

# **INSPECTION REPORT**

## **HMP Elmley**

**11 December 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*

# INSPECTION REPORT

## HMP Elmley

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Elmley is a purpose-built category B local prison for male offenders and remand prisoners. It has an operational capacity of 985. At the time of the inspection there were 985 men in the prison of whom 18 per cent were from black and minority ethnic groups. Seventy-eight per cent of the prison's population was made up of convicted offenders and the rest were remand prisoners. Of the convicted offender population, 42 per cent were category C prisoners, housed separately from the rest. Of the total prisoner population, 18 per cent were vulnerable prisoners held in a separate unit. HMP Elmley is one of the three prisons in the HMP Sheppey cluster formed in March 2005. The cluster is managed by a chief executive and has a central interventions team. Each prison has its own governor and senior management team. The employment, training and education pathway manager is part of the central interventions team and is responsible for learning and skills at HMP Elmley and at the other two prisons in the cluster.

2. Prisoners are employed both part time and full time in commercial workshops, where they carry out a range of basic assembly and packing work. Work is available in the prison gardens and prisoners can study for basic horticultural qualifications. Prisoners can also choose to work in the recycling workshop or in the kitchens where they receive food hygiene training. Building site health and safety and industrial cleaning courses are available but were not running at the time of the inspection. The physical education (PE) department offers recreational programmes and a satisfactory range of certificated courses, suitable for vocational purposes. The Prisons Information and Communications Technology Academy (PICTA) workshop provides courses in ICT and computer engineering. Thirty vulnerable prisoners are employed in the laundry, where recognised certificated courses are available. They can also work in the sign workshop in the vulnerable prisoner unit which caters for internal and external orders. Education classes are offered on four of the five house blocks, including that for vulnerable prisoners. Classes include in skills for life, social and life skills, information and communications technology (ICT) and a transit to work course. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. Prisoners can only attend education classes full time. Some distance learning is available. The education contract of 18,900 hours has been operated by A4e since August 2006. The education department is temporarily managed by the deputy education manager who is supported by 13 full-time and sessional tutors. The library is run by Kent Libraries and Archives services. A full-time librarian is responsible for library provision at the prison and she is supported by two prison orderly library assistants.

### OVERALL EFFECTIVENESS

**Grade 4**

3. **The overall effectiveness of the provision is inadequate.** Achievement and standards and the quality of provision overall are satisfactory. Literacy, numeracy and language support and personal and social development are satisfactory, as are the arrangements for equality of opportunity. Employability and vocational training is inadequate, as is the leadership and management of learning and skills.

4. **The inspection team had little confidence in the reliability of the self-assessment process.** The prison's first self-assessment report was produced in October 2006. Few departments produced their own report but those that did produced a report in outline form. Staff were not briefed about self-assessment and were insufficiently well informed

about its importance to quality improvement. The self-assessment process makes very little use of data and does not include contributions from prisoners or external partners. It is not yet sufficiently linked with business and development planning. Inspectors agreed with some of the strengths and weaknesses identified in the self-assessment report, but regarded many of the identified strengths as no more than normal practice. Some of the weaknesses in the provision were not identified by the self-assessment process.

#### 5. The prison has demonstrated that it has sufficient capacity to make improvements.

This is the first time the prison has been inspected by the Adult Learning Inspectorate. At the beginning of the cluster arrangement, the central interventions team and the employment, training and education pathway manager focused attention on strategic and quality improvement planning. This focus is beginning to improve the provision of basic vocational training at HMP Elmley and the use of resources across the cluster. Some of the funding for the current vocational and preparation for work courses at the prison will end in the near future. However, the prison has made alternative internal arrangements to sustain these new developments.

### KEY CHALLENGES FOR HMP ELMLEY:

- fully implement the effective strategic planning
- improve the use of data to manage performance
- improve the planning and co-ordination of learning and skills, and promote better access to them
- fully establish effective quality improvement arrangements
- improve opportunities to develop employment-related skills
- improve use of target-setting in planning individual learning
- raise the profile of learning and skills

### GRADES

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

Achievement and standards and the quality of provision		3
Contributory grades:		
Employability and vocational training		4
Literacy, numeracy and language support		3
Personal and social development		3
Leadership and management		4
Contributory grades:		
Equality of opportunity		3

## ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	13
Number of learners interviewed	60
Number of staff interviewed	53
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	8
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 achievement in PE
- good standards of work and progress in the PICTA workshop

##### **Weaknesses**

- poor punctuality which fails to promote good work values
- weak planning of individual learning in some areas
- insufficient opportunity to develop employment-related skills

#### ***Literacy, numeracy and language support***

##### **Strengths**

- very good literacy, numeracy and key skills achievement
- good recent initiatives to integrate literacy and numeracy into work and residential areas

##### **Weaknesses**

- insufficient use of individual targets to support skills for life development
- poor punctuality in most lessons
- insufficient access to ICT to support out-of-class work and distance learning

#### ***Personal and social development***

##### **Strengths**

- good development of skills

##### **Weaknesses**

- inadequate monitoring and recording of personal and social skills development

## **Leadership and management**

### **Strengths**

- well-developed strategic planning
- good multi-agency working

### **Weaknesses**

- inadequate use of data to manage performance
- poor planning and co-ordination of learning and skills
- inadequate quality improvement arrangements
- insufficient opportunity to take part in learning and work

## **WHAT LEARNERS LIKE ABOUT HMP ELMLEY:**

- the good relationships with tutors
- the good basic and more advanced computing training: 'I should have done this computer training years ago' (PICTA workshop)
- the good transit to work course: 'it's just what I needed before release'
- 'being able to continue art work in my cell'
- 'my hobby has become my work'
- 'education gives me opportunities to be useful'
- the good use of peer mentors as tutors
- the help from outside employers to write curriculum vitae and practise interviews

## **WHAT LEARNERS THINK HMP ELMLEY COULD IMPROVE:**

- the availability of work places, job experience and skilled training
- the choice of higher-level courses
- internet access and the maintenance of computers
- waiting times to access a course
- prisoner transfers: 'we should be kept on hold until we have finished a course'
- access to the gym: 'the system to get into the gym is unfair - if you aren't in the first blocks to be unlocked, you can't get in'
- the opportunities for learning in the evening
- the access to the library: 'I have big problems getting to use the library'
- distance learning opportunities: 'the prison isn't geared up for distance learning'
- induction: 'it is done too quickly - short and sharp'
- the use of resources: 'resources are wasted, classes aren't full and computers are under-used'

## DETAILED INSPECTION FINDINGS

### ACHIEVEMENT AND STANDARDS AND THE QUALITY OF PROVISION Grade 4

#### Achievement and standards

##### *Employability and vocational training*

6. The achievement of vocational qualifications in PE is good. Between April and December 2006, approximately 300 qualifications were achieved. The target for the year to the end of March 2007 is 500. Almost all learners who take qualifications achieve them. For example, in one community sports leader award group, 18 learners out of 21 achieved their qualifications. Many short qualifications have 100 per cent achievement and some learners achieve two or more qualifications. The PE department offers short generic qualifications in the workshops, which some learners complete soon after their arrival at the prison. Success is valued and celebrated through regular events.

7. Standards of work, and progress, are good in the PICTA workshop. Many learners enter the workshop with little or no previous experience of using computers. Many also start at a low level of literacy and numeracy, frequently at entry level 2 or 3. They make good progress. Tutors in the workshop measure levels of literacy and numeracy on entry, and improvement is monitored during the course. Many learners quickly achieve an examination-based qualification in information technology. In the past 12 months, 41 per cent achieved a qualification at level 1 and a further 22 per cent at level 2. A smaller number make excellent progress to higher-level qualifications in computer engineering and networking. One learner has achieved every qualification offered in the workshop. Learners show very high levels of concentration, good independent work skills and good understanding about their learning.

8. Punctuality in the workshops and for PE sessions is poor, and this does not promote good work values. The working day often starts late. During the inspection, prisoners arrived around 20 to 30 minutes late for morning and afternoon sessions. Instructors are ready to begin sessions on time, but have little expectation that learners will arrive for the planned start.

##### *Literacy, numeracy and language support*

9. For learners able to complete their learning programmes, achievement in literacy and numeracy and key skills is very good. During the past year, over 90 per cent of learners completing these courses achieved qualifications. Many learners, however, do not spend enough time at the prison to complete their programmes. Management information systems do not provide adequate data with which to reliably measure retention. Learners' achievement of qualifications in English for speakers of other languages (ESOL) is poor. Forty-three per cent of learners achieved during the past year, although many started courses with poor skills in English.

10. Learners' attendance at lessons during the day is satisfactory. Prison staff monitor attendance closely and seek reasons for learners' absence. Records show that the overall attendance average is 79 per cent. Learners are generally keen to attend sessions and they value the opportunity to learn and achieve. The learners enjoy learning and they work well without being prompted by tutors.

### ***Personal and social development***

11. Prisoners develop good personal and social skills through a number of formal accredited and informal non-accredited activities. Good work-readiness skills such as teamworking and supervisory skills are developed in workshops. A cessation of smoking programme in the workshop supports the development of personal responsibility for individual health and behaviour. A savings club also operates in the workshop, which encourages prisoners to develop money management and planning skills. In PE, prisoners develop self-confidence and learn to interact effectively with others in different situations. In education classes, such as literacy, numeracy, ICT, art and music technology, learners develop good communication and group-working skills. The chaplain oversees the prison band in which prisoners work co-operatively on performances. In the new transit to work course, learners about to be released from the prison develop effective curriculum vitae writing, disclosure and interview skills, and social skills such as working as a team, personal presentation and practical action-planning. Social and life skills classes offer the opportunity for Open College Network accreditation at levels 1 and 2. The rolling programme of modules includes budgeting and money management, and assertiveness and decision-making. Most of those who remain on the course obtain a qualification, but too many learners are released or transferred out of the prison before completing one. Recent records show that 30 units were achieved but that 33 learners failed to complete.

### **Teaching, training and learning**

#### ***Employability and vocational training***

12. Teaching and learning are satisfactory and resources in PE and the PICTA workshop are good. PE and first aid sessions are well planned and learners receive effective coaching. Staff are well qualified. Effective use is made of experienced, qualified gym orderlies who are respected by their peers. Teaching and learning are good in the PICTA workshops. The needs of individuals are effectively met through individual coaching and small-group work. Diagnostic assessment scores are used to plan learning support. Learners who are more advanced are challenged to think independently. They contribute well to discussion and some support others in the group. Instruction in workshops encourages learners to contribute well, but is too teacher-led at times.

13. Planning for individual learning is weak in some areas. In PE, learning plans consist of a list of qualifications with a target date against those selected. There is no reference to initial assessment scores or what implications these have for additional learning support. There is no indication that progress is reviewed regularly. In a significant number of learning plans the date of achievement of the qualification is missing. It is not clear whether the prisoner has been released or the target has been changed. In some workshops, instructors do not receive information about prisoners' literacy and numeracy levels. It is not clear whether learners' needs are considered before they are allocated to particular classes. A full-day basic food hygiene course was too long for some of learners present. Some of the group worked in the prison kitchen and participated well, while others were unknown to the tutor and showed little interest in learning. The PE department has developed a passport-style record of learning which the prison plans to introduce in other areas in the future.

#### ***Literacy, numeracy and language support***

14. The prison has recently introduced good initiatives to integrate literacy and numeracy support into the work and residential areas. It has diverted resources to

create a full-time post for a basic and key skills co-ordinator and to employ four part-time support tutors to provide literacy and numeracy support in the work areas and in the house blocks. The outreach team is managed and co-ordinated well, and their work targets the learners with greatest needs. The basic and key skills co-ordinator has produced good-quality learning materials for use in specific activity areas, such as the gym, and these are linked to the needs of the learning environment. Staff are completing developmental work to introduce wider key skills, and an additional key skills tutor has been appointed.

15. Learners enrolled onto literacy, numeracy and language programmes attend for nearly five hours each day on four days a week. Maintaining the learners' interest and motivation is challenging. Tutors, however, prepare their lessons well and include a variety of activities to maintain learners' interest during the lengthy sessions. In an ESOL class, for example, a series of activities included listening comprehension exercises and interactive tasks requiring learners to work as a group to match visual images with written text. The learning materials used in classes are good and learners are well supported by information sheets and assignments prepared by the tutors.

16. Good account is taken of the findings of initial assessments and diagnostic tests to ensure learners are placed in groups at levels suited to their skills. Individual learning plans are routinely completed and used by learners and tutors to keep daily logs of the work assignments carried out. Progress is reviewed regularly and the findings and recommendations are recorded.

17. Tutors make insufficient use of individual targets to support skills for life development. Lesson plans focus on group activities and rarely record set tasks and learning goals for individual learners. Targets set in individual learning plans are not specific or directed at the needs of each learner. For example, many targets are identified by course topic reference numbers which, although useful for the tutor, have little meaning for the learner. The personal objectives identified, such as 'improve vocabulary and spelling', are often the same for all the learners on the course and are too vague to use in guiding learning or measuring learners' progress.

18. The classrooms are generally well resourced and have computers. Most classrooms, although small and cramped when fully occupied, are attractive with good displays of information posters and examples of learners' work. The close proximity of classrooms to the meal serveries in the house blocks, however, results in the intrusion of unwelcome noise and smells as lunchtimes approach.

19. Punctuality is poor. Learners often arrive from the house blocks more than 20 minutes after the scheduled start of the lessons, even when they live in the block that houses the classroom. In some classes, learners are collected before the end of the session. The loss of teaching time prevents tutors from completing all the tasks planned for lessons. In some cases they have had to postpone activities.

### ***Personal and social development***

20. Learners involve themselves well in social and life skills and digital music technology classes. They work purposefully and independently. Relationships with their tutors are effective in promoting learning. Most individual learning is well planned but in some classes the learning objectives are not sufficiently clear and learning is not checked thoroughly. Staff make effective use of dedicated classrooms which are welcoming and include useful displays to promote learning. However, some classroom accommodation is cramped and has to be shared. Workshop placements offer a variety of opportunities

to develop useful personal and social skills, but some of these developments happen by chance, rather than through planning.

21. The prison's monitoring and recording of personal and social skills development is inadequate. Managers do not identify individuals' needs or plan access to many of the potential opportunities for personal and social skills development. Many learners only take part in social and life skills programmes because places are not available in other classes or in the workshops. Most learners enjoy the classes and develop their skills, but in many cases their individual learning needs have not been identified and they feel that the class is not relevant to them. Many prisoners are only at the prison for a short time and many places in social and life skills classes are taken up by remand prisoners who tend to remain at the prison for longer. The indeterminate length of their stay at the prison makes it difficult to plan for their learning needs. The social and life skills and music technology tutors keep good records of the skills learners develop, but this information is only used as part of the overall achievement data and not in individual sentence planning. Personal and social skills development in the workshops is not monitored or recorded. The approach to the development of personal and social skills is not structured.

## **Range of provision**

### ***Employability and vocational training***

22. The range of qualifications offered in PE and the PICTA workshop is satisfactory. There is some consideration of continuity for the laundry qualification as it is also offered by the prison to which many vulnerable prisoners are sent. Workshop activity has been improved by the introduction of more flexible part-time work.

23. There are insufficient opportunities for the development of workplace skills. Over a number of years, the range of skilled workplace opportunities has reduced significantly. Some vocational activities, such as industrial cleaning, have been withdrawn or temporarily suspended. Most workshops are run as production workshops. They offer low-skill work with no accreditation or progression. The prison has introduced a range of generic training in workshops, but this is only available at very a basic level. The PICTA workshop offers vocational computer qualifications at different levels, but is unable to provide a realistic work environment once learners are skilled.

### ***Literacy, numeracy and language support***

24. The prison provides an adequate range of provision for literacy, numeracy and language and key skills, although there are too few places to meet the demands, and there are long waiting lists for some courses. Support for literacy and numeracy, both in timetabled group sessions and individual outreach support sessions, is provided at a range of levels from pre-entry level to level 2. ESOL classes are sorted according to learners' ability, and teaching is matched to learners' communication skills. The prison has recently introduced individual literacy, numeracy and key skills support for learners in the workplace. Learners are able to study general certificates of secondary education and A levels in English and mathematics as part of discrete group sessions. Higher levels of study, such as university courses in English literature and mathematics may be provided through distance learning arrangements.

25. Some learners enrol onto adult literacy and numeracy programmes using the prison's **learndirect** facility. The prison has arrangements with an external **learndirect** provider to provide initial assessment and literacy and numeracy support from entry level 3 to level

2. This facility is not fully used, and the **learndirect** suite operates below full capacity. At the time of the inspection, access to the facility was limited to learners resident in the house block where the **learndirect** suite is sited, and there was no partnership working between **learndirect** and the education department.

### ***Personal and social development***

26. The prison offers a satisfactory range of opportunities to acquire personal and social skills. However, these are not clearly or separately identified and many are not formalised. Individual needs are not identified or matched to the opportunities available and prisoners do not have equal access to these opportunities.

### **Guidance and support**

27. Most instructors and tutors provide satisfactory support for learners, and relationships are productive. In some areas, good links with employers enable learners to take part in effective practice interviews. These provide good preparation for interviews following release. Some employers identify work opportunities that they may be able to offer, but there is no information to show whether any learners follow them up. Literacy and numeracy tutors spend considerable time offering informal advice and guidance to the learners. Learners are well supported in lessons by their tutors and further support is given by peer mentors. Peer mentors work well with the teaching staff.

28. The prison has satisfactory arrangements for initially assessing learners' skills for life. The findings of initial assessment are used to determine appropriate levels of learning and additional support. However, many of the learners who work in the workshops have very low initial assessment scores, some below entry level. Some workshop instructors work hard to encourage them to attend education sessions but there is little indication that they are actively encouraged to achieve literacy and numeracy qualifications on entering the prison. The prison has successfully introduced the Toe by Toe scheme to help prisoners improve their communication and numeracy skills in the house blocks. The programme is working well and uses 22 peer mentors and a prisoner co-ordinator, all trained and managed by a staff member from the outreach team. Around 60 learners are supported through the scheme. Additional screening is used for learners for whom English is an additional language. There is no discrete provision to support learners with dyslexia. Learning and skills staff provide effective support to help learners develop personal and social skills, but this is not planned or co-ordinated. Impartial advice and guidance is available to learners but this is insufficiently well planned and co-ordinated to meet prisoner needs.

## LEADERSHIP AND MANAGEMENT

## Grade 4

29. Strategic planning is well developed. There is a clear HMP Sheppey cluster strategic plan effectively linked to the employment training and education pathway. A new reducing reoffending board supports the strategic planning. HMP Elmley has produced a detailed three-year improvement and delivery plan for learning and skills based on the strategic planning for the cluster. New senior management teams for policy and performance and for operational aspects meet twice each month to oversee delivery. There has been a recent clear focus on work and vocational training. New work opportunities such as those provided through the Inside Out Trust, and new short courses such as the transit to work programme, have been introduced recently. The prison plans to develop a 'passport' approach to vocational training similar to that currently used in PE, whereby learners can collect accreditations in a number of short course areas, which will contribute to their overall work skills and employability. The prison is developing a useful suite of vocational training for those who are in prison for a very short time. This training includes manual handling, health and safety, food hygiene, and pallet truck driving. Although the funding for many of these opportunities is short term, the prison has made alternative arrangements to sustain them. However, there are too few opportunities to meet the needs of the prison population. Most programmes have only very recently started and access to them is left to prisoners' choice rather than by assessment of their needs. The prison does not currently have a formal skills for life strategy.

30. Multi-agency working is good. The prison adopts an active and responsive approach to the development of useful partnerships. Most partners are involved well at both the strategic and the operational level, and links are effectively nurtured for planned future projects. Relationships with partners are good and most partnerships add capacity and value to what the prison is currently providing. For example, the partnership with the Inside Out Trust has enabled the prison to extend the range of work it offers in its workshops. Peer support workers and peer advisers have been effectively developed through partnership work. Through partnerships with Shelter and the St Giles Trust, learners are trained to offer other prisoners support with homelessness and housing, and information, advice and guidance. Most of those who start these training programmes achieve accredited qualifications, and some are then employed by the partner organisations after release. Though the numbers who have achieved the qualifications to date are still small, and the prison officer supervision of this work is still insufficiently developed, the advice service they offer to other prisoners is appreciated.

31. The use of data to manage performance is inadequate. There is no central data collection system for learning and skills across the prison, and records are not routinely shared. Different systems are used by different departments and there are no links between these systems to enable staff to determine how many units of a qualification a learner has achieved. Much of the data is unreliable. Data is not routinely analysed or used to manage performance. Staff are not set clear learning and skills targets. There is no well-established system to monitor the quality of teaching and learning. There are no clear targets for staff development based on performance.

32. The planning and co-ordination of learning and skills is poor. Most of the work opportunities in the production workshops have not been planned in response to prisoners' needs. However, the prison has recently planned short courses to accredit employability and work skills to prepare learners for work. The education department offers useful courses but these are often in isolation from work opportunities. Communication within the education department is poor, as is that between the

education department and the workshops. Recently there has been frequent staff movement and change. There is inadequate communication between the executive and operational levels to ensure that learning and skills are being planned to benefit prisoners. Prisoners go to work or education on a first come, first served basis rather than on a planned basis according to their identified needs.

33. The arrangements for quality assurance and improvement are inadequate. A new quality assurance manual has recently been produced but its procedures are not yet being implemented across learning and skills. The prison's quality improvement group has not yet significantly improved quality in learning and skills. The teaching and learning observation process is weak. Observations of teaching and learning have taken place in the education and PE departments, but have been insufficiently thorough. There is no system to observe teaching and learning in the work and training areas of the prison.

### **Equality of opportunity**

### **Contributory grade 3**

34. Promotion of equal opportunities is adequate. Respect between staff and prisoners is generally well maintained. Education lessons and workshop sessions are conducted in environments free from discrimination and harassment. Prisoners work well with each other and recognise and respect diversity of nationality, culture, ethnicity and age. They confidently express opinions and listen to each other. Education staff are particularly effective in providing learners with support that is appropriate to their individual needs.

35. The prison is openly committed to recognising diversity, supporting equality of opportunity and being totally intolerant of harassment and unfair discrimination. Effective events have been organised to support disability awareness and Black History month. These included a widespread display of posters, as well as concerts, educational talks and a Caribbean-themed food event in the chapel. The diversity and race equality action team meets every two months and is chaired by the governor. It has a clear remit to provide a positive lead in all aspects of operational policies and procedures. The prison has a diversity and race equality action plan for 2006-07, but some aspects of this plan have not been implemented. For example, staff have not all received recent equality and diversity training.

36. The education department uses a 'student compact'. This document outlines the responsibilities of the department and the learner, but it is not user-friendly and a simple version is used for learners with poor reading skills. However, the document does not emphasise the value of recognising diversity, and it uses inappropriate phrases such as 'treat all students equally' and 'treat all students in an adult way'.

37. The library has an adequate range of books and materials to provide information and learning support for foreign national learners and learners with poor literacy skills. This includes a selection of recreational books and Prison Service information and advice files in a wide range of languages. However, access to the library is inadequate and prisoners are unable to attend many of their allocated library sessions or their timetabled evening sessions.

38. There is insufficient opportunity for learners to take part in learning and work suited to their needs. The provision of regime activities has not increased proportionally with the rise in prison population, and there are too few places for learning and work. For example, the present provision offers only 132 full-time places in education and 558 in work, while the provision population is 985.

39. There is no opportunity for prisoners to attend education part time, although many express the wish to combine education with work. A drop-in learning-support session is held each weekday evening, but the maximum number of places for these sessions is only eight and many learners complain that they are not able to attend.

40. The prison has made positive steps to widen access to learning by expanding its provision for literacy and numeracy support. There is now good provision in the gym and the PICTA project, for example. This provision, however, has yet to be extended to learners in the segregation and healthcare units. Opportunities for prisoners to take part in distance learning have recently been increased but the present provision does not meet demand. Prisoners unable to fund their own study are required to complete the lengthy process of applying to outside organisations for funding, and this may be denied.

41. Arrangements for prisoners to gain access to the gym do not ensure equality of opportunity. Prisoners book places at the evening sessions by signing the daily list on a first come, first served basis. This enables some prisoners to attend several times a week while others cannot attend at all.

42. There is insufficient ESOL provision to meet demand. Foreign national prisoners comprise 20 per cent of the prison's population, yet classes provide places for only 24 learners. There is a waiting list of between 30 and 40 learners and waiting times can be several weeks. For example, one foreign national prisoner with poor skills in English waited six weeks before a place in an ESOL class became available. A weekly meeting to allow foreign national prisoners to raise issues specific to their needs is held in the chapel.

43. Around 70 of the prisoners are young adults on remand. Opportunities for learning and work for these young adults are the same as for adult prisoners. For example, one young adult who had left school with no qualifications had achieved certificates in literacy and numeracy at level 1 at the prison. He was now attending a key skills class and was fully integrated into the group. Young adults also receive outreach support where attendance at education classes is deemed inappropriate.

44. Prisoners' pay has recently been reviewed to establish new pay scales that will reduce the differentials between different activities. Basic pay for those attending education is higher than the average for prisons, and is on a par with that paid to prisoners in most other areas of the prison. There are bonuses for full weekly attendance and the achievement of qualifications. Although higher wages can be earned in the contract service workshops, this is not a disincentive to most learners.

## ANNEX 1

## RANGE OF PROVISION AVAILABLE TO LEARNERS

At the time of the inspection, 28.52 per cent of offenders were engaged in accredited learning and 41.85 per cent were engaged in non-accredited learning. Their distribution is as follows:

Programme	Levels (if non-accredited course please put NA)	Provider (eg A4e, HMP)	Number of current learners	Additional notes
Social and life skills	1 and 2	A4e	12	
Literacy and numeracy workshop 2	Entry	A4e	12	
Literacy and numeracy workshop 3	Entry 3, level 1	A4e	12	
IT and digital music	Entry to level 1	A4e	10	
ESOL	Entry	A4e	12	
ESOL 2	Entry	A4e	12	
Key skills	Level 1	A4e	12	
Art	Level 1 and 2	A4e	15	
Evening class (HB4) drop-in literacy/numeracy	n/a	A4e	8	
Key and basic skills co-ordinator	Level 1 and 2	A4e	15	Number of current learners varies according to particular Workshops' learners
Access/distance learning	Level 1 to 4	A4e	50	
NPTC horticulture skill test	Level 1	NPTC part of C&G group	12	Candidates will be trained up in a variety of practical horticultural skills, to be assessed.
Evidence of workplace skills	Levels 1 and 2 accredited by Open College Network	Inside Out Trust - A voluntary sector organisation working in partnership with the prison	25	Delivery of qualifications takes place each Friday directly in the workshops
First aid at work	Level 1	PE department	12	
<b>learndirect</b>	Literacy L1, numeracy L1, numeracy L2 AWWW E3 reading	Mainstream	5	
<b>learndirect</b>	IT 1 word, using your PC	Mainstream	1	

<b>Programme</b>	<b>Levels (if non-accredited course please put NA)</b>	<b>Provider (eg A4e, HMP)</b>	<b>Number of current learners</b>	<b>Additional notes</b>
Transit to work	n/a	HMP	8	
CCNA1	Level 2	Cisco	4	
ECDL	Level 1 and 2	BCS	22	
IT essentials 1	Level 2	Cisco	8	
IT essentials 2	Level 2	Cisco	2	
Guild of cleaners and launderers	NVQ level 2	Satra Technology Centre	12	
Workplace induction	Heartstart + manual handling + Food Hygiene + Pallet truck	HMPS	16	Four certificates issue per 'graduate'
Vocational PE			360	