know little about learners when they start training. This does not help them to plan vocational learning, taking into account previous relevant experience from the start of the course.

Leadership and management

61. Instructors are well informed of developments in the wider prison, but communication tends to be informal. Structured meetings have decreased recently. Data collection is satisfactory. Instructors are well informed about trends in achievement. Equal opportunities are well promoted. Learners understand their responsibilities towards others. The atmosphere in the workshop is respectful, with few problems over discipline. The prison's most recent self-assessment report is fairly accurate in its identification of weaknesses in the provision. Staff were well involved in compiling the self-assessment report, but did not influence the grade proposed for the area of learning.

Information and communications technology**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>IT and electronic services</i> Other government-funded provision	7	3
<i>ICT for users</i> Other government-funded provision	45	3

62. The prison offers courses in the use of office applications software, leading to nationally recognised qualifications at levels 1 and 2. Courses are taught in workshop style sessions. Learners can start at any time of the year. A more technical course on the refurbishment of second-hand computers is also offered. This course runs every four weeks and leads to a nationally recognised qualification at entry level. During the week of the inspection, 52 learners were enrolled on ICT courses, 45 of whom were on the office applications courses and seven were on the computer refurbishment course. In the 12 months before the inspection, almost 420 learners took courses in the use of office software and 70 learners took the computer refurbishment course.

63. Office applications courses are taught in two ICT classrooms, each with nine networked computers. The computer maintenance course is taught in a combined workshop and classroom with workspaces for up to nine learners.

64. The ICT provision is managed by a full-time member of staff who is an ICT co-ordinator and also teaches the office applications courses. Another full-time tutor also teaches these courses. Two hourly paid tutors cover planned absences such as leave. The computer refurbishment course is taught by a full-time tutor.

Strengths

- good development of practical ICT skills
- particularly good individual teaching

Weaknesses

- narrow range of courses
- insufficient support for learners with literacy and numeracy needs

Achievement and standards

65. Learners develop good practical skills. Learners on the office applications courses begin the course with limited previous experience of using a computer. They soon begin to use the software with some confidence, manipulating quite complex spreadsheets or retrieving data from databases. They use presentational software to produce colourful and attractive presentations that use some of the more complex aspects of the software, such as animation. After just three weeks in the computer refurbishment classes, learners are confident enough to dismantle and rebuild a computer. They understand how to reset all the hardware settings and re-install the operating system.

66. Achievement of qualifications in ICT is satisfactory. In office applications courses

between April and December 2005, 82 out of 118 learners who started, and were not transferred or released early, were successful. Seventy-five per cent of those starting the computer refurbishment course were successful in achieving their qualification. Retention figures are satisfactory at 82 per cent, for both office applications and computer refurbishment courses.

The quality of provision

67. Individual teaching is particularly good. Courses are taught through a workshop style of delivery. Tutors sensitively help learners individually, to ensure that they do not lose confidence. Learners receive an appropriate amount of time, and are seldom waiting for more than five minutes for help. Tutors are friendly but firm. They ensure that all learners are working and not wasting their time. The relationship between learners and tutors is particularly good. For example, learners are comfortable to chat with them about the other things that they do in the prison and what they might wish to do when they are released. In one class, the tutor always has a 'word for the day' written on the board to extend the learners' vocabulary. In another class, a quiz is used to test the learners' knowledge of the icons in the software. Learning materials are well written. They are specially designed and produced by the ICT team. Individual practical teaching in the computer refurbishment course is similarly good. In one class, learners had been set a task of locating faults in a computer. The way in which the tutor posed questions, in a careful and detailed way, led one learner to find the answer himself. Tutors plan and record individual planning effectively. Each learner has appropriate short- and long-term targets, and progress is recorded effectively with any appropriate comments.

68. Resources within the prison are appropriate. Computers used for office applications software courses are up to date and networked. This gives learners useful experience of file handling in a network situation. Rooms are bright and pleasant, with an appropriate range of relevant posters on the walls. The workshop used for the computer refurbishment is an appropriate size for the number of learners. One area is for class-based written work and one is for practical work. Staff are appropriately qualified and experienced.

69. There are no waiting lists for office applications software courses. Tutors interview all office applications learners when they start the course to determine what level of course would suit them best. This interview is largely informal and unstructured, but there is little evidence that learners are put onto an inappropriate course. However, there is no similar interview for the computer refurbishment course, and there is usually a waiting list. On the course that was seen by inspectors, the learners had been taken, not from the waiting list, but from the list of unemployed offenders. A number of them stated that they had no interest in the subject, or the course, and displayed some hostility to being in the class. Tutors often speak to learners about possible progression routes when they leave the prison and in some cases contact colleges near the offenders' homes to identify appropriate courses.

70. The range of courses is narrow. They are limited to levels 1 and 2 in office applications and entry level in computer refurbishment. There is no entry level course in office applications for those learners who find the level 1 qualification too difficult. The prison is aware of this need and highlighted it as a weakness in its self-assessment report. Similarly, there is no higher-level course for those learners who have passed the level 2 qualification. There is no progression course for learners who complete the entry level qualification in computer refurbishment. Other than computer refurbishment, no technical courses are on

offer, such as introductory programming or web design.

71. Learners with numeracy or literacy needs receive little support in lessons. In office application courses, tutors try to assist learners. However, they are not trained to recognise learners with literacy or numeracy needs or to provide appropriate support. Similarly, no support is available in the computer refurbishment course. There are a number of opportunities to incorporate numeracy and, to a lesser extent, literacy, into these lessons that are not used.

Leadership and management

72. Overall management of ICT is satisfactory. The co-ordinator meets with the team of tutors formally once every three months and at least weekly informally. Data concerning the number of offenders leaving the course and their reason for leaving is collected, but some quality assurance measures, such as achievement rates, are difficult to obtain from this data. Monitoring the quality of the computer refurbishment course is insufficient.

73. Cover arrangements are in place for planned absences by staff teaching on the applications software courses but not for the computer refurbishment course. The prison recognised this in its most recent self-assessment report.

74. Internal verification of the office applications courses is appropriate, with the ICT co-ordinator sampling all examination papers before they are sent to the awarding body. Internal verification of the computer refurbishment course is adequate for the requirements of the awarding body. However, the verifier is not a specialist in this area and is only able to make a judgement concerning the format of the learners' portfolios and not their content.

75. The self-assessment report for ICT was written by the ICT tutors and is appropriately self-critical. However, they did not decide on the grade and have no sense of ownership of this aspect of the report. The judgements in the self-assessment report were broadly similar to those identified by inspectors. One of the two key weaknesses identified by inspectors is recognised in the self-assessment report. Most of the less significant weaknesses identified by inspectors are in the self-assessment report. The key strengths identified by inspectors were not recognised in the self-assessment report.

Retail and commercial enterprise**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> Other government-funded provision	18	2

76. Ten learners are working towards NVQs at level 1. Of these, nine are working towards level 1 in kitchen portering and one is working towards level 1 food preparation and cooking. At the time of inspection, eight learners were on a two-day course leading to the foundation certificate in food safety. Offenders are provided with a range of courses in catering, including an NVQ at level 2 food preparation and cooking, and an externally accredited award in cleaning food premises. All learners have to complete a course leading to a foundation certificate in food safety as a mandatory requirement. Thirteen staff are employed in the prison's catering department, which provides approximately 600 meals each day for the prison and a neighbouring prison. Five staff hold assessors' qualifications and one is a qualified internal verifier. Three members of staff are employed outside the prison in the staff mess, where one learner works on temporary release. Learners attend training and background knowledge sessions on one of two days each week. This is carried out in a purpose-built training area. Practical training and assessments are carried out in the main kitchen at the prison.

Strengths

- good teaching and learning
- good progression routes
- very effective support for learners with literacy and numeracy needs
- particularly well-planned curriculum

Weaknesses

- weak planning for individual learning

Achievement and standards

77. Learners make satisfactory progress towards achieving their learning aims and achieve good skill levels in cooking and the preparation of food. They regularly produce meals under realistic commercial pressures, as they provide a good choice of dishes for offenders, staff and guests. Achievement rates for full qualifications are satisfactory. In the past year, 86 per cent of learners achieved the basic food hygiene certificate, with a high percentage of these gaining a credit. Forty-three per cent of the 42 learners who started have gained an NVQ at level 1, although there are still 10 learners in training. The prison makes effective use of accrediting individual units of level 1 qualifications for learners who leave early. This has a significant effect on the achievement of learners. A further 12 per cent achieved individual units at level 1 during the past year. Numbers of learners working towards the NVQ at level 2 in food preparation and cooking are low, although the two learners who started the programme during the past year have completed their qualification successfully. Places for kitchen work are oversubscribed, as there is a high turnover of learners due to transfers and discharges. Attendance and retention rates are satisfactory.

The prison has recently started to collect data to show progress from one course to another.

The quality of provision

78. Teaching and learning are good. Staff are well qualified and have good occupational experience. They set and maintain high personal standards and demand the same of their learners. Health and hygiene standards are good in the kitchen and any issues are dealt with effectively. Learners have a good opportunity to use a wide range of modern catering equipment in the main production kitchen, including combi-ovens and high-pressure steamers. Learners wear appropriate protective clothing and footwear, which are kept clean and tidy. Learning materials in catering are very good and additional resources are well matched to the course requirements. The prison makes good use of NVQ workbooks, recipe books and handouts. Learning plans and schemes of work are clearly written and detailed. Background knowledge classes are clearly matched to individual needs and are well presented. There is a well-equipped background knowledge classroom and adjacent practical cookery area which are well used to enhance learners' practical skills and confidence. Learners receive good support and guidance.

79. Progression opportunities for learners are good and the prison has an effective monitoring system for recording and planning learners' progress and achievement. Learners with little or no previous experience are able to progress through the NVQ at level 1 in portering to level 1 in food preparation and cooking, which effectively develops their skills. Learners who have longer sentences can progress onto level 2 in food preparation and cooking. Those who want to develop their skills in cleaning food premises can gain a recognised award for this. This forms a record of practice that they can use for future employment. Although many learners view their study as just a useful means to serve their sentence, some learners have left and successfully gained employment in the catering industry.

80. Learners with literacy and numeracy needs receive very effective support. Learners receive a suitable initial assessment at induction and the results of this highlight any need for additional support. The tutor in background knowledge classes gives good individual support. A well-qualified basic skills tutor, who visits the main kitchen and catering background knowledge classes on a regular weekly basis, gives very effective support to all learners. This includes those who do not require support but want to improve their literacy and numeracy skills. Particularly good use is made of skills for life learning materials, which are often adapted to suit individual needs and to make them more relevant for the course. This includes effective use of individual notebooks for learners to record technical catering terms that they find difficult to understand.

81. Initial advice and guidance are satisfactory. Potential learners receive adequate information at induction about the kitchen and the type of work and training that they will be involved in. All offenders who work in the kitchen complete a clearly written contract of employment, which includes the commitment to complete basic craft, hygiene and safety training. A suitable induction pack is given to learners at the start of their course, although staff have plans to further improve this.

82. Assessments and internal verification of courses are satisfactory. Assessments are well planned and clearly recorded, and clear and appropriate feedback is given following assessments and verification. Action points from external verifiers' reports are dealt with

promptly.

83. Planning for individual learning is weak. There are few clear objectives or target dates set for medium-term planning. Short-term action-planning is often insufficiently detailed for learners to clearly understand what they need to do. Although reviews are carried out regularly, there are few clear short-term targets set that are meaningful for learners. Learners do not receive a copy of their action plan or follow-up reviews.

Leadership and management

84. The curriculum is particularly well planned. A dedicated NVQ co-ordinator helps keep a strong focus on training and assessment in a busy commercial environment. Thorough records are kept on learners' progress and achievements. The NVQ co-ordinator sends a detailed weekly report to the catering manager to keep him informed. Staff hold regular monthly meetings, where there is detailed discussion on NVQs and learners' progress. The prison takes good account of learners' needs and all learners are moved around the kitchen on a weekly rota to ensure that they have a good opportunity to achieve the skills they require for the NVQ.

85. Learners have good opportunities to feed back their views, although any actions taken as a result of this are not shared with them. There is adequate reinforcement of equality and diversity and any undesirable behaviour or language is not tolerated. Staff have good links with the catering industry and are trying to develop these further to benefit the learners. Self-assessment is satisfactory. The report gives a reasonable assessment of the provision. Some strengths are overstated and are considered normal practice by inspectors.

Leisure, travel and tourism**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		2
Other government-funded provision	7	2

86. The prison provides a range of courses in PE. These include the community sports leader award, an externally accredited weightlifters' award, gym instructor's awards, first aid at work and manual-handling certificate. Courses are run consecutively throughout the year. Currently, seven learners are working towards a level 1 assistant fitness instructor qualification. The PE facilities include a sports hall, gym and weights room, artificial grass area, outdoor football pitches and assault course. Background knowledge sessions are held in a classroom next to the sports hall. All offenders complete an induction to PE and learners who wish to participate in a course in this area are inducted into their programme. A team of one part-time and six full-time members of staff carry out teaching and assessments. This includes two acting senior officers, who jointly manage the area. Six part-time orderlies are employed in the area. Three of these are currently studying for an NVQ at level 1 in advice and guidance.

Sport, leisure and recreation**Grade 2***Strengths*

- good retention and achievement rates
- good teaching and learning
- very effective support for learners with literacy and numeracy needs
- very effective management of change

Weaknesses

- weak planning for individual learning

Achievement and standards

87. Learners' retention and achievement rates are good, and the standard of individual performance is high. During the past year, there has been 80 per cent retention and pass rates on the first aid at work course. In the same year, 86 per cent of the 21 learners who started the assistant gym instructors' course successfully completed the programme. Retention and achievement on the community sports leaders' award was 67 per cent. Ten of the 13 learners who started the weightlifting award completed it successfully. Although the numbers starting the level 2 gym instructors' course are low, all five learners who started last year completed the course successfully. Learners demonstrate good instructional skills and are confident and highly motivated.

The quality of provision

88. Teaching and learning are good in PE. Even when complex physiological topics are discussed, learners are fully involved. Teaching sessions are well planned and delivered

with enthusiasm. Staff are highly qualified PE coaches and instructors, who keep up to date by attending courses. Two staff are qualified teachers. The PE classroom is well equipped and used effectively. The use of learning resources is good. Learners are able to practise their practical skills in a well-equipped gym and weights room, and a well-resourced sports hall with a sprung wooden floor. Learners have good access to outdoor recreation areas, including a well laid-out assault course, artificial grass and grass football pitches. Tutors make effective use of handouts and workbooks in teaching sessions and these are available for learners to work on in their cells. Other teaching aids, such as skeletons, posters and videos are also well used. Learners make good use of the sports books and magazines that are available for loan from the library or the PE department.

89. Learners with literacy and numeracy needs receive very effective support. They receive a suitable initial assessment at induction and the results of this highlight any need for additional support. A well-qualified basic skills tutor visits the PE area each week to give effective support to the learners. The tutor makes particularly good use of skills for life learning materials, which are often adapted to suit individual needs and to make them more relevant for the course. The prison encourages learners to study in their own time and enjoy learning literacy and numeracy through the medium of sport.

90. Assessment and internal verification are satisfactory. All PE staff are qualified assessors and two are internal verifiers. Assessments are well planned and carried out regularly. Learners and staff keep clear assessment records and learners receive thorough feedback. Internal verification is suitably planned and recorded. Induction is satisfactory. All offenders are required to have a basic induction to PE in order to use the facilities. Learners who enrol on courses receive additional information and guidance, together with a clearly laid-out information pack.

91. Planning for individual learning is weak. There are few clear objectives or target dates set for medium-term planning. Short-term action-planning often has insufficient detail for learners to clearly understand what they need to do. Reviews are carried out regularly, but there are few clear short-term targets set that are meaningful for learners. Learners do not receive a copy of their action plan or follow-up reviews.

Leadership and management

92. Significant management and operational changes have been managed very effectively. Operational demands are more effectively met than in the past. Roles and responsibilities are clear and staff understand them well. Learners receive a good learning experience. Working relationships between staff are good. They have a good understanding of the requirements of the courses on offer. Staff have clear plans to further improve the range of programmes on offer. They keep accurate registers of those attending PE.

93. Thorough evaluation is carried out at the end of learning sessions and at the end of each course to measure learners' progress and, if necessary, modify delivery. Learners are given a good opportunity to feed back their opinions. However, although some changes have been made as a result of the feedback, learners are not always clearly informed of this. There is little formal monitoring and recording of the quality of teaching and learning, but satisfactory measures are in place to ensure that staff receive appropriate support and guidance. All staff were involved in the self-assessment process. Some strengths were overstated, but the report generally gives a fair and accurate reflection of the provision.

94. Reinforcement of equality and diversity is adequate and the prison does not tolerate any undesirable behaviour or language. Staff have good links with outside organisations and some learners have gained useful employment in the sports industry after their release. Adequate collation and use of data contributes to decisions. A clear procedure to ensure that learners are able to attend classes on time has been developed and is waiting approval.

Preparation for life and work**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> Other government-funded provision	139	2
<i>Employability training</i> Other government-funded provision	20	2

95. At the time of the inspection there are 139 skills for life learners on courses that incorporate literacy and numeracy. Eighty-five of them are enrolled on outreach support for learners employed throughout the prison, including the segregation unit and health care. There is no evening provision. Learners complete an induction procedure linked to sentence planning. Courses are part time, to enable learners to participate in work throughout the prison. Learners can join courses at any time throughout the year. They work for a number of nationally recognised qualifications, which are test or assignment based, at entry level to level 2. In the education department, the prison offers parenting, and money and budget management courses.

96. Twenty learners are receiving training in the waste management centre on a social and life skills course accredited by OCN. Literacy and numeracy are incorporated and supported by the literacy outreach tutor. The workshop acts as a multi-skills centre, where commercial industry work complements training. Opportunities include bicycle refurbishment for a charity, furniture restoration for the prison, and garden pot decorating. Two instructors manage the workshop, with additional support for learners with literacy, numeracy and social skills. All learners work towards OCN qualifications at entry level. Many of the learners in waste management are vulnerable or have additional literacy or numeracy needs.

Strengths

- high and improving retention and achievement rates
- good teaching and learning
- good individual support
- good links with vocational areas and other organisations

Weaknesses

- insufficient use of information and learning technology (ILT) on skills for life programmes
- insufficient staff to meet the needs of all outreach support

Achievement and standards

97. Retention and achievement rates are high and improving. Over the past year, retention in literacy and numeracy has improved from 66 per cent to 82 per cent. In OCN, social and life skills retention has improved to 95 per cent.

98. Most of the learners work towards nationally recognised qualifications in literacy, numeracy and social and life skills. In 2003-04, there were 161 achievements. Forty-eight

learners achieved qualifications at entry level, 69 achieved at level 1 and 44 achieved at level 2. This more than doubled in 2004-05, when there were 330 achievements in literacy and numeracy qualifications. Sixty-four learners achieved qualifications at entry level, 174 achieved at level 1 and 92 achieved at level 2. This is a significant improvement on the previous year. Between January 2005 and the inspection, 175 OCN units in money and budget management and cookery were achieved. Certification is awaited for a further 56 units.

The quality of provision

99. Teaching and learning are good. The emphasis is on teaching to meet the needs of individual learners. Class sizes are small, varying from individual support to 10 learners. In the best classes, tutors support a range of diverse ability levels in all classes through group, individual and peer working. Staff are aware of learners' needs and abilities and treat them with respect and sensitivity. Tutors provide explanations and adapt their teaching methods to help learners fully understand the concepts and methods they are learning. Completed work is marked and learners receive constructive feedback on their progress. Systems for recording learning are good. Tutors and learners use daily work records effectively to plan.

100. Lesson planning is good and effectively plans for identified individual needs. Most learners are aware of their individual targets and what they need to do to improve their skills. They are able to identify where they are against their targets. Target-setting for individual learning is set against the programme syllabus and uses the results of the initial and diagnostic process. Learners receive advice and guidance when they join a programme. Lesson planning recognises the needs of people with visual impairment, dyslexic tendencies or preferred learning styles. In the best lessons, learners are involved and are highly motivated. Literacy and numeracy is integrated very effectively with some of the vocational areas. However, although literacy and numeracy support in waste management is very good, planning for individual learning in the specific vocational topic is weak.

101. Individual support for learning is good. The induction process clearly identifies learners' additional support needs. Additional support is well organised. Literacy and numeracy support is provided for all social and life skills, whether through vocational courses, work on the wings, the segregation unit or in health care. Learners benefit from discrete, customised individual tutor support. Dyslexic support is offered through a project funded by the European Social Fund and delivered by a specialist dyslexia association. Specialist staff training and screening are offered. A dyslexia specialist provides one session each week. As part of this project, learners can choose to be referred to a mentor, who will keep in touch with them after their release. Good-quality learning materials in literacy and numeracy have been developed and are used alongside textbooks.

102. ILT is not used sufficiently. There are computers in the classrooms but, at the time of inspection, they were under-used. There is insufficient access to the internet to promote independent study skills. Supported access to the internet is provided by the library and internet time is booked for open learning. However, this is not available for all learners. The very recent introduction of learndirect will enable some online learning but will not benefit all learners. The use of tape recorders is not routinely used to record speaking and listening activities in literacy, social and life skills and classes in English for speakers of other languages (ESOL).

Leadership and management

103. A well co-ordinated approach to skills for life across the prison is effectively supported by the education manager and the skills for life and social and life skills co-ordinators. Clear roles and responsibilities are set for curriculum leads that show a whole-organisation approach to the skills for life agenda. Staff routinely attend curriculum and education department meetings. Meetings are well minuted and responsibility for actions are detailed. Good practice is routinely shared. Use of management information is satisfactory. Data and other management information is readily available and routinely used to develop the curriculum and analyse retention and achievement rates.

104. Links with vocational areas and other organisations are good. The education department works closely and flexibly with the vocational areas to integrate literacy and numeracy within the programmes. Many projects linked with outside agencies are very effective. For example, the 'Create' project uses music and writing to develop skills. Learners who participated in the 'Fathers Inside' literacy project were recruited to other literacy courses. At the time of inspection, learners were composing poetry, songs and prose about their reflections on childhood experiences at school that will be used to read to their children. An innovative course, in partnership with the Probation Service, supports their literacy needs and develops their employability skills, curriculum vitae writing and interview techniques. Specialist personnel staff from private companies contribute to the effectiveness of this course by carrying out practice interviews before learners are released from prison.

105. Tutors have appropriate teaching qualifications or are working towards them. However, only one member of staff is qualified at level 4 for literacy. Most staff have received adult core curricula training. The ESOL member of staff has appropriate qualifications and there are plans for staff to take nationally recognised level 4 literacy and numeracy qualifications. There are plans for three staff to take a distance learning course to develop their skills with dyslexic learners. However, the plan for continuous professional development is not linked to staff appraisals.

106. Quality assurance of the programme is satisfactory. Learners' questionnaires and course reviews are used to develop programmes. All staff have been observed in the past year. Internal verification is routinely planned, monitored and recorded.

107. Accommodation in the education department is satisfactory, but accommodation for some outreach delivery is poor, with no identified learning place for support. This has a negative effect on the amount of working space.

108. The prison satisfactorily promotes equality and diversity and gives learners opportunities to develop their potential. Many learning activities promote cultural awareness.

109. There are not enough staff to meet the needs of all outreach support. The identified need for literacy support is being met by a specialist, but there is no specialist numeracy tutor. The demand for outreach support is greater than the current staffing levels can meet.

