

REINSPECTION REPORT

HMP Swansea Reinspection

21 April 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
- **learndirect** 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.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

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DESCRIPTION OF THE PROVIDER

1. HMP Swansea is a category B local prison that holds adult male offenders remanded in custody from the courts, together with those who have been convicted and sentenced. There are no young offenders. The prison was completed in 1861 and is currently undergoing a major renovation of the health care unit and of B wing, which will become a designated resettlement wing. HMP Swansea's catchment area stretches from Aberystwyth to Merthyr Tydfil and includes all courts in the Dyfed, Powys and South Wales police areas. Offenders are treated as category B until classified otherwise.

2. The maximum capacity of the prison is 425. At any one time, roughly 55 per cent of the offenders have been sentenced, 16 per cent have been convicted and are awaiting sentence, 10 per cent are on remand, 14 per cent are attending court and 5 per cent are on license or recalled. At the time of inspection there were 382 offenders. Very few of HMP Swansea's offenders are from minority ethnic groups and very few are native Welsh speakers. On average, some 50 per cent are under 29 and 82 per cent are under 40. Fifty per cent are at HMP Swansea for less than one month. There are approximately 120 uniformed discipline officers and 130 civilian workers at HMP Swansea. The senior management team has 10 members, including one from the Probation Service.

3. Offenders have an initial screening assessment on entry to the establishment to determine their literacy, numeracy and language skills and development needs. The prison provision includes literacy, numeracy, key skills, social and life skills, basic information and communications technology (ICT), manufacturing and construction from entry level to level 2. There are eight learners on construction programmes, 52 on ICT programmes, 16 on gym courses, 25 on key skills programmes, 14 taking national vocational qualifications (NVQs) in performing manufacturing operations, 28 on industrial cleaning and hygiene courses, and 178 on foundation programmes.

4. Accredited programmes are offered in the learning centre, kitchen, gym and all the contract workshops as well as in the rehabilitation, resettlement and segregation units. The learning centre offers part-time provision, and the other locations provide both full- and part-time work and learning places. There are arrangements to provide support on wings and in cells. These are used particularly for learners working towards qualifications at level 3 and above.

5. HMP Swansea has links to all major local learning providers through the Basic Skills Community Learning Group and Swansea Learning Partnership. It also has links with the Dyslexia Institute. Plumbing training is provided by an external agency through matched funding from the European Social Fund (ESF), and provides taster and level 2 programmes.

OVERALL EFFECTIVENESS

Reinspection Grade 3

6. **The overall effectiveness of the provision is satisfactory.** The quality and standards of the ICT and construction programmes have been maintained. Achievements have

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improved steadily since the previous inspection. New accredited programmes have been developed and included in the curriculum offer to all learners.

7. The inspection team was broadly confident in the reliability of the self-assessment process. The self-assessment process is now more structured and more systematically incorporated into the prison's quality improvement activities. The appointment of a head of learning and skills in the latter part of 2005 has enabled the process to be better integrated with the learning and skills development culture. The self-assessment report prepared for the inspection was thorough and was based on firm evidence from areas of learning and other regime activities. The action plan took account of the strengths and areas for improvement identified by the prison.

8. The provider has demonstrated that it is in a good position to make improvements. The head of learning and skills is well established and the recent appointment of a new education manager has already begun to affect the quality of the provision. There is good co-ordination of learning and skills development, especially in the rehabilitation and resettlement units. Prison officers, and staff in education, training, and the workshops are keen to support new initiatives such as the introduction of a vocational assessment and training workshop. There are pockets of good teaching, but most is satisfactory and a minority of the lessons observed were inadequate. There are few formal, structured opportunities to share good teaching and learning practice, but the prison has plans to remedy this.

GRADES

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

Grades awarded at previous inspection

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

| Construction | | 2 |
|-----------------------------------|--------------------|--------------------|
| Contributory areas: | Number of learners | Contributory grade |
| <i>Building services</i> | | 2 |
| Other government-funded provision | 9 | 2 |

| Information & communications technology | | 3 |
|---|--------------------|--------------------|
| Contributory areas: | Number of learners | Contributory grade |
| <i>Using IT</i> | | 3 |
| Other government-funded provision | 47 | 3 |

| Foundation programmes | | 4 |
|---|--------------------|--------------------|
| Contributory areas: | Number of learners | Contributory grade |
| <i>Literacy and numeracy</i> Other government-funded provision | 94 | 4 |

Grades awarded at reinspection

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

| Foundation programmes | | 3 |
|---|--------------------|--------------------|
| Contributory areas: | Number of learners | Contributory grade |
| <i>Literacy and numeracy</i> Other government-funded provision | 178 | 3 |

ABOUT THE REINSPECTION

9. At the previous inspection, HMP Swansea's construction training was good and its ICT training was satisfactory. Its foundation programme training was inadequate. The prison's approach to equality of opportunity was satisfactory, but its leadership and management were inadequate as was its approach to quality improvement. In this reinspection report, leadership and management and foundation programmes are reported on and graded separately. Evidence from other areas of learning was used to contribute to the judgement on leadership and management and is reported on in the key findings. At the end of the reinspection process, the foundation programmes were judged satisfactory, as were leadership and management and the prison's approach to equality of opportunity and quality improvement. The standard of all other aspects of the prison's provision has been maintained.

| | |
|--|----|
| Number of inspectors | 2 |
| Number of inspection days | 6 |
| Number of learners interviewed | 15 |
| Number of staff interviewed | 6 |
| Number of locations/sites/learning centres visited | 1 |
| Number of visits | 1 |

KEY FINDINGS

Achievements and standards

10. **The achievement rate on externally accredited literacy and numeracy courses is particularly high.** Since September 2005, the pass rates for national numeracy tests at levels 1 and 2 have been maintained at between 80 and 100 per cent. Similarly, pass rates for national literacy tests at levels 1 and 2 have ranged from 90 to 100 per cent. Of the 120 learners who have taken entry-level qualifications in literacy and numeracy since July 2005, 95 per cent have passed. All learners are entered for the level above that at which they are assessed. On programmes in plumbing and performing manufacturing operations, achievement rates are good. On other programmes, they are broadly satisfactory and learners make good progress. Attendance rates have improved and, allowing for scheduled absences such as court appearances and visits, rates are frequently above 90 per cent.

The quality of provision

11. **Teaching and learning on the plumbing programme are good and much of the assignment work is vocationally relevant.** Teachers use a good mix of demonstration and practical exercises to motivate and enthuse learners. **Instructors in the contract workshops work well with education staff** to support literacy, numeracy and key skills through the practical work. Instructors in the graphic design workshops work particularly well. Learners use their skills to design prison logos for sweat shirts, and wear these with pride.

12. **Tutors provide very good individual support for learners with literacy and numeracy needs** in a variety of settings, including the rehabilitation and resettlement units and the residential wings. Teaching is weaker and less effective in classes where learners are of mixed ability. Learning is not contextualised and learners make slower progress than when they are offered individual support. In many cases, individual learning plans do not clearly identify the steps learners need to take to improve their learning, do not provide staff with an accurate picture of learners' support needs, and do not provide a measure of learners' personal and social development.

13. Prison staff and education and training staff work very well together and give learners **good personal support.** Telephones are available in all workshop areas to enable learners to maintain contact with their families and legal representatives during working hours. External partnerships continue to benefit learners and the prison has extended the range of vocational opportunities with the support of private training providers.

14. A satisfactory range of assessment methods is used for all courses. Portfolios are well constructed and contain a variety of evidence. Learners on the plumbing programme are trained by staff from an external training organisation and formally assessed at the organisation's main office in Caerphilly. Basic food hygiene training is now formally accredited as is the industrial cleaning programme and performing manufacturing operations. Assessments for NVQs in sport and recreation are carried out in a satisfactory manner by qualified physical education assessors.

15. The provision of literacy and numeracy teaching is now adequate. There are sufficient

courses to meet the needs of learners who require support. There is provision in English for speakers of other languages (ESOL) as required, although there is limited need within the prison.

16. There is insufficient initial assessment of literacy, numeracy and language skills beyond the initial national screening assessment. There is **no systematic diagnostic assessment of learners' individual needs**.

Leadership and management

17. The leadership and management of learning and skills have **improved significantly since the previous inspection** and are now effective. In September 2005, HMP Swansea took over the provision of learning and skills from Coleg Gwent, and most of the education staff have been appointed by the prison. This development has been well managed and staff have confidence in the new arrangements and structures.

18. The senior management team sets a **clear focus and priority on the development of a whole-prison approach** to the educational, training and employment needs of offenders, whether on remand or convicted.

19. **All staff work hard to provide an environment that encourages teaching and learning.** Staff are supportive and make sure that learners get to classes on time. In the workshops, staff are keen to help learners improve their practical and social skills, building relationships and developing communication skills.

20. **Staff from external agencies are integrated well** with the prison staff and provide good support to learners. There are strong links between support agencies and the education department. One of these has resulted in the **innovative use of snooker to encourage participation in literacy and numeracy programmes**. Education staff and those from the external agency work alongside each other, providing learners with access to a wealth of experience and expertise.

21. HMP Swansea's approach to quality improvement has moved on significantly since the previous inspection and is now satisfactory. The self-assessment process is satisfactory and sufficiently thorough. Development plans are comprehensive and clearly identify steps for improvement which are drawn directly from the self-assessment process. **However, there is insufficient use of management information to set targets for improvement.**

22. A lesson observation system has been devised but not yet fully implemented. **Many staff involved in the provision of learning and skills at HMP Swansea do not have the opportunity to share best practice.** There are areas of good teaching but some teaching is inadequate.

Leadership and management

Strengths

- good management of staff to support change in the learning and skills environment
- particularly good links with external agencies to develop opportunities for learning and employment

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- successful promotion by staff of an environment which encourages participation in learning and skills

Weaknesses

- insufficient use of management information to set targets for improvement
- insufficient sharing of good practice to support continuous improvement in teaching and learning

Foundation programmes

Strengths

- particularly good achievement rates in literacy and numeracy
- innovative approaches to encourage participation in literacy and numeracy
- good individual support for learners

Weaknesses

- insufficient use of context-related resources to support discrete literacy and numeracy teaching and learning
- insufficient recording of learners' personal and social development
- no systematic diagnostic assessment to identify learners' individual needs

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good management of staff to support change in the learning and skills environment
- particularly good links with external agencies to develop opportunities for learning and employment
- successful promotion by staff of an environment which encourages participation in learning and skills

Weaknesses

- insufficient use of management information to set targets for improvement
- insufficient sharing of good practice to support continuous improvement in teaching and learning

23. The leadership and management of learning and skills have improved significantly since the previous inspection and are now effective. The appointment of a head of learning and skills in June 2005 has had a very positive effect on the provision. In September 2005, HMP Swansea took over the provision of learning and skills from Coleg Gwent and most of the current education staff have been appointed by the prison. This development has been managed well and staff have confidence in the new arrangements and structures. The senior management team sets a clear priority on the development of a whole-prison approach to the educational, training and employment needs of offenders, whether on remand or convicted. Some aspects of the provision have been hampered by some two months of refurbishment of the prison estate, but morale and commitment remain high.

24. Lines of communication are clear, well-established and effective. Enthusiastic and motivated prison officers on the residential units play a significant part in reinforcing the opportunities available through the education department. Regimes are managed well to ensure that learners can attend training sessions on time, and attendance and punctuality are high. Every effort is made to enable learners to attend rehabilitation courses without interruptions to their chosen education or training courses. Workshops and kitchens, for example, are equipped with telephones that staff allow learners to use to contact their legal representatives and family members during the working day. The initial induction into the prison has improved. It is now well structured and thought out and includes a comprehensive introduction to the opportunities for education.

25. External partnerships continue to be a strength and are used well by the prison to provide training, work experience and employment opportunities for all learners. Building Services Training (BST), an external provider, continues to provide high-quality plumbing training funded by the prison and the ESF. Learners gain a technical certificate and key skills in the prison's purpose-built workshop, and then progress to a nearby prison where they can be released under licence to work with an employer to gain their NVQ at level 2 and move into permanent employment. At the time of inspection, nine learners had been released to the employer and were progressing well through their qualification, and three

learners had begun a level 3 NVQ. Other significant improvements include arrangements with another provider, TALK Training, which provides assessment and accreditation for a qualification in performing manufacturing operations for work in the textile workshops. Since the qualification was introduced in March 2006, 13 learners have been registered for it, 12 of whom are still on the programme and six have achieved up to four units of the award. Plans are well advanced for the conversion of a contract workshop to a assessment area for construction trades. This is to be provided by BST and will incorporate taster sessions for learners in plastering, bricklaying, and carpentry and joinery.

Equality of opportunity

Contributory grade 3

26. Staff in the prison work hard to promote the education and training opportunities available to all offenders. Waiting lists are short and most learners are able to access the course of their choice. For example, during an observed induction, an offender expressed an interest in attending education. A prison officer helped him complete an application form and took him immediately to the education department to enrol. He started a course on the same day. The snooker initiative continues to be popular and provides an effective means of breaking down barriers and drawing offenders into the education centre. The work of the rehabilitation and resettlement units has been linked more closely with education and training. A well-qualified and experienced member of staff responsible for supporting offending behaviour programmes is now employed through the education department. The work on offending behaviour is clearly linked to the development of literacy and numeracy, and personal and social skills. Staff in the contract workshops work particularly well with the education staff who support learners' literacy, numeracy and language skills in the workplace. Kitchen staff provide learners with the opportunity to gain a qualification in industrial cleaning and food hygiene. The industrial cleaning qualifications have been developed to suit kitchen work and two learners have recently gained employment with commercial cleaning companies upon release. Some learners have progressed to become assessors. HMP Swansea is currently developing resources to provide NVQs in catering.

27. The range of literacy and numeracy support has been extended in order to widen participation. Well-structured opportunities are now available in the workshops as part of the vocational training provision. This innovation has been well received by learners, and they make the most of the chance to extend their learning in a vocationally relevant training environment. Enough ESOL training is available to meet the current limited demands of learners. Staff make good use of well-managed social and life skills lessons to explore issues of prejudice through the citizenship modules. These are well received by learners. Open learning is available, and some learners are progressing well through degree courses. If learners are unable to fund their own open learning courses, the prison supports their applications to charities and other external bodies.

28. The education department is accessible to learners with restricted mobility. Most staff have attended diversity training, and the education manager is the disability liaison officer as well as an active member of the equal opportunities and race relations committees. Information on aspects of equality and diversity is clearly displayed in the prison, in some cases using pictures, or languages other than English.

29. There is a range of links with outside agencies to improve the support available to learners. Job points are used to raise learners' awareness of jobs available in the area on their release, and learners are further supported by a Jobcentre Plus worker.

Quality improvement**Contributory grade 3**

30. HMP Swansea's approach to quality improvement has moved on significantly since the previous inspection and is now satisfactory. The self-assessment process is satisfactory and is sufficiently thorough. The self-assessment report provided for inspectors was detailed and clearly identified the strengths and weaknesses of the provision. Development plans are comprehensive and show clear steps for improvement which are drawn directly from the self-assessment process. There is a well-documented quality improvement manual covering all key learning and skills activities. These are clearly linked to a quality calendar which is used effectively to monitor processes.

31. The quality improvement group is now firmly established and has clear terms of reference. The group includes representatives from healthcare, the rehabilitation and resettlement units, the residential wings, and external providers. Formal records are kept of its meetings, which include actions and responsibilities. Copies are circulated in a timely way and used to monitor progress. Arrangements for the monitoring of external contractors are satisfactory as are assessment and verification practices.

32. A lesson observation system has been devised but has not yet been fully implemented. There are several examples of good practice in different parts of the prison's education and skills provision. For example, the individual action plans used in the literacy and numeracy sessions have been identified as good practice, but are not used effectively throughout the prison. There are areas of good teaching, but a minority of teaching is inadequate. There is some informal sharing of good practice but there is no formal system to ensure the maximum benefit to all staff and learners.

33. HMP Swansea now collects data and uses it to monitor the achievements of learners on education and training programmes, but this process is in the early stages of development and is not yet fully used to set targets for improvement.

AREAS OF LEARNING

Foundation programmes

Grade 3

| Contributory areas: | Number of learners | Contributory grade |
|-----------------------------------|--------------------|--------------------|
| Literacy and numeracy | | 3 |
| Other government-funded provision | 178 | 3 |

34. There are 178 learners enrolled on 10 programmes, including literacy, numeracy, and life and social skills. All learning is part time and most learners attend eight sessions a week. Sixty learners attend literacy and numeracy classes and 12 study literacy and numeracy as part of a rehabilitation programme. Literacy and numeracy provision is also available to learners in the workshops, the gym and the residential wings. At the time of the inspection, 45 learners were taking part in these sessions. Thirty learners attend social and life skills courses, including money management, parenting, citizenship and healthy living. Twenty-five learners are enrolled on level 1 or 2 key skills courses which are part of the plumbing and textiles manufacturing programmes. There are currently six learners on a programme which teaches literacy and numeracy through snooker. The area of learning has a newly appointed full-time manager, a full-time deputy manager who is also the basic skills co-ordinator, three full-time tutors and six part-time tutors.

Strengths

- particularly good achievement rates in literacy and numeracy
- innovative approaches to encourage participation in literacy and numeracy
- good individual support for learners

Weaknesses

- insufficient use of context-related resources to support discrete literacy and numeracy teaching and learning
- insufficient recording of learners' personal and social development
- no systematic diagnostic assessment to identify learners' individual needs

Achievement and standards

35. The prison population has increased significantly since the previous inspection. This increase is reflected in the number of learners entering for and achieving qualifications. The achievement rate on externally accredited literacy and numeracy courses is particularly high. Since September 2005, the achievement rates in national numeracy tests at levels 1 and 2 have been maintained at between 80 and 100 per cent. Similarly, achievement rates in national literacy tests at levels 1 and 2 have ranged from 90 to 100 per cent. Of the 120 learners who have taken entry-level qualifications in literacy and numeracy since July 2005, 95 per cent have passed. All learners are entered for the level above that at which they are assessed.

36. Most learners produce satisfactory work in lessons, increase their literacy and numeracy skills, and gain confidence and self-esteem. Of particular note are the very good

standards of skills development in literacy on the rehabilitation programme. Many learners produce well-structured written work. They gain valuable insights into their addiction and are able to talk about it confidently to individuals, in groups and at community meetings. In a healthy living session, learners were able to listen to the views of others and were tolerant of those that differed from their own. Learners in a literacy class openly discussed their difficulties and concerns over spellings. In one lesson, learners used video to record a party political broadcast and were able to communicate very effectively on a range of views about topical political issues. Attendance at classes is good at 90 per cent.

The quality of provision

37. HMP Swansea has maintained and built upon the strength identified at the previous inspection of encouraging participation in literacy and numeracy through a range of innovative initiatives. Tutors are very aware of the significant problems many learners face, and provide good opportunities for learners who would not normally access any education. Their work includes sessions in the segregation unit and in the rehabilitation unit. The innovative pre-treatment course in the latter is improving learners' communication skills, building self-esteem and confidence, and improving written skills through targeted individual support. 'Achieve now', a 10-hour taught course, leads to an Open College Network certificate and aims to develop snooker skills at the same time as literacy and numeracy. It acts as an introduction to learning and to the education department for learners who do not want to attend formal lessons. Learners make good use of information learning technology and a well-designed course manual which structures their learning. A new reading scheme is currently being introduced on one wing, with three offenders on programme. This has been used effectively in other prisons to widen participation and break down barriers by involving offenders both as mentors and learners and providing a gateway to formal education and learning. It also offers the offenders who act as mentors the opportunity to develop coaching skills.

38. Teachers and prison officers give learners good individual support. Staff develop very good working relationships with their learners. In lessons where learners are using individual learning resources, staff regularly check the level of learners' understanding and help them to achieve. Learning support is now effective. The learning and development centre has made significant improvements in the support provided in the vocational workshops. The workshops are organised in a range of occupations, including plumbing, textiles and wheelchair refurbishment. In most cases, staff offer appropriately related literacy, numeracy and key skills support to learners in classrooms attached to their vocational working area. In these support sessions, learners are motivated to learn and to complete work as a relevant part of their chosen vocational course, although there are instances where the support is not adequately contextualised. Vocational trainers and teachers work effectively together to support the development of learners' skills. Support for learners with specific learning difficulties is now satisfactory. HMP Swansea has been working to a detailed action plan to rectify the weakness in support identified at the previous inspection. Learners with a recorded disability are identified to staff by a symbol on the register. Learners' disability or specific learning difficulty is recorded on their individual learning plan. Staff have improved their awareness of learning difficulties, such as dyslexia. In a literacy class, a learner was successfully encouraged to experiment with writing paper of different colours to improve his ability to copy words accurately from the whiteboard. Prison officers play a significant role in helping learners to access education and training, facilitating the reading scheme on the wing, and promoting the courses on

offer.

39. Teaching and learning are satisfactory. The better sessions integrate literacy and numeracy skills development into a relevant context, particularly in social and life skills classes. They are challenging and interactive, and motivate and encourage the learners. In an outstanding session on healthy living the tutor gave learners the opportunity to recap and reinforce their understanding and knowledge of the technical vocabulary related to fitness, and to develop listening and note-taking skills. The listening task was particularly well chosen to challenge learners and stretch their imagination.

40. Accommodation and resources are satisfactory. The new head of learning and skills has invested heavily in refurbishing the learning and development centre and updating and upgrading learning resources. There is now adaptive technology available to support visually impaired learners. All staff have a teaching qualification and most have many years' experience of prison education. Learners have access to modern computers in the education department and in the workshops, and use them effectively. However, little use is made of specialist software to support literacy and numeracy learning.

41. The initial assessment process has improved. Literacy and numeracy screening is carried out in the library at a time when learners are more receptive. The process clearly identifies the level of the learners' skills in English and mathematics. Learners undergo a further initial assessment when they first visit the education department, and the results of this are used to set generic learning goals on the individual learning plan. However, there is no systematic diagnostic assessment of learners' needs. Teachers and learners are aware of the general areas in which skills development is required, for example, spelling or percentages. However, this identification of need is not extended to a detailed diagnostic assessment of literacy, numeracy, learning styles and barriers to learning. Tutors have a satisfactory system for recording learners' daily work, and individual learning is monitored and recorded. The individual learning plans are not used effectively to define learning goals and drive timely progression.

42. There is insufficient use of context-related resources to support discrete literacy and numeracy teaching and learning. Skills development is not focused on a topic or task which is relevant to or inspires learners. Tasks are not sufficiently differentiated to meet learners' individual needs. Teachers rely too much on worksheets and attempt to cover too much in the session. Learners are not given the opportunity to relate their skills development to practical tasks. For example, an exercise on metric conversion was solely paper-based and learners were not given relevant practical measurement tasks to consolidate their learning.

43. Learners' personal and social development is not recorded in enough detail. Staff monitoring progress and planning learning activities do not record learners' needs and abilities except in literacy and numeracy. The background information available does not give education staff sufficient detail about learners' qualifications and aspirations. Action plans and progress reviews do not give clear records of many learners' additional achievements. Teachers do not encourage learners to reflect on learning and record how and why they have learnt. They do not help teachers and learners to formally identify this element of the provision.

Leadership and management

44. More staff have been recruited, including the head of learning and skills, the education manager and additional literacy and numeracy staff. There are sufficient staff to meet the needs of the prison population. One member of staff now provides ESOL teaching on demand, and a member of the rehabilitation unit is now a teacher in the education department. With the investment in staffing levels, learners have substantially better access both to discrete literacy and numeracy classes and to literacy and numeracy support on the wings and in workshops. However, the curriculum offer is sometimes restricted, and learners' individual needs are not always met.

45. Communication between the vocational and education parts of the provision is good. Internal verification and the quality assurance of programmes are satisfactory. Learner questionnaires are used to develop the provision, but course reviews are not used sufficiently to improve what is on offer. A system for the observation of teaching and learning is now in place, but the use of data to analyse performance and plan improvement is weak.

