

INSPECTION REPORT

HMP Eastwood Park

26 September 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
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes 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

In those cases 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 Eastwood Park

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP/YOI/RC Eastwood Park is a closed prison for women. It is situated in Falfield about ten miles north of Bristol. The prison's usual operational capacity is 325 and its certified normal accommodation is 295. One wing is closed for refurbishment and the prison is almost full. The population consists of remand, trial and sentenced juveniles, young offenders and adults. It currently holds 60 per cent unconvicted and 40 per cent convicted prisoners. The prison's role has recently been changed and many prisoners now only stay for short periods of time. Those with more than 12 months to serve are moved to other establishments.
2. The head of resettlement is the senior manager responsible for physical education (PE), catering, sentence-planning and the education department and library contracts. The head of works manages the grounds, gardens, cleaning and laundry. They both report directly to the governor. However, the deputy governor is currently in charge of the prison, as the governor has been seconded until January 2004. The prison has a link-adviser from the Offenders' Learning and Skills Unit.
3. The education provision is subcontracted to a local further education college, and the library to the local county library services. One workshop has an external contract under which prisoners collate and mail marketing literature. The education department provides part-time courses in a wide range of subjects. Vocational qualifications are offered in hairdressing, customer service, catering and sports. Prisoners employed in other areas of the prison such as the grounds and laundry, and those working as cleaners and orderlies, cannot gain qualifications in the skills they learn.
4. The areas of learning inspected were hospitality, sport, leisure and tourism, information and communications technology (ICT), hairdressing and beauty therapy and foundation studies. Judgements on other education courses and training for work in the employment areas have been dealt within the leadership and management section of the report. The ALI was invited to inspect alongside Her Majesty's Chief Inspector of Prisons. The team included Ofsted inspectors to examine the education provision for the juveniles.

SCOPE OF PROVISION

Information & communications technology

5. There are 65 learners working towards ICT qualifications at levels 1 and 2. They attend between two and five sessions in the education department each week. Most learners also work or attend other education classes. Some learners are able to begin computer courses immediately after their education induction, but others may wait for several weeks before a place is available. There are three part-time teaching staff, one of whom also co-ordinates the programmes. There are no evening or weekend classes.

Computers are not available for prisoners to use other than in these sessions.

Hospitality, sport, leisure & travel

6. There are five learners in catering. One is working towards a national vocational qualification (NVQ) at level 2 in food preparation, and four towards an NVQ at level 1 in catering. All are employed in the main prison kitchen. Most prisoners working in the kitchen complete a basic food hygiene training session. One learner employed in the PE department is working towards a gym instructor's qualification. The PE department offers a range of short, accredited sports courses, such as basketball, trampolining, weight training, rounders and volleyball. Courses are also offered in manual handling and basic first aid. One of these courses is offered each week. There are a number of local PE awards available that recognise personal achievement. Inductions into the PE department and weights room take place on two days a week, with two sessions on each day. Attendance is limited to 12 learners and includes a manual handling awareness session.

Hairdressing & beauty therapy

7. Learners in the prison's salon provide hairdressing services to other prisoners as well as gaining NVQs at levels 1, 2 and 3 in hairdressing. The salon can take up to 10 learners and operates for five days a week. A number of hairdressing NVQ learners were recently transferred to other prisons. There are three learners on NVQ courses and seven on salon work experience. The prison's regime allows learners to start the work experience programme in the salon while awaiting their security and healthcare checks. Three part-time staff manage the salon, which is situated in the education department.

Foundation programmes

8. All foundation learners are on part-time courses, managed by the education department. There are 60 learners on literacy courses, 39 on numeracy courses and seven taking courses in key skills for hairdressing. This represents approximately 38 per cent of the prison's population. The number fluctuates and depends upon the individual needs of prisoners. Some learners are enrolled on several courses in the education department. Courses in English for speakers of other languages (ESOL) are introduced on demand and in response to the frequently changing population. All courses operate for 50 weeks a year. There are no weekend or evening classes. Foundation tutors visit the wings to give literacy and numeracy support to prisoners.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	21
Number of learner interviews	72
Number of staff interviews	29
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

9. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. Training in foundation studies, ICT and hairdressing is good. Catering and PE training are satisfactory. The leadership and management of education, vocational training and training for work are unsatisfactory, as is the provision for equality of opportunity. Quality assurance is very weak.

KEY FINDINGS

Achievement and standards

10. **There is good skills development in ICT and learners produce a good standard of work.** They progress rapidly and gain accredited units at levels 1 and 2 in word-processing, spreadsheets and databases, which enhance their employability. They also gain confidence and develop a real pride in their work. From January to September 2003, 41 learners gained a full level 1 certificate and 10 gained a level 2 certificate. A similar number gained certificates in the same period in 2002. There are insufficient data to determine what percentage of learners this represents.

11. Since September 2002, 1668 learners have completed the manual handling awareness course as part of the PE induction. This year, 68 nationally recognised sports awards, 25 basic first aid awards, 13 Duke of Edinburgh mini awards and two gym instructors' awards have been achieved. One gym instructor is still in learning. There have been 190 local awards in the past year for personal achievements in PE. No NVQs have been achieved by PE learners.

12. In catering, one level 1 NVQ was achieved in 2000, five in 2001, and none in 2002. Five awards have been achieved this year and there are four learners working towards NVQs at level 1. One learner achieved an NVQ at level 2 in food preparation in 2000, none in 2001, one in 2002 and two so far this year. There is one learner working towards a level 2 NVQ in food preparation.

13. **Learners develop very good hairdressing skills.** They work in a commercial environment providing a service to other prisoners. There are plenty of clients for hairdressing services, covering the full range of NVQ requirements, including work on Caucasian and African Caribbean clients' hair. Learners develop a broad range of skills. They make good progress and are encouraged to aim for NVQ unit completion. Some learners achieve the full NVQ at level 1 and/or level 2. Many complete NVQ units at levels 1, 2 and 3 and continue their qualifications at other prisons or on release. Staff are efficient in either sending learners' work to their next destination, or in some cases, keeping it to be completed on their return to Eastwood Park.

14. **Key performance targets for literacy and numeracy were exceeded in 2002-03** and staff expect them to be met in 2003-04. Learners are making good progress towards the

targets in their learning plans. In an observed numeracy session, learners showed a good understanding of how to convert data into graphs. **The key skills portfolio work by PE learners is good.** A learner who receives literacy and numeracy outreach support on her wing has won a national prison award as a developing writer. All courses follow the national curriculum and the awards available range from entry level to level 2. Achievement across the courses is satisfactory.

Quality of education and training

15. **There is effective work-based learning in hairdressing, PE and catering.** The facilities for practical activities are good. The staff are occupationally well qualified and experienced. All areas provide services to the prison, so operate realistic working environments for NVQ assessment. The staff are enthusiastic about vocational training, but in PE and catering are not fully aware of the management requirement of the awards. There has been insufficient planning of training and assessment in the kitchens, but the new catering management is already dealing with this, and is having a direct and positive impact on the learners. All three work-based areas have qualified assessors and internal verifiers, but the level of support for them varies. There is no overall co-ordination of vocational training across the prison, and in some work areas qualifications are not offered.

16. **All the teaching was satisfactory or better, and there was some very good teaching in the foundation studies classes.** Foundation lessons are well-planned and the teaching and learning methods engage and stimulate the learners. Innovative use of national literacy activities and competitions further increases learners' self-confidence and motivation. The classroom environment and that in the ICT workshops is particularly conducive to learning. In both areas the learners benefit from very good individual support to meet their needs. The PE staff have adapted some sports sessions to enable learners with limited co-ordination skills to participate and enjoy exercise. Sports teaching is well-structured and staff exercise good control in practical sports sessions.

17. **There are insufficient PE staff to operate all the specialist facilities effectively.** There are insufficient background knowledge resources for the sports awards, as there is no classroom, computer or printer and staff have no lesson preparation time. In the education department, a set of new computers has not yet been installed, as there has been no technician available.

18. **The library is small, with no space for browsing or study.** It has very few books to support vocational studies and no ICT facilities. It is not open in the evenings or at weekends. Although 69 per cent of prisoners are members, attendance is poor and declining. Book loss is high at 12 per cent. There is no library security system to try to counteract it, or a facility to replace the lost stock. The library is staffed by a part-time librarian and a part-time assistant.

19. All new prisoners complete literacy and numeracy assessments. The education staff use the results cautiously as many prisoners, particularly those with a history of drug misuse, are unwell on arrival at the prison. Results are monitored carefully and followed up by individual discussions of prisoners' needs. The staff respond flexibly by putting on

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extra literacy and numeracy classes to respond to the fluctuating demands of the varying population. ESOL classes are also introduced and adjusted in response to the demand.

The new key skills sessions designed specifically for gym and hairdressing learners have proved very successful. Education staff visit the residential wings at lunchtimes three times a week for literacy and numeracy outreach sessions. They also provide individual support on the wings to meet specific needs.

20. **Prisoners are given a range of good information about education and training.**

The comprehensive information booklet contains a range of visual and written information about the activities available. This is important, as many new prisoners at Eastwood Park are too unwell to absorb lots of new information. The education and PE departments also provide useful information leaflets and there are many colourful visual displays along the education corridor walls to stimulate interest in courses.

Leadership and management

21. **There is a broad range of purposeful activities** available to prisoners. There are 246 places listed on the activities profiles sheet, ranging from basic literacy and numeracy courses to vocational, therapeutic, and life skills. Prisoners can combine employment and training or part-time education and work. The education department has recently introduced new courses in yoga, money matters, parentcraft, and citizenship. The external contracts workshop enables some prisoners to gain customer service NVQs while working.

22. **Throughout the prison there are enthusiastic, well-qualified staff.** In addition to subject qualifications, many staff have teaching qualifications, and assessors' and internal verifiers' awards. Staff are keen to pass on their subject knowledge and skills to learners. They have introduced qualifications for prisoners in a variety of areas, in some cases carrying out research into the best ones to use.

23. **There is no effective strategic planning of education and training across the prison.**

No clear plans are in place to ensure the needs and aspirations of all prisoners are effectively met. There is little planning or new curriculum development to meet the needs of a changing prison population. Many real work situations are not used to provide vocational training and qualifications. There is no vocational training for prisoners on work details in the gardens, industrial cleaning or the laundry. The education department has no effective control or management input into vocational programmes outside their department.

24. The education department's management information system is used effectively to record learners' achievements, individual learning records and contracted key performance targets. However, **the data available from the management information system are not used effectively to contribute to management decision-making.** The system does not effectively collate information on retention and achievement rates, award registration or learners' progress. Many education sessions have unfilled places. Average class size is six, and the attendance rate at education classes averages 60 per cent. Management information is not used to analyse, monitor or evaluate the overall

performance and efficiency of the prison's education and training provision. There are several management information systems in the prison. The information is not always accurate and can give senior managers conflicting information about participation in activities.

25. There is regular and systematic monitoring of prisoners by ethnic origin. Monthly monitoring reports are produced about this, giving an analysis of the data and useful evaluative and descriptive comments. The reports include clear information on education and training activities, providing data that managers can use to identify the need for new courses in response to the changing prisoner population. They include information about percentage participation in work activities. However, the reports do not include a wide enough range of equality of opportunity monitoring information.

26. The operational management of education and training activities across the prison is insufficiently cohesive. Education and training are not given priority within the prison's regime. Current prison operating systems make it difficult for prisoners to attend education classes regularly and on time. Although the daily routine has been changed, this has not sufficiently improved attendance at education and training sessions. Some vocational staff act independently and implement systems which are irregular, unmanaged and unmonitored by senior managers. Links with labour control are ineffective and some prisoners are allocated to activities inappropriate to their individual education and training needs.

27. There continues to be significant loss of learning time for organisational reasons. In some areas this has a direct impact not only on the prisoners' learning time but on the prison's functions they provide such as preparing prisoners' meals and hairdressing services. Insufficient communication further exacerbates the situation, leaving class places unfilled, wasting specialist resources and making it difficult to meet classroom efficiency targets. Activities are not used to their full. For example, during inspection the roll check one afternoon showed that only 39 per cent of prisoners were in activities. Only 37 of the expected 57 learners were in education classes. Absences mean that learning targets take longer to achieve, and this can be critical now that prisoners stay for relatively short periods of time. On some courses where attendance hours are critical to the successful outcome of the qualification, staff have to allocate extra time to ensure the minimum times are achieved.

28. There are inadequate systems for ensuring equality of opportunity when allocating prisoners to activities. Education application forms and those for labour forms have inadequate information about prisoners' prior learning, work experience, qualifications, and preferences. The design of the forms does not prompt prisoners to provide useful information that would help the staff to allocate them more appropriately. There are no waiting lists, so the allocation choice is based on the vacancies available on the day the form is processed. To try to get the activity of choice the prisoner may need to keep reapplying until she gets the timing right. The exception is kitchen work, for which a reserve list is kept as there are fewer prisoners who are eligible and want to work there.

29. Security and health clearance requests are not monitored effectively and some

prisoners wait excessive lengths of time for clearance. No clearances have been received since August 2003. By the time the clearance is received the prisoner can have left the prison or been allocated to, and settled into, another activity. The insufficient effective systems or monitoring of current practices means that staff do not know where there is equality of opportunity or not. However the activity and wing lists can be looked at informally to see if any particular wing dominates an activity.

30. **The quality assurance arrangements are weak.** Existing quality assurance paperwork was produced in 1999 and has not been updated. Staff do not fully understand the process of quality assurance. The subcontracted college does not review, monitor or evaluate the quality of its contracted provision. There are no formal or effective links between the college's senior management and the prison's operational regimes. Health and safety policies and procedures are not regularly reviewed and updated. Current health and safety policies and risk assessments are out of date. The new quality improvement group is ineffective; attendance at meetings is declining, there are no standing agenda items and meeting notes are minimal.

31. Self-assessment is not systematically used in all aspects of education and training. Development plans are weak and not centred on action. There is no quality assurance framework for vocational training. There are no written procedures, processes, policies or service specifications for vocational training. Staff are not informed of developments, quality assurance requirements or changes to awards.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good information provided to prisoners about education and training
- well-qualified and experienced staff in education, training and work areas
- broad range of purposeful activities
- regular, systematic minority ethnic monitoring, analysis and reporting

Weaknesses

- no strategic-planning for education and training
- insufficiently cohesive operational management of education and training activities
- ineffective information and data systems
- loss of learning time for operational reasons
- inadequate systems for ensuring equality of opportunity when allocating prisoners to activities
- inadequate quality assurance arrangements
- weak self-assessment and development-planning

Information & communications technology

Strengths

- good skills development
- very good individual support in teaching sessions
- particularly good learning environment

Weaknesses

- narrow range of courses
- insufficient use of information with learners at the start of their programme

Hospitality, sport, leisure & travel

Strengths

- good teaching in PE department
- appropriate choice of PE courses meeting individual learners' needs
- good, responsive new catering management

Weaknesses

- insufficient planning for training and assessment in catering
- insufficient resources in PE department
- late arrival of learners at activities, losing learning time

Hairdressing & beauty therapy

Strengths

- good standard of practical skills developed by learners
- good NVQ unit achievement and progression
- good salon management by trainers to support learning

Weaknesses

- limited range of learning resources for background knowledge work
- insufficient recording of feedback to learners about their NVQ work
- realistic salon working practices affected by regime disruptions

Foundation programmes

Strengths

- good, well-planned teaching
- particularly good learning environment
- very good individual support for learners
- good curriculum development and introduction of new short courses

Weaknesses

- insufficient use of target-setting in progress reviews
- incomplete assessment processes for key skills

WHAT LEARNERS LIKE ABOUT HMP EASTWOOD PARK:

- being able to gain new skills and confidence
- getting qualifications
- the patient teachers
- 'working in the gym - the best job in the prison'
- the practical work in hairdressing
- the 'very good literacy course, it's opened my eyes'
- the ICT room, it's a very peaceful place to work
- the way 'the tutor makes me feel important'
- the staff in education and training

WHAT LEARNERS THINK HMP EASTWOOD PARK COULD IMPROVE:

- the time it takes to move around the prison, so learners can get to things on time
- the amount of space available to study in
- the amount of individual support
- the range of courses - learners would like more art, drama, science and fashion design
- 'nothing, I think it's wonderful'
- the mix of learners in sessions - 'separate the juveniles, because they are disruptive'
- the size of the ICT classes - they are too big
- 'the long wait for education induction'

KEY CHALLENGES FOR HMP EASTWOOD PARK:

- maintain the good teaching standards
- provide clear strategic-planning to ensure the needs of the new short-term prisoners are met
- review education, training and work and use the opportunities they offer effectively for accreditation
- introduce effective operational management to co-ordinate all education and training activities
- review, amend and monitor systems for allocating prisoners to activities, to ensure equality of opportunity
- improve quality assurance arrangements in education and training

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

32. Leadership and management of the education and training activities at Eastwood Park is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good information provided to prisoners about education and training
- well-qualified and experienced staff in education, training and work areas
- broad range of purposeful activities
- regular, systematic minority ethnic monitoring, analysis and reporting

Weaknesses

- no strategic-planning for education and training
- insufficiently cohesive operational management of education and training activities
- ineffective information and data systems
- loss of learning time for operational reasons
- inadequate systems for ensuring equality of opportunity when allocating prisoners to activities
- inadequate quality assurance arrangements
- weak self-assessment and development-planning

33. Prisoners are given a range of good information about education and training. The prison's staff give new prisoners a comprehensive and well-presented guide to HMP Eastwood Park, packed with really useful information. It contains a good range of visual and written information activities available. This is important as many new prisoners, particularly those with a history of drug misuse, are too unwell to fully absorb lots of new information. There is also a simple leaflet given out at the education induction to remind prisoners about the range of courses, and a very useful PE leaflet. In addition there are many colourful visual displays along the education corridor walls to stimulate interest in courses. These include work produced by learners, as well as professionally produced posters.

34. The prison's staff are enthusiastic and well qualified. In addition to subject qualifications, many staff have teaching qualifications, and assessors' and internal verifiers' awards. Staff are keen to pass on their subject knowledge and skills to prisoners, and to introduce qualifications in a variety of areas. Some staff have carried out research to find out which are the most appropriate. For example, in the gardens a

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member of staff developed vocational training programmes and qualifications in horticulture without any support or guidance from the senior prison staff or the education department. This provision is no longer offered to prisoners although the resources, staff and work situation are still available.

35. There is a broad range of purposeful activities. There are 246 places on activities, ranging from basic literacy and numeracy courses to vocational, therapeutic and life skills. These include active and sedentary places, outdoor and indoor activities, and provide an opportunity to mix and match activities and contract work. Prisoners can combine employment and training or a variety of part-time education and work places. The education department has also recently introduced new courses in yoga, money matters, parentcraft, and citizenship. Therapeutic art and pottery classes are used to engage learners who are too unwell to participate in busy sessions. For prisoners who do not leave their wings there are cleaning and orderly positions, and the education staff visit them to provide literacy and numeracy support. The external contracts workshop enables some prisoners to gain customer service NVQs.

36. The prison's library is small, with no space for study. It has very few books to support vocational studies, and no ICT facilities. It is not open in the evenings or at weekends. Although 69 per cent of prisoners are members, attendance is poor and declining. The rate of book loss is high, at 12 per cent, and there is no library security system to counteract this or facility to replace the lost stock. The librarian and library assistant both work part time.

37. There is no strategic planning of education and training. No clear plans are in place to ensure the needs and aspirations of all prisoners are effectively met. There is little planning or new curriculum development to meet the needs of a changing prison population. Education is provided by external contract and meets the reasonable needs of some learners, many prisoners do not have access to vocational training and qualifications. No vocational training is provided for prisoners on work details in the gardens, industrial cleaning and the laundry. In the areas where vocational training is available, it has been developed by individual staff. Assessment and internal verification are quality assured by awarding bodies. There is no co-ordination of internal verification. The education department has no effective control or management input into vocational programmes outside the department.

38. There is insufficient cohesive operational management of education and training activities across the prison. Education and training are not given priority within the prison's regime. Although the daily routine has been changed this has not sufficiently improved attendance at education and training sessions. Resources in education and training are under-used. Many education sessions have unfilled spaces. The average class size is six, and attendance rates average 60 per cent. There is ineffective management, planning and communication of education and training needs at senior management level within the prison. The existing communication systems and meetings are ineffective in dealing with these problems. The meetings are not used to set action plans, staff responsibilities or targets. Some vocational staff act independently and implement systems which are irregular, unmanaged and not monitored by senior

managers. Links with labour control are ineffective, and some prisoners are allocated to activities inappropriate to their individual education and training needs. There is no overall management post with responsibility for maximising education and training opportunities to meet the needs of all potential learners.

39. The education department's management information system is used effectively to record learners' achievements, individual learning records and key performance targets. However, the data are not used effectively by managers when making decisions. The system does not effectively correlate information to provide accurate data on retention and achievement rates, registration for awards, or learners' progress. No performance targets are set by the education department other than those which are a contractual requirement. Management information is not used to analyse, monitor or evaluate the overall performance and efficiency of the prison's education and training provision. The various prison management information systems do not always correlate and can give senior managers conflicting information about participation in activities.

40. Significant amounts of learning time continue to be lost because of the way other aspects of the prison's regime are organised. In some areas this also has a direct impact on the prison's functions learners' provide, such as hairdressing, and preparing prisoners' meals. Inadequate communication further exacerbates the situation. Class places are left unfilled and specialist resources are wasted, reflecting badly on classroom efficiency targets. During the inspection, the roll check one afternoon showed that only 39 per cent of prisoners were in activities, and these included only 37 of the expected 57 prisoners in education classes. Poor attendance means that learning targets take longer to achieve, and this can be critical since prisoners now only stay in this prison for relatively short periods of time. On some courses where attendance hours are critical to the successful outcome of the qualification, staff have to allow extra time to ensure the minimum attendance period is achieved.

Equality of opportunity

41. There is regular and systematic minority ethnic monitoring of prisoners. Monthly monitoring reports are produced, giving an analysis of the data and useful evaluative and descriptive comments. The reports include clear information on education and training activities. The monthly summary provides information on the changing prisoner population that managers can use to decide about new courses. This includes information about percentage participation in work activities. However, the reports do not include a wide enough range of equality of opportunity monitoring information.

42. The prison's equal opportunities statement is written for the staff. There is no foreign nationals policy or statement, although Eastwood Park has many overseas prisoners. Education staff do their best to identify prisoners who speak little or no English and enrol them quickly onto ESOL courses. Nine per cent of prisoners are foreign nationals and four per cent speak English as an additional language. There is no vocational training co-ordination across the prison to co-ordinate appeals and grievance policies.

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43. There are inadequate systems for ensuring equality of opportunity when allocating prisoners to activities. The application forms for education and work do not contain enough information about prisoners' prior learning and work experiences, qualifications, and preferences. The design of the forms does not encourage prisoners to provide information that would help staff to allocate them more appropriately. Many prisoners apply for any job that will get them out of their cell. There are no waiting lists, so the allocation choice is based on the vacancies available on the day the form is processed. To try to get the activity of choice the prisoner may need to keep applying until she gets the timing right. The exception is kitchen work, for which a reserve list is kept as fewer prisoners are eligible for it.

44. Security and health clearance requests are not monitored effectively and some prisoners wait excessive lengths of time for clearance. The education staff monitor the requests and have not received any responses since August 2003. By the time clearance is received the prisoner may have left the prison or been allocated to and settled into another activity. The absence of effective monitoring systems means that staff do not know whether there is equality of opportunity or not. However the activity and wing lists can be visually checked to see whether any particular wing dominates an activity.

Quality assurance

45. The quality assurance arrangements are weak. The quality assurance documents were produced in 1999 and have not been updated since then. There are no reviews of quality assurance, policies, procedures or processes. Quality assurance arrangements are not used systematically to help manage education and training. Quality assurance review and evaluation are not used to make management decisions. Staff do not fully understand the process of quality assurance. The college does not quality assure its contracted provision. There are no effective links between the college's senior management and the prison's operational regimes. Health and safety policies and procedures are not reviewed and updated regularly. The current health and safety policies and risk assessments are out of date. The new quality improvement group does not actively review current provision in order to bring about continuous improvement. No improvement targets are set, or responsibilities allocated, actioned or reviewed. Attendance at the quality improvement group is poor and meeting notes are minimal. Education staff team meetings do not discuss quality assurance issues.

46. Self assessment is not used systematically to review all aspects of the education and training provision. Self assessment is not established in the education department as a basis for continuous improvement. There is no effective action-planning, target-setting, monitoring, evaluation or review on which to base management decisions. Development plans are weak. There is no quality assurance framework for vocational training. There are no written procedures, processes, policies or specifications for vocational training. Staff are not kept up to date with developments, quality assurance requirements or changes to awards.

AREAS OF LEARNING

Information & communications technology

47. ICT provision is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good skills development
- very good individual support in teaching sessions
- particularly good learning environment

Weaknesses

- narrow range of courses
- insufficient use of information with learners at the start of their programme

Achievement and standards

48. There is good skills development in ICT. Learners progress rapidly and gain accredited units at level 1 and 2 in word-processing, spreadsheets and databases, which enhance their employability. They also gain confidence and develop a real pride in their work. The work is of a high standard. One learner has learnt sufficient office skills to put business accounts onto the computer. Between January and September 2003, 41 learners gained a level 1 certificate and 10 gained a level 2 certificate. A similar number were gained in the same period in 2002. There are insufficient data to identify what percentage of learners gained certification.

Quality of education and training

49. There is very good individual support for learners during teaching sessions. Learners are helped to take charge of their own learning by effective, rapid responses and positive feedback. Peer support and tuition are actively encouraged and monitored. When there are larger numbers of learners, two tutors work as a team. When all the learners are on the class list, there can be up to sixteen learners and only one tutor. However, this is unusual. At such times the learners wait longer for help and some juvenile learners can become disruptive. The planning of sessions is adequate, though lesson plans are designed for the whole group and the evaluations are inadequately recorded. Learners are not sufficiently encouraged to take a break during long sessions. This can result in them working for two and a half hours at a computer screen, which is poor practice.

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50. The ICT accommodation is particularly conducive to learning. This was recognised in the self-assessment report. It is a bright, airy, purpose-built room with fully adjustable chairs at sixteen workstations, arranged in groups of four, encouraging peer support. The learners enjoy a peaceful learning environment in all except the busiest of lessons. The room can be divided into two areas, but this rarely happens and the additional space is used at busy times. There are adequate handouts, some of which are laminated, and others colour-coded. However, learners only have inadequate plastic wallets in which to store their work. The tutors are all well qualified and most have basic skills qualifications as well. The computers are adequate and the software suitable but there is no specialised equipment for learners with additional needs. New, upgraded computers are awaiting installation.

51. There is a narrow range of ICT courses for learners to choose from. For example, there is no introductory course to teach new learners elementary computer skills. There are no design or web page skills courses to broaden the ICT curriculum. Level 2 is the highest award. Some advanced learners become classroom assistants.

52. There is insufficient use of information for learners at the start of their programme. New learners are not given enough information to settle into their studies quickly and there is insufficient recognition of their prior learning. One learner was making good progress in a level 2 course but the tutor was unaware that she had already achieved other level 2 accreditation. The learners' basic skills assessment results are sometimes recorded incorrectly on the education application. The health and safety induction is inadequate and learners are unaware of the hazards of poor posture and screen glare.

53. There is regular informal assessment with good marking and constructive feedback. Progress is adequately monitored on record sheets, and short-term targets are set. However there are no formal reviews of learners' progress and long-term targets are not individualised. Learners of all abilities can take part in the level 1 ICT programme. There is some support for learners with literacy and numeracy needs in the form of additional individual help and peer support. In addition, they attend specific literacy and numeracy classes where specialised support is provided.

Leadership and management

54. The ICT tutors make a good team. Meetings are informal though effective, and although the learners are taught by up to three different tutors, there is sufficient communication to ensure continuity of learning. There is insufficient staff and curriculum development for new courses.

Hospitality, sport, leisure & travel

55. Overall, the catering and PE provision is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good teaching in PE department
- appropriate choice of PE courses meeting individual learners' needs
- good, responsive new catering management

Weaknesses

- insufficient planning for training and assessment in catering
- insufficient resources in PE department
- late arrival of learners at activities, losing learning time

Achievement and standards

56. Since September 2002, 1668 learners have completed the manual handling awareness course as part of the PE induction. So far in 2002-03, 68 nationally recognised sports awards, 25 basic first aid awards, 13 Duke of Edinburgh mini awards and two gym instructors' awards have been achieved. One gym instructor is still in learning. There have been 190 local awards in the past year for personal achievements in PE. There has been no NVQ achievement in the PE department. In catering, one level 1 NVQ was achieved in 2000, five in 2001, and none in 2002. Five awards have been achieved this year and four learners are working towards an NVQ at level 1. One learner achieved a level 2 NVQ in food preparation in 2000, none in 2001, one in 2002 and two learners so far this year. One learner is working towards a level 2 NVQ in food preparation.

Quality of education and training

57. There is good teaching in the PE department. Lessons are well planned and structured. A wide range of teaching methods is employed, which help learners to understand the subjects. Learners are fully involved and participate in the lessons. There is good teaching and appropriate control in PE sessions. Good discipline is demonstrated in sports sessions. Learners employed in the PE department supervise weight training sessions for other prisoners. They demonstrating good health and safety knowledge during these sessions. Most training in the PE department takes place off the job and is concluded with some form of assessment, allowing learners to recognise their achievements. Good records are kept of all PE learners' achievements. A

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comprehensive booklet is issued to all learners following their induction. It gives details of the benefits of exercise, suggestions for in-cell workouts and advice on nutrition.

58. The choice of PE courses is appropriate for the short time many prisoners will spend at the prison. Most lead to recognised national awards. The staff in the PE department are currently developing another nationally accredited short course for learners. Orderlies working in the PE department are not always offered the chance to obtain appropriate qualifications. Some learners have poor co-ordination skills and staff have adapted some games to allow them to participate fully. For example in volleyball, the ball is allowed to bounce once before it is hit. This allows learners of all abilities to participate in the game and enjoy exercise. In the gymnasium, some learners lead warm-up sessions and carry out gym inductions. Staff in both areas are well qualified in their occupations. All three staff in the PE department have assessors' awards, as do six members of staff in the kitchen. There is a qualified internal verifier in each work area.

59. There is satisfactory individual support for learners in both PE and catering. Learners feel that the staff are very approachable and that they are treated with respect. There is a good rapport between learners and staff in both areas.

60. The kitchen is well equipped and learners can move between different work areas to obtain a broad range of skills. A new NVQ room being set up in the kitchen area in which learners can work quietly on their NVQ.

61. There are no formal reviews of learners' progress in either PE or catering. There is no formal initial assessment at the start of courses. There are few targets set to ensure good rates of progress towards qualifications. Learners do not have individual learning plans, so there is no way of monitoring their individual progress or planned dates for completion. There is no literacy, numeracy or language support in the work areas. Learners who need support have to attend education classes. Key skills in communications have been integrated with the nationally-accredited weightlifting course, although this is currently unavailable to learners. Formal links have not yet been arranged to allow catering learners to gain literacy, numeracy and language skills, and there is insufficient teaching of key skills alongside vocational training.

62. There is insufficient planning of training and assessment in catering, and there is no overall learning plan. Learners do not have individual action plans and are not set targets for their learning. All catering training takes place on the job. It is unplanned and is often postponed for operational reasons. Learners are motivated to learn and achieve, but often make slow progress with their qualifications. Staff in this area do not have teaching qualifications. Assessors tend to work on a number of units at a time, rather than focusing on unit completion. When learners move from the prison at short notice they often leave without creditable recognition of the work they have completed. Sufficient training is not always completed before practical NVQ assessments takes place. There is no standardisation of practice among catering assessors. The standard of learners' work varies between groups, as does their progress. There is no internal verification strategy or sampling plan in catering. The full range of internal verification activity is not carried out. There is little observation of assessors' practice, little

standardisation, and few learner interviews. Assessors do not receive the support that they need to function effectively. Some are inexperienced in most aspects of assessment. The internal verifier is inexperienced, has been given insufficient support, and has insufficient knowledge of the role. The certification process is slow and some learners leave the prison and wait several months before they receive their certificates.

63. There are insufficient resources in the PE department. There are no study areas for PE learners, or classrooms for background knowledge teaching. Finance has been secured to extend the PE department, create a classroom and move the PE office. The current PE office is unsafe as it does not have a fire escape, and foam safety mats are stored in there. One member of the PE staff is on restricted duties. This has reduced the number and range of classes, qualifications and sessions on offer. Operational requirements mean that there is little or no time to prepare lessons and learning materials for courses. Photocopying and printing have to be done outside the PE department, which is time consuming and takes staff away from the gymnasium. There are no computers for learners to use in either the kitchens or the gymnasium. The computer available to staff has no CD-ROM facility, although many learning resources are in CD format. There are few specialist books in the library to support the learning in PE and catering. The gymnasium has a fitness room, sports hall and an outdoor basketball court. However, security issues and staffing levels mean that little use is made of the outdoor area.

Leadership and management

64. There is good, responsive new catering management. It has only been in place for two weeks, but has already made positive changes to working practices in the kitchen area which will ensure that learners work to high standards, and are set good examples of working practices. For example, kitchen caps/hats are now being worn and learners' hair is secured under them. The incorrect labelling of fridges has been identified and is being remedied. All learners have already had training in the correct use of equipment and in basic food hygiene awareness. This has been recorded on training records, which will move with the learners if they are transferred. Basic food hygiene learning resources used in the prison service have been purchased and are now in use. There is a process being developed to allocate time for learners' training, assessment and portfolio completion. These improvements have been introduced to enable learners to progress through their qualification without interruptions.

65. The catering and PE staff manage their areas well, but do not have sufficient knowledge of how to manage vocational qualifications. There is some quality assurance and evaluation of the PE programmes. Questionnaires and end-of-course evaluations are completed by learners. These are used to decide which courses to run. There has not yet been any evaluation of the catering programme. There have been some good links made for resettlement work experience with a local leisure centre and a catering company.

66. Learners regularly arrive late at sessions. Learning and work time is lost because of the operational constraints of the prison. Learners are often kept waiting to be moved to

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places of work or activity areas. Catering learners are regularly late for work, sometimes by up to an hour. This puts undue pressure on them to get meals out, and does not promote good work ethos. It leaves no time for training and assessment. PE courses have been programmed to take longer than they should to ensure that the syllabus can be covered and the required hours of attendance can be completed. PE staff have tried to resolve this problem by collecting learners for activities. Learners' activities are not taken into account when meals and medication times are allocated. This means that learners often start physical activity immediately after eating their main meal of the day. This does not encourage a healthy approach to exercise. The rate of attendance at activities is poor.

Hairdressing & beauty therapy

67. Hairdressing training at Eastwood Park is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good standard of practical skills developed by learners
- good NVQ unit achievement and progression
- good salon management by trainers to support learning

Weaknesses

- limited range of learning resources for background knowledge work
- insufficient recording of feedback to learners about their NVQ work
- realistic salon working practices affected by regime disruptions

Achievement and standards

68. Learners develop very good hairdressing skills. They work in a commercial environment providing a service to other prisoners. There are plenty of clients for hairdressing services, covering the full range of NVQ requirements, including work on Caucasian and African Caribbean hair.

69. Learners make good progress and are encouraged to aim for NVQ unit completion. Some learners achieve the full NVQ at level 1 and/or level 2. In addition many learners complete NVQ units at levels 1, 2 and 3 and progress to completing their qualifications at other prisons or on release. Staff are efficient in either sending learners' work to their next destination or, in some cases, keeping it to be completed when they return to Eastwood Park.

Quality of education and training

70. Staff manage the salon well to ensure learners have good training opportunities. The purpose-built salon is situated on the main education corridor. It is well resourced with tools, equipment, sterilisation jars for tools, and professional products and it reflects current industrial standards. Teaching is well planned to take into account the restrictions of the prison's regime. There is good individual support for learners from the staff and particularly good rapport in the salon. Learners develop good customer care skills and staff teach them to respect their clients, colleagues and supervisors. The atmosphere in the salon is professional and conducive to learning and employment on release. Staff handle the difficulties created for clients and learners by regime disruptions

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well, and make the best of the available salon time. Learners' skills and knowledge are enhanced by visits from representatives of major hairdressing manufacturers to show them new products for use in the salon.

71. Three trainers work part time and the salon operates five days a week. Staff are well qualified in hairdressing and all hold assessors' awards. Assessment practice meets the requirements of the awarding body. NVQ evidence in learners' portfolios is cross-referenced well and easily monitored. Two of the staff hold the internal verifiers' award. The prison is an accredited centre and has external verifiers' visits to ensure all practices and facilities meet awarding body requirements. External verifiers' reports are positive in highlighting areas of good practice. The prison has approval to offer NVQs at levels 1 to 3, enabling staff to meet learners' individual needs and put them onto the appropriate NVQ level.

72. Many learners have prior work experience, skills and/or knowledge of hairdressing. Some have hairdressing qualifications when they join the courses. Others are highly skilled, some having worked for top salons, but do not hold qualifications. Staff quickly assess their skills and move them swiftly through NVQ units, using workpacks and textbooks to support background knowledge work flexibly. The prison's system allows learners to start salon work promptly, as they are enrolled for work experience while awaiting security/healthcare clearances. Work completed during this period allows staff to assess learners' salon aptitude and dexterity, and it is used effectively towards NVQs. Recently there have been severe delays in processing clearance checks. New salon outfits are ordered for the learners, but enclosed footwear is not supplied by the prison despite the health, hygiene and safety issues if learners wear open-toed shoes.

73. Assessors give learners good verbal feedback on their practical and background knowledge work, but there is little recorded evidence of these comments to celebrate good work or remind learners of areas they need to improve. Learners' literacy and numeracy abilities are assessed on arrival at the prison. Learners with additional support needs attend sessions in the adjacent education classrooms. Seven hairdressing learners attend key skills sessions for one afternoon a week in the education classrooms.

74. There is a limited range of learning resources to broaden learners' knowledge of hairdressing and techniques. NVQ learners are each given an appropriate textbook, but there are very few videos, professional journals or magazines to show current industry trends.

Leadership and management

75. The hairdressing programme is well managed and learners make good progress. The three part-time staff take responsibility for key aspects of the provision. Despite not all being able to meet regularly they share information effectively. Formal meetings are held in response to specific issues. Staff participate in manufacturers' technical workshops to update their product knowledge, although none have qualifications in black hairdressing, which may restrict future NVQ developments. There is a good system for internal verification which is well understood and includes regular monitoring for consistency,

and support for the assessors.

76. The realistic salon working environment required for NVQ assessment is disrupted by prison regimes. Delays in learners and their clients arriving at sessions reduces the already-limited salon time available for treatments. This is particularly disruptive if the client is having a long chemical treatment, for example when perming rods are wound before lunch and the lotion is applied in the afternoon session. In addition, when trainers have not been told about visits, learners or clients can suddenly leave the salon, mid-service. Staff and hairdressing learners are able to practise their interpersonal skills when clients become irate and worry that their service may be cancelled. Staff are not clear about the clearance checks work experience learners need before they can transfer to the NVQ course. The clearance level is the same for the hairdressing salon as for education classes, which learners have already been approved for. This is despite the use of sharp cutting tools and chemicals in the salon.

Foundation programmes

77. The foundation courses are good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good, well-planned teaching
- particularly good learning environment
- very good individual support for learners
- good curriculum development and introduction of new short courses

Weaknesses

- insufficient use of target-setting in progress reviews
- incomplete assessment processes for key skills

Achievement and standards

78. Key performance targets for literacy and numeracy were exceeded in 2002-03 and are likely to be met in 2003-04. Learners are making good progress towards targets set in their learning plans. Numeracy learners show a good understanding of how to put data into graphs. The key skills portfolio work by PE learners is of a high standard. A learner who is receiving literacy and numeracy outreach support on her wing has won a national prison award as a developing writer. All courses follow the national curriculum and a variety of awards are available from entry level to level 2. Achievement rates are satisfactory.

Quality of education and training

79. There is good, well-planned teaching. More than half the observed sessions were good or very good, with tutors demonstrating thorough lesson-planning and good use of schemes of work. Tutors were sensitive to the learners' individual needs and modified the work accordingly. Tutors make good use of a variety of teaching methods and materials. Learners are highly motivated. In a lively session with learners for whom English was an additional language, the tutor made good use of brainstorming and discussion techniques to improve learners' speaking skills. Learners also listened to popular music on an audio-tape machine and wrote poems. The tutor skilfully involved all learners, drawing on the variety of cultures and backgrounds represented. This is particularly good as many learners are new to the prison and do not stay there very long.

80. There is a particularly conducive learning environment. The classrooms are light and airy, well-equipped and maintained. The literacy and numeracy room is particularly good. There is good communication within the department between the basic skills co-ordinator and her staff, both formally in staff meetings and in informal networking. This was recognised in the self-assessment report. Resources are satisfactory, they include videos, tapes and whiteboards which were being used effectively in sessions along with paper resources. There is a good stock of worksheets and up-to-date literacy and numeracy printed materials. Unfortunately, some are poorly copied. Good use is made of computers and appropriate literacy and numeracy software. The self-assessment report accurately identified that some computers are outdated and do not have the capability to run some of the latest literacy and numeracy software.

81. Individual support for learners is particularly good. Affirmative statements are displayed on classroom walls and all learners are encouraged to participate in education and take nationally accredited awards. Learners' increased confidence is celebrated. Good use is made of national projects such as National Poetry Day. The self-assessment report recognises the good outreach support for literacy and numeracy that takes place on the wings at lunchtimes and in individual sessions. Staff take books and learning materials to the wings to enable learners to study during evenings and weekends. There are good links with external agencies, and weekly guidance sessions are provided by Connexions and Fresh Start.

82. Basic literacy and numeracy tests are taken by all prisoners at induction, usually within five days of their arrival at the prison. The results are used only as an indication of ability as many prisoners are medically unwell on arrival at prison. Prisoners' individual needs are discussed with them to identify appropriate support.

83. There is insufficient use of target-setting in progress reviews. Targets set do not include timescales and are vague and unchallenging. This makes it difficult to identify any progress made, and does not contribute to learners' motivation. The absence of planned completion dates for units of programmes means that managers cannot plan learners' other activities around them. Individual learning plans include long- and short-term targets, negotiated with learners and linked to the national curriculum, but these are not given dates for achievement.

84. The assessment procedures for the new key skills provision are incomplete. There are no assessment plans or procedures for internal and external verification.

Leadership and management

85. There is good curriculum development and introduction of new short courses. Short accredited courses are offered which are appropriate and effective for the many short stay learners in this prison. Literacy unit awards can be gained at entry level to provide background knowledge towards the full award. Numeracy tests are offered on demand every four to six weeks. Key skills qualifications for hairdressers can be completed within six weeks. There is celebration of those who achieve accreditation through displays on noticeboards.

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86. Equality of opportunity is promoted by good attention to the culture and background of learners for whom English is an additional language. There is effective use of bilingual dictionaries, for example a Congolese learner uses a French dictionary in maths classes. Tutors have been given training to familiarise themselves with self-assessment, but they do not fully understand how the process can help them with continuous improvement. There is no development plan for foundation studies.