

# INSPECTION REPORT

## **HMP Hewell Grange**

**07 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
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons
- adult information, advice and guidance services (**nextstep**).

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

## Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

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

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

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

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

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

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

## Grading

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

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

# INSPECTION REPORT

## HMP Hewell Grange

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Hewell Grange (the prison), formerly a country mansion, is a Grade 2 listed building near Redditch in Worcestershire. The main building, used to accommodate the offenders, lies in extensive grounds with ornamental gardens, woodlands, market gardens and a lake. The establishment opened as a borstal in 1946 and held young offenders until it re-rolled to an adult category D open prison in 1991. The prison has an operational capacity of 176 offenders, with a population of 148 at the time of inspection.

2. Generally, the prison does not accept offenders with convictions for crimes such as arson and sex offences. However, a number of offenders are categorised with serious violence offences. Schedule 1 serious offenders may be accepted, and at the time of inspection, 15 offenders were serving life sentences. Typically, offenders are serving between a minimum of three months and a maximum of two years, with most offenders transferring from closed category C prisons in the West Midlands.

3. The governor has been in post at the prison since April 2004 and she also has responsibility for governing nearby HMP Brockhill. The daily running of the prison is the responsibility of the deputy governor. Operational and strategic management of all learning and skills is carried out by the head of learning and skills, who has been in post for two years. Until September 2005, he was responsible for HMP Brockhill and HMP Hewell Grange. He is a member of the senior management team.

4. Education is contracted to Dudley College, although City College Manchester will take over the contract from 1st August 2006 under new funding and management arrangements. Around 40 to 50 learners attend education, either full or part time. Programmes cover social and life skills programmes, arts, information and communications technology (ICT) and skills for life. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. The prison offers education and employment opportunities to all offenders. Vocational training is provided as part of work activities across a range of occupational areas. As an open prison, the prison places much emphasis on resettlement strategies. A resettlement to work scheme enables around a third of the offenders to work with employers in the community. Several offenders attend local colleges to gain vocational skills and qualifications.

### OVERALL EFFECTIVENESS

**Grade 3**

5. **The overall effectiveness of the provision is satisfactory.** The establishment's leadership and management of the provision are satisfactory, as are its arrangements for equality of opportunity and for quality improvement. Provision is good in preparation for life and work and ICT programmes. The engineering and manufacturing technologies programme is satisfactory, but the agriculture, horticulture and animal care programme is inadequate.

**6. The inspection team had some confidence in the reliability of the self-assessment process.** An annual cycle for self-assessment has been introduced but arrangements have had insufficient time to provide full benefit. Although monitored by the quality improvement group, the rigour and reliability of the self-assessment is variable across the different areas of the prison's activities. Self-assessment findings are broadly accurate in education, but self-assessment is less effective in other areas. The report is detailed and comprehensive, but it is insufficiently evaluative and overstates the quality of provision.

**7. The provider has demonstrated that it has sufficient capacity to make improvements.** Since the appointment of the head of learning and skills, the prison has introduced a range of policies and procedures to support its strategies for quality improvement. However, many of the measures introduced have had insufficient time to take full effect and, although improvements have been made, there is inconsistency in practice across different prison areas. The quality improvement group meets bimonthly and brings together managers from different areas of the prison, enabling improved co-operative working between learning and skills departments.

## KEY CHALLENGES FOR HMP HEWELL GRANGE:

- improve the management information system
- introduce better planning into vocational training
- place more focus on sharing good practices
- increase the amount of outreach provision for literacy and numeracy
- introduce procedures to analyse offenders' resettlement needs

## 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

Agriculture, horticulture and animal care			4
Contributory areas:	Number of learners	Contributory grade	
<b>Agriculture</b>			
Other government-funded provision	9	4	
<b>Horticulture</b>			
Work-based learning for adults	11	4	

Engineering and manufacturing technologies		3
Contributory areas:	Number of learners	Contributory grade
<i>Transportation</i>		3
Other government-funded provision	8	3

Information and communications technology		2
Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		2
Other government-funded provision	29	2

Preparation for life and work		2
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		
Other government-funded provision	53	2
<i>Independent living</i>		
Other government-funded provision	21	2
<i>Employability training</i>		
Other government-funded provision	52	2

## ABOUT THE INSPECTION

8. Inspection of learning and skills programmes was completed over four days. It covered all programmes delivered through the education department, as well as occupational training in the prison's work activity areas of construction operations and farms and gardens. Construction operations is what the prison calls its training in engineering and manufacturing technologies. Visits were made to the kitchens, the gymnasium and the library. Inspection covered the prison's resettlement to work scheme, and two inspectors each visited three employers to observe offenders at work in the community.

Number of inspectors	4
Number of inspection days	16
Number of learners interviewed	43
Number of staff interviewed	26
Number of employers interviewed	6
Number of locations/sites/learning centres visited	7
Number of partners/external agencies interviewed	2
Number of visits	1

## KEY FINDINGS

### Achievements and standards

9. **In agriculture and horticulture, many learners gain useful practical skills** as well as benefiting greatly by gaining useful transferable skills through taking responsibility and working with others. **However, staff do not formally record the wider skills gained by learners** and little attempt is made to give credit for them. The work carried out in farms and gardens presents frequent opportunities to develop learners' literacy and numeracy skills but these are not taken and the achievement rate for nationally recognised certificates is low. Emphasis is placed on the acquisition of practical skills rather than qualifications.

10. In construction operations, the overall qualification achievement rate across the programme is satisfactory. The learners demonstrate good practical skills and are confident in completing set tasks as part of the prison's construction work projects. These projects provide good real work experience for the learners and it is work which they enjoy.

11. **Learners' development of information technology (IT) skills is good.** Learners are particularly well motivated and work with confidence and require little supervision. Their qualification achievement rate is satisfactory and most learners gain, at least, certificates of unit credit.

12. **Learners' achievement of qualifications in literacy and numeracy is good** and they are enthusiastic and keen to improve. They work well individually, producing written work of a good standard and well-structured files of work.

13. **Learners in art develop good skills** in a wide range of media and areas such as sculpture, collage and animation. Staff encourage the learners to experiment beyond two-dimensional work and the learners accomplish this to high standards, demonstrating imagination and originality.

14. **Offenders on the resettlement to work scheme are highly motivated** and appreciate the opportunity to work in the community or attend college. They perform well at work and several have progressed to positions of greater responsibility. **The rate of progression into jobs for offenders on the resettlement to work scheme is good.**

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information and communications technology	0	1	2	0	3
Preparation for life and work	0	3	3	0	6
<b>Total</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>9</b>

15. **In agriculture and horticulture, staff have focused well on providing skills training which meets industry needs** and offers learners employment prospects on release. The resources of the farms and gardens department are extensive and varied and provide real working environments for learners. The prison has made substantial investment in machinery, buildings and livestock.



**16. Staff place insufficient focus on planned training in agriculture and horticulture.**

Only a small proportion of learners take externally assessed, nationally accredited tests of competence. Staff make infrequent use of lesson plans, schemes of work and background knowledge sessions, and no clear procedures to structure training are in place.

**17. The construction operations tutor has introduced a good range of qualifications for learners.**

His links with a local training centre have enabled the introduction of additional training for those qualifications learners require to work on public highways.

18. Elements of the construction operations programme are matched to the learners' needs. The tutor provides good support for learners, who receive good instruction and benefit from the tutor's industrial knowledge and experience.

19. **Resources in construction operations are particularly good.** The prison has provided a dedicated purpose-built workshop in an area specifically designed for course delivery, together with a classroom for theory teaching. The good range of construction site vehicles is well maintained, although some equipment is not as up to date as that used commercially.

20. **The monitoring of ICT learners' progress is good.** Tutors maintain detailed records of learners' progress towards qualifications and have good knowledge of the progress of each learner. All learners have an individual learning plan containing short-term and long-term targets which are reviewed every six to eight weeks.

21. **Resources in ICT are good.** The ICT suite contains modern equipment and software and provides a stimulating learning environment. Learners use professionally produced learning resources. Those with poorer reading skills are given materials in clearer language. **Resources for learning in preparation for work and life are particularly good.**

Accommodation is spacious, attractive and welcoming. The department has extensive learning resources for skills for life.

22. **In preparation for life and work, learners on external programmes receive good support from the colleges they attend.** College tutors are very supportive of the learners and have made arrangements to ensure that learners can meet their learning goals.

23. Learners in education receive good literacy and numeracy skills support. **Outreach provision of literacy and numeracy support in other areas is insufficient**, although managers have started to develop a strategy for the delivery of support in areas of training and work.

24. **Planning of construction operations programmes is poor.** Planned schedules of training with identified completion dates to monitor and guide progression have yet to be introduced. Formal reviews to monitor learners' progress are not carried out.

## **Leadership and management**

25. Staff have a good awareness of the aims and objectives for learning and skills. Lines of communication are generally satisfactory. Contact between representatives of the different areas for learning and skills is maintained using the bimonthly meetings of the quality

improvement group.

26. **Prison staff have been successful in establishing a range of partnership initiatives to develop training and employment programmes.** There are many examples of the involvement of the prison with a range of outside organisations and colleges. The prison's management of learning for those attending colleges is insufficient, however.

27. **Good investment has been made in resources as part of the prison's commitment to a strategy for resettlement and learning and skills.** Investment in staff development and training has improved staff skills, especially in teaching, and the standard of instruction is generally high. The equipment for use in training is modern and of good quality and it supports the delivery of the training programmes.

28. In some areas of the prison, staffing levels have been inadequate and managers have been unsuccessful with their responses to meet needs. In the physical education (PE) department and the library, under-staffing over a lengthy period of time has restricted services in these areas.

29. **Learners have insufficient access to ICT facilities outside those provided in the education department.** A weekly evening class is provided for those learners unable to attend ICT training during the day but offenders in other areas of learning, and particularly those on the resettlement to work scheme, have few other opportunities to access computers.

30. The implementation of policies and procedures relating to equality and diversity by managers is satisfactory. **Staff have developed a good culture of respect within the prison community.** Staff in the education department use the curriculum to celebrate diversity of origin, religion and culture through specialist events. Training for staff has taken place in equality of opportunity. Some staff have not had recent training, however, and their awareness of current legislation is not complete.

31. **The introduction of effective financial arrangements provides opportunities for learners to take part in training and progress towards independence at the end of their sentence.** The pay structure for offenders has recently been revised to reduce financial disincentives to take part in education and formal training.

32. Managers collect data and monitor participation rates by ethnic origin, but the range of collected data is narrow, and it is not used fully to develop strategies for improvement. In ICT, for example, the prison does not sufficiently analyse or use data to monitor performance.

33. A new resettlement strategy is being developed, **but at present analysis of offenders' resettlement needs is not carried out.** The prison has arrangements to provide jobs in the community as part of resettlement schemes, but systems to measure how well, or consistently, offenders' needs are being met are not in place. Arrangements to make employers and learners aware of how to access the resettlement programme are inadequate. Some learners receive little information, advice and guidance and they are not fully aware of possible training and employment opportunities available to them on release.

34. Since the appointment of the head of learning and skills, a range of policies and

documents has been drafted to support the prison's strategies for quality improvement. The quality assurance framework seeks to incorporate learning and skills development into the learners' sentence plan. In some cases, however, this does not happen and these learners are unaware of their individual learning plans or how they relate to their sentence plans.

35. The quality improvement group meets twice monthly. The group brings together managers from different areas of the prison and provides a forum in which performance is discussed. The introduction of the quality improvement group has improved co-operative working between the prison managers responsible for learning and skills.

36. **Practice across different prison areas is generally inconsistent**, despite the introduction of quality improvement policies and procedures. Many of the policy's requirements have yet to be incorporated into daily training programme management. For example, the arrangements for quality improvement in construction operations programmes are poor.

37. The use of needs analyses carried out three times a year has enabled the prison to collect and evaluate offenders' responses and to introduce subsequent action plans. **The management information systems, however, do not fully support quality improvement.** The prison's present computer systems for generating data are insufficiently developed, and data is not routinely used in depth to monitor performance and measure trends.

38. An annual cycle for self-assessment has been introduced and this is monitored by the quality improvement group. However, the rigour of the self-assessment is variable across the different areas of the prison's activities. The self-assessment report is detailed and comprehensive in its coverage of learning. It is insufficiently evaluative and, in some instances, inaccurate. However, the recently introduced processes, are thorough. They have not yet been in place long enough to provide full benefit.

## Leadership and management

### Strengths

- good partnership working to develop training and employment programmes
- good investment in resources to support education and training
- good culture of respect among staff and learners
- effective financial arrangements promote opportunity to participate and progress

### Weaknesses

- inconsistency in practice across different prison areas
- insufficiently developed management information systems to support quality improvement
- insufficient analysis of offenders' resettlement needs

## **Agriculture, horticulture and animal care**

### *Strengths*

- good opportunities for development of skills
- good development of staff members' assessment qualifications
- good focus on industry needs

### *Weaknesses*

- insufficient focus on planned training
- insufficient development and accreditation of wider skills
- insufficient evaluation of provision to identify further improvements needed

## **Engineering and manufacturing technologies**

### ***Transportation***

### *Strengths*

- good range of qualifications available
- good resources

### *Weaknesses*

- poor programme planning
- poor arrangements for quality improvement

## **Information and communications technology**

### ***ICT for users***

### *Strengths*

- good development of IT skills
- very effective monitoring of progress
- good resources

### *Weaknesses*

- insufficient access to ICT facilities for working offenders
- insufficient analysis of data

## **Preparation for life and work**

### *Strengths*

- good achievement of qualifications in literacy and numeracy
- good progression into jobs

- good support from colleges to external learners
- particularly well-motivated learners
- good range of skills development in art
- good resources

*Weaknesses*

- insufficient management of external training by the prison
- inadequate arrangements to access the resettlement programme
- insufficient outreach provision for literacy and numeracy support

## **WHAT LEARNERS LIKE ABOUT HMP HEWELL GRANGE:**

- being treated like a human being
- getting help when they ask for it
- the good availability of education
- being given a chance to make something of themselves
- getting lots of support when changing jobs
- the friendliness and helpfulness of staff
- getting so much out of education
- having lots of individual support
- the very flexible staff

## **WHAT LEARNERS THINK HMP HEWELL GRANGE COULD IMPROVE:**

- 'I've had to jump hurdles to get a work placement'
- the system to provide information on colleges
- the promptness of prison members' response to requests, such as getting onto college courses
- the number of construction tutors
- the amount of assistance to get work
- the access to ICT

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- good partnership working to develop training and employment programmes
- good investment in resources to support education and training
- good culture of respect among staff and learners
- effective financial arrangements promote opportunity to participate and progress

#### Weaknesses

- inconsistency in practice across different prison areas
- insufficiently developed management information systems to support quality improvement
- insufficient analysis of offenders' resettlement needs

39. Prison staff have been particularly successful in establishing a good range of partnership initiatives to develop training and employment programmes. In conjunction with South Birmingham College, the prison has introduced training for national vocational qualifications (NVQs) into the kitchens. The same college has linked with the prison and a prisons' radio association to create a radio broadcasting station as part of an accredited course. A partnership with a local training centre has resulted in an extended range of accredited training courses in the construction operations programme. Partnership working with HMP Brockhill has been effective in developing a range of accredited courses in land-based studies. In PE, the prison has associated with a local football club to participate in a regional football league. Prison managers seek to develop strategies for greater engagement with external partners. For example, in March 2006, the prison held a construction employers' forum for employers in the West Midlands to increase employers' awareness of the potential of employing offenders.

40. The prison has invested well in resources as part of its commitment to a strategy for resettlement and learning and skills. Investment in staff development and training has improved staff skills, especially in teaching, and the standard of instruction is generally high. The equipment for use in training is modern and of good quality and it fully supports the delivery of the training programmes. In construction operations, for example, considerable investment has been made in heavy plant, such as lift trucks and excavators, and the education department recently invested in good equipment for computing. A new kitchen with excellent facilities is now in use and three learners have been recently registered for NVQ training.

41. Lines of communication are generally satisfactory, and the head of learning and skills meets monthly with the governor to discuss performance and strategy. There is frequent contact between the head of learning and skills and the education manager. Contact between the different areas of the prison is maintained at the meetings of the quality improvement group, which take place every two months.

42. The head of learning and skills manages partners satisfactorily. For example, he chairs contract monitoring meetings between the prison and Dudley College three times a year, and service levels of agreement are in place with those colleges attended by learners on the resettlement to work scheme. These agreements include consent for the prison to monitor the provision every four months through a management committee group, which also reviews the agreement annually. There is, however, no commitment by the prison for staff to visit the colleges to monitor the progress of individual learners. Generally, responsibility for managing the offenders is devolved to the colleges.

43. The education department has sufficient well-qualified and experienced staff to meet the learning demands of the prison. The staff are well established in the department, which is managed well to produce a happy and cohesive workforce. However, in some areas of the prison, staffing levels have not been adequate. For example, in the PE department, only one PE instructor has been in post since October 2005 and the efforts of the instructor to maintain the recreational programme have delayed the development of accredited programmes. Also, the library was without a qualified librarian from May 2005 until January 2006, with dependence placed on offender orderlies to maintain opening hours.

44. Present literacy and numeracy provision for learners not attending the education department does not fully meet learners' needs, although managers have started to develop a strategy for the delivery of skills for life into areas of training and work. In construction operations, for example, learners with identified skills needs attend discrete literacy and numeracy sessions weekly as part of their timetable. In farms and gardens, plans have been made to convert a former apple store into a classroom for teaching skills for life, but, currently, skills for life needs are not being met. Learners in education receive good literacy and numeracy skills support.

45. The health and safety committee ensures that learners are in healthy and safe environments. A comprehensive health and safety policy manual, issued in May 2005, covers all aspects of health and safety including risk assessment, accident reporting, manual handling, first aid, hygiene, and control of substances hazardous to health. There are clear procedures for monitoring all areas of work to ensure they meet statutory requirements for health and safety at work.

46. Managers are developing a new resettlement strategy, but, at present, analysis of offenders' resettlement needs is not carried out. A resettlement committee meets quarterly, but its focus is on operational issues rather than strategic planning. Systems to measure how well, or consistently, offenders' needs are being met on the resettlement to work scheme are not in place. However, almost half the offenders leaving the prison go into employment. Some learners receive little information, advice and guidance and they are not fully aware of possible training and employment opportunities available to them on release. At present, resources do not provide sufficient work places as part of resettlement arrangements for those offenders eligible to join the scheme.

### **Equality of opportunity**

### **Contributory grade 3**

47. There is a good culture of respect within the prison community. Offenders get on well together and staff welcome approaches by learners wishing to discuss issues. Prison staff are intolerant of bullying and incidents are rare. All staff provide offenders with good levels of informal support, and training staff respond to the specific needs of learners. For



example, one learner with a disability had machinery controls adapted to enable him to successfully complete the lift truck driver course.

48. Staff in the education department use the curriculum to celebrate diversity of origin, religion and culture. Specialist cookery events have been held to demonstrate cultural practices and prepare dishes from different countries for tasting by offenders. Satisfactory arrangements exist to allow celebration of special events relating to faith or other aspects of culture.

49. Effective language support is given to individuals and to small groups for those learners needing it to support other learning. Information is generally available to learners in several languages, and one learner had instructions for operating and maintaining a lift truck translated into his native language.

50. Effective financial arrangements provide opportunities for learners to take part in training and progress towards independence at the end of their sentence. The pay structure for offenders has recently been revised to reduce financial disincentives to take part in education and formal training. Standard payments for each session of education or work attended is now paid and, while small differentials in pay still exist, the changes have resulted in greater equity. The prison has established the Hewell Association, a registered charity, to provide financial support to offenders in learning. In approved cases where learners require clothing or equipment to engage in work or employment, or to enrol on specialist training or college courses, the Hewell Association will provide grants towards the cost. The funds in the association are maintained by a voluntary contribution from offenders who are attending paid work placements. The arrangement provides effective support for those seeking to progress into education or work as well as encouraging consideration and responsibility towards fellow learners by those already benefiting from opportunities given to them.

51. The implementation of policies and procedures relating to equality and diversity is satisfactory. Induction materials which make reference to race relations and bullying are available on CD-ROM for learners with poor literacy skills. Some staff training has taken place in equality of opportunity, although some staff have not had recent training and their awareness of current legislation is not complete. The age and listed status of the main building makes access difficult for offenders with restricted mobility, but modifications have been made to ensure no offender is disadvantaged for learning. For example, the education department now has facilities on the ground floor, which replicate those on the upper floor. Staff respond promptly to resolve the few complaints that they receive from learners.

52. The collection and use of data on equality and diversity is routine, but not particularly rigorous. Data is collected and monitored on participation rates by learners' ethnic origin, but the range of collected data is narrow, and it is not used fully to develop strategies for improvement. The education department and gymnasium, for example, are used proportionately by more black and minority ethnic learners than white learners. Offenders have been surveyed to check that all learners have equal opportunities to participate. Action to improve the marketing, content or curriculum design of learning programmes to attract the full range of learners has been introduced and met with some success.

## Quality improvement

## Contributory grade 3

53. The prison has seen improvement in its management and delivery of learning and skills during the past two years. The head of learning and skills introduced a three-year development plan in February 2005 and revised the plan in December. The aims and objectives of the plan to improve offenders' prospects on release are in line with those of the Prison Service's delivery plan for reducing reconvictions. During this time, a range of policies and documents has been introduced to support the prison's strategies for quality improvement. For example, the quality assurance framework handbook emphasises the prison's commitment to its vision of continuous improvement and provides staff with guidance in improving learners' experiences and achievements.

54. The introduction of quality improvement measures has raised staff awareness of the need to evaluate performance and put into place responsive action plans. For example, the quality improvement group, with clear terms of reference and stated aims, meets several times a year. The group brings together managers from different areas of the prison and provides a forum in which performance against the aims and objectives in the three-year development plan is discussed. The quality improvement group has improved co-operative working between the prison managers responsible for learning and skills. However, the creation of a cohesive provision which responds to meet all of each learner's needs is still in its infancy.

55. The quality assurance framework seeks to incorporate learning and skills development into the learners' sentence plans. Guidance dictates that individual learning plans should be developed following initial assessment and used at sentence plan reviews to ensure linkage between sentence planning and learning. In some cases this has yet to happen and many learners are unaware of their individual learning plans or how they relate to their sentence plans. The routine development and use of individual learning plans is established in the education department, but this is not the case in other areas of training.

56. Generally, there is inconsistency in practice across different prison areas, despite the introduction of quality improvement policies and procedures with identified performance targets and indicators. Many policy requirements have yet to be incorporated into daily training programme management. For example, an objective of the policy 'to monitor quality in delivery of learning and skills courses' sets the target that 'observation of delivery is carried out regularly'. This target has not been met in many areas of the prison's learning and skills programme.

57. The sharing of good practice across the areas of learning has yet to become part of routine practice. The use of planned training observation is not in place in some areas of learning and skills, although in the education department, observations are planned and tutors receive feedback following classroom observations as part of the appraisal arrangements. Further sharing of good practice is achieved by the education manager attending monthly meetings with other managers from Dudley College to exchange ideas and experiences and share these ideas with prison staff.

58. The prison uses needs analyses, that are carried out three times a year, to collect and evaluate offenders' responses and subsequent action plans. Such action, however, has yet to become fully effective. For example, the most recent needs analysis in November 2005 indicated that around 60 per cent of respondents were unaware of the information, advice

and guidance services available. Action to raise offenders' awareness during induction has had little effect on established offenders, many of whom still remain unsure of the information services available to them and were still acquiring information on training and employment opportunities through their own research.

59. The management information systems do not fully support quality improvement, and the existing computer systems for monitoring performance and measuring trends are insufficiently developed. Data collection is largely focused on providing monthly returns for the achievement of qualifications against profiled key performance targets set by the Prison Service. This provides information at course module level, however, and does not provide a ready indication of the proportion of learners achieving a full qualification. Managers hold data relating to learners' achievement, and in some cases this extends back over the past two or three years. However, little use is made of this data to identify trends in performance over time or to develop quality improvement strategies.

60. An annual cycle for self-assessment has been introduced and is monitored by the quality improvement group. The head of learning and skills produced a revised self-assessment report based on the key questions in the Common Inspection Framework in 2005. An executive summary self-assessment report for 2006-07 has been produced together with a learning and skills position paper in March 2006. The rigour of the self-assessment, however, is variable across the different areas of the prison's activities. In education, curriculum leaders within the department work with their teams to produce programme reports which combine to produce the departmental report, but in other areas self-assessment is less effective. The report is detailed and comprehensive in its coverage of learning, but it is insufficiently evaluative and in some instances inaccurate. In industrial cleaning, for example, the report suggests that accredited training is available, but no course has run since September 2005. Generally, the report overstates the quality of provision and does not identify some of the main areas of weakness. However, the recently introduced processes are thorough. They have had insufficient time to provide full benefit.

## AREAS OF LEARNING

### Agriculture, horticulture and animal care

Grade 4

Contributory areas:	Number of learners	Contributory grade
<b>Agriculture</b> Other government-funded provision	9	4
<b>Horticulture</b> Work-based learning for adults	11	4

61. Twenty offenders are working in agriculture, horticulture and animal care. Of these, three work on the dairy unit, six on market garden and general agricultural work, six on ornamental gardens and five on livestock. The farms and gardens consist of a commercial dairy unit with 150 Jersey cows, a flock of sheep and various rare breeds of cattle and pigs together with an estate totalling over 500 acres. There are ornamental gardens, woodland and a lake, and market garden facilities, including both open and covered cropping. A small retail outlet sells vegetables and plants mainly grown at the prison.

62. The farms and gardens are run by an estates manager, a foreman and eight prison staff. They supervise the work of the offenders, who attend six hours a day, six days each week, with those in the dairy working longer to meet the needs of morning and afternoon milking. Nationally recognised tests of competence in the use of various items of machinery and maintenance tasks are offered to learners. Learners complete an induction and can join courses at any time of year. All training is practically based, although plans are in place to provide an on-site classroom for theory teaching.

#### *Strengths*

- good opportunities for development of skills
- good development of staff members' assessment qualifications
- good focus on industry needs

#### *Weaknesses*

- insufficient focus on planned training
- insufficient development and accreditation of wider skills
- insufficient evaluation of provision to identify further improvements needed

### Achievement and standards

63. Learners have good opportunities for the development of skills. Many learners gain useful skills in agriculture and horticulture and they benefit greatly by acquiring transferable skills through accepting responsibility and working with others. They develop the employability skills of good time-keeping, reliability and dedication to completing set tasks to acceptable standards.

64. Learners' acquisition of wider skills is not formally recorded and little attempt is made

to give credit for them. Learners are involved in team-working, problem solving and working with others. They take responsibility for tasks and often attend additional sessions to ensure animals and plants are adequately tended. Although the work carried out presents frequent opportunities to develop numeracy and literacy skills, these opportunities are not taken. However, learners appreciate the relative freedom and responsibility that the work brings and give testimony to the personal and life skills they are gaining.

65. The achievement rate for nationally recognised certificates is low. Learners may take skills tests in machinery and equipment operation and maintenance, as well as in estate and animal-related work, but take-up is poor. Emphasis is placed on the acquisition of practical skills rather than qualifications. This is illustrated by the fact that, in the past year, only 11 learners achieved a recognised test, with a total of 15 tests achieved in the safe use of machinery and pesticide. This is despite the fact that large numbers of learners attend some part of land-based work duties during a year, including around 40 learners who attend for three months or more.

### **The quality of provision**

66. Good focus has been placed on providing skills training which meets industry needs and offers employment prospects on release. In line with the Prison Service's strategic plans for land-based activities, the prison has refocused its activities to provide more horticultural activities for learners. Managers have given due regard to national and regional labour market information to guide changes. However, the prison remains one of only two prisons to retain its commercial farm and it continues to provide learners with those skills gained by working with animals and larger machinery. Good attention is given to skills which may be useful in a wider range of occupations, such as pesticide application and mechanical materials handling. Links are being developed with outside agencies for community work and potential employment.

67. The resources of the farms and gardens department are extensive and varied and provide real working environments for learners. There has been substantial investment in machinery, buildings and livestock. Learners use modern machinery and gain husbandry skills through their work with animals and plants. The grounds, sports fields and woodlands provide opportunity for estate maintenance skills. Tool and equipment storage and general housekeeping do not always reflect industry best practice adequately to promote high standards of work among learners.

68. There is insufficient focus on planned training. Only a small proportion of learners take externally assessed, nationally accredited tests of competence. Training is carried out as part of everyday routine work, but few formal records or reviews of progress are kept, and short-term targets are not routinely completed. Learners' progress is not formally monitored by staff and importance is placed on imparting skills under supervision. The use of lesson plans, schemes of work or background knowledge sessions is infrequent. No clear procedures are in place to structure training or to provide learners with sufficient information, advice and guidance about the opportunities and skills required for work in the industry.

69. Sentence plans contain reference to learners' literacy and numeracy skills support needs but do not contain adequate links to the training, and in some cases learners' skills

for life needs are not met. Few links exist between the farms and gardens staff and the library staff and there are few books relating to land-based work in the prison library to support learners' work activities and independent learning.

### **Leadership and management**

70. Arrangements to develop staff as nationally recognised assessors in industry-specific tests of competence are good. This is not a requirement of delivering the tests, but does promote full understanding of the tests and their requirements. Five staff members have completed their assessors qualifications for specific tests of competence in machinery-related operations, with plans for more to train in specific subjects to allow assessment in areas such as the butcher's shop and the garden centre retail shop. Staff have a good understanding of the requirements of the qualifications that their learners take. Most staff are very experienced and appropriately qualified in their work area. A minority also have, or are working towards, qualifications in teaching. However, further qualifications, in topics such as supporting learners' literacy and numeracy needs, have yet to be taken.

71. Arrangements for equality of opportunity are generally satisfactory and staff are supportive of the prison's policies and procedures. Learners operate in an environment free from discrimination, and learners feel well supported. Monitoring of participants by ethnicity is carried out routinely.

72. There is insufficient evaluation of the provision to identify further improvements needed. The most recent self-assessment of training provision for farms and gardens was completed in 2003-04. While it did identify many issues which needed attention, it no longer represents an accurate picture. Some key weaknesses, such as the lack of formal training and the poor links with other departments, have not yet been resolved. No further evaluation of the provision to reflect current strategic direction and issues for the unit has been completed.

**Engineering and manufacturing technologies****Grade 3**

Contributory areas:	Number of learners	Contributory grade
<b>Transportation</b>		<b>3</b>
Other government-funded provision	8	3

73. This area of learning is called the construction operations programme in the prison. Courses currently being offered include driver training for counterbalance and reach lift trucks, dumper trucks, five tonne 180° and 360° excavators, and New Roads and Street Works Act 1991 certificates. Large goods vehicle licence and site safety certificate courses are also made available for some learners. Eight learners are working towards a variety of vehicle-related courses. One full-time tutor delivers these courses. The tutor has industry experience and is working towards a level 4 teaching qualification.

74. Offenders attending the construction operations programme do so for four days a week. In addition, they attend a preparation for work course for half a day a week, delivered by an education department tutor, in an on-site construction classroom. Learners get the opportunity to work on construction projects around the prison to practise their acquired skills and they attend theory lessons as required.

**Transportation***Strengths*

- good range of qualifications available
- good resources

*Weaknesses*

- poor programme planning
- poor arrangements for quality improvement

**Achievement and standards**

75. The overall achievement of qualifications across the programme is satisfactory. The achievement rate on the lift truck training courses is good, with 58 out of 60 learners gaining the qualification during 2005-06. The learners demonstrate good practical skills and are confident in completing set tasks as part of the prison's construction work projects, such as building stables to be used on a rare breeds farm. This and other projects provide good practical real-work experience for the learners and it is work which they enjoy. Many learners on the programme have progressed into employment before as well as on their release. During the past year, 26 learners gained employment using the skills and qualifications they achieved. For example, one learner visited at his work placement during inspection was the only member of staff at the work site who was qualified to drive the full range of vehicles operated by the company.



## **The quality of provision**

76. A good range of qualifications is available to learners, including 63 different vehicle operators' licences and specialist operators' licences and site safety certificates. Several learners have also successfully completed heavy goods vehicle courses. The prison has made recent links with a local training centre to introduce training for qualifications that learners require to work on public highways.

77. Learners are interviewed before enrolment to identify those courses most appropriate to their employment ambitions. The construction operations programme is popular and has a waiting list, and entry on the programme is matched to employment goals. Elements of the programme are matched to the learners' needs. The tutor provides good support for learners to help them gain employment, making telephone calls on behalf of learners and making effective use of his links to the industry, established over many years. The learners receive good instruction and benefit from the tutor's industrial knowledge and experience.

78. Resources are particularly good. A dedicated purpose-built workshop has been provided in an area specifically designed for course delivery, together with a classroom for theory teaching. The classroom is very well equipped with computers, digital projectors, overhead projectors and a range of other presentation equipment. The classroom is well lit and spacious and has adequate tables and seats for learners. Learning materials are good and learners on lift truck training are issued with a good-quality course book. Learners on other courses are given appropriate handouts. The good range of well-maintained construction site vehicles includes two lift trucks, one a counterbalance and the other a reach, a dumper truck and a digger. Some equipment, however, needs to be updated to reflect what learners will use when they go into the workplace. For example, the department does not possess a laser level, which is in common use in industry.

79. There is no formal initial assessment of learners' literacy and numeracy skills before starting the programme, although some learners may have been initially tested by the education department. Learners identified as having additional support needs attend education for literacy and numeracy sessions. Generally, learners receive good support from the tutor, including those with language difficulties or disabilities. For example, the tutor translated lift truck commands into Punjabi for one learner and supported a learner with disabilities in passing his lift truck test.

80. The planning of programmes is poor. Attention is paid to identifying which courses are suited to the needs of each learner, but there is no planned schedule of training with identified completion dates to monitor and guide progression. There is no formal review process to monitor learners' progress. Schemes of work exist only where they are provided by the awarding body and these have not been adapted to meet local delivery needs. Lesson plans are not used and learners do not receive individual learning plans. Learners' specific needs are established at their initial interview but these are not well documented.

## **Leadership and management**

81. Arrangements for equality of opportunity are satisfactory and a wide range of learners' needs is supported. The tutor is aware of individual needs and provides a level of support to enable learners to achieve their aims.



82. The arrangements for quality improvement are poor. Courses are not routinely evaluated through the collection of learners' views, and records are not accurately maintained to monitor retention and achievement rates. An external moderator visits to audit the lift truck courses against the awarding body's requirements, which are met, but the tutor is not set any targets as part of the prison's performance monitoring. The self-assessment process is not yet fully established and has not led to accurate identification of the strengths and weaknesses in provision.

**Information and communications technology****Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		<b>2</b>
Other government-funded provision	29	2

83. Learners take ICT training as part of a wider curriculum which may include literacy, numeracy, art, and social and life skills training. Twenty-nine learners are taking ICT courses, with six of these learners attending education part time. Accredited courses are offered at entry level up to level 2. Learners who wish to study ICT topics not offered at the prison, such as e-mail, web design and the internet, may apply to attend local colleges for training. At the time of inspection, two learners were attending college three days a week to complete a level 2 programme in web design.

84. Learners attend training daily. An ICT class is also provided one evening a week, which learners may use as a 'drop-in' session to receive additional support or to use the computing facilities. ICT training is provided by a co-ordinator and two part-time tutors in a dedicated ICT suite containing up-to-date equipment and software. Most learning is self-directed and the learners develop skills by working through open learning materials.

***ICT for users******Strengths***

- good development of IT skills
- very effective monitoring of progress
- good resources

***Weaknesses***

- insufficient access to ICT facilities for working offenders
- insufficient analysis of data

**Achievement and standards**

85. Learners' development of IT skills is good. Learners are particularly well motivated, work with confidence and require little supervision. They make good progress in the development of IT skills and are allowed to develop these skills at their own pace.

86. Learners with little previous knowledge of computers gain skills rapidly. There is good transfer of skills between different software packages, for example from word processing to publishing packages. Learners maintain very well-organised files of work and pass assignments with ease, with little remedial work needed.

87. Achievement of qualifications is satisfactory. During 2005-06, 38 full awards were achieved, for which five course units are required. The majority of learners gain certificates of unit credit and during the same period learners averaged 1.8 course units each.

## **The quality of provision**

88. Monitoring of learners' progress by the tutors is good. Tutors maintain detailed records of learners' progress towards qualifications and have good knowledge of the progress of individual learners. All learners have an individual learning plan based on their previous experience and qualifications. This plan details agreed short-term and long-term targets, which are reviewed every six to eight weeks. Individual learning plans are updated regularly to record set targets in detail and to comment on progress and achievement. Internal systems to verify assignments for external tests are rigorous. All assignments are marked twice. Learners also maintain detailed daily records of the work they complete, have a good knowledge of their progress and develop effective independent study skills.

89. Resources are good. The ICT suite contains modern equipment and software and provides a stimulating learning environment. The room is spacious with plenty of light. The suite contains a smartboard for projecting computer screen images, which tutors use for group learning activities. Learners develop computer skills by working from professionally produced learning resources and CD-based resources. Learners identified as having weak reading skills are provided with differentiated learning materials written in clearer language. Group sizes are usually small, allowing greater levels of individual support.

90. The standards of teaching and learning are satisfactory and tutors create a professionally managed learning environment which is conducive to learning. Most sessions are run as workshops in which learners work on individual tasks. During these sessions, learners make good progress and are self-motivated to achieve. In the better sessions, tutors switch activities to include group learning opportunities to introduce new software packages. Learners receive clear explanation of the relevance of software for use in business and are provided with handouts for future use. Lesson plans are used for workshops and these provide details of individual learning needs. However, in group learning sessions, detailed learning objectives are not routinely produced.

91. The courses offered meet the needs of learners and cover a range of learning opportunities, for complete beginners to those at level 2. Opportunities to progress beyond level 2 are provided through learners attending courses at local colleges. Arrangements for the assessment of learners' ICT skills are satisfactory. Diagnosis of skills levels is based on assessing learners' previous achievements and experience in ICT.

92. ICT tutors routinely receive the results of learners' literacy and numeracy diagnostic assessments. Literacy support is provided informally in sessions, but learners requiring support with literacy and numeracy receive this in discrete lessons as part of the wider curriculum. An external advice and guidance worker visits the education department approximately once every four weeks. Guidance provided is in-depth, but appointments are usually restricted to four learners in each visit, and present arrangements do not fully meet demand.

## **Leadership and management**

93. Learners generally have insufficient access to ICT facilities outside those provided in the education department. A weekly evening class is provided for those learners unable to attend ICT training during the day, but few other opportunities to access computers are

available to offenders in other areas of learning. This is particularly the case for those offenders engaged in the resettlement to work scheme. Also, there are no formal arrangements for providing learning support in the prison for learners attending college IT courses, and these learners generally cannot use computers in the education department in the evenings or at weekends.

94. The prison does not sufficiently analyse or use data to monitor performance. The department collects information on data primarily to monitor progress towards key performance targets. Data on achievements related to individuals is collected manually each month, but is not used routinely to analyse achievement dates. Data is not used to set targets for improving retention and achievement rates. The department does not currently have management information systems to support the monitoring of achievement by different groups of learners.

95. Communication between staff is effective and often takes place informally. Individual subject meetings are held on a regular basis. Systems are in place to observe tutors' performance and the quality of lesson plans, and target-setting for learners and planning of individual learning are evaluated during this process. Learners take part in prison-wide surveys and some end-of-course questionnaires, but formal course reviews do not take place regularly.

96. Equality of opportunity is promoted well. Information from the college is displayed prominently. Learners' individual learning plans include a statement outlining the department's commitment to equality of opportunity. The self-assessment report is broadly accurate, although some areas identified in the report as strengths were considered by inspectors to be satisfactory. Part-time staff are not sufficiently involved in the production of the report.

**Preparation for life and work****Grade 2**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Literacy and numeracy</i></b> Other government-funded provision	53	2
<b><i>Independent living</i></b> Other government-funded provision	21	2
<b><i>Employability training</i></b> Other government-funded provision	52	2

97. There are 126 learners participating in preparation for life and work programmes. Of these learners, 23 attend the education department full time and 30 attend part time to take literacy and numeracy courses. Fifty-two learners take part in the resettlement to work scheme. Twenty-one learners are also taking additional social and life skills course modules, available in parent craft, driving theory, welfare to work, personal development, preparation for work, art, and healthy living. All courses lead to qualifications from entry level to level 3 in literacy and to level 2 in numeracy.

98. The education department is managed by a full-time education manager, assisted by one full-time education office, two .5 education officers, one part-time administration assistant and seven part-time tutors. The education department operates daily between three hours in the morning and three hours in the afternoon, with the exception of Tuesday mornings when classes run for two hours. Weekly evening classes are available in driving theory, IT and art.

99. Of the 52 offenders engaging in the resettlement to work scheme, 22 are in paid work with local employers, 20 are involved in unpaid voluntary and community project work and 10 attend vocational training at local colleges. For offenders in jobs, the focus is on developing employability skills through work experience rather than formal training. Nine learners attending education are completing a preparation for work module, a prerequisite for those wishing to participate in the resettlement to work scheme.

***Strengths***

- good achievement of qualifications in literacy and numeracy
- good progression into jobs
- good support from colleges to external learners
- particularly well-motivated learners
- good range of skills development in art
- good resources

***Weaknesses***

- insufficient management of external training by the prison
- inadequate arrangements to access the resettlement programme
- insufficient outreach provision for literacy and numeracy support

## **Achievement and standards**

100. Learners' achievement of qualifications in literacy and numeracy is good. From 119 learners attending full-time and part-time courses during 2005-06, 79 qualifications in literacy and 121 qualifications in numeracy were gained. Achievement of level 1 qualifications is good, with 40 passes in literacy and 45 passes in numeracy, exceeding the prison's key performance target. Ten per cent of learners progress to higher levels of qualification. Most learners attending social and life skills courses achieve qualifications. Fifty qualifications were achieved, of which 29 were at level 2. The average attendance rate at classes is satisfactory at 68 per cent.

101. Learners are particularly well motivated and work well individually. Many learners request extra work to continue their learning through independent study. Learners' work is of a good standard and files of work are well structured. Learners' work is marked regularly and they have good knowledge of their progress.

102. Learners in art develop good skills in a wide range of media and areas such as sculpture, collage and animation. They are actively encouraged to experiment beyond two-dimensional work and accomplish this to high standards, demonstrating imagination and originality. Staff members' contacts with an outside gallery have resulted in displays of offenders' mask-making work. Learners who exhibited work in the 2005 Prison Service's art competition won nine awards.

103. Offenders on the resettlement to work scheme are highly motivated and appreciate the opportunities to work in the community or attend college. They perform well at work and several have progressed to positions of greater responsibility. For example, one offender in construction work started as a labourer and now manages the groundwork contracts. Another offender involved in unpaid voluntary work at recycling company was promoted to paid work as a van driver.

104. Progression into jobs for offenders on the resettlement to work scheme is good. For those offenders engaged in paid employment on the scheme, 75 per cent are recorded as having continued in the same employment after leaving the prison, compared with 45 per cent of all offenders released during 2005-06. Learners attending local colleges achieve well, with several achieving vocational qualifications at levels 2 and 3.

## **The quality of provision**

105. Resources for learning are particularly good. The education department accommodation is spacious and comprises a suite of classrooms and workshops dedicated to areas of learning. The accommodation is attractive and welcoming, provides a stimulating learning environment and is enhanced by the widespread display of learners' work. Learning materials and equipment for teaching and learning are good. For example, the classroom used to support literacy development has a good range of ICT equipment. The department has extensive learning resources for skills for life, including vocational-specific materials for use in a range of occupational areas. Learning resources are easily accessible and stored in a library in the staffroom. The staff are well qualified and experienced in their roles and hold relevant graduate and teaching qualifications.

106. Support from colleges for learners on external training is good. Ten learners attend

local colleges for a range of programmes, including construction training, catering, leisure and sports, vehicle body repair and website design. The tutors at the colleges are very supportive of the learners and have made arrangements to ensure that the learners are able to meet their learning goals. For example, one college has arranged that a learner attends college five days a week to enable him to make up for late enrolment. A second college made arrangements for the learner to spend 10 weeks, during the college's summer recess, with an employer on a work placement to gain essential work experience. In cases where the learners spend part of their week in employment, the colleges have made arrangements to carry out on-the-job assessments.

107. In the education department, teaching and learning is satisfactory or better, as is the planning of programmes. In literacy and numeracy, much teaching takes place in mixed-ability groups and here sessions are well managed to cater for individual needs. Learners receive an induction to education as part of the prison induction and learners have an interview with the education manager, who provides advice and guidance. All learners receive a diagnostic assessment, the findings of which are used to develop agreed plans of learning. These include set targets and clear learning objectives. At the end of sessions, learners update work logs recording their progress.

108. Courses are planned well to ensure that learners gain the most appropriate levels of support. For example, learners with lower levels of literacy focus on improving this area and receive less ICT tuition. Schemes of work and lesson plans are in place for each lesson, although some lesson plans do not sufficiently detail how learning objectives will be achieved. Better lessons provide specific focus on using learning material and subject areas particularly relevant to learners' experience and placed in vocational context.

109. There is insufficient outreach provision for literacy and numeracy support for offenders not attending the education department. In some cases, offenders working at the prison are able to attend the education department once a week, but the skills for life needs of some offenders are not being met. This has been identified as a weakness by the prison and plans are in place to refurbish an outbuilding to provide literacy and numeracy support for those working in the farms and gardens.

## **Leadership and management**

110. The management of learning of those attending colleges is insufficient. There are no formal support arrangements at the prison for those attending college courses. In some cases, learners complain that they are unable to reinforce learning at college with independent study at the prison because of a lack of facilities and opportunities. One learner following a computer course for three days each week spends the other two days, by choice, on a prison cleaning team and receives little supervision in his college work.

111. Arrangements to access the resettlement programmes are inadequate. The prison is not sufficiently active in promoting to employers, or to employers' groups, the opportunities for receiving learners from the prison. Most employers are not aware of the potential for employing a learner from the prison until they are approached by the learner themselves, and opportunities to promote jobs for learners and to fill skill shortages are not taken. Arrangements imposed by prison service orders for learners who arrive at the prison with less than three months to complete on their sentence means that for many learners they have no access to the resettlement to work scheme before leaving prison.

112. Promotion of equality in the education department is good. Individual learning plans contains a statement on equality of opportunity and the prison's commitment to the learner. Noticeboards in the entrance to the education department display policies related to equality and diversity and a learners' charter, and there are instances of inclusion of equality and diversity within the curriculum. In art, for example, attention is drawn to equality and diversity through links with an external gallery promoting black, African and Asian arts.

113. The self-assessment report is broadly accurate, although some of the areas it identifies as strengths were considered by inspectors to be satisfactory. Part-time staff are not sufficiently involved in the process.



