

<b>Establishment</b>	Her Majesty's Prison (HMP) Bure
<b>Type of establishment</b>	Male adult category C – 100% sex offenders
<b>Inspection type</b>	Full announced
<b>Dates of inspection</b>	7 – 9 September 2010
<b>Establishment contact</b>	Head of Learning and Skills HMP Bure Jaguar Drive Scottow Norwich Norfolk NR10 5GB

**This is a summary report of the inspection findings of the learning and skills provision at HMP Bure**

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, 4 is inadequate

<b>Common Inspection Framework (CIF) aspects</b>	<b>Grade</b>
<b>Overall effectiveness</b>	<b>3</b>
<b>Capacity to improve</b>	<b>2</b>
<b>Outcomes for learners</b>	<b>3</b>
<b>Quality of provision</b>	<b>3</b>
<b>Leadership and management</b>	<b>2</b>

**Overall effectiveness**

**Grade: 3**

The overall effectiveness of the prison's learning and skills provision is satisfactory. The prison's senior management team includes the Head of Learning and Skills and the A4e education and vocational training contractor's manager. The range of accredited courses is good and has been carefully chosen to meet the needs of this specific population, although there are limited opportunities to take qualifications above level 2. An impressive system for providing individualised timetables supports equitable and efficient use of the activity places. Learners on the functional skills programmes initially made slow progress and have not progressed as quickly on courses as planned. However, these problems have been successfully resolved and more recently recruited learners' progress towards gaining these qualifications is now good. Learners' achievement on the completed short accredited courses is high and their progress is at least satisfactory on the longer courses. Learners' standards of work are generally satisfactory; they are good in art and in barbering, where some learners are producing outstanding sculptured haircuts using clippers. The quality of teaching and learning is satisfactory with some good aspects, such as the wide-spread use of inter-active

boards by learners and staff, enhancing learning. Less effective sessions use a narrow range of teaching strategies and do not involve learners fully; some learning spaces restrict the potential range of activities. Target setting and action planning on individual learning plans are not sufficiently well used to support learning. Arrangements to safeguard learners are satisfactory and learners say they feel safe. HMP Bure promotes equality and diversity effectively, although opportunities are missed to re-inforce these in learning sessions and to analyse data to monitor the use of activities and performance by different groups of learners.

### **Capacity to Improve**

**Grade: 2**

The overall capacity to improve learning and skills is good. The prison places a high priority on learning and skills and learners missing sessions for other regime reasons is prohibited and this is strongly re-inforced by staff. The learning and skills provision has significantly improved since the prison started receiving prisoners in December 2009. Learners' success rates on courses already completed are high. The strategic leadership and operational management are good, measured and lead to well planned action to promote sustained improvement. The prison and A4e have very successfully implemented the first two phases of learning and skills developments. The third phase is due to start imminently to further increase the number of vocational training places. Communications between the prison and A4e are extremely good and integrated staff development has enabled all staff to have a very good understanding of each others' working priorities.

The first, interim self-assessment reports by the prison and A4e, their education and vocational skills contractor are accurate, evaluative and useful preparing for quality improvements. Learners' feedback is used very effectively to inform quality improvements. Quality assurance arrangements are detailed and good and these are gradually being implemented at appropriate times in the annual quality cycle. The prison's partnerships with the local community, including employers to support learners' progression into employment on-release are under-developed. However, an employer liaison officer has recently been appointed to develop relationships to support the gaining of sustainable employment on-release.

### **Outcomes for learners**

**Grade: 3**

#### **Strengths:**

- good achievement on education and vocational training short courses
- good and some outstanding practical barbering skills
- very good punctuality and attendance in learning and skills activities

#### **Areas for improvement**

- slow progress towards the achievement of functional skills
- insufficient recognition and recording of personal and employability skills learnt through activities
- under-developed links with the local community, including employers

## **Quality of Provision**

**Grade: 3**

### **Strengths**

- good training & assessment in barbering
- good use of information and learning technology to support learning
- clear and effective recording of learning and progress on the majority of accredited courses
- wide range of partnership working and additional advice and guidance to support learning
- good collaborative teamwork by physical education department supporting Toe by Toe provision

### **Areas for Improvement**

- restrictive learning spaces in the education building
- insufficiently wide range of teaching strategies in some sessions to involve all learners
- under-developed progression opportunities onto qualifications above level 2
- ineffective use of target-setting in individual learning plans to support learning
- insufficient use and recording of learners' initial assessment results by some teaching and vocational training staff

## **Leadership and Management**

**Grade 2**

### **Strengths:**

- good strategic planning and implementation of prison-wide three-phased learning and skills provision
- well managed strategy to develop the education curriculum
- good and equitable processes effectively using the learning and skills provision to engage and benefit maximum numbers of learners
- particularly effective use of learner feedback to support quality improvements
- good self-assessment and evaluation to inform quality improvement

### **Areas for improvement**

- insufficient use of data to monitor and evaluate the use of the provision and performance by different groups of learners
- insufficient use of media to promote links between qualifications and progression into employment and/or further training on-release
- some missed opportunities to re-inforce equality and diversity through learning
- incomplete implementation of quality assurance arrangements throughout developments in the learning and skills provision

### **What HMP Bure needs to do to improve further?**

- Improve the quality of teaching and learning to ensure that all learners are fully engaged and sessions include a variety of stimulating learning activities.
- Improve the use of individual learning plans to support learning and progress by ensuring that target-setting is specific and arrangements for learners' additional learning support are clearly recorded.
- Increase the opportunities to gain qualifications for skills learnt in prison work and recognised and record general non-accredited employability skills.
- Extend the range of educational courses to offer provision above level 2, to meet the needs of learners of higher ability and to provide progression opportunities, especially for prisoners staying for longer periods at HMP Bure.
- Analyse data to identify any differences in participation and performance in activities by different prisoner groups to inform developments.