

INSPECTION REPORT

HMP Send

17 February 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

HMP Send

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Send (the prison) is a closed resettlement prison for women. It has an operational capacity of 215 offenders. The prison has five residential wings, one of which houses the therapeutic community and lifers, another is designated as the induction wing, another is normal allocation, and two house the resettlement unit. The prison uses a further wing for drug addicts. HMP Send offers an integrated regime to its offenders. All of the women who are passed as medically fit work within the prison. All of them are allocated five combined sessions of education and gymnasium by application.

2. The prison has a medium turnover of population, with offenders' length of stay varying from a few weeks to 20 years. The head of learning and skills is a member of the senior management team and reports to the deputy governor. The head of learning and skills is responsible for all learning and skills in the prison and the library.

3. The prison subcontracts education to North East Surrey College of Technology, which has contracts with four other prisons. The education department operates in a building dedicated to education. The prison provides vocational training in the main kitchen, business administration training in a separate workshop on the main block, hairdressing training in the education building and floristry in the horticultural department. The gymnasium offers courses and has a separate classroom within its department. All areas of learning provide the opportunity to achieve a nationally recognised qualification. Currently, approximately 60 offenders participate in open distance learning.

4. The prison subcontracts its library services to Surrey Library Services. A part-time professional librarian is contracted for 14 hours each week, which includes one evening. The duty librarian is supported by two library orderlies and one assistant orderly, all of whom are offenders.

OVERALL EFFECTIVENESS

Grade 3

5. **The overall effectiveness of the provision is satisfactory.** The prison's leadership and management are satisfactory. Its approach to equality of opportunity is satisfactory, but its arrangements for quality improvement are inadequate. Training is good in sport, leisure and recreation and satisfactory in information and communications technology (ICT) for users, administration, hospitality and catering, and preparation for life and work.

6. **The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment report is the second that the prison has produced. The process was not inclusive and many staff were not aware of the process. The prison did not use data to identify any strengths and weaknesses.

7. **The provider has demonstrated that it has sufficient capacity to make improvements.** There have been effective strategies to increase the opportunities for learning. The quality improvement group has been developed to identify and share good practice. Current

HMP SEND

improvement policies and procedures are new and are slowly having an effect on driving forward improvement.

KEY CHALLENGES FOR HMP SEND:

- improve standards of teaching
- continue to involve offenders in developing the learning environment
- increase the range of available courses to meet employment needs
- develop staff and offender training in diversity
- co-ordinate, collect, use and analyse data
- develop and implement an effective skills for life strategy
- better co-ordination of quality improvement strategies
- implement a more effective self-assessment process

GRADES

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

Grades awarded at inspection

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

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

Retail and commercial enterprise			3
Contributory areas:	Number of learners	Contributory grade	
<i>Hospitality and catering</i>		3	
Other government-funded provision	8	3	

Leisure, travel and tourism			2
Contributory areas:	Number of learners	Contributory grade	
<i>Sport, leisure and recreation</i>		2	
Other government-funded provision	16	2	

Preparation for life and work		3
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		3
Other government-funded provision	10	3

Business administration and law		3
Contributory areas:	Number of learners	Contributory grade
<i>Administration</i>		3
Other government-funded provision	8	3

ABOUT THE INSPECTION

8. ICT, administration, physical education (PE), catering and preparation for life and work were reported on and graded. Evidence was examined from other areas of employment, including horticulture, floristry and hairdressing, and from the industrial contract workshop. These were not reported on and graded separately but were used to support judgements in the key findings of the report. There were no visits to the prison before the week of inspection.

Number of inspectors	4
Number of inspection days	17
Number of learners interviewed	72
Number of staff interviewed	39
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	1

KEY FINDINGS

Achievements and standards

9. **Achievement and retention rates on all courses in PE are good.** Achievement and retention rates for ICT key skills are satisfactory. Learners develop and achieve good ICT skills. Learners develop good practical business and interpersonal skills in business administration. Due to incomplete data, the inspectors could not make judgements on achievement and retention rates in ICT, business administration and preparation for life and work.

10. **Achievement and retention rates in hospitality and catering are good.** The standard of learners' practical skills is good. Their achievement of key skills is good. In literacy and numeracy classes, the learners' achievement of personal and social skills is good. Learners develop improved confidence, self-esteem, and an increased sense of responsibility for

their own actions.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information and communications technology	0	1	2	0	3
Preparation for life and work	0	1	2	0	3
Total	0	2	4	0	6

11. The table above only shows areas of learning where two or more learning sessions have been observed and graded.

12. **Teaching and learning of PE are good.** Tutors use a wide range of teaching techniques and learning styles. Lessons are well structured, with effective use of verbal questioning. Staff are sensitive to learners who require more support and these learners are not disadvantaged.

13. Teaching and learning are satisfactory on most programmes. In ICT, staff are responsive to the learners' personal and learning needs. They work hard to remove barriers to learning and encourage the learners to take responsibility for planning their own work during sessions.

14. Teaching and learning in catering are satisfactory. Staff work closely with learners and use demonstrations well to ensure that they develop professional standards. Learners have a good opportunity to practise skills and quickly develop confidence when preparing and cooking meals.

15. In administration, teaching is satisfactory. Tutors use a suitable range of learning strategies. Learners work at an appropriate pace and are suitably challenged by the work that is set.

16. In preparation for life and work, the learning sessions are lively and fun, with frequent changes of activity to develop a good learning experience. Overall, the teaching is satisfactory.

17. All courses use a satisfactory range of assessment methods. In catering, an external organisation supports the trainee assessors. Internal verification meets awarding body requirements.

18. Resources to support learning and skills are satisfactory and include modern, up-to-date computers and software. There are sufficient ranges of books and periodicals in the library, particularly about the subjects that learners are studying.

19. The initial assessment of offenders' literacy and numeracy skills is satisfactory. The prison uses the results of the assessment to draw up an individual learning plan in education, but it does not always pass these on to those carrying out vocational training.

20. **In ICT and literacy and numeracy, the range of programmes available is narrow and does not allow for sufficient progression to higher levels.** There is no provision for English

for speakers of other languages (ESOL).

Leadership and management

21. Staff have implemented good strategies to improve the learning and development opportunities for learners. There has been an increase in the range of accredited training in PE, catering and floristry. Vocational staff have achieved teaching qualifications. Literacy and numeracy support has been implemented in most areas of work, but it has been reduced by a significant lack of staff.

22. The prison's promotion of resettlement is strong. Thirty-two learners are working in a wide variety of organisations on temporary licence. Training in the prison is linked to the work opportunities that they might receive during their resettlement process. The prison has good links with employers.

23. The promotion of equality and diversity in teaching and learning is good. There is a strong promotion of understanding and respect in the classroom and vocational areas. The prison encourages the learners to reduce their use of inappropriate language. There is no training for staff or learners in equality and diversity, particularly for those learners working in the community.

24. The management of resources is generally satisfactory, except in horticulture. In ICT, modern software is used.

25. The self-assessment process is satisfactory. Not all staff were involved. The prison's use of learners' feedback to help develop the self-assessment process is insufficient. Some vocational areas, such as PE, are managing the self-assessment process well, but in other areas it is exceedingly isolated and there is no co-ordinated approach to the self-assessment process throughout the prison. Not all of the strengths and weaknesses identified during inspection were identified in the self-assessment report.

26. The collection of achievement and retention data is weak. Data collection varies widely. Data on progression and achievement is available in the vocational areas, but not in the education department. The prison does not use data to monitor progress and set targets for improvement.

27. The prison does not have a co-ordinated approach to improve the quality of its provision. The quality improvement group has no clearly defined roles or responsibilities and does not focus on improving the quality of provision. There are isolated pockets of good practice, particularly in PE, but the prison does not set targets.

Leadership and management

Strengths

- good implementation of strategies to improve learning and development opportunities
- good links with support agencies and employers leading to sustainable employment
- particularly good promotion of equality and diversity in teaching and learning

Weaknesses

- weak collection and use of data to help develop improvements
- inadequate development of activities to support continuous improvement

Information and communications technology

ICT for users

Strengths

- good development and achievement of IT skills
- particularly effective working relationships

Weaknesses

- narrow range of provision
- insufficient short-term target-setting
- insufficient collection and use of achievement data

Retail and commercial enterprise

Hospitality and catering

Strengths

- good retention and achievement rates
- good development of learners' practical skills through a wide range of cooking activities

Weaknesses

- insufficient resource material to support learning
- insufficiently structured literacy and numeracy support to meet the learners' individual needs

Leisure, travel and tourism

Sport, leisure and recreation

Strengths

- high achievement and retention rates
- particularly good teaching and coaching
- good range of practical courses to support learning and employment opportunities

Weaknesses

- poor showering and storage facilities
- insufficient staff to support the full range of provision

Preparation for life and work

Literacy and numeracy

Strengths

- good achievement of key skills
- good development of personal and social skills
- good support for learning on residential wings

Weaknesses

- weak target-setting to ensure learners' progress is reviewed effectively
- narrow range of provision
- insufficient collection and use of reliable achievement data

Business administration and law

Administration

Strengths

- good development of practical business and interpersonal skills
- good office learning environment to support learning

Weaknesses

- insufficient arrangements to cover for staff absence
- insufficient collection and use of achievement and retention data

WHAT LEARNERS LIKE ABOUT HMP SEND:

- approachable and supportive staff
- good access to the library and its computers
- the calming effect of floral art and needlework
- the chance to get accredited qualifications - 'they will be really helpful to me when I get out'
- 'being able to use the laptop computer in my room'
- 'education has widened my spectrum'
- 'the opportunity to learn new skills, and gain qualifications to help me get a job'
- 'if I hadn't come to this prison, I would still be outside dealing drugs',
- 'the chance to turn my life around'
- being encouraged to do distance learning for higher-level qualifications
- 'our achievements are recognised'
- being treated with respect and as individuals

WHAT LEARNERS THINK HMP SEND COULD IMPROVE:

- 'more support with my dyslexia problem - in college I was allowed to use dictation/voice recognition software'
- more practical courses, particularly non-stereotypical female courses
- more courses at an advanced level that are not distance learning
- a wider range of job opportunities for resettlement offenders
- access to computers on 'E' wing
- a wider range of courses - 'I would like to learn to do woodwork and bricklaying, but cannot, I don't even know how to change an electric plug'

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good implementation of strategies to improve learning and development opportunities
- good links with support agencies and employers leading to sustainable employment
- particularly good promotion of equality and diversity in teaching and learning

Weaknesses

- weak collection and use of data to help develop improvements
- inadequate development of activities to support continuous improvement

28. The prison has established and implemented good strategies to improve the learning and development opportunities for learners. Subjects in PE, catering and floristry take place in purpose-built classrooms. A new curriculum has been introduced and includes an introductory 12-week course in floral art, which is exceedingly popular with the learners. In 2005, key skills were introduced into the vocational areas and this has had a successful outcome. The only work area that has no accreditation is the contract workshop. There has been staff development to enable vocational staff to gain part-time teaching qualifications and all of them are occupationally competent. The prison has good links with local further education colleges. Learners out on temporary licence are studying floristry, hairdressing, and painting and decorating. In November 2005, there was successful implementation of introducing catering national vocational qualifications (NVQs) into the kitchen. All learners are progressing well. In order to increase the opportunity for learning, the prison has successfully introduced distance-learning programmes, particularly in healthy living and health and safety at level 2. Opportunities to study Open University programmes have also been implemented successfully. Plans to develop accreditation of learning in the contracts workshop are available, along with widening the ESOL provision. In January 2006, the prison carried out a very comprehensive needs analysis of learners to identify their needs. This indicated a need for further development in beauty and nail technicians courses and an increase in ICT and do-it-yourself skills provision.

29. HMP Send has implemented literacy and numeracy support in most areas of work. Some of this is very informal, particularly in horticulture and hairdressing. There has been a significant lack of staff, and support has ceased in catering and the contract workshop. The prison has been prominent in the past 12 months in improving the learners' literacy and numeracy achievements, but it does not have a written skills for life strategy to support the process. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. The implementation of a strategy would enable the prison to identify clear targets to further the learners' development. The prison's management of resources is generally satisfactory. The library resources are good and offer a wide range of books.

30. The prison's promotion of resettlement is strong. Thirty-two learners are working in various organisations within the area, either as volunteers or as paid employees. The prison

has been particularly effective in establishing links with support agencies and employers. Twenty-two learners are working voluntarily within the community within a wide range of activities, including care, catering, horticulture and retailing. Six learners are in paid employment. There are many examples of learners on release continuing in sustainable employment for a number of years. In many cases, the training that learners receive in the prison is linked to the work opportunities that may be available during their resettlement process. HMP Send has produced a detailed pack for employers that provide work placements and community work. The pack includes the maintenance of a training record, indicating the training given and any qualifications gained. The prison is establishing good links with a further education college, which has enabled a number of learners to attend full-time training. Where issues arose with learners at the college, the prison has been prompt in establishing a process by which the learners are not disadvantaged. There are a number of voluntary workers in the prison who effectively help with literacy and numeracy support in the vocational areas. Where learners are due to be transferred, there is an effective holding policy to ensure that learners can finish the qualification that they are studying.

31. The prison's horticultural facilities are impressive, comprising seven polytunnels, two heated greenhouses and amenity areas. A wide range of well-maintained tools and machinery is available, but these facilities are not used sufficiently. Some of the equipment is in disrepair, including a large water tank which is leaking severely. Due to insufficient staff, there is no accreditation for any horticultural skills. Two available members of staff are well qualified and enthusiastic. There are five learners on a 12-week programme, giving them an introduction to floral art. Some learners have moved on during resettlement to work in florist shops.

32. The hairdressing salon is adequate but is only providing hairdressing facilities for learners and they do not receive any formal training. Learners are not provided with any protective overalls for general hairdressing work, except when using chemicals. Although learners are given the opportunity to develop African-Caribbean hairdressing skills, there is no link with the shop for learners to continue to use the styles learnt in training in their daily working life.

Equality of opportunity

Contributory grade 3

33. Teaching staff are effective in promoting equality and diversity in their learning sessions. Staff adapt their teaching styles to meet the learners' different learning styles. Respect and understanding is strongly promoted in the classrooms and vocational areas. Learners are aware that their language might not be correct and staff are effective in encouraging the use of appropriate language in a sensitive, knowledgeable and understanding manner. Throughout the prison there is good promotion of the work ethic with a high number of offenders working outside the prison on temporary licence. Pay is equal in all the activities. Learners receive a bonus on achieving accredited qualifications. Where there is the opportunity to earn more money in the contracts workshop, activity in this area is restricted to six months, to allow other learners an opportunity to work there. The prison has promoted an effective integrated regime, whereby offenders have the opportunity to work and attend other activities such as PE with minimal disruption. The chaplaincy, which is integrated well into the life of the prison, promotes victim awareness courses.

34. The fully integrated regime is managed effectively and allows all offenders to access

education and training. For some, this is their first experience of education. Some are attending one session each week, for example in needlework, which is helping them to start the learning process. There were many examples of how the prison had turned learners' behaviour and thought processes around.

35. Learners have an appropriate understanding of their rights and responsibilities. Procedures to eliminate oppressive behaviour are satisfactory. Learners know how to raise a concern. They are confident that any such issues will be dealt with in an effective and confidential manner. Currently, no learners have used the formal complaints procedure. There is insufficient use of documents and displays in languages other than English within classrooms.

36. There is no training for staff or learners in equality and diversity. There is no strategy to implement knowledge and understanding about equality and diversity, particularly for those learners working in the community. The prison keeps little data on ethnicity to establish and identify trends. Women from minority ethnic groups represent 32 per cent of the prison's population and 26 per cent of them are foreign nationals. ESOL provision has stopped due to the lack of staff.

Quality improvement

Contributory grade 4

37. Although the prison has been strong in developing the learning opportunities, the collection of achievement and retention data is weak. Data collection varies significantly. Data on learners' progress and achievement is available in vocational areas. In the education department, the emphasis is on achieving key prison targets. Data is based on enrolments, whereby each learner is enrolled in each class, not each course. Inspectors were unable to ascertain or get reliable achievement data. Simple data, such as knowing the number of offenders participating in education at a particular time, is not known. The prison does not use data to monitor progress and set targets for improvement.

38. The quality improvement group has been established with a good range of membership from most areas of activity within the prison. There are no terms of reference for this group. The prison does not focus sufficiently on quality improvement and does not set relevant targets. The group meets quarterly and is basically a discussion forum. The self-assessment report was completed in isolation. The quality improvement group did not ensure that there was consistency in the implementation of the self-assessment process or that the process was validated. They did not ask for information and are unable to recommend or make improvements.

39. There has been no co-ordinated approach to improve the quality of strategies that have been implemented during the past 18 to 24 months. No observation of training takes place except that in education, which the subcontractor carries out itself. The quality improvement processes in education are totally separate to that of the prison. There are isolated areas of good development and improvement processes, for example in the library, where there are clear and well-established strategies to improve the range of books and create the environment as a learning resource centre. There are insufficient staff in some areas, which prevents implementation or expansion of the advertised curriculum. There are weak strategies to overcome this omission. There is insufficient guidance from senior staff about how to set targets, analyse data and use this process in the strategic decision-making to improve the overall provision within the prison.

AREAS OF LEARNING

Information and communications technology

Grade 3

Contributory areas:	Number of learners	Contributory grade
ICT for users		3
Other government-funded provision	74	3

40. The education department offers three courses in ICT that comprise one each at level 1 and 2, and units towards an entry-level 3 qualification. An information technology (IT) key skill qualification at level 1 to 3 is available to learners who complete an appropriate level ICT qualification. There are 74 learners taking ICT qualifications, and there is no waiting list. Learners can join an ICT class at any time of the year.

41. All learners are working towards nationally recognised accredited qualifications. Learners are not required to carry out an assessment of their ICT skills and knowledge before starting a course. During induction, all learners' literacy and numeracy skills are assessed before they start their course. Learners can choose to attend up to two sessions each week, either in the morning or afternoon. Group size is a maximum of nine learners. There is no night class or weekend provision. Learners can study in their cells using one of 10 mobile computers. Classes are taught in one of two education centre classrooms equipped with 17 computers. ICT is taught by one full-time and two part-time teaching staff. The programme area is led by an ICT co-ordinator. Four staff carry out internal verification.

ICT for users

Strengths

- good development and achievement of IT skills
- particularly effective working relationships

Weaknesses

- narrow range of provision
- insufficient short-term target-setting
- insufficient collection and use of achievement data

Achievement and standards

42. At the time of inspection, incomplete data did not allow for a judgement to be made on entry level and level 1 and 2 computer achievement and retention rates. Attendance is satisfactory. Due to regime restrictions, learners' punctuality at the start of lessons is often poor. Learners develop and achieve good ICT skills. Those new to computing quickly acquire confidence in using the computer equipment and software applications. They demonstrate good skills and understanding of a range of computer functions. All learners develop a sound grasp of the basic functions of the computer before attempting the more advanced exercises. They are able to quickly identify the suitability of different computer

functions to achieve a set task. Learners develop satisfactory or better keyboarding skills using specialist software packages. The quality of learners' work is at least satisfactory. Learners are able to apply their skills effectively to new situations. They are able to use other software for personal research or general interest purposes. Some learners have developed timely and specific ICT skills that will be useful to them on release. One learner was able to use her newly acquired skills to produce letters and other correspondence of a high standard to support her legal case. Most learners develop good working relationships with colleagues and can effectively work independently or collaboratively.

43. Achievement and retention rates for ICT key skills are satisfactory. In the past 11 months, 14 learners started training. Currently, eight learners have achieved and six are still in learning.

The quality of provision

44. There are particularly effective working relationships between staff and learners. Staff in the education department are responsive to the learners' personal and learning needs. They provide an effective level of individual support and coaching. Rapport between staff and learners is good. There is a professional and mutually respectful attitude between them. Staff have a good understanding of learners' backgrounds and personal problems that may adversely affect their success during training. They work hard to remove barriers to learning. Staff work closely with learners to negotiate solutions to issues that arise. Learners have improved their self-esteem, confidence and motivation as a result of the help they have received.

45. The ICT learning environment at HMP Send is satisfactory. The two dedicated ICT training rooms are clean and well maintained. Learning materials are satisfactory. There is adequate provision of learning materials to help the less experienced learners gain confidence in the use of computer functions. Resources are satisfactory. However, there is no interactive board or projectors for use in the teaching rooms. In one training room, not all learners have adequate space to work. All computers are networked and of a satisfactory industry standard. Learners have access to relevant software packages for their course. However, there are no internet modules. This limits the opportunity for learners to extend their experience and practise new skills. Learners' work is appropriately celebrated in wall displays. Both classrooms have a satisfactory range of informative posters on display that reinforce what is taught. Staffing arrangements are satisfactory. ICT equipment is maintained appropriately. A member of the teaching staff carries out effective technical support. However, development and updating of the system is hampered by insufficient access to more specialist technical support and resources. All staff are suitably qualified and have carried out a satisfactory range of training relevant to their role.

46. The quality of teaching and learning is satisfactory. Tutors encourage the learners to take responsibility for planning their own work during sessions. They are able to appropriately evaluate the quality of the work they produce and carry out appropriate corrective action where needed. One learner has developed skills in IT that have enabled her to take a supervisory role in her work placement.

47. Tutors deal satisfactorily with mixed-ability groups of learners. There was good use of questions and answers to check and reinforce the learners' understanding. All tutors worked effectively to ensure that learners were spoken to and their progress on completing tasks was monitored satisfactorily. Learners use clearly written workbooks to guide their

study. Tutors encourage them to keep a useful written record of the commonly used computer functions and in what circumstances they should be used. Courses have clearly written schemes of work and lesson plans. However, few tutors effectively use the available information on learners preferred learning styles to tailor the delivery of sessions to meet their specific needs. Tutors satisfactorily emphasise the correct health and safety approach to using ICT equipment. They usually reinforce the need for good posture. However, in a few cases, learners use computers without a suitable break.

48. All learners receive an appropriate initial assessment of their literacy and numeracy skills. Learners are informed of the outcome of the assessment. Support for literacy and numeracy is given to learners in dedicated classes outside of the ICT provision. Individual support within ICT classes is satisfactory. Learners receive an appropriate induction to the education department and their programme. Learners are able to access a satisfactory information and advice service.

49. The range of courses is narrow. Not all learners' needs are met by the provision on offer. Learners are able to work towards units of an entry-level, level 1 or 2 qualification. However, there is not a suitable range of short introductory computer courses that allow prospective learners with no prior experience of computers to test their interest in this area. Some learners are not suitably challenged by the level of courses available. Learners are not able to access suitable further training at higher levels such as technical programming or computer technician owners. There are no vocationally related software courses. For example, learners cannot study computer-based accounts and book keeping courses. The education department recognises this weakness and has started to develop some plans to rectify the situation.

50. At the end of each lesson learners use a log to record what they have learnt and then set their own targets. Tutors' records suitably supplement the records of learners' progress. This information contributes effectively to the planning of future sessions to accommodate individual learning. Long-term target-setting is generally satisfactory. Staff review learners' progress regularly at their meetings. However, not all learners have effective, short-term milestones set to allow them to monitor their progress effectively. In some cases, identified actions are not sufficiently detailed. They are not always used effectively to monitor and evaluate learners' achievements against targets.

Leadership and management

51. The management of ICT programmes is satisfactory. Learning at HMP Send is suitably managed to ensure that the needs of a diverse group of learners is met satisfactorily. Staff work effectively as a team. Formal and informal communication are effective. Regular meetings are held at which learners' progress is satisfactorily reviewed. Brief minutes of the meeting are produced and include identification of actions for improvement. Staff experience and expertise are satisfactory. There are appropriate opportunities for staff development. Arrangements for examinations are satisfactory. The management of resources is satisfactory.

52. Learners have a satisfactory understanding of their rights and responsibilities and how the law and the prison's rules can protect them during their training. Equality of opportunity is adequately covered at induction. Equal opportunities are monitored adequately during training sessions. Learners know what to do if they wish to raise any concerns. They understand how to appeal if they do not agree with an assessment

decision. They are confident that any issues that they raise with staff will be dealt with quickly and confidentially. Access to the training room is satisfactory for learners with mobility difficulties.

53. The scheme for the observation of teaching has been used to identify areas for further improvement. Assessment and internal verification practice are satisfactory. There are appropriate arrangements for sharing good practice. Learners understand the appeals procedure should they disagree with an assessment decision. Learners' feedback is collected satisfactorily. Some improvements have been made as a result of its evaluation. ICT tutors had little involvement in the formulation of the self-assessment report. They have a very limited understanding of its content and any progress made to rectify identified weaknesses.

54. There is insufficient collection and use of achievement data. The prison collects a range of data but it does not use it effectively for planning or monitoring purposes at the curriculum level. There is insufficient use of data to allow evaluation of the quality of the curriculum. Data is not used satisfactorily to identify trends or for comparative purposes. Data is not used as part of a course review process. There is insufficient use of data in the self-assessment report.

Retail and commercial enterprise**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i>		3
Other government-funded provision	8	3

55. Training in catering and hospitality at HMP Send is provided by two instructional officers and includes NVQs at levels 1 and 2. There are five learners currently on level 1 programmes and three others registered, but at the time of inspection they were awaiting awarding body documents. There is a head of catering who manages the kitchens and provides some training. A deputy head of catering is working towards an assessors' qualification and carries out assessment of learners' work. Qualified staff from a neighbouring military establishment countersign assessments and provide internal verification. There are two chefs who assist with practical training. Practical training is provided in the main kitchen, which has a servery and dining area. Offenders are able to use the dining facility to eat during association hours. Additional space for teaching background knowledge is provided in a classroom adjacent to the kitchen stores. Another room has a few computers, which are used to support computer-based food hygiene training.

Hospitality and catering***Strengths***

- good retention and achievement rates
- good development of learners' practical skills through a wide range of cooking activities

Weaknesses

- insufficient resource material to support learning
- insufficiently structured literacy and numeracy support to meet the learners' individual needs

Achievement and standards

56. Learners' achievements are good. They are making good progress towards the NVQ at level 1. Five learners registered for the NVQ at level 1 in catering and hospitality in November 2005 and they have completed eight out of the required 10 units. A further three learners have been registered for the award in February and are awaiting appropriate documents with the new standards before starting assessments. All eight learners are working in the main kitchen. The retention rate is good. Ten learners started on the NVQ programmes in November 2005. Of the 10 starters, one has left because of illness and one has been transferred to another prison, and the remainder are still in training, giving a retention rate of 80 per cent.

57. The standard of learners' practical skills is good. Meals are not pre-selected and this means that menus are varied and include a wide variety of dishes. Staff are able to buy at best rates and this provides learners' with the opportunity to work with a rich selection of produce. Most learners are able to prepare vegetables and cook interesting and

good-quality, simple meals within a short time of starting training. Learners find the training exciting and are enthusiastic about trying new dishes. Learners with cultural preferences, for example those of Muslim faith, work well together developing menus and cooking food for each other. This helps develop practical cooking skills in addition to building confidence and supporting the development of their social skills.

The quality of provision

58. Teaching and learning are satisfactory. All offenders receive an assessment of their literacy, numeracy and language skills when entering the prison. Those who choose to work and train in the kitchen receive a health screening to ensure that they are suitable. All of them then carry out a computer-based recognised food hygiene training module, which gives them a good basic knowledge of health and safety and essentials of food hygiene. Learners follow a well-planned induction and progress from washing up, to preparation of vegetables and then on to cooking and serving meals. At the time of inspection, learners produced a good variety of dishes, including steak and duck.

59. Experienced and skilled staff work closely with learners and use demonstrations well to ensure that they adopt professional standards which reflect those required by the catering and hospitality industry. Learners have ample opportunity to practise skills in a controlled and supportive atmosphere, and they quickly develop confidence when preparing and cooking meals. Learners have a satisfactory understanding of their rights and responsibilities and how the law and the prison's rules can protect them during their training. Equality of opportunity is covered adequately at induction. Equal opportunities is monitored adequately during training sessions. Learners know what to do if they wish to raise any concerns.

60. Practical resources are satisfactory. There are two chefs in addition to a head and deputy head of catering, and all of them work with learners and provide much help and support with practical skills and the understanding of background knowledge. There are no formal teaching sessions and most of the background knowledge is provided on the job. The kitchen is well equipped and the utensils and equipment are of a good standard. All learners have a clear understanding of health and safety and use personal protective equipment to a satisfactory standard.

61. Assessment and verification practices are satisfactory. The deputy head of catering provides assessment, much of which is by observation. He gives appropriate feedback and outcomes of assessment are recorded effectively. Learners keep records in a working diary, but the information is sparse. Records are only of the type of meals prepared and do not provide detail, for example of recipes or descriptions about quantities used. The assessor is currently working towards an assessors' qualification. A qualified assessor from a nearby military establishment visits and countersigns assessments. Internal verification is also carried out by staff from the external organisation. External verifiers from the awarding body confirm that the assessment and verification practices meet awarding body requirements.

62. Material to support background knowledge is inadequate. There are no textbooks or handouts available for learners to develop or extend their understanding of catering practice. Staff are knowledgeable and experienced in catering, but much of the support is informal and there are few reference books or journals. Learners are unable to learn new menus or keep up to date with different cooking practices and cultures.

63. There is insufficient support for learners' literacy and numeracy needs. Information from the initial assessment of learners' literacy and numeracy levels is not routinely shared with catering staff. Staff provide good support when the needs are identified but the process is informal. Literacy and numeracy needs are dealt with during practical sessions and are generally related to the task being carried out. Until recently, a member of the education staff provided a formal weekly opportunity for learners to develop literacy and numeracy skills and gain accreditation. At the time of inspection, this was not being provided due to staff shortages.

Leadership and management

64. The management of the catering curriculum is satisfactory. Training to recognised qualifications has been offered in the past but this declined and has now been reintroduced. Practical training is planned and structured to allow learners to progress at their own pace and training is offered to NVQ at level 1 and 2. Arrangements for assessment and verification are satisfactory. There are now effective structures in place to monitor and record learners' progress.

Leisure, travel and tourism**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		2
Other government-funded provision	16	2

65. Training in sport and leisure at HMP Send is provided by qualified prison PE staff. At the time of inspection, staffing comprised one senior officer and one PE officer. The prison is in the process of recruiting an additional PE officer. Staff provide a range of vocational courses, including gym instructor courses at levels 1 and 2, a nationally recognised weightlifting award and a sports leaders' awards. Staff from the education department provide additional courses, such as key skills, literacy and numeracy, healthy eating and assertiveness training, all of which are accredited. Resources include a sports field, sports hall, and resistance and cardiovascular training areas. The gymnasium is open five days and two evening each week. There are four learners on gym instructor courses at level 1, five on level 2 courses and seven on healthy eating courses. There were no learners on the sports leaders' award or weightlifting award courses, although courses had been previously run.

Sport, leisure and recreation***Strengths***

- high achievement and retention rates
- particularly good teaching and coaching
- good range of practical courses to support learning and employment opportunities

Weaknesses

- poor showering and storage facilities
- insufficient staff to support the full range of provision

Achievement and standards

66. There are high achievement and retention rates on all courses that the PE department offers. In 2005-06, on the assistant gym instructor programme at level 1, 24 started and 23 completed and gained an award. Two learners left for personal reasons. Twelve learners started on the gym instructor award at level 2 in the same period. Two learners were transferred to other establishments, 10 have completed the programme, nine of whom have successfully passed and the remaining one is waiting for results. There is 100 per cent retention and achievement on weightlifting courses. The education department offers a healthy eating distance learning course in conjunction with the PE department. At the time of inspection, seven learners had enrolled and are still in training.

67. Learners demonstrate good awareness of personal fitness and a sound knowledge of the importance of exercise and the value of good nutrition. They are keen and motivated to attend and participate in the rigorous regimes required for the awards. Learners quickly develop confidence in supporting less able learners and are able to explain the various

items of equipment in a competent and professional manner. Many learners are hoping to gain employment in gymnasiums and fitness studios upon release and recognise the importance of gaining expertise and qualifications.

The quality of provision

68. The quality of teaching and learning is good and coaching by staff is particularly effective. PE staff are well qualified and experienced in PE and the range of programmes offered. Both PE staff are working towards a formal teaching qualification. Staff use a wide range of teaching techniques and learning styles and show a warmth and enthusiasm which ensures that all learners participate. Lessons are well structured and planned to build on previous learning and extend the learners' background knowledge. Tutors make very effective use of verbal questioning and answering, with more difficult questions pitched at learners who want to be challenged and stimulated. Staff are sensitive to learners who require more support for learning and they ensure that no learners are disadvantaged or singled out. Coaching is very effective and learners receive frequent constructive and supportive advice and guidance on areas for improvement. Evidence gathered to support portfolio work aimed at key skills is used well. There are clear links with the education department, which provides effective support for literacy and numeracy needs.

69. Staff negotiate a comprehensive learning contract with learners. They record this on a whiteboard and often refer to it as a means of maintaining high standards of behaviour both in the classroom and in the gymnasium. Homework is greeted with enthusiasm. All learners spend time in their cells revising for classroom tests. The results of class assessments are very good. Learners have the opportunity to work on past test papers and workbooks before completing the actual ones that are sent to the awarding body for validation. This provides staff with a clear picture of the learners' competence and enables them to target areas for improvement. Learners have a satisfactory understanding of their rights and responsibilities and of how the prison's rules and law can protect them during their training. Equality of opportunity is covered adequately at induction. Equal opportunities is monitored adequately during training sessions.

70. The range of practical courses offered is good. Most of the courses are recognised by the leisure industry and in particular the gym instructor courses provide a good basis for employment and further training. A small number of learners have gained employment in the leisure industry upon release. The prison makes arrangements to secure work placements for those offenders released on temporary licence. Support from the education department is excellent and integrated with the PE courses. Learners are able to gain key skills in number, IT and communications at levels 1, 2 and 3. Staff from the PE department also contribute to offending behaviour programmes and offer courses in assertiveness, as well as playing a key role in supporting work with self-harmers.

71. Resources for courses are good, with a range of cardiovascular and resistance equipment. There is a free-standing weights area and spinning machines that staff and learners use. The outdoor sports field is seldom used and is not kept up to a suitable standard for team games. A small sports hall is available and frequently used for indoor games, such as badminton and volleyball. The prison provides an outside classroom, which is used well for background knowledge sessions.

72. Assessment and verification practices are satisfactory. Staff keep accurate and comprehensive records of learners' progress. The prison monitors participation rates

monthly and staff have produced a series of leaflets advertising the range of courses available. The induction into PE is satisfactory.

73. Showering facilities are inadequate. Shower heads are old and worn out, and many of the wall and floor tiles are loose or missing. The shower area is dirty and learners do not currently use the facilities. Alternative showers are available within cells. Some of the flooring in the entrance to the sports hall is badly pitted. Storage for equipment is limited. The outside storage area is used for recycling waste and much of the equipment is now stored inside, in rooms adjacent to the sports hall. This reduces changing and relaxation space.

74. The PE department is currently understaffed and learners often have to wait for courses to finish before others can start. The prison recognises the staffing issues and is currently in the process of trying to recruit more staff.

Leadership and management

75. The management of the curriculum for PE is good. There is excellent teamwork between PE staff and education staff. Course teaching and support for learners is fully integrated and managed well. The prison selects courses to meet the needs of offenders and their employment prospects. It monitors learners' attendance, participation and achievement effectively and uses the information to help develop future targets for improvement. The department has completed annual self-assessment reports and action plans since 2002 and provides a professional service to the prison and the learners.

Preparation for life and work**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		3
Other government-funded provision	10	3

76. The prison has a fully integrated system of education and training. Alongside their job, learners can choose up to five sessions of education each week, which may include literacy, numeracy, key skills or preparation for work. Most learners stay within the prison for long periods and progress through several levels of literacy, numeracy and key skills. Ten learners have study sessions on residential wings as individuals or small-group sessions with an education tutor. Education department staff carry out an initial assessment of literacy and numeracy levels as part of the prison induction. Staff use the results from this to draw up an individual learning plan. Course tutors review the learners' progress on an individual basis.

Literacy and numeracy***Strengths***

- good achievement of key skills
- good development of personal and social skills
- good support for learning on residential wings

Weaknesses

- weak target-setting to ensure learners' progress is reviewed effectively
- narrow range of provision
- insufficient collection and use of reliable achievement data

Achievement and standards

77. The development of learners' personal and social skills is good. Learners develop improved confidence, self-esteem, good communication skills and an increased sense of responsibility for their own actions. Their attitude to work is good and they work well together in groups. Learners' behaviour in sessions is good. They show respect for tutors and each other. Learners who attend sessions in assertiveness and preparation for employment develop a good understanding of the needs and expectations of employers. Learners are highly motivated to achieve, producing a good standard of work in their portfolios. In many cases, they have successfully re-engaged in education or have gained recognition for achievement for the first time. Most learners achieve several qualifications and make good progress to higher levels.

78. The achievement of key skills qualifications is good. During 2005-06, there were 36 learners studying key skills. Only two learners have left the programme due to transfer or release. The remainder have achieved 53 full key skill awards and five test-only awards, in communication at levels 1 to 3, application of number at levels 1 and 2, working with others at levels 1 and 2, improving own learning level 1 and 2, and problem solving at level

1.

79. The available data indicates that learners are successfully achieving their literacy and numeracy and life skills awards, but records show total numbers of qualifications and are not attributed to individual learners. There are more achievements at the lower level of literacy and numeracy than the results of initial assessment would indicate.

The quality of provision

80. There is good support for learning on residential wings. Ten learners who cannot attend sessions in the education department are visited weekly by a tutor for support with key skills, literacy, numeracy and vocational study. The tutor routinely accesses research material from the internet at home and brings it in for learners. One learner who is a wheelchair user has been allocated the long-term loan of a laptop computer for study in her room. Two other learners are successfully acting as mentors for readers who are below entry level. Another learner has been working with the education department to source a mentor who will continue to offer her support after her release. There are also effective links with external specialist organisations, who attend sessions to give appropriate advice and guidance to offenders about disclosure to employers in the future.

81. Classroom teaching is satisfactory. There are detailed schemes of work and session plans cross-referenced to the various key skills and the adult core curricula for literacy and numeracy. Teaching in lessons varies from satisfactory to good. The atmosphere in the education department is calm and conducive to learning. The good sessions are lively and fun, with frequent changes of activity and learning experiences. Tutors mark work promptly and correct errors in spelling and grammar. Learners receive effective feedback on assessed work for portfolios. The rapport between tutors and learners is good. Learners show high levels of respect for the staff and other learners. Behaviour and attitudes in lessons are very good.

82. Learners have a satisfactory understanding of their rights and responsibilities and how the prison's rules and the law can protect them during their training. Equality of opportunity is covered adequately at induction. Equal opportunities are monitored adequately during training sessions. Learners know what to do if they wish to raise any concerns. They understand how to appeal if they do not agree with an assessment decision. They are confident that any issue they raise with staff will be dealt with quickly and confidentially. Access to the training room is satisfactory for learners with mobility difficulties.

83. There is a satisfactory range of books, periodicals, magazines, newspapers, CDs and DVDs available in the prison library to support learners on foundation education courses. There is a satisfactory supply of easy-reading material for pre-entry and entry-level learners. Also, story tapes, books and reference materials are available in large print format for visually impaired learners. Some books are available in other languages, or the library can order them promptly.

84. Tutors are appropriately experienced and qualified in the subjects they teach and have the necessary teaching qualifications. The initial assessment of literacy and numeracy needs is satisfactory. Administrators from the education department carry out a basic screening of new starters' literacy and numeracy levels during the prison induction. Staff then use the results to draw up an individual learning plan.

85. Target-setting to ensure that learners' progress is monitored effectively is weak. Targets are insufficiently specific and measurable, and primary learning goals are too broad, such as 'improve literacy' or 'achieve level 1 qualification'. There is little reference to or account taken of the learners' prior learning, achievement, qualifications, skills or experience. Individual tutors frequently review the learners' progress, but comments are not sufficiently evaluative and contain broad and general comments, such as 'worked hard' or 'enjoyed session'. Short-term targets are also vague and of little use to the learners or tutors to review, such as 'continue to expand knowledge of words' or 'expand vocabulary'. There are no further holistic reviews of learners' progress that record all of their personal, social and educational aims together.

86. There is currently a narrow range of provision of foundation programmes available. There are no specialist classes on the curriculum for learners for whom English is an additional language. A tutor has been recruited recently and is awaiting security clearance. In the meantime, ESOL learners follow the standard curriculum for literacy, rather than language, development. There are insufficient specialist resources used to support ESOL learners. The advertised curriculum has been reduced recently due to staffing issues. There is only a limited timetable of support for literacy and numeracy in other vocational areas due to insufficient available staff. Open learning support takes place on a Thursday afternoon to provide facilities such as IT and tutor support.

Leadership and management

87. There is insufficient collection and use of reliable achievement data at individual course management level. The prison gathers achievement totals but cannot attribute them correctly to learners or compare them effectively with the number of learners who start on education programmes. It was not possible for the inspectors to effectively compare achievements with previous years. The recent delivery of literacy and numeracy and key skills has been focused on the achievement of qualifications to meet the prisons' performance targets. Communication within the education team is regular and focused on achievement. Morale in the department is good and there is good team spirit. The internal quality assurance and moderation of qualifications are satisfactory. The education department's self-assessment report did not accurately identify the strengths and weaknesses found by inspectors.

Business administration and law**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Administration		3
Other government-funded provision	8	3

88. There are eight learners working towards NVQs in administration, of whom three are at level 1, two are at level 2 and three are at level 3. Most learners are working towards key skills awards, including IT, application of number, and communications at levels 1, 2 and 3. Learners are assessed for their ICT skills, previous experience and knowledge, by discussion before starting a course.

89. In addition, learners' literacy and numeracy skills are assessed by the education department. The programme is available Tuesday to Thursday. Sessions include practical work in an office environment, group and individual teaching sessions.

90. Learners can choose to attend up to six sessions each week. In addition, portfolio-building sessions are available on Friday. Group size consists of a maximum of nine learners. Business administration is taught by a part-time instructor. The head of learning and skills manages the programme area. A subcontractor carries out internal verification.

Administration*Strengths*

- good development of practical business and interpersonal skills
- good office learning environment to support learning

Weaknesses

- insufficient arrangements to cover for staff absence
- insufficient collection and use of achievement and retention data

Achievement and standards

91. Learners develop good practical business and interpersonal skills. They make good progress in developing administration skills that they apply very effectively to a range of office situations. They are able to demonstrate a good understanding of the practical application of administration procedures. Learners respond well to practical challenges they encounter. They confidently use a range of software applications to produce work of a consistently high standard. For example, one learner is able to efficiently co-ordinate a computer-based translation service for documents used by other prisons. Learners are particularly good at monitoring the quality of their own work and taking appropriate action as required. They develop good interpersonal skills. Learners are able to deal well with issues encountered in an office environment. For example, they tactfully and efficiently deal with personal and telephone enquires. Some learners report that the skills they have gained have helped them to clarify their future employment plans on release. One learner

has become an assessor and hopes to use this and other qualifications to secure a supervisory office job. Learners develop good self-confidence and improved self-esteem. Their portfolios of evidence include a good standard and range of work.

92. Learners make satisfactory progress in acquiring key skills qualifications. Their progress in achieving administration qualifications is satisfactory or better. At the time of inspection, incomplete data did not allow for a judgement to be made on business administration achievement and retention rates. Attendance is satisfactory. Due to regime restrictions, the learners' punctuality at the start of lessons is often poor.

The quality of provision

93. There is a good learning environment to support learning. The training office is bright, clean and has well-maintained furniture and fittings. The learners process a wide range of office work from within the prison and outside. There is a good amount of space for learners to work. Learners have good access to relevant standard textbooks. The range of resources to support teaching is satisfactory. The prison has recently installed new computers and the learners are making good use of them. The standard of computer equipment and modern software packages is good. However, learners are not able to practise skills associated with using internet or e-mail software packages. Learners are able to access a good range of office equipment. The workshop sessions place good emphasis on learners solving problems and meeting deadlines successfully. All of the learners have good opportunities to work independently and collaboratively. There is a particularly good wall display that celebrates learners' achievement. Other displays are colourful and informative. The prison regularly carries out informal target-setting. It is appropriately used to guide learners' actions and for monitoring progress. Learners have a satisfactory understanding of how well they are progressing.

94. Key skills training and assessment are co-ordinated effectively. Learners produce work for the business programme, which is also used for the key skills assessment. Learners are clear as to how they can use the evidence from their administration programme to claim key skills competence in ICT.

95. There are satisfactory arrangements to identify and support learners' additional needs in literacy and numeracy. All learners receive an appropriate initial assessment of their literacy and numeracy skills at induction. However, the outcome of the assessment is not always communicated effectively to ensure its use in assessing their suitability for administration training. Learners receive effective individual support for literacy and numeracy during training. Induction is satisfactory. Learners have satisfactory access to information and advice on education and training opportunities at the prison.

96. Teaching in the office workshop sessions is satisfactory. Tutors use a suitable range of teaching strategies. Learners often benefit from good individual attention when they encounter a problem. They work at an appropriate pace and are suitably challenged by the work that is set. Their understanding is usually monitored appropriately by the use of question and answer. The tutor places a strong emphasis on developing effective working relationships with learners. The monitoring of individual progress is satisfactory. Feedback is ongoing and constructive. Classroom management is satisfactory or better. However, there is insufficient use of teaching aids to fully extend the learners' understanding of topics. Learners are able to focus on skill development relevant to future employment. One learner is working towards assessor qualifications and is moving forward to a

supervisory role.

Leadership and management

97. Informal communication is good. Formal communication is satisfactory. Staff are suitably qualified and experienced. There is adequate staff training. However, the recently agreed staff development is limited and does not fully meet their need to update relevant professional experience and skills.

98. Arrangements to cover for staff absence are insufficient. This slows the learners' progress. The administration area is dependent upon one part-time member of staff. When the member of staff is absent, the class is often cancelled. Where replacement staff are used they are not always appropriately experienced or qualified. The insufficient arrangements to cover for staff absence slow learners' progress.

99. Learners have a satisfactory understanding of their rights and responsibilities and how the prison's rules and the law can protect them during their training. Equality of opportunity is adequately covered at induction. Equal opportunities is monitored adequately during training sessions. Learners know what to do if they wish to raise any concerns. They understand how to appeal if they do not agree with an assessment decision. They are confident that staff will deal with any issue they raise, quickly and confidentially. Access to the training room is satisfactory for learners with mobility difficulties.

100. Assessment and internal verification practices are satisfactory and meet awarding body requirements. Learners have an adequate understanding of when and how they will be assessed. They receive suitably detailed feedback following assessment. The opportunities for staff to meet and standardise practice are satisfactory. Sharing of good practice is carried out appropriately. Assessment and internal verification practice are effective in ensuring quality improvement. As part of the quality assurance system, staff are observed while teaching. The system does not contribute adequately to overall curriculum quality assurance. Programme review does not focus adequately on strategies to improve the learners' retention and achievement rates. There is insufficient development of processes to gain and use learners' views to help drive quality improvement. Staff have little detailed knowledge of the contents of the self-assessment report and were not adequately involved in its compilation.

101. The collection and use of achievement and retention data are inadequate. Data is not always accurate or used effectively used to monitor the quality of administration training. The use of data to help develop planning and decision-making for improvement of the programme is inadequate.

