

INSPECTION REPORT

HMP High Down

19 May 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*

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DESCRIPTION OF THE PROVIDER

1. HMP High Down is situated in Surrey, two miles from Sutton town centre and one mile from Banstead town centre. HMP High Down opened in September 1992 and is the last of five repeat prisons based upon the design implemented for Bullingdon Prison and was built to supplement the current stock of London prisons. It was upgraded to Category A status following the Woodcock Report. During 2002, the Category A estate was evaluated and HMP High Down lost its Category A status in July 2003. The site chosen for HMP High Down was previously occupied by Banstead Psychiatric Hospital and is situated in a prime position on Banstead Downs.

2. The role of HMP High Down is to serve the crown courts at Croydon, Wallington, Kingston and Guildford and the magistrates courts attached to them. It is a Category B local prison, which accommodates remand or sentenced offenders. The cells in the four main house blocks and healthcare centre, which are single, double and treble occupancy, all have integral sanitation. The certified normal accommodation is 649 places, however the operational capacity is currently 749. At the time of inspection, there are 746 offenders, of whom approximately 100 are under 21 and 229 are classified as foreign nationals. Three offenders are over the age of retirement. The young adults are due to be moved to Portland YOI at the end of the inspection week.

3. HMP High Down is in the process of having a fifth residential house block built which is due for completion by July 2007. It will have accommodation for another 250 offenders. As part of this development, a purpose-built education department will be erected. It will have 15 teaching areas, of which five will be centred on the construction trade and will offer units of accreditation that can be achieved within a short period of time. This is to accommodate the offenders' average stay of between seven to 10 weeks. It is anticipated that the resources will be part of the education contract. This provision will be in addition to the present education facilities. An extension to the gymnasium is also planned. It will consist of two classrooms and two physical education (PE) areas, plus ancillary areas. There is also the possibility that there will be a sixth house block built with accommodation for another 250 offenders. If this should take place, then the education department will be extended by another 15 teaching areas. The prison's long-term aim is that all learning and skills provision should lead to nationally recognised qualifications and the model of delivery should give offenders the best possible chance of succeeding.

4. All offenders whether they are on remand or sentenced, are offered the opportunity to involve themselves in work, education or training at HMP High Down. Provision for those classed as young adults is fully integrated with the prison's regimes. The head of learning and skills is responsible for education and training and work activities. Education is contracted to North East Surrey College of Technology (NESCOT) which provides 120 part-time places in education. The teaching staff comprises the education manager, four full-time and four 0.5 permanent staff and 20 part-time sessional teachers. There is currently a vacancy for a basic skills co-ordinator. The curriculum covers courses from entry level to level 3 and includes information technology (IT), literacy, numeracy and language support, life and social skills and some open university provision. Training

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includes industrial cleaning, catering, PE, advice and guidance, Firmstart and some accredited skills development of Open College Network practical craft certificate in a textile contract workshop. Other workshops provide employment but no formal accreditation. Provision in catering, PE, information and communications technology (ICT), industrial cleaning and foundation courses were graded and reported on. Other areas of learning and skills such as painting and decorating, Firmstart and laundry work were used to support judgements on leadership and management.

OVERALL EFFECTIVENESS

Grade 3

5. The overall effectiveness of the provision is satisfactory. HMP High Down's leadership and management are satisfactory, as are the arrangements for equality of opportunity. The approach to quality improvement is inadequate. The training in catering is good. The provision of ICT, industrial cleaning, and PE is satisfactory. Preparation for life and work is inadequate.

6. The inspection team had some confidence in the reliability of the self-assessment process. The prison produced its second self-assessment report in September 2005 and this was rewritten in November 2005. Most staff were involved in assessing their own areas of learning and this included their partner organisation, the St Giles Trust, which provides training for peer advisers. Leadership and management were also assessed and graded. The self-assessment report gave staff and management a fairly clear understanding of the key strengths and weaknesses, and these were reflected in the action plan for improvement. Many of the strengths and weaknesses in the report were also identified by inspectors and others were identified. The self-assessment grades were generally accurate, although some areas were given a higher grade than those given by inspectors.

7. The provider has demonstrated that it has sufficient capacity to make improvements. There has been no previous inspection by the ALI. The prison has had several changes of governing governor in the past three years and this has affected its ability to introduce change in learning and skills provision. HMP High Down has worked hard to improve the provision of basic skills but difficulties in recruiting a basic skills co-ordinator by NESOT has reduced the quality of teaching and learning in foundation training. The prison has introduced a new pay structure and there is a strong ethos and emphasis on education and training with accreditation. Construction has started on a new house block which it is hoped will incorporate a range resources for short construction courses to help improve employment opportunities for learners. Access to courses has improved and the classroom efficiency has also improved to levels which often exceed 85 per cent. Arrangements for monitoring the quality of learning and skills are in place but some aspects have yet to be fully implemented, particularly those concerned with lesson observations.

KEY CHALLENGES FOR HMP HIGH DOWN:

- improve level of support from education contractor to ensure staff development and quality improvement are focused on learning and skills development for the learners
- recruit staff to manage and deliver literacy, numeracy and language support to meet the individual needs of all learners

- improve the quality of teaching and learning to remove inadequate and improve satisfactory teaching practice
- better arrangements for the initial diagnostic assessment of learners' needs
- further develop the collection and use of data to target improvements
- improve learners' punctuality for education, training and work
- implement a structured lesson observation schedule to monitor and assess the quality of the teaching and learning and ensure other quality improvement measures are fully implemented

GRADES

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

Grades awarded at inspection

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

Health, public services and care			3
Contributory areas:	Number of learners	Contributory grade	
<i>Cleaning</i>		3	
Other government-funded provision	36	3	

Information and communications technology			3
Contributory areas:	Number of learners	Contributory grade	
<i>ICT for users</i>		3	
Other government-funded provision	42	3	

Retail and commercial enterprise			2
Contributory areas:	Number of learners	Contributory grade	
<i>Hospitality and catering</i>		2	
Other government-funded provision	19	2	

Leisure, travel and tourism			3
Contributory areas:	Number of learners	Contributory grade	
<i>Sport, leisure and recreation</i>		3	
Other government-funded provision	13	3	

Preparation for life and work		4
Contributory areas:	Number of learners	Contributory grade
ESOL		3
Other government-funded provision	19	3
Literacy and numeracy		4
Other government-funded provision	79	4
Independent living		2
Other government-funded provision	14	2

ABOUT THE INSPECTION

8. Most of the areas which lead to qualifications were reported on and graded. Library provision, and workshop and work activities which do not lead to accreditation were examined to support judgements on leadership and management. The inspection was carried out in one week as part of the announced inspection by Her Majesty's Inspectorate of Prisons.

Number of inspectors	5
Number of inspection days	19
Number of learners interviewed	81
Number of staff interviewed	14
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	2
Number of visits	1

KEY FINDINGS

Achievements and standards

9. **Achievement rates for most of the learning and skills provision are generally good.** There are high pass rates for desktop publishing and basic computer courses reaching 100 per cent in the last year. Sixty-three per cent of learners achieved a national vocational qualification (NVQ) at level 2 in catering. Literacy and numeracy courses have pass rates of around 90 per cent at level 1 and 2. Pass rates are also high for those taking speaking and listening awards in English for speakers of other languages (ESOL) at entry level 1 and 2.

10. **Learners who are working towards the NVQ at level 3 award in advice and guidance achieve well.** The first group achieved 100 per cent pass rates and the second group are progressing well through their units. Learners can continue to be assessed if released and employed in the community.

11. Learners' achievements in PE and industrial cleaning are satisfactory. Those learners on practical courses develop good skills, many of which will be useful to them on release.

12. Retention on most programmes is satisfactory. Those learners who leave early are either released or transferred to other establishments.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Health, public services and care	0	0	3	0	3
Information and communications technology	0	2	0	0	2
Retail and commercial enterprise	0	1	2	0	3
Leisure, travel and tourism	0	0	2	1	3
Preparation for life and work	0	5	11	2	18
Total	0	8	18	3	29

13. Teaching and learning for most programmes is satisfactory or better. However, a small proportion of teaching is inadequate and too much is satisfactory. In the better lessons, sessions are well planned and good use is made of group discussions. Good individual support is often provided by staff and peer mentors. In the weaker sessions, classroom management is poor and learners are not sufficiently challenged.

14. **Learners who are trained as advisers are used well to engage learners who do not regularly use education or who do not wish to participate.** They visit those in cells and often manage to persuade them to give education a try.

15. **Learners benefit from being able to work as painters and decorators within the prison estate.** This work is organised and supervised by the prison works department and learners are able to practise and develop a wide range of skills. While this work is of benefit to the learner, it is not formally assessed and accredited.

16. **The learners in catering are taught well and gain a good insight into the range of skills required for employment.** Trainers use demonstration well and learners are encouraged to prepare gourmet meals and buffets. There are plans to open a restaurant in the near future to extend learners' skills.

17. **Learners on the industrial cleaning programme are able to practise their acquired cleaning skills in areas around the prison.** The prison estate provides good additional resources that extend the learners' knowledge and experience of different floor coverings.

18. **All learners receive good personal and learning support.** Education and training environments are supportive and relaxed. The work allocation system is fair and when learners want to move to other courses, staff work hard to ensure that learners get the work of their choice.

19. In the workshops and training areas, literacy, numeracy and language support is provided, **but much of this is unco-ordinated** and staff work in isolation from each other. There is little sharing of best practice between staff.

20. **There is currently no basic skills co-ordinator and there have been delays in supporting a prison-wide approach to developing a skills for life strategy.** Skills for life is the government's strategy on training in literacy, numeracy and the use of language.

Leadership and management

21. **Since the appointment of the current governing governor, there has been a significant emphasis on all learners being involved in activities,** particularly those where activities lead to accreditation. Learners who gain accreditation are rewarded by increases in weekly pay.

22. Operational management of learning and skills is satisfactory and the management of getting learners to activities on time has improved. The range of curriculum is satisfactory for most learners in a local prison environment where the average length of stay is between seven and 10 weeks. Classroom efficiency has improved to 75 per cent and reasons for not getting learners to activities on time are closely monitored each day by senior staff. However, punctuality is often poor as there are often incidents and insufficient staff are available to unlock those who want to access activities.

23. **The prisoners activity management system ensures that offenders can attend education, training, work and offending behaviour programmes without being withdrawn from activities at short notice.** This has also helped with the management of waiting lists and every effort is made to enable learners to access their choice of activities as soon as places become available.

24. **Learners' success is well celebrated.** Learners receive pay awards for achievement and this is extended to accreditation gained in other establishments. Learners' work has been published and several external awards have been gained particularly in art, poetry and story writing. A well-designed prison magazine celebrates learners' work.

25. Plans to construct a new house block with additional learning and skills areas is underway. This will extend the curriculum to include short accredited construction courses and music technology provision. Offender surveys identify both of these areas as a priority for learners.

26. While the prison makes every effort to integrate the learning and skills for young adults and older offenders, **there is little for the small number of offenders who are over retirement age and for those serving longer sentences.**

27. **Support from NEScot is insufficient.** There has been no basic skills co-ordinator for 18 months, despite efforts being made to recruit one. There have been few lesson observations, insufficient staff development and support, and inadequate attention to staff appraisal.

28. **There are areas such as industrial cleaning and foundation programmes where curriculum management is weak.** Roles and responsibilities are unclear and many staff work in isolation from each other.

29. **The formal monitoring of teaching and learning is inadequate** and does not identify ways in which good practice can be shared and teaching and learning improved. The

quality improvement group meets, but in the last six months, meetings have been infrequent through staff absences.

Leadership and management

Strengths

- good range of learning and skills development opportunities
- particularly effective links to provide training to develop learners as peer advisers
- particularly effective work to engage learners in learning and skills activities
- good celebration of learners' success
- good systems in place to plan learners' participation in activities

Weaknesses

- insufficient support for learning and skills from education contractor
- weak management of some learning and skills provision
- poor punctuality in many learning and skills and work activities
- insufficiently implemented activities to monitor and improve the quality of learning and skills

Health, public services and care

Cleaning

Strengths

- very effective involvement of peers to provide training and support for learning
- good progression and occupational skills development

Weaknesses

- weak curriculum management
- insufficient arrangements to ensure the health and safety of learners

Information and communications technology

ICT for users

Strengths

- high pass rates
- good individual coaching and peer mentoring
- innovative desktop publishing course

Weaknesses

- inadequate planning to meet individual learning needs
- narrow range of courses

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- insufficient unit accreditation for some learners

Retail and commercial enterprise

Hospitality and catering

Strengths

- good progression and development of skills by learners
- very good accommodation, equipment and staff resources
- very effective planning and preparation of curriculum

Weaknesses

- inadequate development and accreditation of key skills
- insufficiently robust questioning of learners

Leisure, travel and tourism

Sport, leisure and recreation

Strengths

- well-planned and well-structured induction
- good assessment of learners' skills
- strong emphasis on the development of education and training courses

Weaknesses

- inadequate links with internal departments and external agencies
- insufficient staff training and development

Preparation for life and work

ESOL

Strengths

- high pass rates on ESOL speaking and listening courses at entry levels 1 and 2

Weaknesses

- insufficient planning to meet individual needs of all learners

Literacy and numeracy

Strengths

- high pass rates on adult literacy and numeracy courses at entry level and level 1 and 2

Weaknesses

- inadequate planning and monitoring of, and target-setting for, individual learners' progress
- some inadequate teaching
- weak curriculum management

Independent living

Strengths

- high pass rates on level 1 and 2 cookery and food hygiene courses
- good development of personal, practical and social skills
- good teaching

Weaknesses

- insufficient target-setting to plan and monitor individual learners' progress

WHAT LEARNERS LIKE ABOUT HMP HIGH DOWN:

- the unthreatening atmosphere of the workshops
- getting a pay rise when you pass a course
- 'I get good training here'
- the positive support and encouragement from catering and PE staff
- doing new things - scary but good
- being helped to read and spell better
- getting out to do the cleaning in the fresh air
- doing some painting and decorating, it will help me when I get out

WHAT LEARNERS THINK HMP HIGH DOWN COULD IMPROVE:

- more courses
- more time out of my cell
- the type of vocational training - 'I need to do some plumbing and bricklaying'
- more respect from security staff
- some more difficult courses
- increased rewards for doing menial jobs
- better work in the industrial shops

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good range of learning and skills development opportunities
- particularly effective links to provide training to develop learners as peer advisers
- particularly effective work to engage learners in learning and skills activities
- good celebration of learners' success
- good systems in place to plan learners' participation in activities

Weaknesses

- insufficient support for learning and skills from education contractor
- weak management of some learning and skills provision
- poor punctuality in many learning and skills and work activities
- insufficiently implemented activities to monitor and improve the quality of learning and skills

30. Leadership and management of the learning and skills at HMP High Down is satisfactory. There have been significant developments of the provision to meet the needs of the transient population since the appointment of a new governing governor. Offenders stay on average for between seven and 10 weeks before being moved on to other establishments or released. There is a strong commitment by senior staff to an ethos of participation in meaningful activities with accreditation where possible. The curriculum has been extended to increase the range of education and training opportunities.

31. Those with higher-level learning needs are able to access open university courses although numbers are small. The provision for young adults has been integrated with programmes for older learners and classes and training areas are mixed. Catering NVQs at level 2 and 3 are offered and there is a prison holding policy which enables most learners to complete their programmes and gain full awards. A particularly effective Firmstart course is provided at level 1, 2 and 3. A new house block is currently under construction which will provide short accredited construction courses and additional opportunities in music technology.

32. There are strong links with external agencies which provide increased training opportunities for learners. The St Giles Trust works in the prison and provides a well-structured and well-managed NVQ course for peer advisers at level 3 in advice and guidance. There is a clear and comprehensive induction process and learners follow a course which is set up in 20 modules. The aim is to develop learners' skills in negotiation and providing supportive advice and guidance in a range of areas such as housing, benefits and employment. The six-month course is very successful with high retention and achievement rates. Experienced teachers provide lessons which are stimulating and creative, using a mixture of assignments and group work. Learners are motivated and complete homework assignments in their cells. Those learners who are released and gain

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appropriate employment before completing the course continue to be assessed in the workplace so that they are able to complete their qualification. The course is open to induction advisers and peer mentors and is well subscribed. Learners on the programme are used effectively in the prison to support learners and encourage other offenders to engage in learning.

33. The recent introduction of a systematic 'prisoner activities management' programme ensures that learners' sentence plans are prepared and monitored to avoid duplication, or being taken off education and training at short notice for other courses. The system also provides an up-to-date record of those involved in activities, and contributes well to the management of waiting lists and provides class and workshop attendance lists. These are then used to provide a quick reference for staff to progress absenteeism.

34. Satisfactory annual appraisals are carried out for learning and skills staff employed by the prison. Learning needs are supported and some staff are attending formal teacher training courses. The appraisal of NESCOL's education staff has not been fully implemented and some staff have yet to receive their appraisal from NESCOL. Staff development activities are provided but these are focused mainly on prison service training requirements in areas such control and restraint. However, some training in equality and diversity and dyslexia awareness has been provided.

35. Accommodation is generally satisfactory and most of the education areas are well lit and provide a welcoming environment. Most classrooms are suitable for learning. The resource area for ICT and Firmstart programmes is particularly spacious and well managed, although there is inappropriate lighting in some areas. The prison is aware of this and is dealing with it. Accommodation for the head of learning and skills lies within the dog compound and is inappropriately sited.

36. NESCOL provides insufficient support to the prison. Despite best efforts of the prison and NESCOL there has been no basic skills co-ordinator for 18 months. One person who was offered the post consequently took up a position in another prison. Interviews for a replacement were due to be held the week following inspection. The education manager has been allocated the role in addition to her own role. This has meant that there is inadequate support for the provision of literacy and numeracy, and some quality improvement processes have not been fully implemented. Curriculum management is weak in industrial cleaning and basic skills. Roles and responsibilities are unclear and links between education and training are not fully explored. While some work is going on in individual training areas to provide literacy and numeracy support, this often lacks coherence and staff teach subjects in isolation of each other. Opportunities to develop contextualised learning are not taken.

37. Movement to classes, workshops and training areas has been improved with 15-minute slots being allocated to movement activities. On some occasions when incidents arise these deadlines are not met. Movement is monitored closely each day by senior managers and actions are taken to improve regimes. While every effort is made to manage regimes and the movement of learners to activities, there are instances where learners arrive late for classes. Learners sometimes arrive up to 30 minutes late and this has a detrimental effect on lessons. Teaching staff sometimes have to go back over work for those arriving late and learners become demotivated. Classes in the morning are three-hours long and two and half hours long in the afternoon. Learners are not able to

take breaks out of the classrooms and refreshments are not routinely provided.

Equality of opportunity

Contributory grade 3

38. The prison's approach to equality of opportunity is satisfactory. The vision and culture is one of encouraging all offenders to engage in learning and skills where possible. Staff work hard to integrate young adults and older offenders into education, training and work activities. The payment structure is based on reward rather than sanctions and those engaging in learning and skills are paid a higher rate than those working in the contract workshops. Accreditation is rewarded by an increase in the weekly wage and validated accreditations gained in other establishments are also included. Learners appreciate this policy.

39. HMP High Down makes effective use of learners to encourage others to take part. Learners are trained well as peer advisers and mentors, and take part in inductions and other introduction activities as role models. Prison staff support the advisers and mentors well and ensure that they have access to learners on house blocks and wings to provide information and support. They are equipped with brochures to advertise courses and are well briefed about barriers to participation. Learners speak highly of their informal approach and value their contribution. However, little data is recorded about their success. Learners interviewed identified that their participation in education was a direct result of the intervention of the peer advisers.

40. Learners' success is well celebrated. The prison has a culture of success and achievement. The art provision in life and social skills is particularly valuable in supporting free expression and much of the work produced by learners is displayed on the walls of the education department. Learners' confidence and self-esteem is developed and improved through the courses and the work of the tutor. Much good work also takes place in the textile workshop where learners are able to develop design and fabrication skills through a recognised qualification. Freedom of expression is encouraged and the course is used to explore different cultures and beliefs through the design work. Learners are supported with machining and sewing, and produce high-quality work such as cushion covers which they are able to keep for their families and friends. Work in poetry and writing stories has won national awards and some of the work has been published.

41. Access to learning and skills is generally satisfactory. Individual choice and risk assessment are the main criteria used to determine allocation to the places in work, education and training. The work allocation system is fair and where learners want to move to other choices, staff work hard to ensure that they get the work of their choice. In most cases, unsentenced offenders have the same opportunities to attend as those who are sentenced. There are insufficient places in education and training for those who need literacy, numeracy and language support. There is little structured support for those serving longer sentences and no evening or weekend provision. The library provides satisfactory access and resources.

42. Staff training programmes in equality and diversity are satisfactory, although insufficient courses are available to all staff, particularly those dealing with the diverse needs of young adults and older offenders. Data on minority ethnic groups and participation is collected for prison purposes. However, little information is collected and analysed on retention, achievement and progression of different groups of learners in different learning contexts, to ensure that all needs are being dealt with. Learners have a satisfactory understanding of

their rights and responsibilities and have a good knowledge of processes for complaints and appeals.

Quality improvement

Contributory grade 4

43. The prison has been slow to pursue the processes to monitor quality improvement. Recent changes in the governing governor and the lack of support from NESOT have both played a significant role in delaying progress in some activities. The quality improvement group has been in place for over a year, although meetings have been infrequent. Recently meetings have started to take place but have been concerned mainly with preparing for inspection. However, a comprehensive needs analysis of learning and skills has been carried out and courses such as catering, industrial cleaning and food hygiene have been introduced and new courses are planned with the building of a new house block.

44. Targets have been set for attendance and retention, and the prison is on course to meet all of its key performance targets. Detailed assessment and verification procedures and processes are in place and are working well, although further work is required on the standardisation of assessment practice in PE.

45. The self-assessment process is in place and the recent self-assessment report is detailed and identifies judgements about the provision based on sound evidence. The process is inclusive and involves key partners such as the St Giles Trust. The self-assessment report is critical and while inspectors identified some strengths and weaknesses that were not identified by the prison, grades given by the prison were generally accurate.

46. Formal monitoring of teaching and learning is inadequate. NESOT has carried out relatively few observations and not all staff have been observed. The prison has not yet carried out formal observations of training staff, and there are differences in teaching and practice in several areas, ranging from good to inadequate. The prison is unaware of where the best and weaker teaching takes place. There are inconsistencies in the use of initial assessment. There are often waiting lists for education induction and subsequently some learners do not benefit from the basic skills screening assessment early in their time in the prison. The assessment is often given out to offenders by peer advisers or wing staff, and learners are seldom supervised to ensure assessments are valid and reliable. Teaching staff use a range of individual learning plans and these are often incomplete or do not sufficiently target support needs or measurable steps for progress. The use of individual learning plans is not monitored. The use of data to monitor progress and set targets for improvement at course and programme level is not fully developed.

AREAS OF LEARNING

Health, public services and care

Grade 3

Contributory areas:	Number of learners	Contributory grade
Cleaning		3
Other government-funded provision	36	3

47. There are 36 learners working towards a cleaning operator proficiency certificate at stages 1, 2 and 3, and six are working towards a stage 4 trainer certificate. Learners attend the training area full time or part time. Additional support for literacy and numeracy skills should be delivered in two sessions each week but there are shortages and only numeracy support is offered once a week in the training area. There are two instructional officers and three offenders who carry out assessment. Training is provided in a purpose-built training area with an adequate range of floor coverings. Training is supported by work around the prison. Learners complete practical assessments to support learning, such as demonstrating safe practice while working with cleaning materials. Some learners have completed additional training which allows them to effectively deal with bio-hazardous materials.

Cleaning

Strengths

- very effective involvement of peers to provide training and support for learning
- good progression and occupational skills development

Weaknesses

- weak curriculum management
- insufficient arrangements to ensure the health and safety of learners

Achievement and standards

48. Pass rates are satisfactory overall. Since July 2005, 250 learners have been registered for the qualifications. Of these 155 have completed their intended course, 38 have gained a cleaning operator proficiency certificate at stage 1, 45 have achieved at stage 2 and 52 gained a certificate at stage 3. Attendance is good. Some learners attend for numeracy support in the training area for one morning each week. Learners who have a history of substance misuse, self-harm or mental health issues, are helped to develop their confidence and self-esteem through encouragement and guidance from trainers and assessors while carrying out the range of practical tasks for the qualification. A small number of learners have completed additional training to enable them to deal with bio-hazardous materials, such as body fluids to improve the standards of hygiene in the residential areas. Learners also develop a good understanding of the industry and improve their employability.

The quality of provision

49. Teaching and learning are satisfactory. Practical training is provided by one full-time and one part-time trainer who are both qualified as trainers and assessors. Learners use an adequate range of equipment and floor coverings and support each other well when practising and developing skills. Learners are used frequently to help train new learners. This is a positive source of encouragement to develop confidence and self-esteem. Assessment practice is satisfactory. Learners receive regular and effective assessments of their practical skills and progress is systematically and thoroughly recorded. Learners are fully aware of what they have achieved and what else needs to be done to achieve the awards. The provision effectively meets the needs of learners, the prison regime and future employers. All cleaners in residential areas of the prison are now offered the opportunity to take relevant cleaning operators proficiency qualifications.

50. Learners receive very effective training and support from peers. Learners also benefit from the flexible arrangements to provide training outside the training area. Most learners also work as cleaners in residential areas where they receive further coaching, supervision and personal support from peers, including at weekends. Currently six learners are working towards trainer qualifications and three act as work-based assessors. In addition to group training sessions, learners benefit from individual coaching and mentoring by other offenders who hold higher qualifications. Experienced learners are positive role models and are very effective in promoting learning and carefully challenging examples of poor behaviour.

51. Arrangements to ensure the health and safety of learners are insufficient. Resources to support learning are generally satisfactory. The workshop training area is well lit and well ventilated with a good range of different floor surfaces for practical training and assessment. However, many items of electrical equipment, including carpet cleaners, vacuum cleaners and floor polishers, have not been tested for electrical safety recently, some since 1999. Learners are not always provided with appropriate protective clothing. For example some trainers and learners in a training session were working with industrial cleaning equipment on wet floors while wearing inappropriate footwear and others were provided with protective boots, but were not provided with bootlaces.

Leadership and management

52. Responsibility for the management of programmes is insufficiently clear. Instructional officers do not regularly attend meetings with managers and other educational staff. Minutes of meetings are shared through the prison intranet, but staff cannot always access these records. Communication between educational staff providing numeracy support and workshop staff is inadequate to ensure that each group of staff are aware of learners' progress. Promotion of equality of opportunity is satisfactory. Staff promote a culture of respect and learners feel safe and valued while in the training area. Training staff receive regular performance reviews and agree targets about future performance. Staff regularly attend the mandatory in-house training on subjects such as fire safety, diversity and suicide awareness. However, there has been little relevant occupational updating, or training for training staff. There is an over reliance on annual visits by an external moderator to verify assessment practice.

Information and communications technology**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		3
Other government-funded provision	42	3

53. There are 42 learners in ICT. Twenty-two are taking a basic course, 12 are taking an intermediate course, and eight are taking a desktop publishing course that has open college accreditation. There is one full-time member of staff and three sessional teachers. Courses run in the morning and in the afternoon and learners can attend either session. Courses are offered in a spacious area with good access to a mezzanine floor for a theory driving licence training programme and a card making area. There are no afternoon sessions in ICT on Friday.

ICT for users*Strengths*

- high pass rates
- good individual coaching and peer mentoring
- innovative desktop publishing course

Weaknesses

- inadequate planning to meet individual learning needs
- narrow range of courses
- insufficient unit accreditation for some learners

Achievement and standards

54. At the time of inspection, data was only available for pass rates. In 2005-06 there was 100 per cent achievement on the basic computer and the desktop publishing course. These two courses represent 71.5 per cent of the provision. Achievement is satisfactory on the intermediate course, with 60 per cent of learners achieving a full qualification. On this course, learners are able to achieve individual units. However, learners on the basic course who are transferred to other establishments are not given unit accreditation. Progression and standards of work are satisfactory on the basic and intermediate courses. Learners are well motivated and quickly gain new competences and skills which help improve their confidence and employability.

The quality of provision

55. There is very effective individual coaching and peer mentoring in workshops. Teachers support learners in a positive and non-patronising way. In an introductory desktop publishing course, learners are supported well and directed in the use of tools and techniques in the software programme. Teachers consolidate learning by writing key points on the flip chart. Teachers effectively check learners' understanding by watching how they manipulate tools using the software and check to see whether learners are able

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to create the desired result. Weaknesses in teaching relate to insufficient demonstrations to groups of learners and not checking understanding after demonstrations. Monitoring of learners' work is satisfactory and teachers ensure learners log their progress after each session to identify their progress. There are numerous examples of effective peer mentoring. Learners are often found teaching each other in a supportive and unassuming way. Two classroom assistants help support less experienced learners.

56. Resources are satisfactory. There are good computing resources with industry-standard hardware and software. ICT rooms are light and roomy and are conducive to learning. New projectors have recently been installed to allow group teaching to take place. However, some learners complain of headaches because of reflected light from a glazed roof. Plans are in place to provide filters on the roof in the near future.

57. The desktop publishing course is innovative. It offers learners an opportunity to discover their creative talents while mastering the software package. The course is well planned and well designed and teachers use a series of teaching strategies aimed at raising learners' confidence in drawing and sketching. Learners build their skills by practising shading and toning techniques. Most learners do not believe they can draw when they first join the programme but quickly overcome their barriers to learning and begin to believe in their creative capacity. It is only at this point in the course that they are taught basic techniques in desktop publishing. They use these techniques to create cards, posters and logos. Teaching includes inspirational support to learners. All learners have clear targets and goals and are well motivated and competent. Standards of work are high and learners proudly demonstrate how to manipulate images and create new and exciting designs. Many want to use their new skills when they leave the prison, while some hope to go on to further and higher education and follow a career in design.

58. Support is satisfactory. Most learners have a range of personal and domestic problems and often bring these to the classroom. Teachers treat these learners in a compassionate and supportive way and show skill in moving them forward and motivating them despite their problems.

59. There is insufficient planning of individualised learning. Initial assessment is recorded. Learners take a self-assessment and are given a series of forms to work through, including a learning styles questionnaire. However, this is not used to plan learning and all learners are put on the same unit when they start the programme. There is no record on the individual learning plan to show when each unit will be achieved. There are few short-term individual targets for the basic and intermediate computer courses.

60. There is a narrow range of courses and some learners are insufficiently challenged. Learners begin their basic computer course on the word-processing module. They move through a series of five basic units, the minimum requirement for them to achieve the qualification. The awarding body offers other units and staff are qualified to teach them, but they are not offered to learners. Learners who have completed level 2 courses are not given further structured work. Qualifications are only offered up to level 2. The only course other than basic and intermediate programmes is a desktop publishing course which has open college accreditation, but there is a long waiting list for this. A few learners on the intermediate course have almost completed their final module but are trying not to finish because they will have no alternative but to leave the ICT area. Some of these

learners are given the extra responsibility of classroom assistant, but often there is little for them to do.

Leadership and management

61. There are regular meetings and staff meet informally to exchange information. Sessional staff do not have appraisals and the full-time member of staff has not had an appraisal this year. Data is not used to drive the programme area and there is no overview of how learners achieve or why some learners on the intermediate course leave early. The approach to equal opportunities is satisfactory. All learners speak of how well they are treated by teachers and how safe they feel in the education department. One classroom assistant is presently designing a poster to raise awareness of harassment and bullying. Internal verification procedures and external verifier reports are satisfactory. There is regular sampling of learners' feedback. Teachers are observed at least once a year to ensure quality. The self-assessment report did not identify all weaknesses, the provision was over graded and there are few quality improvement measures in place.

Retail and commercial enterprise**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i>		2
Other government-funded provision	19	2

62. Twenty offenders can work in the kitchen, all of whom are able to train and learn. Currently 17 learners are working towards the NVQ in food preparation and cooking at level 2 and two learners are working towards the NVQ at level 3. There are six full-time chefs, an administrative assistant, a catering manager and an NVQ training manager. All learners are health screened and security checked before starting work in the kitchen. The kitchen produces 750 meals for offenders each day from a four-week menu rotation. Sandwiches are prepared daily for the staff vending machines. Learners are issued with appropriate personal protective equipment, including health and safety equipment, boots, whites and hats. All learners who work in the servery and kitchen are given training in basic food hygiene. A qualification in cleaning food premises is ready to be implemented.

Hospitality and catering*Strengths*

- good progression and development of skills by learners
- very good accommodation, equipment and staff resources
- very effective planning and preparation of curriculum

Weaknesses

- inadequate development and accreditation of key skills
- insufficiently robust questioning of learners

Achievement and standards

63. Progression for all learners is good. The learners are an integral part of the kitchen staff and value the many opportunities they are given for independent study and skill development. Learners benefit from effective individual attention from their assigned chef and assessor. Achievement rates are satisfactory. Learners who are able to stay, achieve, and can progress through different levels and awards. Sixty-three per cent of learners achieved an NVQ at level 2. Level 3 learners are new to the programme. Good use is made of unit accreditation. Food hygiene results are satisfactory. For the more able learners, opportunities to become an assessor are available. Two successful learners work alongside the chefs and carry out assessments on their peers. Learners are able to work independently and can step into a leadership role and take charge of a kitchen area. The menus and special events expand the range of skills developed and specific tasks. Advanced techniques such as filleting and jointing as well as creative sugarcraft and patisserie are offered to some learners.

The quality of provision

64. Accommodation, equipment and human resources are very good. The learners work in an industrial kitchen that is well equipped and functions under pressure and with high demands. Learners work in a variety of specialist operations, usually accompanying their assessor and chef into his work pattern. This rotation and variety provides a steep learning curve and learners are well supported by chefs. The staff are relatively stable and provide a steadfast team for the learners to rely on. All staff are positive about education and training and maintain a positive and encouraging outlook when dealing with learners.

65. Staff qualifications are satisfactory. Many staff have been in other occupations and this knowledge and experience is used to educate the learners beyond the limits of the syllabus. The chefs have also had good breadth and depth of catering experience. Chefs have worked in top London hotels, nursing and care homes, fast food outlets and restaurants. Chef/assessor ratios to learners are very good. Access to IT, a satisfactory teaching area and provision of a lending library enhances and supports learning and skill development.

66. Key skills are inadequately developed. Learners are able to participate in literacy, language and numeracy as part of the integrated educational programme. However, there is no provision for the more able learners to take advantage of their good communications skills, number work and IT. A few learners have created comprehensive NVQ training guides and promotion material to support new learners and publicise their gourmet celebrations. This excellent work has not been used to accredit additional qualifications.

67. Learners are not questioned enough during assessment and in feedback sessions. Learners are questioned during observation assessment, but this is not well recorded and not sufficiently robust to establish understanding of practical skills. Learners are allowed to answer closed questions, without further investigation. Occasionally the learners are given the answer and are infrequently challenged to extend or transfer their knowledge to different situations other than their normal kitchen routines. Learners are unable to interpret questions in a different context. For example, learners could not answer specific questions about provision for smaller quantities, quality of service, food on demand and critical points about nutrition and special diets. Feedback and assessment sessions are constantly interrupted by other learners and chefs.

Leadership and management

68. The planning and preparation for catering education and training is very effective. The routines and procedures are well organised and thoroughly meet the needs of learners. The kitchen operations are focused on learning. Shift patterns, skills development and supervision is planned to give variety and range to best promote the learners' development. Assessors and chefs are assigned learners and all integrate daily tasks with training and assessment. Each learner has ample time to study on their own or complete guided learning hours. Good individual support is given during the day at timely intervals. Learners are supported by a weekly session in literacy, numeracy and language. Additional resources are available to the learners. There is an extensive vocational and language lending library, access to IT equipment and on site classroom for independent study. Plans to expand the provision are well advanced. Staff are qualified to introduce industrial cleaning for food services and the new build restaurant will increase the NVQ

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opportunities.

Leisure, travel and tourism**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		3
Other government-funded provision	13	3

69. Twenty learners can attend each of the four accredited courses offered as part of the full-time PE programme. Currently there are 13 learners. The courses are community sports leader award, football association coach at level 1, British weight lifting award at basic and leader level and a certificate in developing a healthy lifestyle. Practical and theory sessions take place every weekday morning and afternoon. Included in the programme is access to a literacy, numeracy and language session. A small classroom, adjacent to the sports facilities, is used to train learners. A physical education senior officer and five physical education officers provide PE training. All staff are full time and have responsibilities for individual courses. Facilities include a four-court sports hall, a weights room, a cardio-vascular room and an external synthetic turf football pitch. The external area is currently out of commission due to new constructions. Four gym orderlies maintain and clean facilities and equipment. Two additional qualifications, manual handling and heart start, form part of the induction.

Sport, leisure and recreation*Strengths*

- well-planned and well-structured induction
- good assessment of learners' skills
- strong emphasis on the development of education and training courses

Weaknesses

- inadequate links with internal departments and external agencies
- insufficient staff training and development

Achievement and standards

70. Retention and achievement are satisfactory. Learners on the newly formed PE course have achieved reasonable results. Regime issues have had an effect on course completion, however, there is very little drop out through lack of interest. Ninety-four per cent achieved the Football Association coach award at level 1, 90 per cent achieved a healthy lifestyle award at level 2 and 80 per cent achieved healthy lifestyle award at entry level. Seventy-two per cent achieved either a level 1 or level 2 adult literacy and numeracy award. Many of the learners take all the awards offered as part of the full-time programme. Learners have also been able to achieve non-accredited awards for volleyball, manual handling and basic first aid. Current learners are making good progress in studying for the community sports leader award. Thirteen of the 16 learners are still on programme. Their practical coaching during warm-up sessions is good. Many demonstrate high levels of confidence and linguistic ability. The more able learners are role models and set a high standard for the other learners to aspire to. Levels of written English are low, with many

errors in grammar and punctuation.

The quality of provision

71. All learners have a good induction into the PE department and to each of the course requirements. There is a comprehensive general induction into the operations and opportunities provided by the PE department. PE staff carry out a very specific, comprehensive and targeted induction into each course. Assessments for ability, aptitude and physical capacity take place and the results identify suitability for each course. This information provides appropriate support and assistance for individual learners. Learners complete a comprehensive induction programme that includes basic awards and familiarisation activities. Team work and group dynamics are an essential feature of the induction week. Learners benefit from valuable information concerning other aspects of study, for example portfolio-building, key skills, and literacy, numeracy and language opportunities.

72. Staff provide good accurate assessments of learners' skills. Timely comments are made at every opportunity which enables the individual and the group to develop and improve. There is good sharing of knowledge at feedback sessions. Staff capture the learners' contribution to practical sessions and then expand these issues to form general positive coaching and teaching points. Learning needs are dealt with in a comfortable and non-threatening way. Learners are encouraged to self-evaluate their performance when coaching and this is then used by the staff to develop action points and learning pathways. Negative behaviour and contributions are immediately dealt with. Accurate assessment of performance at the start enables learners to build on their training skills and develop confidence and self-esteem. During inspection, learners who had never led a group in warm up delivered a well-balanced, well-structured 15 minute session to their peers and were able to receive criticism and use it effectively. Simple but effective documents support the assessment processes.

73. Contact with, and development of, internal and external partners is inadequate. There are some links with education but these are ineffective. Teachers who support PE learners with basic skills development are totally unaware of the content for each course. There is no literacy and numeracy development in practical sessions when the learners go to education sessions. Practical sessions that develop positive oral and written contributions are insufficiently developed by the PE staff. Duplication of material and tasks at the wrong level are used with PE learners and they do not see the value or understand this study. Learners do not benefit from contact with external groups visiting the prison. There are too few visiting speakers and insufficient contact with clubs and leisure organisations. Learners are good at coaching their peers, but do not have the knowledge or experience to amend coaching to different community groups.

Leadership and management

74. Recent initiatives to focus and implement better education and training in PE have been effective. The new PE course is well constructed, has been designed after careful reasoning, and focuses on the effect and results the department wants to achieve. The courses are relevant and provide a step towards development of more advanced sports participation. The manager has taken into consideration regime issues and has made education and training a priority over recreational PE. The courses have good resources and take place in very good facilities.

75. Staff training and development are insufficient. The PE staff lack basic educational knowledge about classroom and behavioural management. This is especially weak in theory sessions. Schemes of work and lesson plans are poor and do not contain sufficient detail on what is going to be learnt, monitoring of learning and evaluation. The classroom, while not ideal, is poorly set up. There is insufficient team teaching and sharing of good practice. The self-assessment report did not identify key strengths and key weaknesses of the department. Many positive aspects are no more than normal practice. The action plan identifies problems, but does not show how they are going to be resolved effectively.

Preparation for life and work**Grade 4**

Contributory areas:	Number of learners	Contributory grade
ESOL Other government-funded provision	19	3 3
Literacy and numeracy Other government-funded provision	79	4 4
Independent living Other government-funded provision	14	2 2

76. At the time of the inspection, 112 learners are on preparation for life and work programmes, 79 on literacy and numeracy, 14 on life skills and 19 on ESOL. All learners attend a mandatory induction during which they may apply to attend education sessions or they can complete a general application at a later stage. Most of the sessions are delivered by NESCOL's staff in the education department, with the exception of ESOL which is delivered in a classroom in-house block 2. Some literacy, numeracy and language support is provided in the workshops and vocational training areas. Some independent living and leisure skills development is offered in conjunction with the textile workshop. Learners may access advice, information and guidance sessions with a NACRO prison adviser either while attending education sessions or when the adviser visits the house blocks. There is currently no evening or weekend provision. Learners can join courses at any point through the year although there is a waiting list for some. Learners who miss three sessions, without prior notice to education, lose their place on the programme. Learners currently attend between one and nine learning sessions a week. They work towards a number of qualifications that are test or assignment based at entry level through to level 2.

ESOL*Strengths*

- high pass rates on ESOL speaking and listening courses at entry levels 1 and 2

Weaknesses

- insufficient planning to meet individual needs of all learners

Achievement and standards

77. There is a 100 per cent pass rate on the ESOL entry levels 1 and 2 spoken exam, although only a small proportion of starts complete the course because of transfers out of the prison or release. Attendance and punctuality are satisfactory.

The quality of provision

78. Teaching and learning are satisfactory. However, there is no initial assessment of ESOL needs and there is a large waiting list for classes. A variety of teaching and reinforcement strategies are used to motivate learners, such as question and answer, quizzes and relaxation and focusing techniques. These are used at the beginning of sessions to improve concentration and motivation for learning. However, sessions are timetabled as either

three hours in the morning or two and a half in the afternoon, which is too long for learners to maintain concentration. Sessions are divided into a range of different activities to encourage learning and learners are encouraged to move around the room and stretch after each hour of physical inactivity. Learners have the opportunity to role-play scenarios they will encounter, such as shopping for food or enquiring after accommodation. Using headphones and a tape recorder, they also listen to recordings of exemplar spoken English which allows them to improve their pronunciation, at their own speed. Teachers have a good rapport with learners and there is a high level of mutual respect between staff and learners. Classroom and behaviour management is good which contributes to the calm, purposeful activity in most sessions.

79. There is insufficient planning to meet individual needs. A scheme of work and session plans demonstrate attention to language understanding such as grammar and punctuation and practical applications of spoken English. However, learning plans do not always record assessment outcomes to enable teachers and learners to plan and review learners' progress in accordance with individual changing circumstances. There are some generic targets, but these are not specific enough. Learners are unaware of their planned programme and some are unclear of their progress which affects their ability and confidence to plan for the future. An induction pack is provided to all ESOL learners, to give them information and guidance about prison procedures, rights and responsibilities. There is a section with suggested phrases to support those whose spoken English is very limited. Interpreters are available for some languages.

80. Learners are very well motivated and enjoy their classes. Resources are satisfactory. Teachers have good experience but some do not have teaching qualifications. The ESOL classroom is reasonably clean and bright and of appropriate size for the number of learners, although extremely noisy because of a ventilation fan. There are no computers in the ESOL classroom in house block 2, and learners are not always able to access the library which is situated in the education department. A small number of learners attend other, non-ESOL, timetabled sessions which are delivered in the education department. In this way, some ESOL learners are able to access the library to borrow books to enhance their learning. There is some collection of data relating to numbers of ESOL learners on programme, but the number of learners with identified ESOL needs is incomplete. Data is not routinely used to monitor and improve ESOL provision, although an additional ESOL session has recently been timetabled in response to the large waiting list.

Leadership and management

81. Staff are experienced and motivated to help learners develop their skills. However, not all staff have had their teaching observed. Staff meetings for programme areas take place every month and departmental meetings take place every three months but this does not allow staff to be regularly updated on problems relating to progress. Data is collected but not routinely analysed to identify areas of concern, celebration or potential improvement for the learning experience.

Literacy and numeracy

Strengths

- high pass rates on adult literacy and numeracy courses at entry level and level 1 and 2

Weaknesses

- inadequate planning and monitoring of, and target-setting for, individual learners' progress
- some inadequate teaching
- weak curriculum management

Achievement and standards

82. Pass rates on adult literacy and numeracy courses at entry level, level 1 and level 2 are high. The average pass rate is 89 per cent for literacy and 90 per cent for numeracy, although only a small number of learners complete the courses because of transfers out of the prison or release. Key skills are not accredited for most learners. Attendance and punctuality during inspection were unsatisfactory. A variety of reasons contribute to learners' non-attendance, including segregation, visits, lock-downs and unavailability of prison officers as escorts. Most sessions in the week of inspection started late, some by as much as 30 minutes. Late comers are not challenged by staff and there is often no record of time of arrival.

The quality of provision

83. Teaching ranges from satisfactory to inadequate. Schemes of work and session plans are used, a small number of which are appropriately differentiated in terms of activity and resource to take account of individual learning needs. An outline is given at the start of some sessions to clarify the aims and objectives. In the weaker lessons, some learners are insufficiently challenged. Most of the learners are well motivated and behave appropriately in the classroom. In satisfactory sessions, a variety of teaching strategies are used to motivate learners. In one session, learners used local newspapers to select house prices to calculate range, mean, median and modal prices. Most teachers divide sessions into different activities to improve concentration. Several staff use a visit to the library as an opportunity for learners to have a break. In less satisfactory sessions, learners spend long periods of time working individually on problems, with little assistance. There are some instances of learners experiencing derogatory and demeaning comments that cause embarrassment and inhibit motivation to succeed. Most teachers have a good rapport with learners. Classroom and behaviour management varies. There is currently a recruitment process for a part-time member of staff whose main activity will be dyslexia support.

84. Resources are satisfactory. Classrooms are reasonably clean and bright and room size and layout is mostly appropriate. There is a well-equipped computer suite and additional computers in other classrooms. Literacy and numeracy posters and learning aids are displayed in classrooms, although several of these are for young children and are inappropriate in design for adults. There is a range of teaching experience. Some staff have no previous teaching experience. Some have teaching qualifications and some are starting a teaching qualification in September 2006.

85. Planning and monitoring of, and target-setting for, individual learners' progress is inadequate. Individual learning plans are inadequate and in several, learners attend sessions that are inappropriate for their learning and development needs. There is little sharing of information relating to learning goals that would enable learning journeys to be

planned more appropriately. Insufficient information on learning plans does not enable teachers and learners to plan and review learners' progress in accordance with changing circumstances. There are some generic targets that do not give learners sufficient guidance in how to make improvements. Most learners are unaware of their planned programme and some are unclear of their progress which affects their ability and confidence to plan for the future.

Leadership and management

86. Staff are not fully aware of their roles and responsibilities as there is no formal induction process for new teachers. Not all teachers have had their teaching observed. There is no basic skills strategy and no framework to make staff aware of essential processes that would enable learners to develop their literacy, numeracy and language skills. A basic skills co-ordinator post has been vacant for more than 18 months and for nearly a year before this, the postholder was on long-term sick leave. Most teachers have not received core curricula training and do not fully understand the range of programme levels and of ways in which literacy, numeracy and language learning may be contextualised within sessions. There is some collection of data relating to numbers of learners on programme but the number of learners with additional learning needs is incomplete. Data is not routinely used to monitor and improve literacy and numeracy provision.

87. Communications are inadequate. Staff meetings for programme areas take place every month and departmental meetings are every three months, which does not allow staff to be regularly updated on problems relating to individual progress. There is little daily informal contact between teachers and the education management, although a monthly newsletter advertises education courses and celebrates the achievements of learners who have completed accredited courses.

Independent living

Strengths

- high pass rates on level 1 and 2 cookery and food hygiene courses
- good development of personal, practical and social skills
- good teaching

Weaknesses

- insufficient target-setting to plan and monitor individual learners' progress

Achievement and standards

88. There is a 100 per cent pass rate on the level 1 and level 2 Open College Network cookery and food hygiene exams, although only a small proportion of learners who start on the course complete because of transfers out of the prison or release. There is a large waiting list for classes. Development of personal and social skills is good. Learners have opportunities to access art, cookery, textile design and preparation for work courses which enables them to develop their self-confidence and improve self-esteem. They also develop essential practical life skills such as devising and budgeting for a nutritious, economical meal. Most of the life skills sessions also offer opportunities for accredited learning. Several learners attend literacy and/or numeracy sessions after developing their

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self-confidence in life skills classes. Teachers encourage learners to attend additional sessions to increase their confidence and range of practical and life skills. Some learners work as peer supporters and attend sessions to give literacy and numeracy support. As well as supporting other learners, the peer supporters increase their own self-esteem and self-confidence. Attendance and punctuality are satisfactory.

The quality of provision

89. Teaching is good on most courses. Detailed schemes of work are used well and session plans are appropriately differentiated in terms of activity and resources to take account of individual learning needs. A clear outline is given of most sessions to identify the aims and objectives. Most of the learners are motivated and enjoy their classes. A variety of teaching and reinforcement strategies are used to motivate learners, such as question and answer, quizzes, role-play and mock interviews. Learners in the textile design group produce very high standards of work. The practical work is supported in the machining and sewing contract workshop where the experienced teacher helps learners develop sewing skills and the use of industrial machines. Art sessions are used creatively to develop understanding of cultural issues and to allow free expression.

90. Teachers provide good personal support to learners and show empathy and understanding. Classroom and behaviour management is good which contributes to the calm, purposeful activity in most sessions. One teacher very successfully starts each session with a short period of relaxation and focusing techniques to improve concentration and motivation for learning. Resources are generally good with a wide range of magazines and art and design literature. Dictionaries in a variety of languages, including photographic dictionaries are available, although only recently purchased. Classrooms are reasonably clean and bright with art work is displayed prominently on walls in the education department. A National Association for the Care and Rehabilitation of Offenders (NACRO) nextstep adviser is available for advice and guidance on any areas of concern. This support is accessed by learners during sessions in the education department and also when the NACRO adviser visits the house blocks.

Leadership and management

91. Staff are experienced and motivated to help learners develop their skills. However, not all staff have had their teaching observed. Staff meetings for programme areas take place every month and departmental meetings take place every three months, but this does not allow tutors to be regularly updated on problems relating to individual progress. Data is collected but not routinely analysed to identify areas of concern, celebration or potential improvement for the learning experience.

