

INSPECTION REPORT

HMP Lowdham Grange

17 March 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

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Lowdham Grange (the prison) is situated 11 miles northeast of the city of Nottingham. The prison is a long-term, category B prison with an operational capacity for 524 convicted male offenders, and it opened in 1998. The prison is a private contracted prison managed by Serco and houses a range of category B adult male offenders from all over the country.
2. Traditionally a working prison, HMP Lowdham Grange offers all offenders a range of employment and education opportunities, with activities available throughout the working week. Regimes for offenders include employment, religious events, the gymnasium and part-time education in a range of academic and practical subjects. These subjects include skills for life, literacy, numeracy and English for speakers of other languages (ESOL), information and communications technology (ICT), a physical education (PE) programme, art, and accredited alcohol/drugs awareness programmes. The education department also offers painting and decorating, and national vocational qualifications (NVQs) provision in a training kitchen and an industrial production kitchen.
3. The main facilities within the prison include two large, modern two-storey wings, an education block, vocational training areas, industries, where offenders can earn a wage carrying out a variety of unskilled and semi-skilled work, a discrete healthcare and medical service, a segregation unit, a visits hall, and a sports centre with indoor and outdoor facilities.
4. The education timetable is divided into three sessions from Monday to Friday, in the morning, afternoon and evening. There are no education programmes at the weekend. The sessions comply with the prison's working day and the offenders have access to amenities and scheduled breaks in the mornings and afternoons. Offenders allocated to HMP Lowdham Grange are serving sentences of at least four years and usually have 12 months of their sentence left to serve.
5. Each offender is entitled to education for two sessions that are paid at their average employed pay rate each week. Some courses, such as painting and decorating, have more than two sessions. Some courses are supported by a homework system, whereby learners can carry out documented independent study in their cells.
6. Teaching staff generally teach for a maximum of nine sessions each week, which comprises 31.5 hours of class time. They receive session reduction for training or for any long-term evening work that they carry out.
7. The prison uses the televisions in the offenders' cells to market information about some of the courses available. The prison advertises course dates and details in leaflets and by advertising on noticeboards.

OVERALL EFFECTIVENESS**Grade 3**

8. The overall effectiveness of the provision is satisfactory. The prison's leadership and management are satisfactory, as are its arrangements for quality improvement and equality of opportunity. In health, public services and care the provision is satisfactory, as is ICT and preparation for life and work. Engineering and manufacturing technologies and retail and commercial enterprise are good, but leisure, travel and tourism is inadequate.

9. The inspection team was broadly confident in the reliability of the self-assessment process. The self-assessment process has effectively identified many areas of strengths and improvements within the education and training departments. The subsequent action plan has already led to the improvement of many areas. The self-assessment report successfully identified most of the strengths and weaknesses confirmed by inspectors and has proved to be a thorough and honest appraisal of the provision overall.

10. The provider has demonstrated that it has sufficient capacity to make improvements. There is a commitment by the prison's director to increase education and training in the prison, and new buildings are being built in line with plans to develop the prison. There has been consultation with staff and offenders about the planned changes, to elicit their views and ideas on the proposals, and the prison has taken effective recent actions to improve the education and vocational training areas.

KEY CHALLENGES FOR HMP LOWDHAM GRANGE:

- increase the amount of vocational training opportunities
- improve short-term target-setting
- provide parity of pay for those attending education and training for more than two sessions each week
- maintain the pace of change
- significantly improve the PE provision
- extend the availability of literacy and numeracy support
- share the good practices identified within the prison
- improve the internal verification 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 | | 3 |

| Health, public services and care | | 3 |
|--|--------------------|--------------------|
| Contributory areas: | Number of learners | Contributory grade |
| <i>Cleaning</i> Other government-funded provision | 8 | 3 3 |

| Engineering and manufacturing technologies | | 2 |
|--|--------------------|--------------------|
| Contributory areas: | Number of learners | Contributory grade |
| <i>Manufacturing technologies</i> Other government-funded provision | 20 | 2 2 |

| Information and communications technology | | 3 |
|---|--------------------|--------------------|
| Contributory areas: | Number of learners | Contributory grade |
| <i>ICT for users</i> Other government-funded provision | 75 | 3 3 |

| Retail and commercial enterprise | | 2 |
|--|--------------------|--------------------|
| Contributory areas: | Number of learners | Contributory grade |
| <i>Hospitality and catering</i> Other government-funded provision | 6 | 2 2 |

| Leisure, travel and tourism | | 4 |
|---|--------------------|--------------------|
| Contributory areas: | Number of learners | Contributory grade |
| <i>Sport, leisure and recreation</i> Other government-funded provision | 22 | 4 4 |

| Preparation for life and work | | 3 |
|---|--------------------|--------------------|
| Contributory areas: | Number of learners | Contributory grade |
| <i>Literacy and numeracy</i> Other government-funded provision | 116 | 3 3 |

ABOUT THE INSPECTION

11. Provision was inspected and graded in health, public services and care, engineering and manufacturing technologies, ICT, retail and commercial enterprises, leisure, travel and tourism and preparation for life and work. Training programmes in construction and the built environment were not graded, since the painting and decorating course was not running at the time, but evidence from this area of learning was examined and used to

support judgements in the key findings section of the report.

| | |
|--|----|
| Number of inspectors | 5 |
| Number of inspection days | 18 |
| Number of learners interviewed | 57 |
| Number of staff interviewed | 43 |
| Number of subcontractors interviewed | 1 |
| Number of locations/sites/learning centres visited | 1 |
| Number of partners/external agencies interviewed | 1 |

KEY FINDINGS

Achievements and standards

12. **Achievement rates are good on the industrial cleaning courses, computer literacy courses at level 2 and the social and life skills courses.** The retention rate is good on computer literacy programmes at level 2 and on social and life skills courses. However, the retention and achievement rates on computer-user courses are poor.

13. **Catering learners' work is of a high standard.** They work independently, in real time and with real pressures. Learners take responsibility for the quality and quantity of food produced and take pride in their successes.

14. For learners on PE courses, the retention and achievement rates vary depending on the type of course. **Coaching courses have good achievement and retention rates, although on higher sports leaders' awards the rates are poor.**

15. Learners working in the industrial workshops on the performing manufacturing operations NVQ are achieving satisfactorily. Skills development is good, with learners clearly understanding the background knowledge that supports their practical work.

16. Most learners enjoy the courses they are doing and there are good relationships between learners and tutors. Some learners go on to become learning support assistants who help other learners on courses. Learners and tutors value the help that they provide.

The quality of provision

Grades given to learning sessions

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Total |
|---|----------|----------|----------|----------|-----------|
| Health, public services and care | 0 | 2 | 0 | 0 | 2 |
| Information and communications technology | 0 | 0 | 3 | 0 | 3 |
| Retail and commercial enterprise | 0 | 0 | 1 | 1 | 2 |
| Preparation for life and work | 0 | 4 | 5 | 0 | 9 |
| Total | 0 | 6 | 9 | 1 | 16 |

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

18. **Teaching and learning on the industrial cleaning courses are good.** The tutor has good occupational experience and shares skills and knowledge effectively through good demonstrations and background knowledge sessions. Learners are well motivated and keen to learn. They value their time in training and develop their skills well around the prison.

19. **Teaching and learning on the performing manufacturing operations courses are good.** The prison uses a well-appointed classroom situated in the packaging workshop to provide training. The classroom has a good number of computers with up-to-date software.

20. **On catering courses, individual teaching and learning are good.** The training chef and kitchen chefs teach the learners on an individual basis. Instructions are clear and purposeful, with explanations if required. In the bistro, the learners work in close proximity to the chef. Learning is continuous.

21. **A wide range of well-run social and life skills courses is linked closely to offending behaviour and resettlement needs.** Courses include budgeting and money management, preparation for work, diversity, citizenship, and alcohol and drug awareness. Courses are well structured and lead to clearly defined outcomes. Learners develop good self-awareness of the consequence of their actions and learn appropriate techniques to manage their behaviour. The 'Fathers Inside' course is particularly effective in raising awareness of parental responsibility and child development. Tutors use a very good range of techniques, including role-play and drama to build confidence, self-esteem and team work. Literacy, numeracy and ESOL courses at all levels meet the broad needs of the overall prison population profile.

22. The quality of teaching on ICT courses is satisfactory. All sessions observed were managed appropriately. Programmes have suitable written schemes of work and lesson plans. Tutors work hard to meet individual requests for help from learners. They effectively deal with mixed-ability groups of learners. There is good use of learning support assistants to support the learning in these sessions. They give effective individual assistance to learners. Most learning support assistants have achieved an ICT qualification, or have suitable ICT competence, and they act as good role models to other learners and help to promote good working relationships within the classroom. They develop effective personal communication and negotiation skills. Outside of training sessions, learning support assistants are able to assist learners by word processing personal documents. Tutors effectively use learning support assistants to support curriculum administration. Some learners report that they have become motivated to try and achieve assistant status as a result of their experience.

23. **The teaching and learning in PE are poor.** Tutors are not qualified to teach and lack basic classroom management and behavioural techniques. They have little experience of teaching and do not use a variety of teaching methods. In an observed session, learners were not motivated to learn and spent far too long listening.

Leadership and management

24. **There have been some good recent initiatives to improve education and training.** It started when the new director joined the prison about six months ago. A vision and

strategic development plan was produced, outlining a commitment to increase education and training in the prison. Plans for a new building were passed and this is now in construction, in line with development plans. Staff and offenders have been consulted on their views and ideas about the planned changes. A new education manager has already taken effective action to improve the education and vocational training areas.

25. Management of training and assessment on performing manufacturing operations in the industrial workshops is good. The prison has made good progress in encouraging offenders in industry workshops to participate in education. Learners are paid their average work production wage when working towards the NVQ and can have up to a day each week in education without financial penalties. Learners are assessed by direct observation of their working practices.

26. Management of educational training in catering is good. In two years, the kitchen has regained centre approval to offer awards and has had its first successes. Self-assessment has been carried out effectively and corrective actions are improving the provision of education and training.

Leadership and management

Strengths

- good recent initiatives to improve education and training
- good quality improvement initiatives
- very effective self-assessment and action-planning processes

Weaknesses

- insufficient vocational training opportunities
- insufficient weekly lessons available for learners on some education courses
- insufficiently thorough internal verification

Health, public services and care

Cleaning

Strengths

- good achievement of qualifications
- good teaching and learning

Weaknesses

- inadequate support for literacy, numeracy and language
- inadequate accommodation

Engineering and manufacturing technologies

Manufacturing technologies

Strengths

- good teaching and learning
- good range of provision at level 1 and level 2
- well-planned and managed provision

Weaknesses

- restricted access to education

Information and communications technology

ICT for users

Strengths

- good retention and achievement rates on the level 2 computer literacy programme
- good development of ICT skills by absolute beginners
- good use of learning support assistants to support learning

Weaknesses

- poor retention and achievement rates on computer-user courses
- insufficient access to relevant ICT training programmes
- insufficient use of challenging short-term targets to monitor learners' progress

Retail and commercial enterprise

Hospitality and catering

Strengths

- very good individual teaching and learning
- good guidance and support
- good management of educational training

Weaknesses

- incomplete range of skills

Leisure, travel and tourism

Sport, leisure and recreation

Strengths

- good range of practical awards
- good promotion and information about courses available

Weaknesses

- poor teaching and learning
- insufficient capacity to develop a useful range and depth of educational courses
- insufficiently experienced and qualified staff
- poor implementation and development of key skills, and literacy and numeracy

Preparation for life and work

Literacy and numeracy

Strengths

- high rates of retention and achievement on social and life skills courses
- good integration of key skills into vocational courses
- wide range of courses linked to resettlement needs

Weaknesses

- slow progress towards achievement of literacy and numeracy skills
- limited progress opportunities beyond level 2
- insufficiently detailed short-term target-setting in literacy, numeracy and ESOL

WHAT LEARNERS LIKE ABOUT HMP LOWDHAM GRANGE:

- good environments for learning in most areas
- the opportunity to learn new skills and qualifications that will be useful on their release
- helpful and supportive staff
- good tuition on educational and vocational courses
- access to information technology facilities in the workshop area
- the chance to socialise with others from different wings
- the well-run 'Fathers Inside' course

WHAT LEARNERS THINK HMP LOWDHAM GRANGE COULD IMPROVE:

- the number of vocational courses
- the number of courses at a higher level
- the parity of pay between work, education and vocational training
- the amount and quality of PE equipment in the gymnasium
- the opportunities to attend evening learning sessions
- the access to laptop computers in their cells
- the amount of repetitive low-skill work
- the provision of personal protective equipment in workshops

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good recent initiatives to improve education and training
- good quality improvement initiatives
- very effective self-assessment and action-planning processes

Weaknesses

- insufficient vocational training opportunities
- insufficient weekly lessons available for learners on some education courses
- insufficiently thorough internal verification

27. The operational aspects of education, and vocational training programmes, are the responsibility of the education manager, who reports to the assistant director of regimes. The assistant director of regimes has overall managerial responsibility for all education, vocational training and industries work in the prison. A head of learning and skills is employed to provide support and advice to the prison. The head of learning and skills has no management responsibilities in the prison and provides support for three prisons operated by the Serco group, including HMP Lowdham Grange. The head of learning and skills reports to the director of change and operations at the Serco headquarters. The education manager is supported by a skills co-ordinator, who is also responsible for centre approvals, certifications and is the prison's lead internal verifier.

28. There have been good recent initiatives to improve education and training at the prison. In the past six months, a vision and strategic development plan have been produced to show what the prison wants to achieve in terms of education and training in the establishment. There is a real commitment by the director to increase the amount of education and training, even though the current contract does not encourage this. New buildings are in the process of construction, to enable the realisation of development plans, and there has been good consultation with staff and offenders about the planned changes to elicit their views and ideas. A new education manager was appointed about three months ago who has taken actions to improve the education and vocational training areas. Actions include training the staff to carry out a thorough self-assessment, prioritising action-planning improvements, producing schemes of work and lesson plans for education and vocational courses, and introducing lesson observations to check and improve teaching and learning.

29. There are insufficient vocational training opportunities to meet the needs of the prison's population. With only small numbers of learners in catering, PE, manufacturing and industrial cleaning at the time of the inspection, there are too few opportunities for offenders to gain skills and qualifications to help them find work when released. However, the prison plans to offer plumbing, electrical installation and brickwork courses in the new building when it is completed. The painting and decorating workshop had no learners during the inspection. The workshop has recently been relocated and has been out of

operation for four weeks. Learners usually spend an average of eight weeks in the workshop and achievement rates are satisfactory. An offender who has completed the qualifications works as a learning support assistant with one full-time and one part-time tutor. The facility is of a good standard, with cubicles for learners to practise their skills. Cubicles replicate real situations found in the workplace. For example, one contains all the fixtures and fittings found in a domestic bathroom. Others have alcoves, complex door and window arrangements, and walls that are not at right angles, to test the learners' skills.

30. Pay rates do not encourage learners to participate in painting and decorating. The flat rate of pay while on the course compares poorly with some of the industries where learners may earn three or four times more money. This does not encourage learners to participate in vocational training which could help them to gain employment on their release.

Equality of opportunity

Contributory grade 3

31. The management and promotion of equality of opportunity at the prison is satisfactory. Measures to eliminate oppressive behaviour are effective. The prison has an appropriate written equal opportunities policy and a range of associated policies, including an anti-bullying policy and a race relations policy. Copies of relevant policies are widely displayed within the prison. Staff involved in education and training understand these policies and procedures, and implement them appropriately. Tutors' and learners' understanding of their rights and responsibilities are satisfactory. They treat each other with appropriate respect. All staff have received satisfactory equality and diversity training as part of their induction. However, not all have received relevant updating of this training.

32. A diversity management team, chaired by the director, has recently been established. The team has started to monitor and promote equality and diversity issues. In addition, new roles and responsibilities have been allocated to enhance the co-ordination and implementation of the team's activities. For example, members of staff have taken specific responsibility in the areas of disability, race relations and the welfare of foreign nationals. However, it is too early to make a judgement on the effect of this initiative.

33. The prison has a satisfactory system for the allocation of offenders' activities in work, training and education. Opportunities are widely advertised to ensure that all offenders have an equal opportunity to apply for activities. Written applications are processed through a central system. The regime allocation board meets regularly and includes representation from a wide range of prison areas. It uses information from prison staff and the offenders' sentence plans when considering offenders' requests. The board appropriately ensures that allocation decisions meet offenders' and the regime's needs. The allocation of places is fair, and individuals are not disadvantaged by the process. Waiting lists are kept and used to fill vacant places as they arise. However, disparities in pay rates result in learners being financially disadvantaged if they choose to participate in more than two sessions of education each week.

34. Education and training staff treat the learners with appropriate respect and dignity. There is adequate provision for the celebration of learners' achievements. A small proportion of learners do not have English as their first language and have difficulty in reading it. There is a satisfactory arrangement to provide induction information in languages other than English. A translation service to facilitate communication between staff and learners is available. However, displays of information contain little use of

languages other than English. Access to education and training for learners with mobility difficulties is satisfactory.

35. The prison has satisfactory complaints and appeals procedures. Learners have access to appropriate information on how to complain or request help. They understand how to use the procedures and are confident that any issues raised will be dealt with promptly and effectively. As part of its remit, the diversity management team monitors the outcomes of racial complaints appropriately. There have been recent improvements in the evaluation of data related to participation of different minority ethnic groups in education and training. However, the prison does not use the data fully to target all under-represented groups.

36. The provision of information, advice and support is satisfactory. Referral to other specialist help is available and used. For example, through the prison's psychology service, learners can attend an offenders' behaviour programme that includes enhanced thinking skills, and anger and stress management. Work by the prison's chaplaincy ensures effective co-ordination of the work of a range of religious groups to meet the needs of the prison's multi-faith community. Appropriate arrangements are in place for learners to celebrate their religious festivals. The prison's chaplaincy offers a satisfactory range of courses to help and support individuals.

37. Learners have sufficient access to the library. Visits to the library are timetabled to meet the needs of the prison's population adequately. The library has sufficient resources to support the education and workshop qualifications that learners are working towards. There are an adequate number of easy-read books to support those offenders who have difficulty reading. The range of books in languages other than English is adequate. A suitable range of legal texts are available. There is an appropriate range of books to reflect the different cultural backgrounds, minority ethnic groups and religions of the prison's population. The library does not provide periodicals or magazines in English and very few newspapers for minority ethnic groups. A computer-based newspaper system is available but access is limited. The single daily newspaper available in the library does not adequately reflect the interests of library users.

38. Insufficient weekly lessons are available for learners on some education courses. Learners are paid an average of their weekly work rate while attending a maximum of two education sessions each week. If they attend any more than two sessions, their pay drops to the minimum basic pay. Some learners have difficulty retaining the information they have learnt between the lessons and often time has to be spent reinforcing areas covered previously. The reduction in pay acts as a barrier to learners attending more than two lessons each week and progress is slow for some learners.

Quality improvement

Contributory grade 3

39. There are good quality improvement initiatives to improve training. The head of learning and skills provides support and advice to the prison to help improve education and vocational training. Working with three prisons that are operated by Serco, the head of learning and skills is able to share best practice between the prisons and arrange for staff to visit the other prisons to observe for themselves how others are working effectively in certain areas. The quality improvement group has been meeting monthly for the past three months to discuss and drive forward planned improvements to education and vocational training. The meeting intervals will revert to the more usual quarterly intervals when the education manager feels that the key priorities for improvements have been implemented.

Lesson observations are well planned and carried out across all curriculum areas. Feedback is provided to tutors on their teaching, and any training needs are identified and added to the staff learning plan.

40. Tutors collect learners' feedback informally through discussions with learners following the completion of courses. Staff record and analyse the feedback, but managers have not yet been involved in the analysis and evaluation process. However, the education manager has produced learner questionnaires and plans to introduce these within the next few weeks, together with a full analysis and evaluation of the results.

41. Actions to improve quality checks, schemes of work, lesson plans and quality controlled documents have been instigated and introduced recently by the education manager, who was employed 15 weeks ago. These improvements are all operating quite well, although further improvements are already being identified.

42. The prison has used very effective self-assessment and action-planning processes to identify improvements and plan future provision. The education manager has been responsible for training staff in how to carry out self-assessment and action-planning. The self-assessment process has effectively identified many areas of strengths and improvements within the education and training departments, and the subsequent action plan has already led to improvements in many areas. The previous most recent self-assessment report successfully identified most of the strengths and weaknesses confirmed by inspectors, and it has proved to be a thorough and honest appraisal of the provision overall.

43. The internal verification of qualifications that the prison is responsible for is insufficiently thorough. The prison skills co-ordinator acts as the lead internal verifier and is responsible for six assessors who assess various courses. There are no plans showing which assessors are to be observed by verifiers. Also, there is no overall plan to show what evidence is to be checked for the different assessors and their learners. There has not been any formal recorded meeting between verifiers and assessors for four months and none are planned for the near future. Verifiers do not hold standardisation meetings with assessors to discuss and agree on the types of evidence acceptable for the various awards, even though these points have been raised in external verifiers' reports. All other aspects of internal verification are operating satisfactorily.

44. The prison is just starting to analyse data for quality improvement purposes and to identify trends. However, this is a recent initiative as the management information system has not been capable of providing qualitative data until recently. Recent changes to the management information system have resulted in improvements in the data produced. However, data is not yet used systematically to measure all aspects of programme performance and to identify trends to contribute to future improvements.

AREAS OF LEARNING

Health, public services and care

Grade 3

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

45. Eight learners are on the a nationally accredited programme in cleaning science at level 2. All of them have achieved the level 1 qualification, having started together around five weeks ago. Qualifications are available at levels 1, 2 and 3 and the prison also offers qualifications in cleaning food preparation areas, which is taught and assessed by staff in the hospitality section. Training takes place in classrooms in the education department and around the prison. One full-time member of staff trains and assesses learners.

Cleaning

Strengths

- good achievement of qualifications
- good teaching and learning

Weaknesses

- inadequate support for literacy, numeracy and language
- inadequate accommodation

Achievement and standards

46. The achievement of qualifications is good. Of the 43 learners who have started in the current year, 86 per cent achieved the level 1 qualification. All of the 27 learners who progressed on to level 2 achieved the qualification, as did the 15 who went on to level 3. Learners' skills and confidence improve significantly throughout training. All demonstrate a good knowledge of the background knowledge behind practical tasks. Learners are confident of working unsupervised in a variety of situations and some are keen to progress to level 3 and achieve assessors' qualifications.

The quality of provision

47. Teaching and learning are good. The tutor has good occupational experience and shares skills and knowledge effectively through good demonstrations and background knowledge sessions. Learners are well motivated and keen to learn. They value their time in training and develop their skills well around the prison. Teaching meets the needs of learners, not all of whom have good literacy and numeracy skills, but this support is informal, incidental and not recorded. The tutor uses useful handouts to remind learners of cleaning background knowledge.

48. Assessment is carried out in a satisfactory manner, as is the monitoring of learners'

progress. The prison has developed lesson plans and schemes of work for the courses and sets targets for individuals to achieve. Learning plans are completed satisfactorily.

49. Support for learners with additional literacy and numeracy needs is inadequate. The results of initial assessments are not routinely passed to the tutor in charge of the cleaning section. Some learners experience difficulties in understanding the written instructions that appear on products. For example, some of them find it difficult to use the formulas required to calculate chemical dilution rates. There are no links with staff who deliver literacy, numeracy, language and key skills for other vocational areas.

50. The accommodation is inadequate. The section does not currently have a dedicated training facility. Classrooms are used from more mainstream sections of the education department and all practical training takes place around the prison. This restricts the range of surfaces available on which learners can practise. For example, the multi-faith room is the only place suitable for learners to practise cleaning carpets. The room was being used for prayers when one practical session was due to take place. There are no dedicated storage facilities for equipment, which has to be stored temporarily around the prison, and some equipment has been damaged.

Leadership and management

51. Staff and management compiled a good self-assessment report, which accurately identified key strengths and weaknesses of the provision. Equal opportunities are also satisfactory. There is a good representation of learners from various minority ethnic backgrounds and of different age groups, and the prison promotes good equal opportunities practices. For example, learners were challenged if they made stereotypical comments about roles in work or the home. The prison has carried out recent lesson observations and gathered feedback on the quality of the provision from learners, but it has yet to analyse this to help develop improvement strategies.

Engineering and manufacturing technologies**Grade 2**

| Contributory areas: | Number of learners | Contributory grade |
|-----------------------------------|--------------------|--------------------|
| <i>Manufacturing technologies</i> | | 2 |
| Other government-funded provision | 20 | 2 |

52. There are 20 learners on the performing manufacturing operations NVQ. Fifteen learners are working towards the qualification at level 1 and five are at level 2. Evidence is gathered through work in the one of the four industries workshops, which deliver commercial contracts in textiles, packaging, assembly and wheelchair refurbishment. Workshops are open five days a week.

53. Most learners work towards key skills in communication and adult literacy alongside the NVQ, and some of them gain additional numeracy qualifications. One full-time tutor trains and assesses learners, with workshop supervisors providing witnesses testimonies. Three workshop supervisors are working towards assessors' qualifications. An internal verifier from a local further education college attends once a week to provide support, facilitate NVQ standardisation meetings and monitor the assessment process.

Manufacturing technologies*Strengths*

- good teaching and learning
- good range of provision at level 1 and level 2
- well-planned and managed provision

Weaknesses

- restricted access to education

Achievement and standards

54. The achievement of qualifications is satisfactory. Of the 70 learners who have started on NVQ training in the past year, 25 have achieved the full award at level 1. Thirty remain in learning. In the previous year, 65 per cent of those who started achieved the full NVQ. Skills development is good, with learners clearly understanding the background knowledge that supports their practical work.

The quality of provision

55. Teaching and learning are good. A well-appointed classroom situated in the packaging workshop is used to provide training. The classroom has a good number of computers with up-to-date software. Chairs and tables are of good quality and there is a plentiful supply of learning materials. Initial assessment results are routinely passed to the tutor who plans learning effectively to meet individual needs and job roles. Individual tuition is delivered sensitively, drawing on learners' previous experiences. The monitoring of progress is good and challenging targets are set during progress reviews. Assessors carry

out frequent observations of learners in the workshops, and learners make presentations and participate in discussions to gain evidence for key skills.

56. A good range of qualifications exists for learners in the industry workshops. NVQs at level 1 and 2 are frequently achieved, along with key skills communication and adult literacy qualifications. Options from the NVQ are chosen to match learners' job roles, with careful consideration given to whether sufficient evidence-gathering opportunities are available. Learners involved in managing stock and quality control are given the opportunity for level 2 qualifications and they can gain additional optional units if their job role changes.

Leadership and management

57. Management of the training and assessment process is good. The prison has made good progress in encouraging offenders in industry workshops to participate in education. Learners are paid their average work production wage when working towards the NVQ and can have up to a day each week in education without financial penalties. Learners are satisfactorily assessed by direct observation of their working practices. Support from the subcontracted internal verifier is also good. The verifier makes weekly visits to provide support and quality assure the assessment process. Workshop supervisors working towards assessor qualifications, attend NVQ evidence standardisation meetings to ensure they are familiar with current standards and assessment procedures. Learners are clear on their progress, and individual sessions meet their needs effectively. Tutors promote equal opportunities through the learning materials and do not tolerate inappropriate behaviour in the classroom.

58. Access to NVQ training is limited to times when there is sufficient activity in the industry workshops. The volume of work varies significantly. For example, in the weeks before the inspection, one of the workshops was closed due to insufficient work. During this time, learners were not able to access the classroom where they train towards their NVQ or key skills. Learners were not purposefully engaged during this time and made no progress toward their qualification.

Information and communications technology**Grade 3**

| Contributory areas: | Number of learners | Contributory grade |
|-----------------------------------|--------------------|--------------------|
| <i>ICT for users</i> | | 3 |
| Other government-funded provision | 75 | 3 |

59. The education department offers five courses in ICT, which comprise two at level 1, two at level 2 and one at level 3. Level 2 ICT courses are available as part of the learndirect provision subcontracted to a local college. There are currently 75 learners taking ICT qualifications, and there is a waiting list of 25 learners. Learners can join an ICT class at any time of the year. All learners are working towards nationally recognised accredited qualifications. Learners are required to receive an assessment of their ICT skills and knowledge before starting a course. During induction, the prison assesses all learners' literacy and numeracy skills before they start their course. Learning sessions are run for three and a half hours each morning and afternoons for five days a week. Learners usually attend up to two sessions each week in either the morning or the afternoon. Group size is a maximum of 12 learners. There is no night class or weekend provision. Learners can access drop-in workshops on weekday evenings. They can study in their cells using one of 12 mobile computers. Classes are taught in one of two education centre classrooms equipped with a total of 24 computers. In addition, a classroom for small group work, examinations and induction has six computers. Two full-time and two part-time teaching staff teach ICT. A member of staff carries out internal verification.

ICT for users***Strengths***

- good retention and achievement rates on the level 2 computer literacy programme
- good development of ICT skills by absolute beginners
- good use of learning support assistants to support learning

Weaknesses

- poor retention and achievement rates on computer-user courses
- insufficient access to relevant ICT training programmes
- insufficient use of challenging short-term targets to monitor learners' progress

Achievement and standards

60. There is good retention and achievement rates on the level 2 computer literacy programme. In the 12 months between January and December 2005, the achievement rate was 77 per cent and the retention rate was 82 per cent. Retention and achievement rates for the level 1 computer literacy programme are satisfactory. Attendance on all courses is satisfactory. Punctuality is satisfactory, but some classes experience a delayed start because of regime issues.

61. There is good development of ICT skills by absolute beginners. Many learners have little or no experience of using a computer before starting their programme. They quickly

acquire a good level of competence in the use of the keyboard and mouse. The work produced is of a satisfactory standard or better. Learners are able to apply their newly learnt skills to other ICT problems and software packages. They are able to demonstrate a good understanding of a range of computer functions. Tutors ensure that learners acquire a good understanding of the basic computer functions before attempting the more advanced exercises. Learners report that they have developed in personal confidence and pride as a result of their success.

62. There are poor retention and achievement rates on computer-user courses. Between April and December 2005, only 15 units were achieved on the level 1 programme. No learner achieved a full qualification. Retention rates were poor. The prison recognises this weakness in its most recent self-assessment report. It has introduced improvements to the staffing and programme management. Further developments of learning materials are well advanced. In the two months before inspection there has been some improvement in both achievement and retention rates. However, it is too early to make a judgement as to whether this is a sustained trend in improvement.

The quality of provision

63. The quality of teaching is satisfactory. All sessions observed were managed appropriately. Programmes have suitable written schemes of work and lesson plans. Tutors work hard to meet individual requests for help from learners. They deal effectively with mixed-ability groups of learners. Most learners progress at a suitable pace. In some classes observed during the inspection, there was limited use of question and answer techniques to check and reinforce learners' understanding of software knowledge. Tutors make little use of the outcome of the assessment of learners' learning styles to influence teaching strategies. All ICT programmes are carried out in individual sessions.

64. There is good use of learning support assistants to support the learning in the individual sessions. Learning support assistants respond well to requests for help from learners in a timely manner. They give effective assistance to learners on an individual basis. Most learning support assistants have achieved an ICT qualification or have suitable ICT competence. They act as good role models to other learners. Learning support assistants help to promote good working relationships within the classroom. They develop effective personal communication and negotiation skills. Outside of training sessions, learning support assistants are able to assist learners by word processing personal documents. Tutors use learning support assistants effectively to support curriculum administration. Some learners report that they have become motivated to try and achieve learning support assistant status as a result of their experience. Learners receive an appropriate induction to the education centre and their programme. They can access a satisfactory range of information and advice services.

65. The ICT classrooms are suitably furnished and maintained. Learners have adequate space to work. Most learning materials are of a satisfactory standard. However, there are few resources to assist learners with a limited experience of reading English. Resources are satisfactory and appropriate for the level of the course taught. All computers are of an appropriate standard and allow learners access to relevant software packages for their course. The prison has made good arrangements for learners to practise the use of the internet and e-mails. However, there is no white or interactive board or projectors for use in the teaching rooms. Some acknowledgment of learners' achievements is carried out

through the use of wall displays and celebration events. At induction, and within classroom displays, the importance of good posture and taking breaks away from the computer is emphasised. Tutors do not always reinforce this effectively during training sessions. All sessions are long, and some learners sit at their computers for a significant period of time without taking a suitable break. Arrangements for learners to take examinations are satisfactory.

66. Learners do not have sufficient access to relevant ICT training programmes. There is no accredited computer programmes at entry level. Learners are not able to test their interest in computer training by participating in an introductory course. There is very limited access to vocationally relevant courses such as those offered by learndirect. Courses that include programming or are relevant to learners who wish to become technicians in the industry are not generally available. Learners with a higher level of ability do not have access to a suitable range of opportunities beyond level 2. There are no advanced courses for using specialist software. For example, there are no advanced courses in website design. The prison identifies this in its most recent self-assessment report.

67. The prison produces an individual learning plan for each learner at induction. It records and monitors learners' achievement of individual units appropriately. Useful displays in classrooms allow learners to view how many units they have completed and how many remain. However, there is insufficient use of challenging short-term targets to monitor learners' progress. The prison does not use challenging short-term targets to give learners' guidance on the pace of progress they should be making. It monitors the regularity of progress reviews but does not always carry them out at an appropriate time to contribute to the setting of targets. Some learners have not received a formal progress reviewed for a significant time. Challenging short-term targets are not always set at progress reviews. Where stated, they are not detailed enough or time constrained to be useful in monitoring learners' progress. Some learners are not achieving a rate of progress relevant to their potential. The process to record learners' progress at the end of each session is not always effective. Some learners have to repeat work they have already done and become frustrated at their lack of progress.

68. Assessment and support for learners' literacy and numeracy needs are satisfactory. As part of their induction, all learners receive an appropriate initial assessment of their literacy and numeracy skills. They are informed of the outcome of the assessment and the results are usually recorded in the relevant individual learning plan. Learners receive literacy and numeracy support in dedicated classes outside of the ICT provision. Tutors give the learners some informal and unrecorded individual support within ICT classes as part of ongoing support.

Leadership and management

69. The prison has implemented a significant number of recent but effective improvements. Staff turnover has stabilised. All staff understand roles and responsibilities satisfactorily. Teamwork is effective in meeting the learners' needs. Satisfactory informal communication keeps staff updated on new developments. The prison records formal fortnightly meetings suitably. Minutes of the meetings include identification of actions for improvement. However, consideration of retention and achievement issues is not a standard item on meeting agendas. Not all staff can attend the meetings for their full duration. Staff are suitably qualified and experienced. There is a limited but satisfactory

range of staff development opportunities. The prison manages its resources satisfactorily.

70. Arrangements to ensure equality of opportunity are satisfactory. The prison has effective procedures to eliminate oppressive behaviour. The promotion of equality is satisfactory. Learners have an appropriate understanding of their rights and responsibilities. They know how to raise issues of concern, formally and informally. Learners report that complaints are dealt with effectively and in a confidential manner. Where complaints have been made they have been dealt with appropriately. All staff receive a suitable introduction to equality and diversity issues. However, not all tutors have received appropriate updating. There is insufficient use of documents in languages other than English within the education centre.

71. The prison has carried out much recent work to improve the quality improvement arrangements, which are satisfactory. Most tutors have received an assessment of the quality of their teaching as part of the scheme for the observation of classes. Areas for improvement have been dealt with satisfactorily. Assessment and internal verification practice overall is satisfactory. However, the prison recognises the need to further develop practice within its computer-user courses. The opportunities for sharing good practice are satisfactory. The prison collects and evaluates some learners' feedback. Some improvements have been made as a result of this process. The system is not always implemented systematically to include all courses. Tutors were adequately involved in the compilation of the prison's most recent self-assessment report. Not all staff contributed to the evaluation of the evidence that contributed to its judgements. The self-assessment report identified most of the weaknesses that the inspectors found but it did not identify all of the strengths.

Retail and commercial enterprise**Grade 2**

| Contributory areas: | Number of learners | Contributory grade |
|-----------------------------------|--------------------|--------------------|
| <i>Hospitality and catering</i> | | 2 |
| Other government-funded provision | 6 | 2 |

72. Twenty-four offenders work in the kitchen and bistro. The prison offers NVQs at levels 1 and 2 to all kitchen workers, and six learners are working towards awards. There are six full-time chefs and one part-time chef, a kitchen manager and an NVQ training chef. All learners receive a health screening and security vetting before starting work in the kitchen. The main kitchen produces 1,000 meals for offenders each day from a four-week menu rotation. The separate staff bistro provides food at lunchtime and averages 60 hot and cold meals daily. The prison issues appropriate personal protective equipment to learners, including health and safety equipment, boots, kitchen whites and hats. All learners working in the servery and kitchen receive training in basic food hygiene and four learners have completed a cleaning of food premises qualification.

Hospitality and catering*Strengths*

- very good individual teaching and learning
- good guidance and support
- good management of educational training

Weaknesses

- incomplete range of skills

Achievement and standards

73. The achievement levels gained by the small groups of learners are very good. Learners have achieved 100 per cent on the recently introduced catering NVQ and cleaning courses. In 2006, the learners achieved four NVQs at level 1 and one at level 2, and four food premises cleaning awards. The standard of achievement in basic food hygiene is satisfactory. Learners' work is of a high standard and they work independently, in real time, and with real work pressures. Learners take responsibility for the quality and quantity of food produced and take pride in their successes. The team co-operates, discusses and agrees a daily plan in order to make the best use of resources. They share experiences and skill development tasks. Communication between the team members is strong. Each learner has a role but they do not adhere to these rigidly, which benefits them because it enables them to acquire skills quickly. Sharing of good practice, teamwork and enjoyment are powerful motivational factors. Personal standards are high, and learners take pride in food displays and correct service etiquette for all operations.

The quality of provision

74. Individual teaching and learning are very good. The training chef and kitchen chefs teach the learners individually. Instructions are clear and purposeful, with explanations if required. In the bistro, the learners work in close proximity to the chef, and learning is continuous. Very good micro-teaching sessions occur on an individual basis and resources are good. Learners work in a purpose-built kitchen with industrial-standard equipment. Tutors are thoroughly prepared and use a bank of relevant and visual learning materials. Learners have individual copies of textbooks and are required to complete work in their cells. This is checked and marked thoroughly and once each month the learners have a background knowledge session away from the kitchen. This is used effectively to introduce new topics, revision, questioning and discussions concerning menu changes, special events and assessment issues. Teaching staff have very good vocational knowledge, are well qualified and use a variety of good teaching styles.

75. The prison provides the learners with guidance and support at the start and during the programme, with good use of strong initial assessment and induction processes in preparing them for work. The procedures establish capacity and motivation of each individual learner and a period of probation helps the chefs to establish a good foundation for learning. Learners complete a variety of documents that identify their strengths and weaknesses. Action plans are well written, with clear progressive targets. Individual learning plans are satisfactory and are supported by regular reviews of progress. A good 'at a glance' progress chart and assessment record enables the learners to understand their progress and achievements. Individual support is readily available and the prison encourages learners to extend their capabilities through 'chef specials' and cultural dishes. Learners respond well to the challenges set. There is mutual respect for their colleagues and the teaching staff.

76. The development and accreditation of literacy, numeracy, language and key skills is satisfactory. None of the chefs are qualified in literacy, numeracy, language or key skills and all of them have a poor understanding of these qualifications. Good support is available from the education department through relevant assignments that are integrated with the learners' catering tasks, and these are used effectively. The prison does not use learning opportunities from the learners' everyday work, to raise their confidence or widen their vocabulary.

77. The range of skills available to learners is incomplete. Learners are very capable in the routine and repetitive skills used on a daily basis. However, the lack of variety in the type of catering and opportunity to expand their skills to a more advanced range is weak. Learners request practice opportunities in knife work and boning and filleting, but this is not always practical. Individual teaching of a specific skill or procedure is occasionally accommodated. However, the pressure of producing daily meals often makes this difficult to achieve. Financial constraints often limit the cuts of meat used and the quality of produce. On occasions, delivery issues create problems and the team has to resort to mainstay recipes. Learners' progress is restricted by the narrow range of programmes offered and by the current capacity of the kitchen and bistro.

Leadership and management

78. Management of training in catering is good. In two years, the kitchen has regained

centre approval to offer awards and has had its first successes. A new training chef appointed to manage the bistro and re-introduce NVQs has worked hard to make this possible. Chefs are now fully qualified and have sufficient experience to manage the process and are very well supported in the training and assessment procedures. Good, standardised documents that are effective, efficient and easy to use have established good quality assurance. A simple, but effective, communication system ensures information is not lost due to the shift pattern. Regular assessor standardisation meetings keep chefs involved in the training and assessment process. Internal verification is strong. A well-documented and implemented system ensures issues are discussed openly, new assessors are supported and guided, and learners' progress is monitored effectively.

79. Equality of opportunity and diversity are satisfactory. Access to the courses is an open application system. Each learner is subject to standard security checking procedures before working in the kitchen. Once in training there is a fair rotation pattern to work and personal preferences are listened to and accommodated where possible. There are no reports of harassment or bullying in the kitchen. Learners all agreed that they could discuss issues openly without fear of reprisals.

Leisure, travel and tourism**Grade 4**

| Contributory areas: | Number of learners | Contributory grade |
|---|--------------------|--------------------|
| <i>Sport, leisure and recreation</i> | | 4 |
| Other government-funded provision | 22 | 4 |

80. The prison offers courses in sports leaders' awards, NVQs at level 1, and six practical coaching awards. It also offers modules in sport for older people, emergency first aid, healthy living and 'get fit for life'. Up to 12 learners can attend each course. There is no full-time PE course and courses are not linked or progressive. Courses run in three sessions on the weekly timetable. The recreational programme operates from 0830 to 2030, seven days each week. Six full-time PE officers manage the educational and recreational PE programme. Two gym orderlies assist the team. There is a four-court sports hall, and separate cardiovascular and weight-training rooms. The team has access to a small adjoining dedicated classroom that has some IT access. A full-size football pitch is currently out of action due to building work. Approximately 230 to 250 offenders use the gym facilities each month, which is 50 per cent of the prison's population.

Sport, leisure and recreation*Strengths*

- good range of practical awards
- good promotion and information about courses available

Weaknesses

- poor teaching and learning
- insufficient capacity to develop a useful range and depth of educational courses
- insufficiently experienced and qualified staff
- poor implementation and development of key skills, and literacy and numeracy

Achievement and standards

81. Retention and achievement rates on most programmes are satisfactory. Practical coaching awards and related modules have very good retention and achievement rates. In 2004 and 2005, retention and achievement rates for community sports leaders' awards improved, despite more courses and increased numbers of learners. The rates are poor on higher sports leaders' award programmes. There is low retention and an approximately 50 per cent achievement rate. Learners demonstrate good knowledge and understanding of health and safety and other aspects of sports leadership. During an external visit, the learners were able to demonstrate practical application of good support coaching when working with clients with severe learning difficulties. Learners had developed familiarity bonds with their clients, were able to assist them with their physical tasks and communicate at the appropriate level. Most learners made a positive contribution to this activity and demonstrated empathy and sensitivity. Many of the learners have no prior experience of this type of activity.

The quality of provision

82. Learners can participate in a good range of practical coaching awards. At level 1, these are a good introduction to learning and education for those learners who are not confident, new to sport studies and have low self-esteem. They are valued by the learners and may be useful to secure future employment. Achievement rates on these programmes are good. Coaching awards are enhanced by a few nationally recognised awards and some community awards. For example, the 'get fit for life' and 'sport for older people' awards are popular. There are insufficient industrial and vocational courses, and it is too early to measure the effect of recently introduced NVQ awards.

83. Promotion and access to educational courses are good. The prison uses a variety of methods to distribute information, including individual leaflet drops into cells, visual displays on noticeboards and the use of in-house television advertising. All offenders have prior notice of courses available. The prison makes effective use of quarterly meetings with offenders to discuss timetable changes, the new building works and other PE issues. There is a satisfactory allocation system in place once screening has occurred. Equality of opportunity is enhanced in the PE department and anti-bullying and anti-racism posters and messages are displayed prominently. The department supports and celebrates national schemes, such as 'let's kick racism out of football'. It has been awarded the Football Association's charter mark.

84. The teaching and learning in PE are poor. Tutors are not qualified to teach and they do not have basic classroom management and behavioural techniques. They have little experience of teaching and do not use a variety of teaching methods. In an observed session, learners were not motivated to learn and spent far too long listening. Tutors are well prepared, with good learning materials, but they do not apply these to the learners' individual needs. The classroom is too small for most groups and there is not sufficient good teaching and learning equipment. Noise levels and interruptions are disruptive to the natural flow of learning. Learners leave sessions at will and are not given clear expectation levels for conduct. In a practical session, learners were poorly prepared to participate in activities with a visiting group. The learners were not given targets and objectives to work towards and no evaluation took place. Learning is not checked sufficiently.

85. The development and accreditation of literacy, numeracy, language and key skills is insufficient. None of the tutors are qualified or have experience in these areas of learning. Staff have a poor understanding of key skills qualifications. The PE department does not receive sufficient information about learners' ability levels from the initial prison assessment or the initial education assessment at induction. Any further diagnostic results are not communicated to support learning. The prison does not always accredit key skills through the learners' participation in the practical coaching awards and educational training activities. Suitably qualified or experienced personnel from education do not support the learners within their training sessions. Communications between the two departments are weak. Learners are not benefiting or progressing as quickly or as promptly as they might.

Leadership and management

86. There is insufficient capacity to develop a useful range and depth of educational courses in the PE department. The external football pitch is not in use and the cardiovascular and weights rooms are operating at maximum occupancy. The sports hall is

closed when it rains as the roof leaks, and much of the weights and cardiovascular equipment is awaiting repair. These issues seriously affect the types of courses that the prison can offer to offenders. Insufficient time is allocated to educational courses. Ninety per cent of the timetable is recreational PE. NVQ work is limited to one hour each week, and the higher and community sports leaders' awards have one three-hour session each. Investment in PE is insufficient. Useful awards, relevant to the learners' needs and aspirations, are often unaffordable. Operational demands on staff and team leaders adversely affect the smooth operation of educational provision. Shift patterns create an unacceptable lack of continuity and loss of quality assurance. There is no contingency plan to manage the additional 120 offenders due on site next year.

87. Staff are insufficiently experienced and qualified to maintain a high standard of educational programmes within PE. There is a lack of teaching, vocational and professional qualifications throughout the whole team. Recruited internally from the security staff, they have been insufficiently prepared for the transition into PE instructors. There are inadequate preparation, training and basic courses to support them in providing good educational experiences. Too few have good in-depth PE knowledge and understanding beyond personal interest. In many sessions, they act as peacekeeper and not as an instructor. Their lack of basic teaching techniques, anatomy and physiology knowledge, and experiences of delivering and managing sport and leisure facilities, affect the development of the curriculum adversely. There are insufficient role models to positively effect change in the department. Appraisal objectives and continuous professional development programmes are insufficiently focused and prioritised to meet the needs of the staff and learners. There is no infrastructure in place to rectify this situation.

88. Equal opportunities are well promoted in the gymnasium and the prison monitors courses to ensure that all sections of the prison's population are accessing the facility. Equal opportunities are being managed properly and are satisfactory overall.

Preparation for life and work**Grade 3**

| Contributory areas: | Number of learners | Contributory grade |
|-------------------------------------|--------------------|--------------------|
| <i>Literacy and numeracy</i> | | 3 |
| Other government-funded provision | 116 | 3 |

89. Learners can attend literacy, numeracy and ESOL programmes for one or two sessions each week, and are able to join classes at any time. In literacy, six learners are working at pre-entry level, six are working towards qualifications at entry level, 14 are at level 1, and 19 are at level 2. In numeracy, one learner is working at entry level, and 11 and 18 are working towards qualifications at levels 1 and 2 respectively. In ESOL, 14 learners are working towards qualifications at entry level, and five are working towards qualifications at level 1. On social and life skills courses, or in industrial workshops, 18 learners are working towards the key skill of communication at level 1, two are at level 2 and two are working towards application of number at level 2. Forty-five learners are on externally accredited social and life skills courses, including alcohol awareness, preparation for work, citizenship, responding to diversity and drug awareness,. A 'Fathers Inside' course runs over 30 sessions incorporates qualifications in parent craft, family relationships and teamwork. Other courses are periodically available in budgeting and money management, personal development, prejudice and discrimination, and healthy living. All offenders receive an initial assessment of their literacy, numeracy and language skill levels during induction to the prison. There are two literacy, numeracy and ESOL tutors, one key skills tutor and two social and life skills tutors, supported by a co-ordinator.

Literacy and numeracy***Strengths***

- high rates of retention and achievement on social and life skills courses
- good integration of key skills into vocational courses
- wide range of courses linked to resettlement needs

Weaknesses

- slow progress towards achievement of literacy and numeracy skills
- limited progress opportunities beyond level 2
- insufficiently detailed short-term target-setting in literacy, numeracy and ESOL

Achievement and standards

90. Retention and achievement rates on social and life skills courses are high. Between April 2005 and March 2006, the retention rate on most courses was above 85 per cent. Most learners who remain to the end of their courses achieve the qualifications. Social and life skills learners develop a good range of skills, many of which deal with their offending behaviour and assist with resettlement. Learners quickly gain in confidence in skills, including group work, discussion and using assertive behaviour. On the Fathers Inside course, learners develop a good awareness of parenting skills and child development, which they demonstrate by using a range of good presentation and drama skills.

91. Data on retention and achievement rates for literacy, numeracy and language is unreliable. However, it does indicate improving rates of retention and achievement of qualifications between April 2005 and March 2006. The prison is on target to achieve their contracted key performance targets in literacy, numeracy and language. Development of learners' literacy, numeracy and language skills is satisfactory. However, progress towards achievement of skills and qualifications is too slow for most learners. They are not able to attend classes sufficiently frequently to enable learning to be consolidated and progress made at an adequate rate to meet their needs. For example, some literacy learners have been working towards entry-level qualifications for over 12 months. Some are unwilling to take part in courses that form part of their sentence plan, as they have not developed sufficient confidence in their literacy skills.

The quality of provision

92. Key skills are integrated well into vocational and some social and life skills programmes. In the industrial workshops, the key skills of communication and application of number at levels 1 and 2 are very well integrated with the NVQ programme. The prison makes good use of initial assessment information to develop well-structured individual learning and assessment plans. Learners receive good support from the tutor at drop-in sessions in a well-equipped classroom located within the workshop area. Assignments link closely to work activities and the requirements of the NVQ. Assessment is regular and thorough, with detailed feedback containing clear targets for improvement and further activities. Learners develop skills, pass external tests and complete portfolios at a good pace and have the opportunity to progress to level 2. Key skills are also available to learners working in catering, with assignments also linked directly to their work roles. Learners in art and some social and life skills courses are also able to achieve key skills.

93. A wide range of well-run social and life skills courses is linked closely to offending behaviour and resettlement needs. Courses include budgeting and money management, preparation for work, diversity, citizenship, and alcohol and drug awareness. Courses are well structured and lead to clearly defined outcomes. Learners develop good self-awareness of the consequence of their actions and learn appropriate techniques to manage their behaviour. The Fathers Inside course is particularly effective in raising awareness of parental responsibility and child development. Tutors make very good use of a range of skills, including role-play and drama to build confidence, self-esteem and team work. Literacy, numeracy and ESOL courses at all levels meet the broad needs of the overall prison population profile.

94. Induction, initial assessment and initial advice and guidance are satisfactory. The induction programme is well structured. The prison uses appropriate screening and diagnostic tests to give an indication of any literacy, numeracy and language needs. Although tests give an indication of any specific learning difficulties, there is no specialist provision to meet these needs. Learning opportunities are promoted well through clearly written course leaflets, posters and through the in-house advertising shown on the televisions that the offenders have in their cells.

95. Teaching and learning are satisfactory overall. Classes are well planned and managed, and supported by detailed schemes of work and lesson plans. In literacy, numeracy and ESOL, learners work at a level appropriate to their ability. The prison effectively uses a

range of learning resources, including worksheets, audio tapes and videos. It uses appropriate computer programmes well to support entry-level literary learning. However, some resources are unsuitable. For example, some material designed for teaching English as a foreign language is used for ESOL, and some children's material is used for entry-level literacy learners. In social and life skills classes, the prison makes good use of discussion and role-play. All classes run at an appropriate pace and learning is checked sufficiently frequently through questions and answers or short written tests. Qualified offenders, or those working towards a nationally recognised qualification in learning support, provide helpful additional support to learners and tutors in most classes. Attendance at most classes is satisfactory.

96. Individual learning plans and progress reviews for many literacy, numeracy and ESOL learners contain insufficiently detailed short-term targets. Targets are too broad to enable learners to identify what they need to do to make progress. They often refer to achievement of a level of qualification, but not to specific skill development required to meet learning needs. Target-setting is more detailed for those learners working at entry level.

97. Opportunities for learners to progress beyond level 2 are insufficient in all areas of provision. Many long-term offenders achieve up to level 2 in a wide range of subjects. Many learners are capable of developing skills above this level appropriate to meet resettlement needs. Some learners are following open learning higher education courses, but there are few opportunities at level 3.

Leadership and management

98. There are sufficient experienced staff in most areas who are adequately qualified or who are currently working towards qualifications. Learners are well supported and classes are rarely cancelled. The prison has recently introduced annual appraisals and lesson observations, but it has not appraised all staff. Until recently, staff development opportunities were limited, although availability of appropriate training is improving. Communications between all staff are good, but there is no overall strategy for the development of literacy, numeracy and language programmes. Classrooms are clean, bright and well equipped, and they provide a good learning environment. There is an adequate range of appropriate up-to-date learning resources, including worksheets, resource banks, and some good computer-based learning packages. However, some literacy learning materials are inappropriate, as they are designed for children and for teaching English as a foreign language. Quality assurance arrangements are satisfactory. All staff are involved in self-assessment, which is broadly accurate, and most of them have been appraised. The prison routinely seeks learners' views on social and life skills courses, but not always in other areas. Internal verification, where required, is carried out appropriately although it is not sufficiently well planned. The prison promotes equality and diversity in lessons adequately. Staff challenge any inappropriate behaviour appropriately and staff and learners treat each other with respect.

