

INSPECTION REPORT

HMP Downview

13 June 2003



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.

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 judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

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HMP Downview

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DESCRIPTION OF THE PROVIDER

1. HMP Downview (the prison), near Sutton in Surrey, is a closed prison for adult women. It opened as a men's prison in 1989 and changed to a women's prison in September 2001. It has a capacity of 326, but currently has 219 prisoners. The prison opened a resettlement unit in 2002 for women close to the end of their sentences. All the women work or are on educational courses. Those on educational courses account for 54 per cent of the prison's population. The prison offers opportunities for work in catering, physical education, gardens, laundry, cleaning, caring for birds of prey, and light contract assembly work. There are part- and full-time courses in literacy and numeracy, information and communications technology (ICT), business start-up, home maintenance, hairdressing, sport and recreation, horticulture, parenting, healthy living, cookery, preparation for work and working with others. The prison subcontracts education to a local further education college. Courses take place during the day from Monday to Friday.
2. The head of resettlement manages education and training and reports to the governor of the prison. The head of resettlement is supported by the regime's manager, who manages the contracts for education and library services. The local authority provides library services. The regime's manager is also responsible for prison staff, who provide vocational training in sports, home maintenance, and horticulture, and employment opportunities in catering, recycling, and light assembly work. An instructional officer supports the regime's manager and is responsible for education, training and work, self-assessment, and quality assurance. An education manager employed by the college works in the prison and is responsible for ICT courses, basic skills, key skills, preparation for work, art, pottery, cookery, and parent craft.
3. Approximately 54 per cent of the prison's population is from minority ethnic groups, including foreign nationals. Five per cent of the prisoners speak a language other than English as their first language.

SCOPE OF PROVISION

Hospitality, sport, leisure & travel

4. There are eight learners following a 16-week training programme in sport and recreation. The training programme takes place on five mornings each week and learners can join the course at any time. During the training programme the learners have the opportunity to gain a nationally recognised award in community sports leadership, an amateur weightlifters' award, and a range of local awards in badminton, basketball, volleyball, understanding fitness, and sport activity. Learners can also work towards key skills units in communication and application of number, or basic skills qualifications in literacy and numeracy. The education department provides key skills and basic skills training. The physical education team offers sport and recreation qualifications, and

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comprises one senior physical education officer and three other physical education officers. There are three gym orderlies, who learn how to clean, prepare, and maintain the facilities. They have recently started working towards the NVQ at level 1 in sport, recreation, and allied occupations. There are no learners working towards qualifications in catering and hospitality. Prisoners working in the kitchens and on food service complete a basic health and hygiene course.

Hairdressing & beauty therapy

5. The prison has offered hairdressing courses for the past 12 years. It offered courses in men's hairdressing until it became a women's prison, and it now offers a national vocational qualification (NVQ) at level 2 in women's hairdressing. The one instructional officer employed in the hairdressing department retired two weeks before the inspection and the prison has a temporary tutor. It is in the process of recruiting a new, permanent tutor. The course, which used to take place on four days each week, now only takes place once each week. The learners were carrying out key skills training for half a day each week, but this has stopped until the prison recruits a permanent tutor. Practical training takes place in a purpose-built salon and background knowledge is taught in a classroom. There are 10 learners on the course at various stages in the training programme. Learners can join the course at any time and have the opportunity to work towards basic skills qualifications in literacy and numeracy, which the education department provides. There are no learners working towards qualifications in beauty therapy.

Foundation programmes

6. The education department manages the foundation programmes. The prison subcontracts education to a local further education college, which employs the staff at its education department. A full-time manager manages the education department, supported by a full-time deputy manager and a full-time basic skills co-ordinator. There are 17 sessional tutors. Training sessions take place from Monday to Friday each week during the day. There are 52 learners on full-time education programmes and 50 learners on part-time programmes. Part-time learners attend two sessions each week. Most full-time learners have literacy and numeracy sessions. All learners have the opportunity to gain certificates in these areas. In addition, learners can select short accredited courses in information technology (IT), art, pottery, parenting, cookery, drug and alcohol awareness, healthy living, preparation for work and working with others. A full-time six-month home improvement practical skills training programme is available. The prison provides accredited classes in English for speakers of other languages (ESOL). At induction, the prison informs all new prisoners of their choice of education and they complete a basic skills initial assessment. The education centre holds the basic skills unit quality mark.

ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	16
Number of learner interviews	120
Number of staff interviews	24
Number of subcontractor interviews	18

OVERALL JUDGEMENT

7. The quality of the provision is inadequate to meet the reasonable needs of those receiving it. Training in sport and recreation is good. Training in hairdressing and beauty therapy is satisfactory. Training in foundation programmes is unsatisfactory. Equality of opportunity is satisfactory. Leadership and management and quality assurance are unsatisfactory.

KEY FINDINGS

Achievement and standards

8. **Learners following sport and recreation programmes have good achievement of a range of local awards.** For example, in badminton, basketball, volleyball, weight training, understanding fitness, sport activity, and a nationally recognised award in community sports leadership. The training programme is well planned, so that if learners are moved from the prison or released early, they will leave with some qualifications. Achievement of key skills units is satisfactory.

9. **Hairdressing learners are making slow progress towards achieving their NVQ award and key skills units.** No full hairdressing NVQ awards have been achieved. However, there has been good achievement of NVQ units, which are accredited continuously. No hairdressing learners have ever achieved their key skills units.

10. **Hairdressing learners demonstrate high levels of technical skills.** Work carried out in the salon is creative and to a good commercial standard.

11. **Standards of work in home maintenance are high.** Learners develop good skills in plumbing, woodwork, painting, and decorating. On release from prison the learners can use these skills in their home, and for some, they provide an introduction to employability skills.

12. Learners' achievement of accredited courses in Life Skills, and literacy and numeracy, is satisfactory. Eight learners achieved an ESOL certificate in 2002-03. Achievement of the computer literacy qualifications has risen from a low of 20 per cent in 2002-03, to a

satisfactory 49 per cent this year.

13. **Learners' achievement is affected adversely by very poor punctuality.** The late arrivals of many learners wastes valuable learning time.

Quality of education and training

14. **There is a well-planned sport and recreation programme.** The prison offers the qualifications in blocks, so that learners can join and leave the training programme at any time. There are good links between the physical education and education departments. Learners have good opportunities to practise their coaching skills in a supportive and constructive environment. There is an effective weekly review of learners' progress.

15. Learners benefit from being able to take a good range of Life Skills modules in parenting, drug and alcohol awareness, healthy living, cookery, preparation for work and working with others. The modules are well structured and meet the needs and interests of the learners. Teaching in IT is good.

16. Literacy and numeracy provision for sport and recreation learners is satisfactory. For all other learners it is unsatisfactory. Literacy and numeracy training is mandatory for all learners. Many of the learners do not wish to attend these classes and are disruptive to others and waste a lot of the tutors' time. Attendance is erratic and it is very difficult for tutors to plan these lessons. Tasks and learning materials are often irrelevant to the learners' interests or vocational training programmes. Learning support is not available when it is needed in hairdressing sessions.

17. **The facilities and resources are good for sport and recreation, and hairdressing, and reflect current industrial standards.** Sport and recreation facilities and resources are maintained to a good standard. The purpose-built hairdressing salon is well stocked with good-quality hairdressing products. There is a very good client base. Learners work on fellow prisoners, who book appointments and pay for the service.

18. Accommodation for literacy and numeracy, and IT is satisfactory. The prison has recently bought up-to-date computers, but the lack of access to a computer network restricts the learners' ICT experiences.

19. **The accommodation for art training is unsuitable.** There is no dedicated art room and teaching takes place in classrooms without water or drying facilities. The storage facility for learners' work and materials is inadequate.

20. **There is poor planning to meet the individual learning needs of the learners following foundation programmes.** The prison uses information gained from initial assessment inadequately. Learners' programmes lack coherence and many of them carry out a random choice of modules. There are no clearly identified targets that will help the learners to progress and prepare them for their future lives outside of the prison.

21. **There is no tutorial system for learners following foundation programmes.** There are no regular reviews of progress or learning. Learners are unsure of their progress and what they must do to complete their foundation programme. Individual learning plans are not sufficiently detailed or used adequately.

22. Employers do not value highly the qualifications in sport and recreation that the prison offers. Progression routes from these training programmes are inadequate. For example, there are no NVQs at level 2 available.

Leadership and management

23. **The prison's strategic planning for education and training is clear.** All staff understand the prison's objectives. There have been many good, recent initiatives to improve the quality of education and training and increase the prisoners' participation. The number of prisoners participating in education and training has increased from 31 per cent to 54 per cent within the past year.

24. **The prison's internal and external communications are good.** The governor is well informed about the provision. Meetings are minuted and are used well to exchange information. There are links with agencies that help to establish new businesses and the prison is developing links with employers. A newsletter helps prisoners find work and inform staff and prisoners of training developments. The prison uses key performance targets satisfactorily to monitor retention and achievement rates on the training programmes.

25. **Not all learning is accredited.** For example, there is no accredited training for cleaners, those learners involved with the birds of prey project, caterers, or servery workers. The prison has the necessary facilities and a qualified tutor to offer an accredited cleaning course, but due to staff shortages, this tutor has been moved to other duties. There are good resources for beauty therapy training, but they are not used as the prison has been unable to recruit a beauty therapy tutor.

26. **The training provision is narrow and there few progression routes.** There are no evening or weekend courses. The prison does not offer music or drama. There is little provision beyond basic level. The prison offers courses which learners particularly enjoy, such as cookery and home maintenance, but only at a basic level. The learners cannot pursue these courses further for personal interest or to a level which would enhance their employability. The prison does not use sentence planning and initial assessment effectively to plan a meaningful education and work route for all of the learners during their time in prison. Some learners attend basic skills sessions in literacy and numeracy which are inappropriate for their needs and interests, because there is no alternative provision.

27. **Punctuality is poor on courses that the education department provides.** Classes frequently start late and are interrupted constantly by late arrivals. These disruptions affect teaching and learning adversely and waste time. Due to staff shortages, it

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sometimes takes too long to release learners for education and work. This is problematic for prisoners with work placements outside the prison. Learners making their own way to classes do so too slowly.

28. The promotion and monitoring of equality of opportunity are satisfactory. There is satisfactory management of equality of opportunity. The prison is meeting the requirements of the 'Race Relations Act (1976)' and the 'Race Relations (Amendment) Act (2000)'. There is diversity training for all staff, including the subcontractor's staff. There is satisfactory access to training, education, and work. There is some inappropriate use of language. Prisoners are not clear about the criteria for moving to the resettlement unit and are not clear about how to access external courses.

29. **The self-assessment process is very effective.** All staff, including those employed by the subcontractors, are fully involved in the process and share responsibility for it. The self-assessment report is self-critical and identifies weaknesses, which the prison is resolving. The resulting action plan is used as a working document.

30. Internal verification is satisfactory in sport and recreation, and foundation programmes. In hairdressing, there is a good working arrangement between the prison's assessor and two internal verifiers working in other prisons. Internal marking of assessments is satisfactory in all areas.

31. **The quality assurance system is incomplete.** There is no overall quality assurance framework to ensure that all learners are receiving good quality education and training. The prison does not adequately quality assure the subcontractor's work. Some aspects of training are not observed. There are few opportunities to share good practice.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- clear strategic planning
- good internal and external communication
- very effective self-assessment process

Weaknesses

- insufficient accreditation of learning
- narrow provision and few progression routes

- poor punctuality
- incomplete quality assurance system

Hospitality, sport, leisure & travel

Strengths

- wide range of local awards achieved
- well-planned sport and recreation training programme
- good range of facilities

Weaknesses

- few qualifications recognised by employers

Hairdressing & beauty therapy

Strengths

- good standard of learners' technical skills
- particularly good accommodation and resources

Weaknesses

- slow progress towards completing NVQ and key skills qualifications
- inadequately integrated learning support

Foundation programmes

Strengths

- good standard of work in home maintenance
- good range of Life Skills modules
- good management of learners' behaviour

Weaknesses

- poor planning to meet learners' individual needs
- unsatisfactory literacy and numeracy provision
- no tutorial system
- unsuitable accommodation for art training

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WHAT LEARNERS LIKE ABOUT HMP DOWNVIEW:

- support from all staff
- good, motivating tutors
- learning useful skills
- increasing self-confidence through sport and recreation programmes
- courses lead to useful qualifications and help to get work
- education helps them to forget prison life

WHAT LEARNERS THINK HMP DOWNVIEW COULD IMPROVE:

- the provision of higher level qualifications
- the provision of courses in drama, media, and music
- the tailoring of courses to meet learners' individual needs
- control of disruptive learners
- the number of staff - so access to education is not restricted

KEY CHALLENGES FOR HMP DOWNVIEW:

- improving the overall planning and co-ordination of the learners' training programmes
- reviewing the breadth and depth of the curriculum
- establishing an effective quality assurance framework
- improving punctuality in work and education

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

32. Leadership and management are unsatisfactory. Equality of opportunity is satisfactory while quality assurance arrangements are unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- clear strategic planning
- good internal and external communication
- very effective self-assessment process

Weaknesses

- insufficient accreditation of learning
- narrow provision and few progression routes
- poor punctuality
- incomplete quality assurance system

33. The prison's strategic planning is clear. All staff understand the prison's objectives for education and training. There have been many good, recent initiatives to improve the quality of education and training and increase the prisoners' participation in learning. The number of prisoners participating in education and training has increased from 31 per cent to 54 per cent within the past year. To encourage more learners to participate in education, basic skills programmes are run on a daily basis. The prison has introduced an NVQ in horticulture for those learners working in farms and gardens. The prison's staff working in this area receive useful training in assessment and teaching through the subcontractor. Staff appraisal and staff development link clearly to the prison's strategic objectives. The prison recently held an information fair to inform prisoners of opportunities in education and training. It has also recently established a resettlement unit to help prisoners organise work, accommodation, and benefits, for when they leave the prison. Where possible, the resettlement unit helps the prisoners to find work placements that use their existing skills and qualifications. The resettlement unit has a satisfactory business plan, which covers all of its activities, and a satisfactory learning and skills strategic plan. The subcontractor's strategic plan highlights its commitment to prison education.

34. The prison's internal and external communications are good. It is informal and recorded. The governor is well informed about the provision. A quality improvement group meets quarterly. An education contract meeting takes place each quarter. The regime's manager and the education manager meet weekly. Staff minute all meetings

and use them well to exchange information. Work party supervisors meet each month but do not minute their meetings. The labour board meets each week to determine work opportunities for prisoners. There is prison education representation on all of the subcontractor's important committees. There are links with agencies that help to establish new businesses and the prison is developing links with employers. A newsletter helps prisoners find work and informs staff and prisoners of training developments. The prison uses key performance targets satisfactorily to monitor retention and achievement rates on the training programmes.

35. Not all learning is accredited. For example, there is no accredited training for cleaners, those learners involved with the birds of prey project, caterers, or servery workers. The prison has developed a useful work skills book for those in work who are not receiving any accredited training, to record what they do in the workplace. However, it does not monitor sufficiently how this document is used. The prison has the necessary facilities and a qualified tutor to offer an accredited cleaning course. However, since it became a women's prison it has not offered this course. Due to staff shortages, the qualified tutor has been moved to other duties and has not been able to manage the course. Many cleaners are under-employed, lack supervision and do not use their time productively. There are good resources for beauty therapy training, but they are not being used as the prison has been unable to recruit a beauty therapy tutor. Although there are good links between the physical education department and the education department to link key skills, these do not exist in all other areas. A prisoner who is doing useful work in the resettlement unit and helping people to find accommodation on release, is not having her skills accredited.

36. The training provision is narrow and there are few progression routes. There are no evening or weekend courses. The prison does not offer music or drama. There is little provision beyond basic level. For example, the prison offers an NVQ at level 1 in amenity horticulture and at level 1 in sport and recreation. It only offers NVQs at level 2 in hairdressing. The prison offers courses which learners particularly enjoy, such as cookery and home maintenance, but only at a basic level. Learners cannot pursue these courses further for personal interest or to a level which would enhance their employability. Nine learners are following distance-learning courses and one has applied to study at university, but it is the learners, not the prison that drive these initiatives. The resettlement unit is trying to link learners' skills and experience to work placements and is developing links with employers to offer a range of work placements. However, the prison sentence planning and the education departments' initial assessments are not used effectively to plan a meaningful education and work route for all of the learners during their time in prison. The resettlement unit has correctly identified that there is no central system or document to pull together all aspects of the learners' history and aspirations. When the prison receives learners transferred from another establishment, it often receives insufficient information about their previous learning and achievements, which sometimes leads to duplicating education and training that they have already received.

37. The allocation of learners to basic skills provision is unsatisfactory. Literacy and numeracy is mandatory for all learners. Some learners attending basic skills sessions do

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not need to be there. For example, until the prison recruits a new full-time hairdressing tutor, hairdressing learners spend four days each week in basic skills sessions, regardless of their need. Some learners with high level qualifications, including degrees and A-levels receive basic skills training. There is no internal provision for learners to take general certificates of secondary education (GCSEs) or general certificates of education at advanced level (A levels), but the prison can arrange for learners to take them externally. Many of the learners in skills for life sessions do not wish to attend these classes and are disruptive to others and waste much of the tutor's time.

38. Prisoners' punctuality is poor on courses that the education department provides. Classes frequently start late and are interrupted constantly by late arrivals. Learners interrupt many sessions due to other appointments and these disruptions waste time and adversely affect learning. Due to staff shortages, it sometimes takes too long to release learners for education and work. This presents particular problems for the few who have work placements outside the prison. Learners making their own way to classes do so too slowly. Learners frequently stand in the prison grounds chatting rather than making their way directly to classes. Prison regimes, such as kit change and morning visits to the health care centre, often cause the late arrival. However, there is a very poor attitude to punctuality and tutors do not challenge the learners sufficiently for their late arrival. Many learners complain about the late start to sessions, and the lack of focused activity during them.

Equality of opportunity

39. The promotion and monitoring of equality of opportunity is satisfactory. There is satisfactory management of equality of opportunity. The prison is meeting the requirements of the 'Race Relations Act (1976)' and the 'Race Relations (Amendment) Act (2000)'. An independent survey indicated that prisoners think that there are good race relations at the prison. There is a named person responsible for race relations and another named person responsible for other equality of opportunity issues. There is a race relations implementation group, which includes the governor, a prisoner, and representatives from education and training. This group takes race relations courses seriously and takes actions to remedy them. Prisoners value this forum. One of the many initiatives this group has brought about is a cultural awareness week, which has helped prisoners and staff to value diversity. The prison is testing a good new data tool which monitors the ethnic mix in all areas of prison life and compares this with the whole prison population. The proportion of staff from minority ethnic groups reflects that of the prison population. There is diversity training for all staff, including the subcontractor's staff. Most education and training staff have already received this training and there are plans for the others to receive it.

40. The prison has an equality of opportunity policy, a race relations policy, an anti-bullying policy, and a disabled prisoners' policy, all of which it displays clearly. Learners are aware of the complaints procedure. If bullying is reported, the prison takes swift action. Prisoners report feeling safe in the prison.

41. Access to training, education, and work in the prison is satisfactory. For example,

contract assembly work is highly sought after as it is well paid. The prison restricts the time a prisoner can spend working there to six months, to ensure as many prisoners as possible have access to this work. All prisoners apply for jobs and allocations are made in strict order of the waiting lists. The prison has responded to the high levels of foreign national prisoners by increasing its ESOL provision. One prisoner speaks four languages and there are plans to use these skills to assist speakers of these languages. Prisoners joining courses are reminded of their rights and responsibilities, and sign a contract to state that they will abide by them. Learners and potential learners on the segregation unit have access to education.

42. There is some inappropriate use of language. All prisoners are referred to as girls. There are no shorter courses in hairdressing and beauty therapy for potential learners on short sentences. The prison has identified this as a cause for action. Prisoners are not clear about the criteria for moving to the resettlement unit and are not clear about how to access external courses.

Quality assurance

43. The prison's self-assessment process is very effective. All staff, including those employed by the subcontractor, are involved fully in the self-assessment process and share responsibility for it. However, the learners' views were not sought when the self-assessment report was developed. The self-assessment report is self-critical and identifies weaknesses, which the prison is remedying. The resulting action plan is used as a working document. All areas of learning were involved, including those with low learner numbers. The self-assessment report was produced in 2003 and is the first self-assessment report the prison has been required to produce. Staff use it as a working document.

44. Internal verification is satisfactory. In hairdressing, there is a good working arrangement between the prison's assessor and two internal verifiers working in other prisons. They internally verify each other's work and standardise assessment effectively. However, there is insufficient observation of practical assessments. In sport and recreation, NVOs are just being introduced and the senior officer is training as an internal verifier. The prison service's physical education department is supporting this senior officer adequately at its headquarters. The subcontractor is to provide internal verification in horticulture but, as the provision is so new, internal verification has not yet taken place. Other qualifications are moderated externally. Internal marking of assessments is satisfactory in all areas.

45. There is satisfactory use of retention and achievement data to analyse trends. The prison monitors the subcontractor's performance against key performance targets each quarter.

46. The quality assurance system is incomplete. There is no overall quality assurance framework to ensure that all learners are receiving good quality education and training. There is no standard and central method to identify problems and the actions to resolve them, or to monitor those actions. For example, the prison does not always implement

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this guidance given by the Prisoners' Learning and Skills Unit (PLSU). The prison does not adequately quality assure the subcontractor's work. The subcontractor carries out lesson observations of its own staff, but the system is not sufficiently thorough and the judgements are not moderated. The prison does not receive enough feedback from the subcontractor about the subcontractor's quality assurance processes. Other aspects of training are not observed, either by the subcontractor or the prison's staff. There are few opportunities to share good practice. A very useful questionnaire has been given recently to each prisoner to complete anonymously. The questionnaires contain a lot of detailed and considered feedback, but the prison has yet to analyse it fully.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

47. Training in sport and recreation is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- wide range of local awards achieved
- well-planned sport and recreation training programme
- good range of facilities

Weaknesses

- few qualifications recognised by employers

Achievement and standards

48. Learners have good opportunities to achieve a range of local awards in badminton, basketball, volleyball, weight training, understanding fitness, sport activity, and a nationally recognised award in community sports leadership. The training programme is well planned, so that if learners are moved from the prison or released early, they will leave with some qualifications. All of the learners who have left early have achieved at least three qualifications. Learners support each other well and develop good teamworking skills. There are good improvements in the learners' self-confidence and teamwork. Achievement of qualifications is satisfactory. So far this year, 10 learners have achieved the amateur weightlifters' award, 15 have achieved volleyball, basketball, and badminton qualifications, and four have achieved key skills units in communication and the application of number. Learners take pride in their work, and their portfolios of evidence are well organised and structured.

Quality of education and training

49. There is a well-planned sport and recreation training programme. It takes 16 weeks for learners to complete all the qualifications, which the prison offers in blocks, so that learners can join and leave the training programme at any time. Each award has its own scheme of work, lesson plans, and handouts, most of which are satisfactory. There are good links between the physical education and education departments. The education department has helped the physical education department to develop witness testimonies and observation checklists, so that learners can gather evidence when they are coaching for key skills in communication. One dyslexic learner is receiving very good

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support with written work through the combined efforts of both departments. Additionally, another learner on the training programme acts as her 'buddy' and helps her with her written work. Both learners benefit from the arrangement. Learners can attend the education department in the afternoon for key skills and literacy and numeracy support. The education department has developed some interesting, relevant resources for basic skills support, including information relating to a famous yachtswoman, and women's football. However, the prison does not adopt these tasks to each individual learners' literacy and numeracy needs and increase its interest to them. Two of the physical education staff have achieved a qualification which helps them identify learners' basic skills support needs. Basic skills provision is satisfactory. Learners also use the library well to carry out research into the history of sports. There are good links with local special needs groups, who use the facilities and are coached by the learners.

50. The prison has a good range of facilities, including a sports hall, a gym, and an outdoor all-weather pitch, all of which can be used for a wide range of activities. There is a good range of up-to-date equipment, including spinning cycles, balance balls, steps, and cardiovascular and resistance equipment. The prison maintains these facilities and resources to a high standard. The physical education team is highly motivated and well-qualified to offer a range of activities. Evidence of learners' successes is displayed clearly. For example, there are photographs and storyboards about one learner who completed this year's London Marathon.

51. The prison incorporates adequate preparation for assessment into the training programme. Learners have good opportunities to practise their coaching skills in a supportive and constructive environment. Staff and learners give positive verbal feedback and the learners use self-evaluation to help them to develop. There is an effective weekly review of learners' progress, where learners and tutors evaluate what learners have achieved and what they need to improve. The prison documents these reviews and keeps them in the learners' portfolios of evidence.

52. Employers do not value highly the qualifications that the prison offers. Progression routes from the training programme are inadequate for example, there are no NVQs at level 2 available and no NVQs in activity leadership, coaching, teaching and instructing, or operational services. The three gym orderlies are working towards an NVQ at level 1, but they are capable of achieving an NVQ at level 2. The education department carries out initial assessment and it focuses on basic skills too much and does not identify higher levels. A basic learning plan is developed for all physical education learners, but it only records the sport and recreation courses that learners carry out.

53. The physical education (PE) department is working hard to find work placements for learners and is trying to develop links with local employers. Currently, there are no external work placements in sport and recreation.

54. Leadership and management of sport and recreation are good. The senior officer is supportive of her staff. There is good communication within the team and between the team and other departments. Staff development is well planned to meet the needs of the learners. The delay in registering learners for the NVQ is too long, because the prison does not want to lose the registration fee if learners are transferred. There is good promotion of equality of opportunity. For example, in the sports hall there are murals of a black hand and a white hand holding an Olympic torch. The equality of opportunity policy, race relations policy, anti-bullying policy, and disabled prisoners' policy are displayed clearly. Access to the course is fair and it is promoted well. The prison encourages learners who lack confidence in their literacy skills to join the training programme. All learners sign and have to abide by an agreement which establishes an acceptable code of behaviour while in training. The senior officer quality assures teaching and learning, observes staff teaching, and gives them feedback, but this system is not planned and the results are not recorded. The senior officer is training as an internal verifier and is receiving adequate support from the prison service's physical education department.

Hairdressing & beauty therapy

55. Training in hairdressing and beauty therapy is satisfactory

The following strengths and weaknesses were identified during this inspection:

Strengths

- good standard of learners' technical skills
- particularly good accommodation and resources

Weaknesses

- slow progress towards completing NVQ and key skills qualifications
- inadequately integrated learning support

Achievement and standards

56. Hairdressing learners are making slow progress towards achieving their NVQ and key skills units. Since the prison made the transition from a men's to a women's prison in September 2001, no full NVQ or key skills units have been achieved. However, there has been good achievement of NVQ units. One learner who was registered in July 2002 has made good progress and only needs to complete one unit to achieve the full NVQ. Units are accredited continuously and learners receive a record of achievement, which motivates them. Learners develop high standards of technical skills. They work independently and confidently with a range of practical activities. Work carried out in the salon is to a good commercial standard. The salon reflects a real work environment and staff adhere to commercial timings when working with clients. The learners' work is creative and they offer clients good advice and promote additional services.

57. Learners are making slow progress with their NVQ and key skills. Learners previously had five practical sessions each week with clients in the salon. Until a new tutor is appointed, the course is only taking place on one day each week. Learners are now making little progress with the NVQ and key skills. Learners are now restricted to one background knowledge and one practical session each week. Assessment does not take place during the practical sessions. Progress made in practical work is not recorded. The prison is not using the individual action plans developed by the previous instructor. Some learners need to move on with the NVQ yet they are at a standstill, waiting for normal classes to resume. There is no plan for background knowledge training. The tutor has gathered insufficient information about each learner to set realistic individual targets.

Quality of education and training

58. The accommodation is particularly good and is located in a purpose-built salon that reflects current industrial standards. The salon is well stocked with good quality hairdressing products. There is a good supply of textbooks and magazines that the learners use to develop their knowledge and assignments. There is a very good client base. Learners work on fellow prisoners, who book appointments and pay for the service. Practical sessions are busy and clients demand a wide range of services. Where there has been a shortage of demand for a particular service in the prison, members of the general public have been invited in for learners' assessments. So that the learners can complete the reception unit of their qualification, staff from the prison make telephone appointments. Male prison officers use the salon to allow one learner to complete the optional gentleman's hairdressing unit. One prisoner ready for resettlement has an external work placement in a salon. This provides an excellent opportunity for her to broaden her knowledge and experience of the industry.

59. The previous instructor developed schemes of work and lesson plans. However, the prison makes little use of these. Learning is not well planned and learners are unsure how they will progress in the absence of a full-time instructor. In one session, learners were given a range of activities to complete, for example, filling in the blank spaces in a handout on neutralising, a wordsearch on general hairdressing terminology, and head profiles to draw cutting angles. There were no clear objectives set for this session and it did not meet the individual learners' needs. Learners became distracted and chatted, wasting valuable learning time.

60. When the prison identified that using a non-occupational tutor was unsuccessful, the previous hairdressing instructor assumed responsibility for key skills training. However, to date little progress has been made and key skills training is suspended until the prison recruits a new tutor. Assessment of key skills does not take place during practical sessions.

61. Learners can attend a weekly basic skills session in the education department. However, learning support is integrated inadequately with the hairdressing training programme. Support for literacy and numeracy is not available when it is needed in the hairdressing sessions, which affects the learners' progress.

62. The prison offers a narrow range of courses and does not offer additional qualifications in hairdressing and associated subjects. For some time, the prison has planned to offer courses in beauty therapy and has even bought the relevant equipment. The prison is hoping to recruit a tutor who specialises in both hair and beauty to offer more courses.

Leadership and management

63. The hairdressing programme is well established and has been well managed. Learners have made good progress with the NVQ and developed good standards of practical skills. A recent retirement has had a significant effect on the availability of the

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course and the learners' progress. The prison has failed to ensure that there has been no detrimental effect on the learners' progress until it finds a suitable replacement. Internal verification is satisfactory. A hairdressing instructor at a neighbouring prison carries out internal verification. This is an effective arrangement to assure the quality of assessment practice. Regular, effective meetings take place with the assessor and internal verifier to ensure that the prison meets awarding body requirements and makes quality assurance improvements.

Foundation programmes

64. Training in foundation programmes is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good standard of work in home maintenance
- good range of Life Skills modules
- good management of learners' behaviour

Weaknesses

- poor planning to meet learners' individual needs
- unsatisfactory literacy and numeracy provision
- no tutorial system
- unsuitable accommodation for art training

Achievement and standards

65. Standards of work in home maintenance are high. Learners develop good skills in plumbing, woodwork, and painting and decorating. The learners develop their practical craft skills are developed through practical sessions in a house designed for the purpose. Learners are very proud of their achievements and this raises their self-esteem. They are keen to show visitors the rooms they have prepared. On release from prison the learners can use these skills in their house and, for some, they provide an introduction towards employability skills.

66. Achievement of the computer literacy awards has risen from a low of 20 per cent in 2002-03 to a satisfactory 49 per cent this year. Learners' achievement of other accredited courses in Life Skills and literacy and numeracy is satisfactory. Eight learners achieved an ESOL certificate in 2002-03.

67. Learners' achievement is affected adversely by very poor punctuality. A lot of valuable learning time is wasted through late arrivals.

Quality of education and training

68. Learners benefit from being able to take a good range of Life Skills modules in parenting, drug and alcohol awareness, healthy living, cookery, preparation for work and working with others. The modules are well structured and meet the needs and interests of the learners. Sessional staff with relevant expertise teach individual modules. In most

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of these sessions teaching and learning are good, although there is little differentiation or target-setting for individual learners. Learners' basic skills needs are not supported in these sessions. Teaching in IT is good. Learners are well motivated and well supported, and they make good progress.

69. The management of learners' behaviour is good in all training sessions. Tutors treat the learners with respect and give good support to learners who are often distressed or aggressive. Tutors and managers are sensitive and skilled in working with some very difficult learners. They act promptly to diffuse anger and conflict. Their non-threatening and supportive style fosters working relationships that promote learning and raise the learners' self-esteem and confidence. All of the tutors have a good rapport with learners.

70. There is poor planning to meet the learners' individual learning needs. The prison uses information gained from initial assessment inadequately, including the basic skills assessment and individual interviews. While there are plans for individual learning programmes, these are superficial and insufficiently detailed. Learners' programmes lack coherence and many of them carry out a random choice of modules. There are no clearly identified targets that will help the learners to progress and prepare them for their future lives outside of the prison. In IT, learners are not given short-term targets and they are not aware of when they can expect to complete the current unit of work.

71. Literacy and numeracy provision is unsatisfactory. The organisation of this provision makes it difficult for tutors to teach those learners who want to improve their literacy and numeracy skills. Literacy and numeracy training is mandatory for all learners. Many of the learners do not wish to attend these classes and are disruptive to others and waste the tutors' time. These learners are inattentive and often learn very little in classes. Attendance is erratic and there are frequent changes of learners, often unexpectedly. It is very difficult for tutors to plan for these lessons. This discrete provision often lacks relevance to the learners' interests or vocational training programmes. Individual learning is planned poorly and evaluated insufficiently. Learners' materials and resources are often dull, and tasks are often uninteresting and unrelated. There is too much emphasis on gathering of evidence for accreditation and insufficient focus on the development of skills. For those learners who are above the standard of an NVQ at level 2, there is no relevant training programme. Some learners carry out work and complete accreditation that is below their level of ability. There is insufficient use of a 'buddy' scheme, where more able learners support others who have difficulty reading.

72. There is no tutorial system for learners following training programmes offered by the education department. Full-time and part-time learners do not have personal tutors. There are no regular reviews of progress or learning. Learners are unsure of their progress and what they must do to complete their training programme. Individual learning plans are not sufficiently detailed or used adequately.

73. The accommodation for art training is unsuitable. The former dedicated, purpose-built art room has been taken over by prison stores. There is no dedicated art room and teaching takes place in classrooms without water or drying facilities. The storage facility for learners' work and materials is inadequate. Due to the poor accommodation, the

curriculum has been reduced from a five-day accredited programme, to two sessions of recreational art. The accommodation is satisfactory for literacy, numeracy, and IT. The prison has recently bought up-to-date computers but the lack of access to a computer network restricts the learners' ICT experiences.

Leadership and management

74. The management of foundation programmes is satisfactory. The managers in the department are visible in the teaching areas and are active in teaching and supporting learners. Managers set a clear direction in the management of learners' behaviour. Many of the issues identified at inspection were identified in the prison's self-assessment report, and there are action plans to deal with most of the problems. However, managers had underestimated the impact of the insufficiently detailed learning plans. Mandatory basic skills sessions were introduced after the self-assessment report had been completed. Weaknesses relating to the poor links between the learners' interests and vocational courses and the basic skills provision had not been identified. Some weaknesses are beyond the control of the education managers and result from actions and systems within the prison. The education manager has regular meetings with the head of regimes. Most of the tutors are employed on a sessional basis and there are too few meetings to share good practice. Key performance targets set by the prison for learners' achievements are met. There is a satisfactory quality assurance system, which includes observations of teaching and learning. However, there is no system for quality assuring teaching observations. Teaching observations carried out by managers lack detail and the grades awarded were far higher than those given during the inspection. There is no system to assure the quality of individual learning plans. Systems for internal verification are satisfactory.