

REINSPECTION REPORT

HMP and YOI Swinfen Hall Reinspection

09 November 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*

REINSPECTION REPORT

HMP and YOI Swinfen Hall Reinspection

Contents

Summary

Description of the provider	1
Overall effectiveness	1
Grades	2
About the reinspection	4

Detailed reinspection findings

Leadership and management	6
Equality of opportunity	7
Quality improvement	8
Construction, planning and the built environment	10
Arts, media and publishing	13
Preparation for life and work	16

REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP YOI Swinfen Hall is a young adult offender institution with an operational capacity of 620. At the time of inspection the prison population was 615. Until very recently offenders ranged from aged 18-21. However with the advent of the national offender management service the proportion of offenders aged 21 to 25 years old has increased. Since June 2004 the prison population overall has rapidly increased to its present level. However, new facilities to support the learning and skills of the additional numbers of learners have only recently been completed and some existing workshops are still undergoing refurbishment.
2. Offenders at Swinfen Hall are serving sentences ranging from three years to life. The average length of stay is two years and eight months. The prison has one of the largest offending behaviour programme departments in the country and offenders can be drawn from most areas of the country. Approximately 65 per cent are from the Midlands area. The head of learning and skills has overall responsibility for education and training, vocational workshops and the library. Under a contractual agreement, Derby College provides education and training in literacy, numeracy and language, information technology (IT), art, business administration, industrial cleaning, distance learning, automotive and computer repair workshops and independent living courses. The responsibility for induction, initial assessment and information, advice and guidance is the responsibility of Fern Training. The prison has links with South Birmingham college, which is responsible for vocational training in the brickwork and carpentry workshops. New workshops are opening within the next month to provide tiling, plumbing and plastering. In addition, the prison maintains responsibility for catering, pallet making, horticulture, painting and decorating.
3. All offenders attend a range of half-day academic and vocational activities throughout the week between 0900 and 1130 and 1345 and 1630, Monday to Friday. Currently no courses are available in the evening or weekends.

OVERALL EFFECTIVENESS

Reinspection Grade 3

4. **The overall effectiveness of the provision is now satisfactory.** The previous inspection in September 2005 judged the provision to be satisfactory in information and communications technology (ICT), leisure, travel and tourism, and business administration and law, as well as equality of opportunity. Leadership and management and quality improvement were inadequate, as was the provision in construction, planning and the built environment, arts, media and publishing, and preparation for life and work. At the reinspection the leadership and management of learning and skills in the prison are satisfactory, as are the arrangements for quality improvement and equality of opportunity. Construction, planning and built environment, arts, media and publishing and preparation for life and work are now satisfactory. The quality and standards of all aspects of the prison's provision have been maintained.

5. The inspection team had some confidence in the reliability of the self-assessment process. The self-assessment process includes all staff and they understand the importance of driving forward continuous improvement. The self-assessment report includes the results of course reviews, but learners do not directly contribute to the report. The report is sufficiently critical and identifies many of the weakness identified by inspectors. Data is insufficiently used in the process to support strengths and weaknesses.

6. The provider has demonstrated that it has sufficient capacity to make improvements. The prison has worked through a period of substantial change with new classrooms and workshops recently opened and new education contractors recently appointed. Since the previous inspection the prison has made significant improvement and has successfully dealt with many of the weaknesses. A new quality assurance system has been developed and introduced. Teaching and learning overall has improved.

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, planning and the built environment			4
Contributory areas:	Number of learners	Contributory grade	
<i>Construction crafts</i>		4	
Other government-funded provision	42	4	

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

Leisure, travel and tourism			3
Contributory areas:	Number of learners	Contributory grade	
<i>Sport, leisure and recreation</i>		3	
Other government-funded provision	35	3	

Arts, media and publishing 4		
Contributory areas:	Number of learners	Contributory grade
Crafts		4
Other government-funded provision	46	4

Preparation for life and work 4		
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy		4
Other government-funded provision	170	4
Independent living and leisure skills		3
Other government-funded provision	72	3

Business administration and law 3		
Contributory areas:	Number of learners	Contributory grade
Administration		3
Other government-funded provision	20	3

Grades awarded at reinspection

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

Construction, planning and the built environment 3		
Contributory areas:	Number of learners	Contributory grade
Construction crafts		3
Other government-funded provision	46	3

Arts, media and publishing 3		
Contributory areas:	Number of learners	Contributory grade
Fine arts		3
Other government-funded provision	20	3

Preparation for life and work 3		
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy		3
Other government-funded provision	327	3

ABOUT THE REINSPECTION

7. Four inspectors completed the reinspection over three days in one week. Provision in construction, planning and the built environment, arts, media and publishing, preparation for life and work and business administration and law was inspected and graded. Leadership and management, quality improvement and equality of opportunity were also inspected and graded. Additional evidence was collected from, ICT business administration and law to form judgements.

Number of inspectors	4
Number of inspection days	12
Number of learners interviewed	34
Number of staff interviewed	14
Number of partners/external agencies interviewed	18

Leadership and management

Strengths

- good management of extensive change
- particularly effective internal and external partnership working
- good actions to develop mutual respect and promote inclusion

Weaknesses

- insufficiently developed management information system
- insufficiently implemented quality assurance arrangements for some aspects of the provision

Construction, planning and the built environment

Construction crafts

Strengths

- good teaching and learning
- particularly effective learning support
- good arrangements to improve the range of provision and progression opportunities

Weaknesses

- insufficient co-ordination of learning plans
- insufficiently established operational management of vocational training

Arts, media and publishing

Fine arts

Strengths

- very high achievement rates
- good progression opportunities in visual arts

Weaknesses

- poor use of data to develop curriculum
- slow response to curriculum planning and development

Preparation for life and work

Literacy and numeracy

Strengths

- good pass rates in entry level numeracy tests
- good integration of literacy and numeracy into other courses

Weaknesses

- insufficient co-ordination of initial assessment results
- insufficient access to ILT equipment in main education classrooms

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good management of extensive change
- particularly effective internal and external partnership working
- good actions to develop mutual respect and promote inclusion

Weaknesses

- insufficiently developed management information system
- insufficiently implemented quality assurance arrangements for some aspects of the provision

8. The prison's management of recent extensive change to the learning and skills provision is good. Implementation of new contracting arrangements has been managed well. Learning and skills strategic and operational management are carried out well by the head of learning and skills, and the overall management of the areas of learning has improved since the previous inspection. The governor and senior managers have a clear commitment to developing learning and skills to meet the specific needs of the prison as part of resettlement as an integrated service. The prison has a clear strategic direction for learning and skills that focuses on the resettlement of offenders. The head of learning and skills is a member of the senior management team and is responsible to the governor. The senior management team is given clear information from the head of learning and skills on a quarterly basis about the performance of learning and skills, and this gives a clear focus at a strategic level for quality improvement. The role of learning and skills is well understood by key managers within the prison and the head of learning and skills and the senior management team gives strong leadership to assure that the prison's resettlement agenda is met. The three-year development plan sets clear objectives and has realistic targets with clear explanations of how objective will be achieved. Many of the objectives in the development plan have already been achieved and the plans to further increase vocational training are at an advanced stage. In the past three years there have been significant changes to the prison population with capacity doubling in size. A large investment has been successfully managed to develop a range of new workshops and classrooms to accommodate the increased prison population.

9. The prison uses a wide range of external links and partnerships to enhance the offenders' experiences. Partners include the local chamber of commerce, the Citizens Advice Bureau, the prison's trust, the National Association for the Care and Resettlement of Offenders, and outreach employment. They make a significant contribution to the well-structured, highly interactive programmes. Internal links within the prison are good. The head of learning and skills facilitates meetings with the key providers in the prison to provide opportunities for sharing good practice. Effective links have been developed with potential local employers and a workshop is being developed with an employer to enable learners to gain valuable experience within the motor vehicle industry. Links with colleges have been successfully developed and additional courses on construction programmes have been added. Plans are at an advanced stage to link with colleges to deliver

programmes in horticulture and additional accredited courses in physical education.

10. Communication between the head of learning and skills and the lead providers in the prison is good. There is an appropriate range of meetings, most of which are minuted effectively. Actions are identified clearly and monitored effectively at subsequent meetings to assess progress. Meetings give good opportunities for different providers to share good practice. Much informal discussion takes place outside of meetings, on a daily basis. Staff are well motivated, feel free to raise issues and share information regarding offenders' needs. The head of learning and skills meets with the education manager frequently to monitor the progress being made by learners.

11. Significant improvements to accommodation have been made since the previous inspection. The learning environment in the education centre has been improved. Teaching accommodation is generally spacious and fit for purpose, creating a positive learning environment. Workshops provide accommodation that replicates a commercial environment. The education unit is well lit, attractively decorated with adequately sized and equipped classrooms. A good range of subject-specific imagery is displayed on classroom walls.

12. Initial assessment of offenders is satisfactory. Numeracy and literacy needs are assessed during the induction to the prison. The quality of support in literacy, numeracy and English for speakers of other languages (ESOL) is appropriately meeting learners' needs. Support in literacy, numeracy and ESOL is given in the education department and there are good arrangements for support in the gym and workshops.

13. Since the previous inspection, improvements have been made in the type of data that is collected about achievements at a course level. However, data is recent and it is difficult to produce meaningful reports or trend analysis for curriculum planning. A new management information system has been installed in the past few months but only recent achievements are shown. The system is capable of monitoring learners' progress and achievement but management reports have not been produced as yet.

Equality of opportunity

Contributory grade 3

14. Classrooms and workshops provide safe and suitable environments for learners to focus on their work. Learners and tutors create an inclusive learning environment and demonstrate mutual respect. Learners have a good understanding of equality and diversity and their rights and responsibilities and are generally respectful of cultural differences. Staff are sensitive to learners' needs and are skilful at promoting a harmonious environment. Learners speak favourably about the help and support they receive from staff. The prison has an inclusive approach to the treatment of vulnerable offenders who access education and training with other offenders. A mentoring scheme has been introduced which is greatly appreciated by offenders. The education manager meets with an offenders focus group on a regular basis to identify potential barriers to learning. Learners are provided with minutes from earlier meetings and actions are evaluated to ensure progress is made.

15. Different faiths are well represented, and arrangements for worship are very responsive. Arrangements for different dietary needs are good. There are regular events to celebrate cultural diversity such as a diversity day where displays are exhibited. This has included different foods linked to a range of cultures. Future events are planned to

use different types of music to raise cultural awareness. Cultural awareness has been promoted by events being arranged such as an arts exhibition and black history week.

16. The head of learning and skills has developed an appropriate policy for equality and diversity that gives clear information on the complaints procedure, harassment and how the prison interprets the Disability Discrimination Act 1995 and the Race Relations (Amendment) Act 2000. Arrangements for reporting complaints or racial incidents are well understood by learners, and responses to complaints are rapid and sensitive.

17. A range of data is collected on the ethnic background of the population of the prison. Participation by different groups in education is monitored and a systematic analysis is made of the balance of different groups on residential wings and their participation in education and workshop activities. Where an imbalance is identified, prompt action is taken to ensure that there are no barriers for particular groups.

18. Classrooms in education have lifts to the first-floor accommodation, but little has been done to adapt equipment to meet learners' diverse needs, including help for those who have a hearing impairment or are wheelchair users, for example. There is no screening for dyslexia at induction.

19. Allocation of learners to education and workshops has improved since the previous inspection. Learners have a clear view of how and why they have been allocated to specific activities. Waiting lists for the most popular courses such as construction have reduced and learners have significantly benefited from the development of new workshops.

Quality improvement

Contributory grade 3

20. Many new initiatives have taken place over recent months to implement and develop the quality improvement arrangements for all education and training activities in the prison. The head of learning and skills has recently introduced a quality improvement manual which focuses on improvement of the overall provision. The manual covers all key processes of the learning experience. The quality assurance system is linked to a quality calendar which clearly identifies when key procedures are to take place. The quality systems are regularly and systematically audited to ensure compliance with the procedures, but many of the procedure have not been evaluated to identify the effect on quality improvement.

21. The self-assessment process is carried out systematically and involves all staff from education and the prison. Staff have a clear understanding of how the self-assessment process improves the quality of provision. All staff are involved in the process and feedback is used from learners and course reviews.

22. The self-assessment report is well structured and is linked to the key questions of the Common Inspection Framework. The report is sufficiently critical and identifies strengths and weaknesses that are supported by relevant evidence. However, data is not used sufficiently in the report or to set clear targets in the development plan. The development plan includes realistic targets that are assigned to designated staff with a date for achievement.

23. Quality improvement group meetings take place on a quarterly basis. Actions are

generated from these meetings to ensure that the targets in the development plan are met. The quality improvement group has a strong focus on improving the provision and all the key partners in the prison attend. The development plan and the self-assessment action plan is systematically reviewed at each of these meetings.

24. The programme of observation of teaching and learning has improved since the previous inspection. Staff are routinely observed during teaching sessions and are given good feedback. Areas for further development are identified and good support is provided. Observation grades are collated and analysed to assess the effectiveness of support. An external moderation process is in place to ensure consistency in grades.

25. Quality assurance arrangements for some aspects of the provision are not fully implemented. In some areas of learning such as arts, media and publishing the system to ensure overall quality of lesson observations and curriculum development has been slow to be actioned.

AREAS OF LEARNING

Construction, planning and the built environment

Grade 3

Contributory areas:	Number of learners	Contributory grade
Construction crafts		3
Other government-funded provision	46	3

26. Forty-six learners are following vocational training in construction. Learners have the opportunity to follow courses in painting and decorating, brickworking and carpentry and joinery. Vocational training in painting and decorating and brickworking takes place on four and a half days a week. Carpentry and joinery is delivered on a part-time basis with one programme running for five mornings and the other for four afternoons. Learners in brickwork complete the brickwork foundation craft award. In carpentry and joinery and painting and decorating, learners work towards an accredited basic craft award. Assessment takes place in the workshops. The brickwork and carpentry and joinery programmes are planned over a 12-week period. The painting and decorating programme is a 16-week programme. A prison instructional officer is responsible for the delivery of programmes in the painting and decorating workshop and all instructors are occupationally qualified. The remaining construction programmes are delivered by South Birmingham College. Additional workshops are in the final stages of completion and will include tiling, plumbing and plastering.

Construction crafts

Strengths

- good teaching and learning
- particularly effective learning support
- good arrangements to improve the range of provision and progression opportunities

Weaknesses

- insufficient co-ordination of learning plans
- insufficiently established operational management of vocational training

Achievement and standards

27. Since the previous inspection, achievement has significantly improved and is now satisfactory. In the past nine months, 61 per cent of learners have achieved their qualification. Learners in painting and decorating are completing a wide range of activities, covering preparation of surfaces, painting and wallpapering. The standard of work produced in the workshop is good. In carpentry and joinery, learners are producing work of a commercial standard as part of their project. In brickworking, learners have built walls and arches that are above the requirements of the qualification. Learners are also demonstrating a good level of understanding of health and safety. Learners' attendance and punctuality are good. Learners are motivated and are able to complete their work in a timely manner. Portfolios are well laid out and easy to follow with an

appropriate range of evidence.

The quality of provision

28. Teaching and learning are good. Tutors support and encourage learners to develop their skills. Tutors are skilled at providing tasks for learners, which challenge their ability and help develop their skills quickly. Tutors give clear instructions to learners and are skilled at giving individual support when required. Tutors give good, clear demonstrations in the use of hand tools with a good emphasis on health and safety. Tutors encourage learners to develop good skills in using a variety of trowels, saws, chisels, planes and paintbrushes. Learners are responsive to their tutors and respect their commercial experience. Tutors are skilled at setting practical tasks that help improve learners' ability to measure accurately, read drawings and carry out calculations. Learners' confidence is greatly enhanced as their practical skills and understanding develops. Tutors have a good rapport with learners and learners are motivated and enjoy their practical work. Since the previous inspection, background knowledge sessions have significantly improved and are now appropriately linked with practical sessions. Of the teaching sessions observed during inspection, 75 per cent were good and there was no unsatisfactory teaching. The provider is improving the ratio of instructors to learners from one to two staff to 12 learners.

29. Support for learners is particularly good. All offenders have an initial assessment at induction to identify the level of support they need for literacy and numeracy. Learners who start a construction programme are assessed to check their level of literacy and numeracy related to construction. Instructors and the basic skills tutors work well together to help learners improve their literacy and numeracy skills to support their vocational work. Each workshop is well supported by learning mentors who have received appropriate training in this role. Learners value the individual support they receive from their mentors and their confidence quickly improves. Specialist individual support from the basic skills tutors is given sensitively in the workshops. The quality of the support is good and there is some good use of computers in the workshops to support learners with their work. In addition to the learning mentors, learners are able to access support from mentors who are employed in a variety of support roles, such as drug support and as listeners. The initial advice and guidance that is given on employment opportunities in the construction industry is appropriate. Staff use a video of the different commercial workshops to illustrate the opportunities for employment in the construction industry.

30. The prison has good arrangements to improve the range of provision and progression opportunities. Since the previous inspection, additional workshops have been introduced to provide qualifications in plumbing and tiling. A plastering workshop is planned. All the workshops are equipped to offer the foundation craft award and all will offer progression to the intermediate construction award. Additional staff have been recruited and the ratio of learners to tutors is good at two instructors to 12 learners.

31. Assessment practice is satisfactory and is carried out to awarding body standards. Assessors are frequently observed and given constructive feedback. Internal verification takes place appropriately and there is a sampling plan which ensures that all aspects of the programme are sampled.

32. The monitoring and recording of learners' progress is appropriate. Progress is well recorded in each portfolio, and learners are clear about their progress. Instructors keep

good monitoring sheets and know at any point what progress learners are making.

33. The workshop resources in bricklaying and woodworking are satisfactory. Workshops are equipped with a wide range of hand tools that are of a commercial standard and are well maintained. The quality of the materials available is of good industrial standard. The accommodation is appropriate for the number of learners on each programme. The workshop resources in painting and decorating are good. The painting and decorating workshop is well equipped with booths that offer most of the range of surfaces, including windows, recesses, covings and ceilings, and these enable learners to work in realistic commercial settings. The standard of housekeeping in this workshop is good with a strong emphasis on health and safety. Trainers are appropriately qualified, with good industrial experience.

34. The co-ordination of learning plans is insufficient. All offenders receive an appropriate assessment of their basic skills during induction. The initial assessment information is accessed by the basic skills tutors, but not formally shared with the vocational instructors. Two separate learning plans are in use, one for the vocational qualification and one for basic skills support. As learners progress from one programme to another, plans are not always updated.

Leadership and management

35. There is a clear plan towards increasing accredited training in the workshops. Training and development of instructors is good. All have had some instructional techniques training and are working towards more enhanced teaching qualifications.

36. The operational management of vocational training is insufficiently established. The appointment of South Birmingham College to run the construction provision is very recent and management arrangements are only just being put in place. Instructional staff meet on a regular basis to discuss issues. However, there is no clear operational agenda to discuss strategy and plans to improve the curriculum. Data on retention and achievement is now regularly collected and the information is being analysed. Data has recently started to be analysed to identify trends, but it is too early to judge the effect on curriculum planning.

37. The promotion of equality is satisfactory. The strategy is inclusive with no differentiation in treatment or opportunities between adult offenders, young offenders and sex offenders. Staff receive regular training on equality and diversity.

38. Quality improvement overall is satisfactory. Since the previous inspection the prison has ensured that all programmes are accredited, and has significantly increased the range of options and added progression opportunities to level 2. Theory sessions are now being offered and lesson observations are regularly carried out. Internal verification is well established and thorough. There are sampling plans and observations of assessments with constructive feedback. All staff take part in the self-assessment process and recognise its importance. The self-assessment report was sufficiently critical, but insufficient use was made of data to identify strengths and weaknesses.

Arts, media and publishing**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Fine arts</i>		3
Other government-funded provision	20	3

39. The prison offers visual arts programmes throughout the year. Sessions run on weekday mornings and afternoons apart from Friday afternoon. Learners attend classes in an arts studio. Provision for art on residential wings is not currently available. Twenty learners attend art sessions and work towards Open College Network (OCN) qualifications in art.

40. Learners are enrolled on half-day art classes every day for 12 weeks and they may re-enrol to progress to a higher level of accreditation. They work mostly in two dimensions, on drawing and painting, hand printing, graphics, collage and sign writing, and limited three-dimensional work using wood and card. Accreditation through the OCN is available at entry level to level 3. A range of units is available and learners work towards the creative arts unit at level 1, and drawing and painting units at levels 2 and 3.

41. Art provision is managed by a co-ordinator on a fractional contract who provides all of the teaching. A part-time tutor assists in some sessions. A part-time arts development worker attends sessions each week. A learning support worker attends for one session each week.

Fine arts***Strengths***

- very high achievement rates
- good progression opportunities in visual arts

Weaknesses

- poor use of data to develop curriculum
- slow response to curriculum planning and development

Achievement and standards

42. Achievement and standards are good. One hundred and eleven learners started arts programmes in the past six months and 105 achieved their accreditation, representing a 95 per cent success rate. Standards of learners' creative work are good, particularly in drawing and printing. Learners can describe techniques and identify artists and have adequate knowledge of aspects of art history. Learners are motivated, industrious and determined to succeed. Learners clearly recognise their skill development and focus on future goals and aims.

The quality of provision

43. Good progression opportunities are available on the visual arts courses. When starting the programme, learners can enrol on an entry level certificate in creative arts,

which runs over four weeks. On completion of this award, learners may re-enrol onto a level 1 course in drawing skills or painting techniques. These are also available as a level 3 qualification and there is an additional level 3 award in printmaking. Learners' progress through the different levels is good and a large group of learners achieve an early success at entry level on the creative arts unit.

44. Much good teaching in art sessions enables learners to overcome negative barriers and helps them to express ideas and complete creative projects. A good range of teaching styles is used to meet a wide range of needs. Learners receive individual feedback which is sufficiently critical. Learners have good opportunities to receive individual support and help when developing their skills. However, there is little demonstration and direct technique teaching and too many sessions are run as an open workshop. Learners enjoy the opportunities to view and discuss others' work but they are often unplanned and infrequent. Too much emphasis is placed on copying and tracing and there is little opportunity for observational drawing.

45. Assessment and review are satisfactory and good notes are maintained. Learners receive good feedback about their work and are given clear guidance on how to improve. Learners collate work and make satisfactory use of notebooks and sketch books to record their reflections on the artistic processes they follow. Detailed portfolios are kept to demonstrate the learners' progress throughout the course.

46. Learning resources are appropriate. There is a good stock of consumable materials and this gives learners the opportunity to work on a wide variety of creative projects, with a good range of hand tools. However, there is a narrow range of textbooks which does not represent the diverse interests and needs of learners. Since the previous inspection, good progress has been made to improve the accommodation for learners in art. The art studio is spacious, adequately lit and well ventilated. Adequate storage for materials is available and some good display space is effectively used. Learners have insufficient access to resources to develop work in three dimensions. There is no use of information learning technology in the curriculum. However, learners and staff are creative and innovative and make very good use of all available resources.

47. The programme range is narrow. In the art studio there are too few opportunities to make work in three dimensions. Currently there is no use of computer-generated art in the curriculum. Learners do not have the opportunity to work in performing arts or music technology. Plans are at an advanced stage to implement a music technology project.

48. Support for learners is satisfactory. Results of initial assessment are used at course level. Literacy and numeracy testing is carried out at induction and levels are identified before learners are allocated onto courses. A detailed individual interview, assessment and induction is carried out in the art studio where learning styles are clearly identified. There is some good outreach provision for learners who are excluded from visiting the education areas. Regular individual reviews are used to keep a detailed monitoring sheet to identify learners' progress. Learners benefit from good advice and guidance on external routes to college, links with Connexions, and support with applications to further education, training and distance learning. New display boards for residential wings and the education block have allowed learners' work to be celebrated by the wider prison community.

49. Since the previous inspection there has been improvement in the support for learners who need help with literacy and numeracy. An additional support worker has been appointed to help learners improve their literacy and numeracy skills in the arts studio. Lesson plans show some cross-referencing of key skills to the vocational work.

Leadership and management

50. Since the previous inspection, good progress has been made in dealing with the weaknesses and action points generated from ongoing course reviews. A new provider recently took over this curriculum area and communication between the prison and provider has improved. Since the previous inspection, accommodation, which was a weakness, has significantly improved. Quality assurance systems have recently been introduced and include a lesson observation system. Staff are involved with the self-assessment process and can understand its importance in improving the provision. The self-assessment report was sufficiently critical and identified most of the weaknesses identified at inspection.

51. Curriculum planning and development is slow. The curriculum offer has reduced overall and plans to develop broader subject areas and arts projects have not been fully completed. Training to support identified areas of curriculum development in printing and ceramics and the use of IT has been slow. Actions to deal with inadequate staffing in the art studio have been slow and, on occasions, sessions have been cancelled. Arrangements for internal moderation are weak, but the provider is aware of this and is taking steps to improve the arrangements.

52. Poor use is made of data to develop the curriculum. Data is not accessible or used at course level to analyse provision or set targets. Attendance and achievement data and learner profile information is not clearly presented to staff or used to plan provision. Data is currently difficult to access and there are few meaningful reports with quality targets to drive improvements in the curriculum area. A data system has recently been introduced but it is not sufficiently developed to provide meaningful information for curriculum planning.

Preparation for life and work**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		3
Other government-funded provision	327	3

53. Three hundred and twenty-seven learners are following programmes in literacy and numeracy. Of these, 17 are pre-entry learners, six are on ESOL courses. Most learning takes place in classrooms in the education centre, but 31 learners receive support in the vocational workshops. Learners are able to take the national literacy and numeracy tests at levels 1 and 2. Learners also have the opportunity to gain key skills qualifications at levels 1 and 2. Learners with entry-level literacy and/or numeracy are accredited by a nationally recognised test. All learners attend a week's induction in education, during which their literacy and numeracy needs are assessed. At the end of the induction they are allocated a place in a class or workshop and can attend either in the mornings or in the afternoons. Classes include alcohol and drug awareness, 'fathers inside' and budgeting and money management. Two curriculum organisers, one for literacy and one for numeracy support a curriculum leader for the area of learning.

Literacy and numeracy*Strengths*

- good pass rates in entry level numeracy tests
- good integration of literacy and numeracy into other courses

Weaknesses

- insufficient co-ordination of initial assessment results
- insufficient access to ILT equipment in main education classrooms

Achievement and standards

54. Pass rates of entry-level numeracy tests are good. In 2005-06, 100 per cent of learners passed tests at entry level 1, 88 per cent at entry level 2 and 87 per cent at entry level 3. Pass rates in national tests at levels 1 and 2 are satisfactory. Learners achieved pass rates of 64 per cent at literacy level 1 and 50 per cent at level 2. In numeracy, 71 per cent of learners passed at level 1 and 47 per cent passed at level 2. Learners' work is organised well and portfolios are clearly referenced. Each of the learners' files contains clear details of programmes, reviews and marked work. Attendance at lessons is good, although punctuality is affected by the regime in some areas.

The quality of provision

55. Literacy and numeracy has been integrated well into other courses. Learners who are taking courses in budgeting and money management also gain key skills qualifications by attendance on the course. Tutors have a good understanding of skills for life and effectively cross-reference literacy and numeracy into lesson plans and programme delivery. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. Literacy and numeracy support is also provided effectively in the

vocational workshops. Tutors in the vocational workshops have received training in skills for life to increase their awareness and understanding. Learners have good opportunities to gain key skills qualifications and take national tests. Learners' portfolios of evidence are relevant to their work in the workshops and learners enjoy learning without having to attend conventional classes in the education department. Learners who are taking numeracy national tests also compile portfolios and produce an interesting range of project work related to numeracy on topics such as holidays. Good use is made of learning mentors across different areas of education and training. Learning mentors follow a six-week programme and gain accreditation at level 2 in supporting learners with literacy and numeracy development needs. Learners who are on gym courses also receive additional help with literacy and numeracy and take national tests at level 1 and produce a portfolio for key skills.

56. Teaching and learning are satisfactory. Since the previous inspection there has been a strong focus on improving the standard of teaching and learning. Now in planning lessons, tutors include a much wider range of teaching activities. For example, in one lesson, learners used measuring jugs to effectively measure the proportions required in mixing appropriate cordial drinks. Learning mentors are identified on lesson plans to work with learners who need additional support in some lessons. Activities are relevant to learners' interests in most lessons. In level 2 literacy, tutors make use of contemporary rap music as a medium for writing exercises. Learners are encouraged to evaluate a range of poets from diverse cultural backgrounds for inspiration to write their own poetry. Workbooks are used appropriately to support learning. Since the previous inspection, lesson plans are much improved with closer attention paid to differentiation and meeting the needs of learners. Tutors demonstrate effective class management skills, challenging bad language and continually motivating learners through constructive feedback.

57. Each learner has an individual learning plan which is specific to their course of study and some learners have more than one plan. Reviews of individual learning plans have improved since the previous inspection. They contain generic targets, but, in most areas, reviews take place regularly and learners are set appropriate targets for literacy and numeracy. Although improvements have taken place, target-setting remains too broad in some areas.

58. Co-ordination of initial assessment is insufficient to ensure that duplication of activity does not occur across programmes. Learners have a diagnostic assessment during their induction, but this information is not always communicated in detail to, or used by, tutors. Most learners take further diagnostic tests on entry to different courses. In a small number of cases, the results from diagnostic assessment are not used to guide learners onto the correct level of course. Individual learning plans are generated from induction into the prison, but teaching staff do not have easy access to this information. Some learners are unclear of progression routes available to them.

59. Tutors and learners do not have sufficient access to information learning technology in the main education department. Only one room contains computer equipment. This is recognised by the department and there are plans to divide computer resources from two existing computer suites used for literacy and numeracy among the education classrooms. Classrooms are equipped with whiteboards but projection equipment is not available in the education department. Learning environments in education are new and provide a positive learning environment.

Leadership and management

60. Curriculum leadership is satisfactory. At the previous inspection, teaching and learning were unsatisfactory. Staff are now regularly observed and are given action plans, which have improved the profile of teaching and learning grades significantly. Staff development has improved since the previous inspection. Staff have been identified to work towards subject-specialist qualifications at level 4. Staff have received training which has improved the range of teaching activities used and improved differentiation in lessons. The self-assessment process includes all staff and is sufficiently critical. It is well understood by staff and is seen as an important quality improvement process. Internal verification is satisfactory and is carried out to awarding body standards. Equality of opportunity is satisfactory. Learners receive an induction, which adequately covers their rights and responsibilities. Tutors attend regular meetings which are relevant to their subject areas. The acting education manager has collated pass rates from the previous contracting year to enable judgements to be made on pass rates, but further analysis of data for trends related to retention and achievement cannot be made. A new data system has recently been implemented which when fully developed will be capable of more detailed analysis.

