

INSPECTION REPORT

HMP Edmunds Hill

9 October 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 over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons
- adult information, advice and guidance services (**nextstep**)

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

Overall effectiveness

The grades given for achievement and standards and the quality of provision and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

Outstanding provision should typically have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 1. All strands within achievement and standards and the quality of provision will be graded 1 or 2.

Good provision should have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 2 or better. All strands within achievement and standards and the quality of provision will be grade 3 or better.

Satisfactory provision should have adequate or better grades in leadership and management and at least two of the strands within achievement and standards and the quality of provision grades. An adequate provider might have a range of grades for the strands within achievement and standards and the quality of provision, with no more than one graded 4.

Provision will normally be deemed to be **inadequate** where two or more of strands within achievement and standards and the quality of provision 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. The descriptors for the four grades are:

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

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Edmunds Hill is located in the county of Suffolk, 10 miles northeast of Haverhill and 15 miles southwest from Bury St Edmunds. It lies adjacent to HMP Highpoint. It opened in 1977 as part of HMP Highpoint. In November 1997, the site was converted to hold women offenders. In July 2001, the process of segregating HMP Highpoint (north) from HMP Highpoint (south) commenced and this culminated in re-naming Highpoint (north) as HMP Edmunds Hill in October 2003. The prison continues to share some services with HMP Highpoint and this includes the education contract which is a single contract across both prisons.

2. The re-role from women to men took place slowly between March and December 2004. In January 2005 the prison received its first male offenders, but half of the prison was not used as the offender numbers were low. In November 2005 the prison began to fill rapidly. At the same time the then education contractor, City College Norwich, was informed that the contract would not be renewed. In the early part of 2006 the prison reached full capacity. The current status of HMP Edmunds Hill is a category C training prison with a capacity of 371. There are no remand offenders and approximately 80 foreign nationals. Most transfers are from London prisons such as HMP Wandsworth and HMP Pentonville. The education contract now allocated to A4E is for 12,000 hours at HMP Edmunds Hill.

3. The prison offers training for approximately 70 part-time places each morning and afternoon, with the exception of Friday afternoons. Accredited vocational training is offered in horticulture, catering and barbering and there is a small workshop where data processing takes place. A Foundation Training Company (FTC) offers pre-release courses. Some open learning courses through the Open University are offered for those who need higher-level learning. There are no evening classes. The prison offers one offending behaviour course, the quality of which was not inspected. Library services are provided by Suffolk County Council.

OVERALL EFFECTIVENESS

Grade 2

4. **The overall effectiveness of the provision is good.** More specifically, achievement and standards and the quality of provision, including employability and vocation training, and literacy, numeracy and language support, and personal and social development programmes are good. Leadership and management are good, as is the prison's approach to equality of opportunity.

5. **The inspection team were broadly confident in the reliability of the self-assessment process.** The self-assessment process is a part of the normal business planning cycle of the prison and links to a detailed and thorough development plan which is understood well by all staff and is supported by senior management. The self-assessment process includes all areas of the prison, including external partners and contractors, and all staff contributed to the self-assessment report. The prison has gone through considerable change in recent months and there is currently no head of learning and skills. The self-assessment report used for the inspection was the first fully recorded report. It was sufficiently critical and many of the strengths and weaknesses in the report were identified by inspectors. However, many of the grades were one grade lower than the grades given by inspectors. The prison has used the report well to identify areas for improvement.

6. **The prison has demonstrated it is in a good position to make improvements.** This is the first inspection by the Adult Learning Inspectorate. Since the change in role and education subcontractor, prison staff have developed a strong culture of continuous improvement in the organisation which has included their partners. Development planning for improvement has been effective. Additional vocational training has been reintroduced, for example horticulture, and painting and decorating. The prison has also agreed plans and funding to extend the provision to include more construction programmes in an attempt to provide realistic employment prospects for those released. During the change to a new education contractor the prison has maintained and improved the quality of its education provision.

KEY CHALLENGES FOR HMP EDMUNDS HILL:

- expand the range of training opportunities
- maintain the momentum of change
- establish a regime which reinforces the work ethic
- continue to improve the quality of teaching and learning
- improve the provision of information, advice and guidance

GRADES

grade1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= inadequate

Achievement and standards and the quality of provision		2
Contributory grades:		
Employability and vocation training		2
Literacy, numeracy and language support		2
Personal and social development		2

Leadership and management		2
Contributory grades:		
Equality of opportunity		2

ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	14
Number of learners interviewed	45
Number of staff interviewed	34
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	7
Number of visits to the provider	1

The following strengths and weaknesses were identified during this inspection:

Achievement and standards and the quality of provision

Employability and vocational training

Strengths

- good attainment of skills in barbering and industrial cleaning
- good achievement of qualifications in PE and industrial cleaning
- highly motivated and industrious learners
- good use of learners as trainers and assessors

Weaknesses

- weak planning and review of individual learning in some areas
- insufficient focus on employability skills

Literacy, language and numeracy

Strengths

- high achievement on numeracy and ESOL courses
- particularly effective use of a range of teaching and learning styles
- good recording and monitoring of learners' progress in literacy, numeracy and language
- good support for learners with specific learning needs

Weaknesses

- inappropriate curriculum planning to meet the needs of some learners
- insufficient recording of learners' personal and social development in language support sessions

Personal and social development

Strengths

- good unit achievement on all programmes
- good development of learners' personal and social skills
- highly flexible curriculum and teaching to meet individual needs

Weaknesses

- some ineffective use of learners' time

Leadership and management

Strengths

- clear vision for developing learning and skills to meet individual needs
- strong culture of continuous improvement
- well-managed education

- well-structured and effective arrangements to increase participation in learning and skills activities

Weaknesses

- slow progress towards introducing additional vocational training opportunities
- insufficiently implemented quality improvement processes in some areas

WHAT LEARNERS LIKE ABOUT HMP EDMUNDS HILL:

- helpful, supportive, patient and friendly staff
- good workshops and equipment
- lack of bullying
- good interesting teaching which “ keeps me interested”
- the focus on the future “helps me realise that being in prison isn’t the end”
- learning to use a computer for the first time “so that I can help my kids when I get out”

WHAT LEARNERS THINK HMP EDMUNDS HILL COULD IMPROVE:

- more advanced IT courses
- more construction and mechanical engineering courses
- more opportunities for full time education

DETAILED INSPECTION FINDINGS

ACHIEVEMENT AND STANDARDS AND THE QUALITY OF PROVISION **Grade 2**

Achievement and standards

Employability and vocational training

7. The achievement rate for qualifications in physical education (PE) and industrial cleaning is high. In industrial cleaning, 82 per cent of learners achieve at level 1 and all learners who attempted levels 2, 3 and 4 were successful. In PE, the success rate for accredited courses is 100 per cent. Progression is also good in industrial cleaning with a high proportion of learners progressing from level 1 to level 2. A few learners have progressed through level 3 to become assessors and trainers.

8. In barbering and industrial cleaning, learners demonstrate good practical skills. In barbering, learners are particularly industrious and professional with their technical skills and their interactions with clients. In industrial cleaning, learners demonstrate good practical skills and abilities.

9. Although the achievement rate for qualifications in barbering is low, about 60 per cent of learners achieve units of the qualification. Learners progress at a good rate through the qualification and achieve a high proportion of the qualification in the time available to them.

10. The success rate in information technology (IT) is satisfactory overall. It is high in the data input workshop but low in education. Achievement is satisfactory in catering. It is too early to judge the achievement in horticulture.

11. In the 'Firm Start' programme only 7 per cent of learners achieve the qualification, although many achieve one or more units. Learners produce satisfactory work.

Literacy, language and numeracy

12. Achievements for numeracy and English for speakers of other languages (ESOL) courses are high. In the past six months at level 1 and 2 in both programmes, 100 per cent of learners achieved a nationally recognised qualification. For the same period 100 per cent of learners achieved numeracy at entry level 1 and ESOL at entry level 2. Other achievement rates on these two programmes are good.

13. Achievement rates for literacy courses at all levels are satisfactory, ranging from 50 per cent at entry level 3 to 89 per cent at entry level 2. Learners are entered for tests when they are ready and most pass the first time.

14. Learners' written work is good and they are able to produce formal letters to a high standard within a short time of starting courses. Learners who progress well through their course use computers to enhance their learning and produce professional pieces of work with little or no previous experience of using computers.

Personal and social development

15. Unit achievement on all programmes is good. Achievement of the five social and life skills units is good. In the past six months, 100 per cent of learners achieved the cooking unit, 100 per cent achieved the sex and relationships unit and 90 per cent achieved the drugs awareness unit. Achievement of the four units which comprise the pre-release programme is also good, ranging from 75 per cent to 100 per cent. Seventy-eight per cent of learners who started arts programmes also achieved units at either entry level, or at level 1, 2 or 3. Achievement of the Sycamore restorative justice programme is also good at 88 per cent.

16. Development of learners' social and personal skills is good. Learners' communication skills and team working are successfully improved through a range of methods, including encouraging learners to speak to groups and participate in discussions. Learners are supportive of each other and treat their peers' views and contributions with respect. Learners in most sessions are motivated and work hard. On social and life skills programmes, learners can see how their new learning will enhance their own and their family's lives and health, and how they can improve their relationships with their families. On art programmes, learners develop hidden talents and have the unexpected benefit of learning about the lives of artists and their cultural and political influences. Learners develop excellent curriculum vitae on the pre-release programme. Learners are successfully encouraged to explore their feelings and acknowledge the impact of their crimes on their own families and on their victims. For many learners this is the first time they have recognised the impact of their actions, although they may have been in prison several times before.

Teaching, training and learning***Employability and vocational training***

17. Teaching overall is satisfactory and is good in some practical sessions. Learners are motivated and keen to learn. They engage in sessions and learn effectively. Learners receive good individual support from tutors who know their learners well. Tutors take time to explain things to each individual and to ensure that they understand. There is a good rapport and a high degree of respect between tutors and learners.

18. There is good use of offenders as assessors and trainers in industrial cleaning and PE. In industrial cleaning, two offenders have qualified as assessors and are effectively used as assessors and trainers on the course. In PE seven offenders are training to teach manual handling courses.

19. Assessment is good in barbering and catering where records of assessment are comprehensive and clear. Assessment is satisfactory in other areas.

20. The planning of learning is weak in the data input workshop and industrial cleaning. Learning plans have only recently been introduced and are not effective. Short- and medium-term targets are not agreed and there is insufficient reviews of learning. Individual learning plans in horticulture and PE are not fully developed. In contrast to other areas, the planning and review of learning in barbering is good. Learning plans are comprehensive and carefully tailored to each learner. Targets are set and reviewed every four weeks and learners progress well through their programme.

21. Resources are satisfactory. There is a good number of interactive whiteboards which are effectively used. Workshops are spacious and well equipped. The barbering salon is

particularly well-equipped and spacious and reflects a good industrial standard. The painting and decorating workshop has a good number of spacious work bays and a good variety of surfaces and features, but it is not in use as there are staff shortages. Computers in IT are satisfactory. Resources for horticulture are satisfactory. There are inadequate teaching facilities for catering, and horticulture. Although the library can access books from the county library service, there are very few resources available on site to support the programmes offered.

Literacy, language and numeracy

22. Teachers use a particularly effective range of teaching and learning styles. Teaching is good on many of the courses. Learners are given a learning styles assessment during induction and teachers use this information effectively to meet individual needs. Learners enjoy lessons and participate well in discussion and open debate. Staff use information and communications technology (ICT) well in the classrooms to support learning. Learning packages are used selectively to ensure that material is appropriate to the age and ability of the learner. Learners appreciate the way in which ICT is used to help their learning. Occasionally, visiting speakers take part in learning sessions. In one case a speaker from a museum used a CD showing a virtual tour of the museum and asked learners to assess its suitability and suggest ways in which it could be improved. The teacher used the opportunity effectively to develop discussion skills and promote different cultures and beliefs and helping improve letter-writing skills.

23. The recording and monitoring of learners' progress in literacy, numeracy and language sessions is good. Learners are given a thorough diagnostic assessment of their learning needs during their induction into education. Individual learning plans clearly show small measurable targets and these are frequently reviewed and changed as learners progress. Learners receive good feedback on their written work and are able to recognise and understand the progress they have made. Where support is provided through 'Toe by Toe' and 'Catch Up' initiatives, progress is equally well monitored and recorded.

24. Support for learners with specific learning needs is good. Learners who have dyslexia are referred to a member of staff who carries out a more in-depth assessment and provides teachers with suggestions and ways of supporting learners. Those with visual impairments are provided with appropriate support such as magnification devices or large print materials. Some learners who are unable to read or write are assisted by staff. One learner who is unable to read or write is getting good support to develop his literacy skills and help with his national vocational qualification (NVQ). Arrangements are in place to allow him to be assessed for his NVQ at level 1 without the need to read or write, but at the same time he is encouraged to identify key words and signs.

25. Learners' personal and social development during language support sessions are not sufficiently well recorded. Many opportunities are provided for learners to develop personal and social skills during language support sessions, for example, self-esteem and self-confidence. These are recognised by teaching staff and learners are given encouragement as their skills develop. However, these developments are not always recorded and discussed with learners as part of their review.

Personal and social development

26. Curriculum and teaching are flexible and successfully meet learners' needs. Programmes are well structured to ensure learners can achieve accreditation. Accreditation is used well on art programmes. Learners can join the art programme at

any time. They work at either entry level, level 1, level 2 or level 3, whichever appropriate to their skill level and time left in prison. Approximately 25 per cent of learners progress to and achieve the next accredited level. Sessions are well managed to ensure that all learners can work independently and confidently at their own level. Individual learning plans and goal setting are well used to set and measure challenging targets.

27. The pre-release course is adapted well to meet the needs of learners. Guest speakers give expert, specialised advice in response to learners' issues, for example, taking their driving test, becoming self-employed or setting up a bank account. Learners are referred by other areas of the prison to participate in specific courses, such as the development of curriculum vitae. Learners who wish to progress to further training for which literacy and numeracy at level 1 or level 2 are an entry requirement, are given extra support.

28. The social and life skills programme is well structured to ensure learners can achieve units. Good workbooks and resource books have been developed to support the units in drugs awareness, and sex and relationships.

29. The best sessions are lively and thought provoking and thoroughly engage all learners. Tutors use a good range of practical activities, which they change frequently to hold learners' interest and attention.

30. There is some ineffective use of learners' time. Staff sometimes duplicate parts of the initial assessment process, rather than share information. On the pre-release programme insufficient use is made of setting and recording short-term goals. On the last pre-release course, none of the five learners who needed literacy and numeracy qualifications at level 1 or level 2 to progress achieved them. Sessions on all programmes start late. Some sessions finish early and activities are drawn out to fill time, and learners are not always sufficiently challenged.

Range of provision

Employability and vocational training

31. There is insufficient focus on employability skills. In some workshops learners regularly arrive late. In the worst areas they are slow to start work and some finish work well before the end of the session. There are few targets and insufficient emphasis is placed on work ethic, work rate and quality. Conversely in the barbering salon there is a very strong work ethic. There is a strong emphasis on standards and quality in industrial cleaning, but timekeeping and punctuality are often poor.

32. The programmes offered are appropriate for employment, and there is a strong emphasis on achieving qualifications or units to enhance employability. However, there is currently an insufficient range of programmes to meet the needs of all learners.

33. Learners benefit from the effective liaison and communication between teams. The teaching of IT in the education department complements and enhances that provided in the data input workshop. Learners on the 'Firm Start' course are able to access external agencies through the FTC. There are good links between staff providing literacy and numeracy in the workshops, and workshop instructors.

Literacy, language and numeracy

34. The curriculum generally meets the diverse needs of most learners. However, aspects of curriculum planning for literacy and numeracy insufficiently meet the needs of some learners. Education managers have reorganised the literacy and numeracy curriculum and there is insufficient time for some learners who need literacy support. Literacy sessions are planned to take place in the afternoon when the teaching sessions are shorter and they stop at lunchtime on a Friday. Education is part time and sessions include learners at entry level and at level 1 and 2 in the same group and progress is inhibited by these arrangements. In addition there is insufficient ESOL provision to meet the needs of all learners.

Personal and social development

35. Programmes meet learners' needs to help them improve their employability and to aid their resettlement. Courses include pre-release, healthy living, sex and relationships, drug awareness, alcohol awareness, restorative justice, parenting skills, cookery, basic food hygiene and healthy living.

Guidance and support

36. Learners receive effective advice and guidance during induction. They have an initial assessment of their literacy and numeracy skills and are provided with comprehensive information about the work, training and education opportunities within the prison. Good account is taken of their existing skills, interests and aims. However, the guidance worker is not involved in the induction and relies on weekly labour lists to be able to identify new offenders for interview and to develop individual learning plans with. About half of the offenders have an overall learning plan which is produced after consultation with an adviser, and priority is given to persistent offenders and those with longer sentences. Formal advice and guidance interviews only take place after learners have been allocated a work or training place. Learners who have literacy, language or numeracy needs are effectively referred to appropriate courses. The arrangements to link course level learning plans and a learner's overall plan are not fully developed. Overall learning plans are not regularly reviewed. A review only takes place towards the end of the learner's sentence. There are no systems in place to monitor and measure the effectiveness of initial advice and guidance.

37. Learners receive effective inductions into workplaces and education programmes. They receive good individual support from teachers and workshop staff and benefit from the support of literacy and numeracy tutors who visit workshops to provide specific support.

38. Arrangements to support learners before their release are good. Resettlement officers have effective systems to identify those who are due for release and provide an effective service to help them find accommodation and employment. Staff from Jobcentre Plus and other agencies are available to help offenders find work and apply for benefits.

LEADERSHIP AND MANAGEMENT**Grade 2**

39. The management of learning and skills in the prison is good. In the past 18 months, managers have worked well together to meet the changing nature and role of the establishment. Staff have responded well to recent changes in senior staff and the change to a new education contractor. Staff work well together to develop learning programmes and materials to support individual needs.

40. Senior staff have a clear vision towards supporting and developing learning and skills to meet the needs of individual learners and for supporting strategies for reducing re-offending. Staff work effectively together with partner organisations and have effective strategies for implementing change. These have been well informed by a training needs analysis which involved full consultation with staff and learners.

41. The prison's approach to continuous improvement is strong. A detailed development plan clearly identifies targets, which are closely and rigorously monitored through a quality improvement group and senior staff meetings. These plans clearly set out the strategy to introduce new areas of accredited vocational training to support learning and skills. They also identify the need to deal with learners' employment prospects in skill shortage areas such as, the introduction of new construction courses, lift truck operations courses, and waste recycling projects. Plans and funding are in place for some of these areas. There is currently a vacancy for a head of learning and skills and one is shortly to be appointed. In the meantime the prison has developed an excellent relationship with the new education contractor. The prison's head of learning supported by senior staff has managed the change very effectively and the provision has continued to develop and improve. There are some contracting areas yet to be decided, for example the provision of information, advice and guidance, but learners are receiving good support particularly at induction and during the pre-release stage of their sentence.

42. Staff manage the education provision well. The curriculum broadly meets the needs of learners, with the exception of ESOL classes which are insufficient to meet the needs of the foreign national population. Learners who need higher-level training are well provided for with opportunities to study for degree credits through open learning linked to the Open University. Courses are well structured and are offered on a part-time basis. Staff complete comprehensive course reviews which include evaluations from learners and thorough analyses of achievement and progression data. The prison has developed a comprehensive and thorough data recording system which provides accurate and detailed information about learning and skills activities, and it is used well to set targets for improvement.

43. Progress towards introducing additional accredited vocational training courses which support employability skills has been slow. Opportunities are currently limited to horticulture practical skills tests and catering and barbering NVQs. Resources are in place to support accredited painting and decorating programmes and after a long waiting period a trainer has been appointed. Other initiatives such as waste recycling, lift truck operator training and additional construction courses have now been identified and plans and funding are in place to extend the provision. However, they have not started as yet.

44. Actions to support continuous improvement are currently insufficiently implemented. Observations of teaching and learning across the prison are in their early stages and while the education contractor has fully included the process and is using it well to improve teaching, the process does not include pre-release courses or some non-

accredited behaviour programmes. Elements of the induction process, information, advice and guidance and the development of individualised learning records remain inconsistent.

Equality of opportunity

Contributory grade 2

45. The approach to equality and diversity is good and effective. The prison promotes equality of opportunity and respect in all of the learners' activities. The work allocation system is fair and well structured and participation is monitored closely to ensure that participation reflects the prison population. Staff ensure that those on induction are linked as soon as possible with a listener and mentoring offender, and those who have difficulties with speaking and understanding English are linked to an offender who is able to translate prison rules. Learners receive a comprehensive induction into education and PE.

46. Arrangements to support learners and increase participation in learning and skills are working well. The education provision offers courses on a part-time basis to enable many of those who work across the prison to participate in learning and skills programmes. Much good individual support is offered by staff to those on the residential units who do not wish to attend formal education classes. Staff from the education department provide good individual literacy and numeracy support for learners through an 'embedded learning' programme in the training areas. Staff and offenders show a high level of mutual respect and encouragement throughout the establishment. There are often waiting lists for ESOL courses and insufficient courses to meet the needs of the current foreign national population. Access for those with restricted mobility is good. The literacy, numeracy and language support classes are located on the first floor of the education block, but alternative arrangements are made to move classes to the ground floor if necessary.

47. The prison has an appropriate range of race relations, equality of opportunity and diversity, anti bullying, complaints and resettlement policies. A race relations officer has been recently appointed and supports the induction process with a session on equality and diversity. Equality and diversity training is offered to all new staff including education and training staff, but this has yet to be delivered to those already employed by the prison. The process of carrying out impact assessments has begun but this is in its early stages and one for education has not yet been carried out. The offenders' pay structure is not clear and the interpretation varies between staff and offenders. Some offenders are disadvantaged financially by participating in education and training.

ANNEX 1

RANGE OF PROVISION AVAILABLE TO LEARNERS

At the time of the inspection, 54 per cent of offenders were engaged in accredited learning and 34 per cent were engaged in structured non-accredited learning. Their distribution is as follows:

Learning and skills activity	Levels	Provider	Number of current learners	Additional notes
H&S manual handling tutors		HMP	8	
Recreational gym course		HMP	8	
Foundation Training Company	OCN level 1	FTC	11	
BICS	Level 1	A4E	9	
BICS	Level 2	A4E	2	
BICS	Level 3	A4E	6	
Horticulture NPTC	Level 1	HMP	5	Recently started
Firm Start	Level 2	A4E	10	
Numeracy	Entry 2	A4E	4	
	Level 1	A4E	5	
	Level 2	A4E	4	
Visual Arts	Entry 1	A4E	10	
	Level 1	A4E	7	
	Level 2	A4E	3	
Open Learning	Level 3	A4E	3	
	Level 4	A4E	3	
NVQ Catering	Level 1	A4E	6	
Literacy	Entry 1	A4E	2	
	Entry 2	A4E	3	
	Entry 3	A4E	1	
	Level 1	A4E	10	
	Level 2	A4E	8	
ESOL	Entry 1	A4E	5	
	Entry 2	A4E	8	
	Entry 3	A4E	3	
Social & Life Skills	Level 1	A4E	6	
	Level 2	A4E	11	
NVQ Barbering	Level 2	A4E	14	
ICT	Level 1	A4E	9	
	Level 2	A4E	1	
P-ASRO		HMP	12	
CLAIT	Level ½	HMP	10	Data processing w/shop
Toe by Toe		HMP	8	

Note: some offenders are attending more that one learning programme

*denotes provision included in the inspection sample