

# INSPECTION REPORT

## **HMP Hindley**

**21 November 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.

# INSPECTION REPORT

## HMP Hindley

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Hindley (the prison) is located in Bickershaw on the outskirts of Wigan. It opened in 1961 as a Borstal and since then has served a variety of functions. In 2001 the prison completed its first year as a long-term young adult facility. It was then announced that it would change roles again and become a split site, containing young offenders and juveniles. The prison now has a certified normal accommodation of 540, made up of 348 young offenders and 192 juveniles. Forty of the juvenile spaces are for young people on remand. The overall budget is about £19 million, some £10 million for juveniles and the rest for young offenders. During the inspection, the average population for young offenders was 332 and 150 for juveniles.

2. Education and some vocational training is contracted to a college of further education. The contract is for 25,000 to 30,000 hours annually for young offenders. In the young offenders' estate, education opportunities are provided for around 100 full time places. There are currently no part-time education places available although education staff frequently visit the workshops to support literacy and numeracy and key skills. The college employs approximately 120 staff which include main grade lecturers, learning support assistants, guidance workers and administrators. There is a limited evening curriculum with much of it offered as enrichment activities. Additional activities are provided by local youth service workers who attend evenings and on Saturdays. There is a varied physical education (PE) programme offering one-week courses and a 13-week gym instructors course. The education department offers courses which include literacy and numeracy courses, an internationally recognised computer course, arts, humanities, drama, general certificates of secondary education (GCSEs) and open learning. Vocational training includes brickwork, carpentry, industrial cleaning and motor vehicle courses. While there is employment in gardens, kitchens and the laundry, there is no nationally recognised training attached to them.

3. The head of learning and skills is responsible for the operational management of education while the head of resettlement is responsible for training in the young offender estate. This includes the library provision which is contracted to a public library service. There are currently staff shortages in the library, but the service is in the process of recruiting additional assistants. There is a library in the juvenile and young offender parts on the institution, but there is no evening or weekend access.

### SCOPE OF PROVISION

#### Construction

4. Construction training is offered in basic brickwork and carpentry. Additional tuition to improve literacy and numeracy skills is delivered by education guidance workers in the vocational working area. There are currently three full-time members of staff in this area. Attendance is full-time, based on 30 hours a week. There are 24 learners on construction

programmes.

### **Engineering, technology & manufacturing**

5. The prison provides training in motor vehicle engineering which covers practical skills tests. Both programmes are delivered in a workshop which also has classroom facilities for delivering background knowledge sessions. There are two instructional officers, one of whom is a prison officer. One member of staff is a qualified assessor. The college of further education which is contracted to deliver education, is the accredited centre for the qualification and the prison is a satellite centre for delivery and assessment. There are 18 learners on the programme, although attendance patterns varied during the inspection due to regime interruptions.

### **Health, social care & public services**

6. Training is offered in industrial cleaning at levels 1, 2 and 3. The training is accredited and is provided to young offenders and juveniles. In both establishments there are purpose-built workshops which are laid out with a range of floor coverings to meet the requirements of the programme. In the young offenders programme, there is one full-time and one part-time member of staff employed by the education department of a college of further education which is contracted to deliver the education. There are 10 learners on the programme.

### **Foundation programmes**

7. Foundation programmes include literacy and numeracy, key skills, information and communications technology (ICT), and social and life skills. There are 160 learners on these programmes. All the programmes are full-time. During their induction to the prison, inmates are interviewed and have an assessment for literacy and numeracy needs. The test results are used to indicate which classes are suitable for learners. All learners work toward qualifications at appropriate levels. While some learners gain one or more qualifications, some do not complete the work because they are transferred to another prison or are discharged. Learning sessions are organised to allow learners to progress at their own rate and to achieve as much as they can in the time available. Literacy and numeracy tuition is also provided in the training workshops to help learners who need support with literacy and numeracy. Special arrangements have been made for five young offenders who cannot attend education or the workshops to receive half-an-hour of individual literacy tuition each day.

## ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	17
Number of learner interviews	62
Number of staff interviews	42
Number of subcontractor interviews	1
Number of locations/sites/learning centres visited	1
Number of partner/external agency interviews	1

## OVERALL JUDGEMENT

8. The provision is adequate to meet the reasonable needs of those receiving it. More specifically, leadership and management are satisfactory, as is the approach to equality of opportunity. Arrangements for quality assurance are unsatisfactory. Construction training is unsatisfactory and motor vehicle training is satisfactory. Foundation programmes and the industrial cleaning provision are good.

## KEY FINDINGS

### Achievement and standards

9. **Achievement rates are good for many of the programmes**, including the motor vehicle engineering programmes and a range of qualifications in the foundation provision. Over 75 per cent achieved literacy and numeracy qualifications at entry level. At level 1 and 2 in literacy, 63 per cent achieved and 70 per cent achieved a numeracy qualification at the same levels. In the industrial cleaning programme, all learners at levels 1 and 2 who completed the programme achieved an award. Motor vehicle achievements in the car crime awareness programme were at a similar level. Achievement rates in brickwork were poor with only six learners gaining a qualification in the past two years. There were no accredited awards in carpentry.

10. Retention rates are satisfactory on most programmes, although there are staff shortages in the vocational training areas and numbers are currently below full capacity.

11. **Learners gain good practical skills in the vocational programmes.** In the industrial cleaning courses learners are able to practise their skills around the prison. Learners also develop good skills in academic programmes, particularly in art classes. There are excellent displays of paintings and drawings on the walls to celebrate these achievements. Learners are particularly enthusiastic about PE and the opportunity to develop a range of skills in weightlifting, football and rugby refereeing, and trampolining instruction.

12. Learners have the opportunity to work in the gardens, laundry and kitchens, but

there are no nationally recognised qualifications with the exception of food hygiene. There are few records of training for the job that is provided.

### Quality of education and training

13. Most of the learning sessions were satisfactory or better. The few unsatisfactory sessions were in foundation classes.

14. **All teaching staff provide effective support for learners and are experienced and well qualified.** Most of the staff in the education department are part-time and contracted on a session basis. There are a number of learning support assistants, but these have only recently been recruited and it is too early to measure their impact.

15. In the most effective sessions, lessons are well planned and a range of teaching and learning strategies are used including group work, role-play and visiting speakers. Learners are well motivated and eager to learn. In the least effective sessions, the teaching is uninspiring and there is an over-reliance on the use of handouts. Practical sessions in PE and the vocational workshops is noticeably better and learners are much more attentive.

16. **Classes are well attended, and classroom management is often good.** The exceptions occur when learners are taken out for prison regime requirements such as recreational PE, court visits and sentence-planning reviews. These often take place at short notice.

17. Education classes are full-time and there are no part-time provisions. However, the prison has introduced literacy and numeracy support in the workshops. These take place in dirty conditions and often in inappropriate places in the workshops. Much good groupwork and individual support is given through the use of vocationally relevant structured assignments. Teaching staff in the workshops also take every opportunity to develop literacy and numeracy skills when delivering practical sessions. For example, in the industrial cleaning programme, the teacher reinforced metric measurement and ratios while measuring out quantities of chemicals for cleaning. However, in some cases the sessions are used to carry out additional assessment of learning levels which should have been covered during induction. There is little formal support for jobsearch training, although individual guidance workers provide support when it is needed.

18. The education block has been recently established and contains a new library facility. There is a good range of recreational books, but there is a poor supply of materials to support vocational training and literacy and numeracy. There is also a poor supply of careers information, although there are good links with external agencies such as Jobcentre Plus and Connexions.

## Leadership and management

19. Leadership and management are satisfactory and there is a satisfactory approach to equality of opportunity. Quality assurance arrangements are currently unsatisfactory. The education provision is well managed with good support from the college which manages the contract. In foundation programmes the curriculum is less well co-ordinated as there is no manager responsible for the overall programme. When vocational training is provided by college staff, such as the industrial cleaning, it is well planned. In other vocational areas, the management is not cohesive and the training is not an integral part of the education provision. PE is particularly well managed. The senior management of the prison has recognised the need to increase the range of educational curriculum and vocational training provision.

20. Staff training and development is satisfactory, as is communication between the prison and the college. There are staff shortages in some vocational areas where staff have been moved to the juvenile estate to develop vocational training provision. This has led to a reduction in numbers of young offenders being able to access some training, and in some cases a reduction in work experience in the establishment.

21. Staffing and accommodation levels are adequate for the educational provision. There is a good level of guidance workers to support those who have literacy and numeracy needs. Initial assessment is thorough with diagnostic assessment being used to determine the range of literacy and numeracy skills. However, the information is often not used as a basis for the individual learning plans. A new individual learning plan has been introduced, but this has yet to be fully implemented.

22. **The management of health and safety is weak in the motor vehicle workshops** with insufficient attention paid to the use of protective clothing and cleanliness of work areas.

23. Staff and learners have a satisfactory understanding of equal opportunities. The prison manages complaints effectively. Staff and learners have a high level of respect for each other and instances of bad behaviour in classrooms are rare.

24. Although the self-assessment report was honest and thorough, the process does not fully include all activities, as yet. Quality assurance arrangements for assessment and verification are unsatisfactory, particularly in construction and engineering. The prison does not routinely monitor the quality of vocational training and has not fully identified the problems in assessment and internal verification.

*The following strengths and weaknesses were identified during this inspection:*

## Leadership and management

### Strengths

- well-managed education provision



- good strategic planning
- effective induction process
- accessible and reliable management information
- strong external links

### **Weaknesses**

- incomplete arrangements for quality assurance
- poor operational management of vocational training
- insufficient arrangements for jobsearch training

### **Construction**

#### **Strengths**

- good development of practical skills
- good support for learners

#### **Weaknesses**

- poor achievement rates
- inadequate resources
- inadequate arrangements for verification

### **Engineering, technology & manufacturing**

#### **Strengths**

- good achievement rates
- good resources
- effective support for learners

#### **Weaknesses**

- some poor assessment and verification practices
- insufficient attention to health and safety

## **Health, social care & public services**

### **Strengths**

- very good achievement rates at levels 1 and 2
- good range of practical resources
- good learning opportunities supported by experienced and well-qualified staff

### **Weaknesses**

- insufficient staff to support training
- poor use of individual learning plans

## **Foundation programmes**

### **Strengths**

- good achievement rates
- good learning environment
- very good support for learners
- good access to literacy and numeracy training

### **Weaknesses**

- inadequate resources
- insufficient curriculum planning
- poor use of individual learning plans

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

- drama and art courses with professional actors and artists
- induction process
- working relationships with some of the staff
- new and clean buildings
- 'they treat us like human beings'
- being able to talk to someone

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

- the time taken to get certificates
- getting a place in education classes - allocation is slow and unfair
- inadequate time in the library
- classes are too long
- refreshments in the education block - more water fountains needed

## **KEY CHALLENGES FOR HMP HINDLEY:**

- identify a clear quality assurance framework which incorporates all aspects of education, training and work
- ensure that appropriate assessment and verification systems are in place to support vocational training
- develop a coherent strategy for the management of vocational training
- provide more structured opportunities for staff to share good practice
- improve teaching and learning
- extend the range of accredited education and training programmes
- implement a strategy which improves awareness and implementation of good health and safety practices
- provide a more consistent approach to the use of individual learning plans
- implement more effective curriculum-planning for foundation programmes
- increase the level of resources in foundation and vocational training programmes

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

25. Leadership and management are satisfactory. Equality of opportunity is also satisfactory, but arrangements for quality assurance are unsatisfactory.

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- well-managed education provision
- good strategic planning
- effective induction process
- accessible and reliable management information
- strong external links

#### Weaknesses

- incomplete arrangements for quality assurance
- poor operational management of vocational training
- insufficient arrangements for jobsearch training

26. The head of learning and skills has responsibility for the delivery of education for juveniles and young offenders. Training in the workshops is the responsibility of the head of resettlement. The head of learning and skills is also responsible for managing the education contract which is held by a college of further education, and for library services that are provided by the local council. The education department has very recently been re-housed in a new two-storey building and many of the senior staff have been in post for only a short time. There is clear and well-articulated strategic direction focused on raising achievement and increasing participation. The strategic aim is supported by actions designed to link clear analysis of the range and level of need with a more flexible curriculum which is an integral part of education and training.

27. The education provision is well managed by the college and is supported by the head of learning and skills. The curriculum is generally sufficient to meet the needs of most of the learners and there is adequate staffing to cover classes. Staff from the college maintain good communication links with the head of learning and skills and ensure that the classes are kept running with a programme of enrichment activities such as games in the evening. The evening includes a popular GCSE law class.

28. Effective use is made of external speakers. Learners appreciate visits by artists and drama workers who display excellent empathy with the learners and help them develop

good interpersonal skills. Youth service workers visit and work with the young people, many of whom they have met outside the establishment. Youth workers use their skills to engage learners in discussions, often using music as a focus to attract attention. It is anticipated that some of the learners will become senior members in youth clubs when they are released.

29. The management of literacy and numeracy and key skills training is satisfactory. There is a literacy and numeracy co-ordinator who is seconded from another institution to cover absence for ill health. The education department is able to provide literacy and numeracy for over 70 per cent of learners identified at entry level 3 or below. Although there is literacy and numeracy education in the workshops, there is little provision for this training on the wings.

30. The recently changed induction process is effectively managed. Induction into education is fully integrated with the wider prison induction programme. Induction includes effective arrangements for identifying individual levels for literacy and numeracy, as well as providing indicators for those learners who have specific learning difficulties. Initial assessment also includes an assessment of learners' behaviour and a process for monitoring improvement. The learners who have specific learning needs are linked with key workers who provide additional support and review progress regularly. The induction period also leads to all learners gaining a basic food hygiene certificate. The introduction of the new induction programme has led to improved satisfaction by learners about their learning programme. The two-week induction process is accredited by the college. Information from initial assessment at induction is intended to form the basis for individual learning plans, but the process is underdeveloped and most of the plans are not useful documents for setting targets, monitoring achievement and reviewing progress. Targets are very general and are not negotiated with the learners. There is little recording of the outcomes of individual learning plan reviews.

31. The education department has developed its own management information system, and is now able to access reliable information. This information is being used effectively to monitor achievement across the curriculum, but it is not yet fully employed to review performance and identify areas of weakness. External links with partner organisations are strong. The prison has particularly good relationships with Jobcentre Plus and some employer coalitions. The learning and skills manager is extremely successful in attracting additional funding to support new initiatives. However, many of these initiatives work in isolation of each other.

32. Staff training and development is satisfactory. All staff have taken part in a wide range of relevant training activities over the past year. For example, most staff have completed courses on target-setting, diagnostic assessment, dyslexia support, equality and diversity, as well as those arranged by the prison.

33. There is poor operational management of vocational training across the programmes. In the construction and motor vehicle workshops there are insufficient qualified staff to verify the progress made by learners. There are insufficient numbers of suitably qualified staff in bricklaying and carpentry to ensure that learners are able to gain

accreditation at the end of their course. The 'safe learner' culture is not fully established in some training workshops with poor attention paid to health and safety. Opportunities to offer accredited vocational training in the kitchens and grounds are not available.

34. The newly established library has replaced the collections of books on the wings. The facility is well laid out and has an increasing stock of books. Access to the library for young adults is regular, but not frequent, and prisoners and learners are only allowed up to 20 minutes once a week to read the papers and choose books. The library is open on weekdays for two and half hours each morning and afternoon, but not in the evenings. There is a limited choice of non-fiction and audio tapes and no CDs. The library has the infrastructure to support computers, but none have yet been installed, and there is little support for careers guidance or jobsearch.

35. The arrangements for jobsearch are inconsistent. Jobsearch training is available for many learners through the support of the prison service plus programme. Some learners receive individual support from guidance workers in the education department about college placements, but there is no structured jobsearch programme for those who are not eligible for other programmes.

### **Equality of opportunity**

36. The management and promotion of equality of opportunity is satisfactory. There are clear policies for equality of opportunity, and race equality and education and training staff have a satisfactory understanding of them. In some curriculum areas the specific cultural needs of prisoners are celebrated. In a catering session the cultural needs of prisoners from different ethnic backgrounds were met when a chicken dish was prepared differently to meet individual requests. The institution has an equal opportunities committee which includes a member of the education staff.

37. There is a race equality team in the prison. There are regular celebrations and displays of religious faiths. The prison has a dedicated multi-faith room for prayer and other related activities. However, the religious needs of prisoners from the Muslim community are not always adequately met. During Ramadan some Muslim prisoners were expected to say prayers in an inappropriate environment rather than in the multi-faith room.

38. Equal opportunities is an integral part of the induction programme, although some of the materials are not suitable for those who have poor literacy skills. Staff at all levels have received appropriate and regular training to support the monitoring and promotion of equal opportunities.

39. The contractor has good management information systems which give clear and timely data on the ethnic background of prisoners, as well as information on achievement by different minority ethnic groups. However, this information is not yet analysed to show comparative achievement rates, and how courses and programmes may be adjusted to ensure good achievement rates for all minority ethnic groups.

40. There is a lift in the new learning and skills centre to ensure good access for wheelchair users. There is good access to the workshops, although some parts of the induction centre are not accessible. The needs of learners who have additional literacy needs are met through individual tuition as well as in-class support. The learning and skills department has started to implement a programme using peer tutoring to support those on the wings.

### **Quality assurance**

41. The head of learning and skills has responsibility for all aspects of quality assurance within education and the head of resettlement has a similar responsibility for training. Arrangements for quality assuring education and training as a whole are unsatisfactory. With the exception of industrial cleaning, which is managed by college staff, arrangements for quality assurance in the workshops are weak. There is no observation of training, and annual staff reviews do not include a review of professional competences. Although the workshop's own reviews over the past three years have identified the need for appropriately qualified staff, this issue has not been dealt with. There are no procedures for the observation of training. Arrangements for internal verification are weak in motor vehicle engineering, and in the carpentry programme there is no internal verifier and no approval for any of the qualifications. Good practice is not always shared between the departments responsible for education and training. The college contractor's quality assurance systems are fully implemented and arrangements for quality assurance are effectively managed in the education department. There is a comprehensive and regular programme for the observation of teaching and learning which identifies strengths and weaknesses, and gives suggestions for improvement. There is a programme of annual staff appraisal where training and skills needs are identified, continuing professional development is planned and targets for improvement are set.

42. There is a quality improvement group which meets four times a year. The group has a remit to look at the key quality assurance issues, but much time is spent discussing unrelated operational matters. A calendar identifies the programme for the year. There are annual course reviews and the views of learners are sought and analysed on a regular basis. The head of learning and skills reviews the education contract each week and this regularly identifies key issues relating to quality assurance.

43. The education department produced a self-assessment report which relates to the key questions in the 'Common Inspection Framework'. The process involved staff at all levels and included a thorough review of the department's strengths and weaknesses. The self-assessment report contains a high level of evaluative judgement. The education department has constructed a detailed development plan to deal with the weaknesses. The workshop provision has carried out a similar process, but some of the key weaknesses relating to internal verification and the accreditation of achievement were not recognised. There is no related development plan.



## AREAS OF LEARNING

### Construction

44. Training in brickwork and carpentry is unsatisfactory.

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- good development of practical skills
- good support for learners

#### Weaknesses

- poor achievement rates
- inadequate resources
- inadequate arrangements for verification

### Achievement and standards

45. In brickwork only six learners have been able to achieve their target qualification. Long-term staff absences and no scheme approval has prevented further achievement. Learners in carpentry are awarded a certificate of attendance on completion of an introductory carpentry course. There are plans to introduce the intermediate construction award which is more appropriate to the construction industry and can, with relevant work experience, lead to a national vocational qualification. There are also plans to deliver further construction training in dry lining and plastering.

46. All learners complete an introductory programme, which covers basic hand skills, health and safety, and use of hand tools. There is a strong emphasis on the early development of practical skills which helps to maintain the interest of learners who are disaffected with classroom learning. Examples of completed work demonstrate a high standard of achievement. Feedback from a recent visit from an employer's group confirmed that the standard of work produced by learners meets the needs of industry. Learners in carpentry are able to choose a project to work on and the item can be purchased by family members. This helps to motivate learners and gives a strong sense of achievement.

### Quality of education and training

47. Staff have developed an excellent rapport with the learners, and this motivates them and raises their self-esteem. Staff are non-judgemental and very aware of the individual

needs of each learner. Learners talk confidently of the progress they are making and feel able to take responsibility for their own learning. Additional learning support takes place in the vocational area, by tutors who are qualified to deliver literacy and numeracy training. Instructional staff work closely with the tutors in an attempt to integrate this learning support with the vocational area. For example, calculations for quantities of materials are used to help improve numeracy skills. Similarly, construction-related background knowledge questions are used as part of the support sessions for literacy. Learners who have completed their course also provide additional support and act as mentors for new learners.

48. Health and safety in the workshops is satisfactory. Risk assessments are in place for all activities and are maintained by the instructors. Personal protective equipment is provided and used by the learners. Appropriate signs are on display in the workshops. All learners have an assessment for literacy and numeracy as part of their induction and this period is also used to complete the individual learning plan. Examples of individual learning plans are mainly satisfactory, and most contain some useful short-term targets.

49. There are no classroom facilities in the vocational areas. At present, learning support takes place in the workshop and there is no appropriate environment for tuition and study. Support sessions are often interrupted by noise from nearby machinery. Learners have little access to text material or trade literature to enhance the development of their background knowledge. Hand tools are of a satisfactory standard. Improvements to resources have been approved and are programmed to begin shortly. These include the development of improved workshops and the recruitment of additional instructors.

### **Leadership and management**

50. There is no strategy to quality assure assessment and no sampling plans for internal verification. Internal verification records are incomplete and do not demonstrate the validity of assessment decisions. For example, there is no evidence of verification of a completed portfolio and no interim verification. Internal verification is currently provided by another prison and this arrangement makes the planning and implementation of verification visits very difficult.

51. The instructional staff compiled the self-assessment report for the department. The strengths and weaknesses mostly matched those given by inspectors, but it did not recognise a key weakness in the assessment process. The self-assessment report contained few action points and no development plan.

## Engineering, technology & manufacturing

52. Training in motor vehicle engineering is satisfactory.

*The following strengths and weaknesses were identified during this inspection:*

### Strengths

- good achievement rates
- good resources
- effective support for learners

### Weaknesses

- some poor assessment and verification practices
- insufficient attention to health and safety

## Achievement and standards

53. The achievement of qualifications is consistently good and this includes the car crime awareness course and the skills tests for the awarding body. All learners who complete the programme achieve a qualification. In 2000, 20 achieved the full car crime awareness award at level 1, while eight achieved a level 1 and 2 qualification. In 2001, 33 learners achieved a level 2 car crime awareness award, nine learners achieved the full award from the awarding body and four achieved units towards the qualification. In 2002, 42 achieved the car crime awareness award at level 1 and 18 achieved the full award from the awarding body. In 2003, 16 have achieved the car crime awareness award at level 1. There are several learners awaiting accreditation of their award. The numbers have significantly reduced in 2003, due to the closure of the workshop for several months to allow for a new roof to be fitted. The workshop is now fully operational, but is due for internal refurbishment in the near future. This will include consideration for a new workshop adjacent to the existing one which is designed to offer an exhaust- and tyre-fitting qualification.

## Quality of education and training

54. The quality and range of vehicles is good, and those sponsored by a vehicle manufacturer are nearly new. The prison has recently purchased modern vehicles to supplement the training and learners benefit from working on resources that reflect current industry standards. The workshop is equipped with a good range of equipment, including a vehicle hoist and engine lifting tackle. Past learners have been encouraged to develop their skills beyond the requirements of the qualifications and have sectioned engines, gearboxes and other components which are effectively used as training aids.

55. Staff are extremely experienced in the motor trade and provide learners with a good range of skills using their own experiences to maximum benefit. Staff have developed good workbooks and handouts as course materials and learners complete these to a good standard. As learners progress through the course they work diligently with minimal supervision. Staff move around the workshop providing advice and guidance in a respectful and supportive manner. The course is very popular and many learners see the motor trade as a good source of employment on release. Poor attendance is often only as a result of interruptions from the regimes of the prison.

56. Training staff work hard to help learners develop their literacy and numeracy skills using motor vehicle examples while working on the vehicles. Learners are able to relate to this approach and often learn without realising it. There are good relationships with the trainers and humour is used to good effect. Learners have background knowledge sessions in an adjacent classroom to the workshop. Good use is made of practical training aids to support learning. A tutor for literacy and numeracy has started to visit the learners in the workshop to offer support to those who need it. This work is in its early stages and it is too early to measure the impact on the learners. However, learners appreciate the contact, especially those who would not otherwise attend education classes.

57. The resources are good for the practical sessions, but the classroom accommodation is poor. The room is poorly lit with no natural lighting, and desks and chairs are in a poor state of repair. The workshop tables are also in a poor state of repair and are unsuitable for working on motor vehicle components. The workshop is cluttered and untidy and learners are often working without full protective clothing. They also work under vehicles at times without wearing protective glasses.

### **Leadership and management**

58. Leadership and management are generally satisfactory. The training is well planned and well structured to meet individual needs. Progress and achievement records are well kept by training staff. The assessment and verification are sound and external verification is provided by a college of further education which acts as the accredited centre. The car crime awareness course is accredited by the Open College Network. There is a trained assessor for the course, but at the time of inspection assessments were countersigned by a member of staff who is vocationally experienced but is not qualified as an assessor or internal verifier. An internal verifier from the education department is normally used to verify assessments, but this person has been on leave. This internal verifier is not experienced in the motor trade and verifies background knowledge evidence by comparison with specimen answer papers. The awarding body has accepted this situation and has accredited awards accordingly.

## Health, social care & public services

59. Training in industrial cleaning is good.

*The following strengths and weaknesses were identified during this inspection:*

### Strengths

- very good achievement rates at levels 1 and 2
- good range of practical resources
- good learning opportunities supported by experienced and well-qualified staff

### Weaknesses

- insufficient staff to support training
- poor use of individual learning plans

## Achievement and standards

60. There is good achievement for the qualification in industrial cleaning at level 1 and 2. In 2001, 30 learners achieved level 1, eight level 2 and one achieved level 3. In 2002, 24 achieved level 1, 22 level 2 and one at level 3. So far in 2003, 45 learners have achieved level 1, nine at level 2 and five at level 3. There is currently one learner on the level 3 programme who has transferred from another institution where he gained the qualification at level 1. He has since worked through the level 2 at the prison and is able to take the level 3 and train as an assessor. He is working alongside the trainer observing assessment techniques and is keen to progress. While working towards this objective he is providing good support to other learners. The remaining learners are progressing towards level 1 and 2. Retention rates are satisfactory at an average of 70 per cent. This varies considerably during each day as learners often attend gym classes or have external visits. On occasions some learners are transferred to other institutions at short notice. Learners are generally punctual for classes and are keen to carry out the practical tasks. The standard of work by learners is good and particular attention is paid to health and safety requirements relating to handling chemicals and electrical cleaning equipment.

## Quality of education and training

61. The quality of education and training is good. There is a spacious, well-lit and well-equipped workshop with a wide range of tools, and floor surfaces which are laid out with plenty of room for learners to practise their skills. Activities are well planned and are designed to allow learners to develop skills at their own pace. Learners can join the course at any time and often work in pairs to support each other.

## HMP HINDLEY

62. The trainer gives a demonstration and then allows learners to practise under supervision before being assessed. Particular attention is paid to health and safety, especially in relation to chemicals used as cleaning agents. However, there were occasions when learners did not wear protective gloves, although the trainer provided them when alerted to the fact. The equipment is well maintained and there is a good supply of replacement cleaning and polishing heads for the machines.

63. The trainer makes good use of measuring resources and uses them effectively to reinforce numeracy skills. He ensures learners understood metric measures and the need to be accurate when mixing cleaning and polishing agents. A tutor for literacy and numeracy attends lessons in the workshop and provides effective support for learners who have additional learning needs. Support is provided in groups or on an individual basis. Learners appreciate the way in which the tutor encourages learners in an informal setting. One learner commented that he had not attended school for many years and had learnt more from the tutor in the practical environment than in a classroom teaching situation.

64. The industrial cleaning trainer has gained experience in the industry from working in a local authority establishment and in a school as a caretaker for many years. Learners have a great deal of respect for the trainer and are keen to develop their skills through working as members of a cleaning party or as wing cleaners. The trainer takes every opportunity to use the rooms and corridors for learners to practise their skills. This work is limited by too few training staff.

65. All learners have an assessment for literacy and numeracy during the induction process, but little use is made of individual learning plans. Some plans have no information on them, while others have just the qualification and level entered. There are no short-term targets or details about how the learners are going to achieve the qualification or gain support for literacy or numeracy.

## **Leadership and management**

66. The programme is well managed with a sound structure which details the requirements of the course and the methods of training and assessment. Assessment is well planned and reports of moderation visits from the awarding body show a good standard of assessment and record-keeping. Staff keep good records of progress and learners are well aware of their progress. The full-time trainer is supported by a part-time member of staff. However, one other full-time member of staff is currently working in the juvenile estate developing a car valeting course. This has meant that the number of learners is restricted and there is a reduction in the amount of valuable work experience being carried out.

## Foundation programmes

67. Training in foundation programmes is good.

*The following strengths and weaknesses were identified during this inspection:*

### Strengths

- good achievement rates
- good learning environment
- very good support for learners
- good access to literacy and numeracy training

### Weaknesses

- inadequate resources
- insufficient curriculum planning
- poor use of individual learning plans

## Achievement and standards

68. Achievement rates are good. Learners have good opportunities to gain a range of external qualifications. Most of them work towards qualifications in literacy, numeracy, key skills, social and life skills, and ICT. In the period between 1 April 2003 and 3 November 2003, 76 per cent of learners who were entered for literacy and numeracy entry level awards were successful. The good achievement of qualifications at entry level in numeracy is acknowledged in the self-assessment report. In the same period, 63 per cent of learners studying at levels 1 and 2 gained a literacy qualification while 70 per cent gained a numeracy qualification. Sixty-five per cent of learners gained ICT qualifications and 59 per cent gained qualifications in social and life skills. Learners are proud of their achievements, especially if they left school early without formal qualifications. Overall, teaching and learning are satisfactory. Eighty per cent of classes observed were satisfactory or better, although most were satisfactory. Learners' work is carefully marked as quickly as possible and learners are given constructive feedback. There are satisfactory arrangements for open learning for learners who wish to prepare for GCSEs and higher-level awards.

## Quality of education and training

69. Learners are well supported by their tutors who understand the difficulties that many of them face. Tutors are very helpful and non-judgemental and do their best to encourage learners to learn and to make the most of their educational opportunities. Although learners are sometimes disruptive and unable to give their full attention to their

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work, tutors are supportive and persuade them to concentrate as much as possible. Recently appointed learning support staff give good assistance in classes and to learners who have been identified as needing individual support.

70. The learning environment is good. Foundation programmes are taught in the recently opened, purpose-built education building. The two-storey building is accessible to learners who have restricted mobility, with lift access to the first floor. The rooms are light and attractively decorated. Informative and helpful posters relating to literacy, numeracy, social and life skills and other subjects are displayed on the classroom walls. The desks can be arranged in different ways to accommodate up to 12 learners working individually or in small groups. The ICT rooms are too small with seating for a maximum of eight learners. Some parts of these rooms are congested and unsafe for learners. Partitioned walls which separate classrooms are unsatisfactory because noise from adjoining classrooms interferes with learning and teaching.

71. Young offenders have good access to literacy and numeracy training. Learners who attend education classes are required to spend some time in literacy and numeracy classes. Good provision is also available in the workshops. Twenty-one literacy and numeracy sessions take place in the workshops each week where prisoners can have regular tuition from experienced tutors. Approximately 72 per cent of prisoners in the workshops take advantage of this provision. Five prisoners who cannot attend these classes or workshops are also receiving good individual tuition in literacy for half an hour each day.

72. Some of the teaching and learning resources are inadequate and this was identified in the self-assessment report. Some of the computer programs are unsuitable for educational use and there is no on-site technician support. Learners do not have the opportunity to practise sending and receiving e-mails or searching for computer-based information. There are too few computers in classrooms for learners to use to develop their literacy and numeracy skills and too few textbooks for literacy and numeracy, ICT and social and life skills. The library is also inadequately stocked with foundation level texts and other learning resources, such as CDs and audio cassettes. There is far too much reliance on photocopied handouts and paper-based tasks. Tutors do not have computerised display and projection facilities to assist their explanations and demonstrations.

73. There is poor use of individual learning plans. They are compiled for each learner and for the different subjects studied, but they are inadequately used. Most plans contain unclear and broad learning targets. They are too vague to guide learning and are unsuitable as a basis for monitoring progress. Learners do not understand the purpose of individual learning plans and some do not know they have them. They do not have a comprehensive learning plan to summarise their long- and short-term learning goals and the knowledge and skills they need to gain. In some cases, there are too few links between initial assessment, diagnostic assessment and the learning tasks given to learners. In a minority of cases there are clear links.



## Leadership and management

74. Leadership and management are generally good. The present co-ordinator for literacy and numeracy was appointed in September to cover long-term sick leave. Good progress has been made in reviewing the literacy and numeracy provision and in recommending a number of changes. These include the need for adequate and varied provision from pre-entry stage to level 2. There is no manager for foundation programmes. While the current programmes meet the needs of many learners, insufficient attention is given to extending the range of foundation subjects and to providing part-time education. Tutors, and the six recently appointed learning support assistants, provide a very good level of support to learners. However, new staff have an inadequate induction into their roles. Some staff have not been trained to deliver the core curriculum for literacy, numeracy and English for speakers of other languages.