

Establishment	Her Majesty's Prison (HMP) Bronzefield
Inspection type	Full follow up unannounced
Type of establishment	Female closed local prison
Dates of inspection	18 – 22 October 2010
Establishment contact	Head of Reducing Reoffending HMP Bronzefield Woodthorpe Road Ashford Middlesex TW15 3JZ Tel: 01784 425690 Fax: 01784 425691

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

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

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

Overall effectiveness

Grade: 3

The overall effectiveness of the prison's learning and skills is satisfactory. Learners' achievements are satisfactory. Learners attend well and are punctual for sessions. Many develop good standards and skills, but achievement on some accredited courses is poor. The quality of teaching and learning is generally satisfactory with some good aspects of individualised coaching and training in practical expressive art classes, cleaning training and information and communication technology programmes. Very good use is made of prisoners as classroom assistants and peer support workers. Arrangements for initial assessment vary and the information is not used to ensure that all learners are put on to appropriate and relevant courses. Some education programmes are at too low a level to meet the full ability range of all learners attending them. The range of provision above level 2 is insufficient for most learners and those who stay longer in the prison. The individual support on the wings and in the mother and baby unit and other

specialised centres is well managed. The Head of Learning and Skills has recently been promoted. A new education manager has been in place for a few weeks and has only just taken over responsibility for physical education (PE) and the library. The overall strategic management of learning and skills lacks sufficient clarity to reinforce the good day-to-day management of education and vocational training and very effective links with regimes. Staffing is low in some areas, and whilst the prison has made a concerted effort to recruit staff to posts in education and training, recruitment can be slow and some vacancies have yet to be filled. Learners say they feel safe. HMP Bronzefield promotes equality and diversity effectively, although its collection, analysis and use of related data to promote improvement is insufficient.

Capacity to improve

Grade: 3

The overall capacity to improve learning and skills is satisfactory. The prison manages its existing contract well but is unable to respond promptly enough to meet the needs of individual learners. Current arrangements do not fully meet the needs of the longer-serving prisoners and those with higher-level learning needs. Since the previous inspection, the prison has resolved many of the weaknesses highlighted by inspectors. The range of accredited vocational training opportunities has increased and the development of part-time education, training and work has improved participation in purposeful activities to around 86%. Menial work in the workshops has ceased and work activities are more appropriate to the role of the prison and prisoners' needs. English for speakers of other languages (ESOL) provision now meets the needs of those prisoners who require support. Despite many prisoners spending only a few weeks in the prison, most learners remain on programmes of learning and complete their learning aims. The self-assessment process has been in place for the last three years and is inclusive of staff. The self-assessment report gives reasonably accurate judgements and the quality improvement plan identifies key areas for development, which match the findings of inspection. Arrangements for the quality assurance of education and training through the observation of teaching and learning are incomplete. The quality improvement group arrangements are effective in supporting learning and skills.

Outcomes for learners

Grade: 3

Key strengths

- good development of many learners' skills and high standards of learners' work in vocational training and work areas
- good punctuality and attendance in education, vocational training and work areas.

Key areas for improvement

- poor achievement on some accredited PE and art programmes.

Quality of provision

Grade: 3

Key strengths

- well planned and delivered individualised learning on houseblocks and in specialised units
- good individual support for entry level education learners by the effective use of prisoners as classroom assistants and peer support workers
- very effective coaching in practical expressive art classes.

Key areas for improvement

- insufficient range and level of education programmes to meet most learners' individual needs
- widely varying abilities of learners allocated to literacy and ESOL classes that compromises learning for all
- insufficient recognition of skills and abilities to plan for individual learning.

Leadership and management

Grade: 3

Key strengths

- good day-to-day management of education and training
- very good regimes procedures to ensure high attendance and good punctuality in learning and skills
- effective development of part-time education, training and work and individual support to ensure the majority of prisoners are involved in purposeful activities.

Key areas for improvement

- insufficient clarity by senior management to support staff and maintain the good day- to-day management of education and training
- incomplete observation of teaching and learning process
- insufficient collection and analysis of equality and diversity data to identify trends and monitor improvement.

What HMP Bronzefield needs to do to improve further?

- Promote individualised learning and progression by ensuring that initial assessment of literacy, numeracy, language and vocational skills is used effectively to allocate learners to the correct level of activity.

Support this by setting and monitoring personalised and challenging targets for progression at individual tutorials and reviews.

- Increase the range and level of accredited training and work to meet prisoners' future employment needs.
- Clarify roles and responsibilities for the management of purposeful activities to ensure performance and staff can be monitored and targeted for improvement.
- Fully implement the observation of teaching and learning process to support staff development needs and improve the quality of teaching and learning.
- Collect and analyse valid and reliable equality and diversity data to ensure that gaps in participation and achievement are clearly identified and targeted for improvement.