

INSPECTION REPORT

HMP Featherstone

24 October 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 **learnirect** 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 Featherstone

Contents

Summary

Description of the provider	1
Scope of provision	1
About the inspection	3
Overall judgement	3
Key findings	4
What learners like about HMP Featherstone	9
What learners think HMP Featherstone could improve	9
Key challenges for HMP Featherstone	10

Detailed inspection findings

Leadership and management	11
Equality of opportunity	12
Quality assurance	14
Engineering, technology & manufacturing	16
Business administration, management & professional	19
Hospitality, sport, leisure & travel	21
Hairdressing & beauty therapy	24
Visual & performing arts & media	27
Foundation programmes	30

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Featherstone, built in 1976, is a category C training prison for male adults, and is situated north of Wolverhampton in Staffordshire. It has an operational capacity of 615 which has recently been increased from 599. At the time of inspection the prisoner population was 604. Of the total population 5 per cent are serving less than two years, with 36 per cent serving less than four years. Fifty-seven per cent of prisoners are aged between 21 and 29 years of age. The minority ethnic population of the prison is approximately 30 per cent. All prisoners are required to work, although at the time of inspection approximately 100 were without work or education. Employed prisoners work in prison workshops, the kitchens, prison gardens or as orderlies around the prison.

2. The governor for resettlement has responsibility for education, physical education (PE) and the library. The head of industries has responsibility for workshops and vocational training. The residential governor's responsibilities include the prison catering. A regional college currently holds the prison's education contract. The education department is managed by an education manager who is supported by six full-time and 15 part-time staff and one administration officer. Education is mainly full time with some part-time provision. The education provision concentrates mainly on those with literacy and numeracy needs. The education and training programme includes vocational courses in engineering and hairdressing at level 2. Courses are also offered in business studies at level 2 and information and communications technology (ICT) and visual arts at levels 1, 2 and 3. PE classes offer local and nationally accredited awards. Catering national vocational qualifications (NVQs) at levels 1 and 2 are offered in the main kitchen. The library is managed by the Staffordshire county library service. It is staffed by a professional librarian on one afternoon and evening a week and at other times by prison officers. The industries department employ prisoners each day with work in engineering, textiles and a metal finishing paint shop.

SCOPE OF PROVISION

Engineering, technology & manufacturing

3. There are currently eight learners following an NVQ in welding at level 2 and three learners following the NVQ at level 2 in lift truck operations. This is currently the only qualification offered with approval to train learners to NVQ at level 2 in performing engineering operations. The engineering workshops can provide employment for 110 prisoners and training for a maximum of 15 learners on NVQ programmes. Learners attend the welding workshop five days each week for practical and background knowledge training. Learners can start training at any time of the year. All instructors are qualified assessors, two are qualified internal verifiers, and one instructor has a teaching qualification. All learners complete an initial assessment. Each learner is interviewed by the workshop instructor who explains the work activities, and training and assessment requirements. Learners sign a statement of understanding of the health and safety

requirements and they are issued with personal protective clothing.

Business administration, management & professional

4. There are 24 learners on business studies courses leading to qualifications at levels 1 and 2. Ten learners attend business studies programmes. Forty-two learners attend training, either part time or as part of a wider programme of education. Learners attending part-time business skills courses have access to ICT facilities in the training room. Learners following full-time business studies training attend education classes for 16 hours a week. Learners following business skills for self-employment do not receive separate ICT training. Learners are able to gain accreditation of communication key skills at level 2.

Hospitality, sport, leisure & travel

5. Learners can participate in a range of PE activities including basketball, volleyball, football, rugby, weight and circuit training, spinning and badminton. Accommodation comprises a sports hall, weight training room, cardio-vascular area and external grass pitch area. The activities form part of a structured PE programme. One member of staff is a qualified internal verifier and another is an assessor. There are four gym orderlies. There is no full-time PE course. The department offers separate sessions to cater for learners with specific needs, such as the over 35s and those needing remedial PE. Thirty-five per cent of learners are from minority ethnic groups.

6. One senior catering manager and six catering officers manage the catering provision. Learners complete a food hygiene and health and safety course as part of the prison induction. Learners can participate in NVQ at level 1 and 2 in portering and food preparation and cooking. Of the 10 kitchen orderlies eight are currently working towards qualifications. There is a qualified internal verifier and an assessor. Two members of staff are working towards these qualifications.

Hairdressing & beauty therapy

7. Currently there are 10 learners in hairdressing following an NVQ qualification in barbering at level 2, with plans to offer an NVQ at level 3. The refurbished salon has 12 working stations. The course is full time with 10 learners on the course at any one time. All prisoners have an induction to training and those interested in hairdressing are put on to a waiting list. The hairdressing co-ordinator is a qualified internal verifier. She is supported by two part-time tutors. Internal verification is carried out by a member of staff from the contracted college each month.

Visual & performing arts & media

8. There are 13 learners who attend full-time classes in art and design. The provision is designed to develop learners' skills in the arts, to offer a creative outlet, and to give support for the development of learners' key skills. Open College Network (OCN) units in visual arts are offered at levels 1, 2 and 3. Subjects studied include drawing, painting, printmaking, three-dimensional work, arts in the community and using computers in the arts. Learners attend seven sessions a week and are on the programme for a minimum of six weeks. There is one full-time tutor who has co-ordinating responsibility for the area of learning, and an hourly paid tutor.

Foundation programmes

9. There are 37 full-time and 95 part-time learners on foundation programmes. The full-time education manager manages the curriculum, supported by three part-time tutors. A full-time tutor teaches numeracy and information technology (IT). There is no identified tutor leading the level 1 programme. Learners take entry level, level 1 and level 2 qualifications in numeracy and literacy. The part-time literacy and numeracy support classes are offered on a flexible basis. There are thirty-three learners on the accredited social and life skills programme. Induction is delivered in the education department one day a week by a team from education and industries. During induction learners complete an initial assessment in numeracy and literacy. Each learner meets with a member of the induction team to discuss their results and the education, work and training opportunities that may be appropriate for them.

ABOUT THE INSPECTION

Number of inspectors	7
Number of inspection days	27
Number of learner interviews	117
Number of staff interviews	55
Number of subcontractor interviews	1
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

10. The quality of provision is not adequate to meet the reasonable needs of those receiving it. Catering and PE programmes are good and business studies, art and design and foundation programmes are satisfactory. However, engineering and hairdressing programmes are unsatisfactory. Leadership and management are unsatisfactory, although equal opportunities and quality assurance are both very weak.

KEY FINDINGS

Achievement and standards

11. **Achievement rates in PE are good**, although most of these are short accredited programmes. Although achievements rates for foundation programmes are good this represents a minority of the prison population with identified literacy and numeracy support needs. Achievement rates are satisfactory in all other areas of learning.
12. **The standard of work in engineering and hairdressing is good.** Learners make good progress towards their qualification. However, the teaching of barbering techniques in hairdressing is inadequate.
13. **Learners develop pride in their work particularly in visual arts, basic skills and hairdressing.** They attain good self-esteem and motivation and progress at a good rate towards their qualification.
14. **There are insufficient progression opportunities for learners on all courses.** There are not enough qualifications above NVQ level 2. In catering learners are not able to broaden their range of skills across different catering events. Hairdressing is currently submitting an application for NVQ at level 3. Approval to run ICT programmes at level 3 has recently been received.

Quality of education and training

15. **The standard of teaching and training in catering and PE is effective.** Sessions are managed professionally, well planned and thoroughly prepared. Staff support and encourage learners to develop new skills. However, there is no classroom for the teaching of background knowledge for either area.
16. Teaching in business studies, visual art and foundation programmes is satisfactory. **There is good individual support for learners.** Tutors use their skills effectively to support learners who are encouraged to work at their own pace and to work to industry standards.
17. **The planning of training in engineering and business studies is inadequate.** Background knowledge lessons are poorly planned. Individual learning plans are not reviewed or updated regularly.
18. **Monitoring and review of learners' progress in many programmes is ineffective.** In hairdressing there is insufficient management and monitoring of teaching. Progress reviews in visual arts are not carried out on a regular basis. In business studies learners do not receive individual progress reviews.
19. **Internal verification in engineering and hairdressing is poor.** In engineering there are no procedures for internal verification. Some internal verification practice does not conform with awarding body requirements. In hairdressing internal verification is poorly

planned and assessors are not observed regularly.

20. **The support for learners with literacy, numeracy and English language needs in PE and catering is inadequate.** Staff do not receive learners' initial assessment results or details of their language needs. Formal communication between education, catering and PE staff is poor.

Leadership and management

21. **The prison links with external support agencies are good** with a number of partners supporting the prisoners before their release. There are currently no formal links with local employers, however.

22. **There is no central co-ordination of education, training and prison activities.** There is no formal system in place to ensure that activities across the prison take place. There is no overall recording of attendance at meetings, classes and training.

23. **The arrangements for staff cover are inadequate.** At the time of inspection, there was no system to support staff who are absent either in education or in the workshops.

24. **The management information system is inadequate.** It does not produce accurate retention and achievement data. There is no analysis of trends in achievement by individual learners.

25. **There is insufficient promotion of equal opportunities.** Staff do not fully understand the equal opportunities requirements and do not ensure that information received by learners is adequate. There is not enough reference to equal opportunities in classes and inappropriate behaviour and language are not always tackled.

26. **Access to education and training is inadequate** although there are often spaces available. There are long waiting lists to start education and training programmes. The system for filling places is satisfactory but is not well managed across the prison.

27. **There are inadequate arrangements for quality assurance.** Education tutors have a poor awareness of quality assurance procedures. There are not enough auditing arrangements to ensure procedures are followed. There are no formal quality assurance arrangements for training and there is no forum for discussion or to share good practice. Internal verification is generally unsatisfactory.

28. The self-assessment report did not tackle all areas of learning separately and it was not sufficiently evaluative. It did not identify some of the weaknesses identified at inspection. The self-assessment report for PE was an accurate account of the area.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good range of education and training development initiatives
- good links with external support agencies

Weaknesses

- no central co-ordination of education, training and prison activities
- inadequate arrangements for staff cover
- inadequate management information system
- inadequate access to education and training
- insufficient promotion of equal opportunities
- inadequate quality assurance arrangements

Engineering, technology & manufacturing

Strengths

- good skills development
- particularly good range of portfolio evidence

Weaknesses

- narrow range of qualifications
- inadequate planning and management of training
- poor internal verification

Business administration, management & professional

Strengths

- good standard of work produced by learners
- effective individual learner support

Weaknesses

- inadequate planning and review of learning programmes
- inappropriate range of resources for learners with specific needs

Hospitality, sport, leisure & travel

Strengths

- good retention and achievement rates in PE
- effective teaching and coaching in PE
- well planned training in catering
- good range of relevant qualifications in catering
- good range of PE and sports activities

Weaknesses

- insufficient progression routes
- inadequate literacy and numeracy support to meet individual learners' needs

Hairdressing & beauty therapy

Strengths

- good standards in barbering skills
- good curriculum development

Weaknesses

- insufficient range of barbering techniques taught to learners
- insufficient access to hairdressing training
- inadequate internal verification arrangements

Visual & performing arts & media

Strengths

- good development of skills
- good individual learner support

Weaknesses

- ineffective formal monitoring of learners' progress
- insufficient resources for background knowledge

Foundation programmes

Strengths

- good development of skills in literacy, numeracy and key skills
- good teaching
- good attainment of self-esteem and confidence

Weaknesses

- ineffective curriculum co-ordination
- inadequate resources

WHAT LEARNERS LIKE ABOUT HMP FEATHERSTONE:

- the opportunity to gain a qualification
- gaining the experience to improve opportunities for employment on release
- the opportunity to try something new
- the fact that tutors treat learners with respect and instructors are helpful and supportive
- working at own pace
- the challenge of tackling assessed tasks

WHAT LEARNERS THINK HMP FEATHERSTONE COULD IMPROVE:

- the pay structure to give more opportunity for choice of activities
- the procedures for putting prisoners on waiting lists for education and training
- the range, level and number of courses available in education
- the progression opportunities in education and training
- classroom management to lessen the disruptions in classes

KEY CHALLENGES FOR HMP FEATHERSTONE:

- develop and agree a prison strategy for education and training
- develop and agree an appropriate quality assurance system for education and training
- improve the range of programmes in education and training
- develop a management information system to improve the monitoring of learners' progress
- develop effective systems to reduce the waiting lists for education and training
- review the education and training provision to meet the needs of the population
- improve the promotion of equal opportunities throughout education and training across the prison
- develop a strategy to cover staff absences

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

29. Leadership and management are unsatisfactory. Both equality of opportunity and quality assurance are very weak.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good range of education and training development initiatives
- good links with external support agencies

Weaknesses

- no central co-ordination of education, training and prison activities
- inadequate arrangements for staff cover
- inadequate management information system
- inadequate access to education and training
- insufficient promotion of equal opportunities
- inadequate quality assurance arrangements

30. There is a good range of education and training development initiatives. The library is being extended to house a new learning area including appropriate ICT resources. An ICT job link has recently been installed in the library, which is used well by prisoners and is monitored effectively by staff. The prison is seeking approval to provide the warehousing qualification to meet the growing employment demands in the area, and to increase the numbers on the lift truck qualification. Approval to run the new engineering programmes is being submitted in line with local employment needs. A building for the new business industrial cleaning unit is due to start and will enable prison cleaners to gain approved qualifications. A learners' committee has recently been developed across the prison. This enables learners to express their views and identify issues relating to education and training. The senior management team is currently paying attention to particular issues. Currently, learners are unable to claim units of study against qualifications such as business administration.

31. There are good links with external support agencies. The prison works well with a number of national support organisations to help prisoners prepare for release. A recent agreement with Connexions has confirmed regular support at the prison. The resettlement co-ordinator works closely with these agencies, particularly with the probation service in supporting prisoners. There are arrangements with a theatre whose staff help prisoners stage theatre productions. Prisoners are currently rehearsing for a

musical. There are not enough links with employers, an issue identified by the prison.

32. A satisfactory range of programmes is provided. They cover education and vocational training and help learners develop good skills. However, there is currently not enough provision for programmes above NVQ level 2. Some learners who already have a level 2 NVQ are unable to continue to develop a broader range of skills.

33. Prisoners in the light engineering workshops manufacture a variety of sheet metal products that are supplied to other prisons or outside contracts. However, there are no qualifications offered to these prisoners. There is a packaging and assembly workshop where prisoners are employed until allocated to other employment but this work does not equip prisoners with appropriate employment skills. No NVQs have been provided for prisoners in engineering for the past year except in the textiles workshop.

34. There is no central co-ordination of education and training and prison activities. The education and industries managers work well together on an informal basis and sit on the labour allocation board. However, they do not meet formally with other prison representatives, such as those in catering, PE, library and health, to discuss the co-ordination of prison activities. The labour board meets weekly but there is no representation from sentence planning or any useful information to guide the process. Sentence planning staff request information from contributors across the prison but not all areas respond. There is no overall record of a prisoner's attendance at different meetings, classes and training.

35. Arrangements are inadequate for staff cover. There is no system to support staff who are absent either in education or in the workshops. Cover arrangements rely on the goodwill of staff. Where cover is not found, learners are unable to access other programmes and are returned to their cells with no indication of when they will resume their training or education.

36. The management information system is inadequate. Details of each learner's achievement are recorded but there are no overall data for retention and achievement. Data are recorded according to the subject and the units claimed against each award but much of the information is inaccurate. There are no data for the retention and achievement rates across complete programmes. Data only indicate the number of learners over a specific period of time and are often inaccurate. For example, in engineering there is a reliance on individual tutors to keep their own records, but these are not analysed centrally to indicate trends over time.

Equality of opportunity

37. Induction arrangements are satisfactory for learners to education. Prisoners receive a general induction into the prison and there are weekly inductions for potential learners in education. Learners receive information about the education and training programmes and some information on health and safety. However, they do not receive sufficient information on equality of opportunity.

HMP FEATHERSTONE

38. There are appropriate arrangements for prayer with provision of a chapel and a multi-faith room. The chaplain encourages participation in a range of associated activities. Access to education and training is appropriate for those with restricted mobility, as most areas are situated on the ground floor, but it is poor in PE with facilities situated on the first floor. The PE trainers make their own arrangements for prisoners with particular needs.

39. Access to the library is satisfactory. The library is open to those prisoners attending education during their mid-morning and mid-afternoon breaks and to all prisoners for an hour and a half on four evenings and an hour on Saturday and Sunday mornings. However, not all prisoners receive their full entitlement to time in the library. Prisoners in the control and observation unit have their own session in the library and books are supplied to prisoners in the segregation unit. There is a good range of general fiction, reference works, and talking books. At the time of inspection there was a good display of books to celebrate black history month. There is a separate legal services and appeals section and small collections of books in languages other than English.

40. There is not enough use of data to plan training and education. The prison collects data on equal opportunities, and the education department identifies the percentage of the minority ethnic groups within education on a weekly basis. However, data are not used to plan and develop new education provision or to provide adequate support for learners who speak English as an additional language.

41. Many prisoners do not fully understand the complaints and grievance procedures. Where complaints are made many are not followed up and prisoners are not kept fully informed of the progress or the outcome of their complaint. Many prisoners do not feel confident about making a complaint. Arrangements are poor for prisoners and learners who speak English as an additional language. There are no formal arrangements for support from interpreters. One prisoner with very poor English skills did not receive halal food for six days and the situation was poorly managed. One prisoner completed nearly all of the PE induction programme before it was discovered that he could not speak any English. He was then returned to his cell without any support from interpreters.

42. Access to education and training is inadequate. Most learners attend programmes in the education centre. There is not enough outreach support for learners in other areas of the prison. There are long waiting lists to start education and training programmes even though the education department operates on a 20 per cent non-attendance rate. During inspection, there were approximately 600 applications waiting to access education courses. Allocation is generally guided by date of application and a prisoner risk assessment. However, some learners have been on the waiting list for some considerable time without other alternative programmes offered to them. Prisoners' early and pending release dates prevent them from gaining full qualifications. Prisoners are not kept informed of the situation with waiting lists. There are appropriate arrangements for access a lift truck course as this is specifically designed for those prisoners near to their release date and only takes three prisoners on each course. However, currently there are 100 prisoners waiting to begin the course.

43. The promotion of equal opportunities is poor. There is not enough reference to equal opportunities. Inappropriate behaviour and language are not always tackled by tutors. Tutors and instructors do not plan their lessons and training programmes to include references to equality of opportunity. There is a large section of a wall in education displaying a learner group project on ethnicity but this is from 2000. Some areas of the workshops display inappropriate posters. Some staff use inappropriate language with prisoners. Prisoners do not receive sufficient information about their legal rights and responsibilities. There are not enough references in education or training materials to equal opportunities.

Quality assurance

44. There are inadequate arrangements for the quality assurance of the education and training across the prison. A local college holds the contract for education in the prison. The college has a quality assurance framework but this is not specific to prison education. The college has a set of procedures specifically for the prison education that were last updated in 2000. However, these refer to out-of-date procedures, and do not cover all key training processes. For example, there is a procedure for the completion of registers and conduct of exams but no guidance for staff when completing individual learning plans or how and when to carry out tutorial sessions. Education tutors have a poor awareness of the existence of quality assurance procedures. There is not enough auditing to ensure procedures are followed. There is a procedure for the observation of teaching but not enough observations of teaching have taken place. Those that have been carried out have been completed by tutors who have not received any staff development in this area.

45. The prison and the contracted college meet three times a year to discuss compliance with the agreements. There are regular references to aspects of quality assurance but no discussion concerning the impact of teaching and training on improving standards and driving improvement. There are no formal quality assurance arrangements for training and there is no forum to discuss these in vocational training such as catering, PE and welding. The hairdressing staff have met recently to discuss the new NVQ standards. Education staff are invited to curriculum meetings which are scheduled three times a year at the college. However, these meetings are not specific to the unique aspects of prison education. There are no formal meetings of staff across the education and training department. Staff do not meet to share and standardise practice.

46. There are no systematic arrangements to identify or share good practice to help raise standards of teaching and training and encourage a culture of continuous improvement. Other than informal discussion, staff work in isolation and do not share good practice.

47. In some areas internal verification is poor. There is no coherent overall plan to ensure that internal verification arrangements are followed. For example, in engineering the actions from the last two external verifier reports have not been tackled. In hairdressing, portfolios have been signed off when there is insufficient evidence in place. A quality improvement group has been established to review these issues but its recent

HMP FEATHERSTONE

focus has been on producing the self-assessment report and it is too early to judge its impact.

48. The self-assessment process has included some contributions from staff. However, there was insufficient collection of evidence from other sources. The self-assessment report does not cover all the areas of learning separately and is not sufficiently evaluative. Apart from PE it is not effective in identifying key strengths and weaknesses across all the areas of the provision.

AREAS OF LEARNING

Engineering, technology & manufacturing

49. Training in engineering is unsatisfactory

The following strengths and weaknesses were identified during this inspection:

Strengths

- good skills development
- particularly good range of portfolio evidence

Weaknesses

- narrow range of qualifications
- inadequate planning and management of training
- poor internal verification

Achievement and standards

50. Learners develop good skills using a range of welding machines and equipment. Training in the workshops is effective in preparing learners for employment. Learners attain good self-confidence. Learners receive good training from appropriately qualified instructors who have a good range of industry experience. Instructors fully understand learners' needs. They encourage and motivate learners to carry out practical tasks independently with minimum supervision. The range of products manufactured is limited but some of the more advanced learners are able to carry out more complex tasks that involve a high degree of accuracy. Learners are proud of their work and skills and have a good understanding of welding techniques, demonstrating their competence by producing good work products to industrial standards. Most learners have little previous experience of welding but quickly reach a competent level of skill. Insufficient data are available to identify trends in retention and achievement. However, in 2001, 18 learners successfully achieved the welding NVQ at level 2. In 2002 and 2003, 27 and three learners, respectively, achieved their qualification.

Quality of education and training

51. The standard of learners' portfolio work is good and contain a good range of evidence. The portfolios are well organised and there is good referencing of evidence to the qualification. There is a strong emphasis on health and safety and learners complete a project on safe working practice at the start of their training. Daily work records of learners are very detailed and give information about the job carried out and the type

HMP FEATHERSTONE

and position of welded joint. These records are clearly referenced to assessor observation reports. Learners complete operational log sheets for each job. These are detailed and demonstrate clearly the learners' skills, knowledge and understanding required to complete the task. Learners know how they are progressing and what evidence is required to achieve the qualification.

52. Support and guidance for learners is satisfactory. Learners are supported effectively with their background knowledge assignments and portfolio work. Learner progress is reviewed regularly. Progress reports are written clearly and accurately record learners' work. Learners clearly understand their short-term targets. Some progress reviews have not taken place owing to staff shortages.

53. Practical training resources are satisfactory. The workshop is spacious and learners have their own area to work in. Learners have good working relationships with staff, and the learning environment is good. Classroom teaching resources include handouts, videos and textbooks. However, there are insufficient textbooks for each learner. There is good monitoring of health and safety and instructors promote a safe and healthy working environment.

54. Most assessment is satisfactory. Assessment of practical skills is carried out throughout the programme. There are flexible arrangements for assessment with learners contacting their assessor when they are ready to be observed. However, the planning of assessments is not sufficiently recorded. Assessor observation checklists clearly identify the unit and element criteria a learner has achieved, but there is insufficient written feedback on their performance.

55. There is a narrow range of engineering qualifications. This weakness was identified in the self-assessment report. The provision does not meet the needs of all learners. For example, learners with previous knowledge and skills at NVQ at level 2 are not able to progress to higher-level qualifications. There are insufficient links with employers to establish the skill requirements in the industry.

56. Planning of training is inadequate. There is too much emphasis on the engineering workshop meeting operational production targets. There are insufficient links between on- and off-the-job training. On-the-job training is not sufficiently planned and only takes place when instructors are available. Off-the-job training mostly takes place at the beginning of the programme. Background knowledge lessons are not planned and do not have enough learning objectives. Learners progress at their own pace but it is anticipated they will complete their programme within 20 weeks. Instructors are not always provided with a learner's sentence plan or induction results of initial assessment. Individual learning plans are not used by instructors as working documents to plan training. Some learners do not know about their individual learning plans. Individual learning plans do not record targets for completion. They are not reviewed or regularly updated.

57. Internal verification is poor. There are no written policies and procedures for internal verification. Some internal verification practice does not conform with awarding

body requirements. There are two internal verifiers, although one is currently absent and the other is qualified but is not yet registered with the awarding body to carry out that role. Some staff are not aware of awarding body publications and guidelines on internal verification. There are no sampling plans for assessor observations or to sample learners' portfolios. When portfolios are sampled there is no written report or feedback to assessors on assessment decisions or the quality and sufficiency of evidence. Assessor meetings are informal and there is no standardisation of assessment practice.

Leadership and management

58. There is inadequate management of training. Managers do not set a clear direction for training and achievement within production workshop environments. Managers have only recently identified the need for replacement qualifications. Although discussions with the awarding bodies are taking place to introduce new learning programmes, the range of qualifications has not improved. There is some poor communication. There are not enough regular team meetings and sharing of good practice. There is not enough monitoring of awarding body action plans. There is insufficient monitoring of staff to ensure the quality of training or that procedures for individual learning plans are followed. The self-assessment report was self-critical and identified some of the weaknesses in the provision but others were considered to be no more than normal practice.

Business administration, management & professional

59. Training in business studies is satisfactory

The following strengths and weaknesses were identified during this inspection:

Strengths

- good standard of work produced by learners
- effective individual learner support

Weaknesses

- inadequate planning and review of learning programmes
- inappropriate range of resources for learners with specific needs

Achievement and standards

60. Achievement of qualifications is satisfactory. Retention rates in business studies are good. From January 2003, 60 learners started training, of whom 22 gained accreditation and 24 are still in learning. Learners following business studies courses gain accreditation in communication key skills at level 2. Learners have good ICT skills. Some learners on business studies programmes gain NVQ at level 1 in ICT.

Quality of education and training

61. Learners produce work of a very good standard. Portfolios and assignments are well organised. Assignments produced by learners are professionally presented using a range of ICT techniques. Learners in business studies develop good levels of key skills in communication, application of number and ICT. Learners produce a range of good work in well-presented folders. Some learners make rapid progress through well-designed ICT workbooks.

62. There is effective individual support for learners. Staff are very well qualified and have a wide range of commercial and management experience at senior management level across a wide range of disciplines including science, psychology, forensics, and IT. They have received training in the adult core curriculum. Learners benefit from this experience particularly where subjects require a significant understanding of business implications and relevance to commercial practice. Tutors give a wide range of examples of business practice across large and small organisations. Tutors have good working relationships with learners. When learners ask for help and guidance these are provided promptly by tutors. Tutors fully understand learners' needs and provide good levels of individual support. Learners are well motivated and tutors involve them in a range of activities to support their learning.

63. Access to computer equipment is satisfactory and there are resources available in non-dedicated ICT teaching rooms for further development work. Most ICT equipment reflects commercial standards. ICT accommodation provides adequate space for learners to work, but is not adequately ventilated.

64. The planning and reviewing of learners' progress is inadequate. Learners do not receive detailed individual learning plans that set clear learning targets. Individual learning plans are not consistent. Learners do not receive individual progress reviews with tutors. Some tutors complete learners' progress records but learners are not given copies of these for their files. There are no class cover arrangements in place when staff are absent. Although some feedback is given to learners, much of their work is not marked. Internal verification records are not readily available for regular progress reviews as they are kept at the regional college away from the prison.

65. The range of learning resources is inappropriate to meet the needs of all learners. There is a range of textbooks available for business and accounting studies. Not enough attention is given to learners' literacy and numeracy needs. Learning materials are not adapted to meet the literacy levels of these learners. Some ICT training materials are inappropriate for learners with literacy needs, as they are purely text-based and use language that learners have difficulty understanding. Some resources are poorly produced. Some photocopied business studies resources are out of date. Learning resources are not reviewed to meet the different ability levels of learners. There is insufficient specialist equipment available for learners with physical disabilities. For example, one learner could not be issued with a specialist keyboard.

Leadership and management

66. Quality assurance procedures for assessment and progress reviews are inadequate. Surveys of learners' views are conducted periodically and analysed. Records of internal verification were not readily available. There are no systems in place to ensure that all staff work consistently and provide the same standard of training. Data are maintained by individual course tutors but are not used for qualitative purposes. There are no arrangements to cover cancelled classes.

Hospitality, sport, leisure & travel

67. Training in catering and PE is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good retention and achievement rates in PE
- effective teaching and coaching in PE
- well planned training in catering
- good range of relevant qualifications in catering
- good range of PE and sports activities

Weaknesses

- insufficient progression routes
- inadequate literacy and numeracy support to meet individual learners' needs

Achievement and standards

68. Retention and achievement rates are good in PE. In 2002-03, 50 per cent of learners achieved 100 per cent pass rates. There is no NVQ available for learners to progress from the short courses. Preparatory work is being carried out to tackle this. Learners have a good understanding of the fundamental concepts of coaching and performance. They are able to confidently instruct and manage large groups of their peers in a variety of activities and discuss health and safety issues within the context of hazardous activities.

69. Learners in catering are provided with a good range of tasks that are well matched to the NVQs. There is a good range of relevant catering qualifications that link well to employment. Individual learners complete both kitchen portering and food preparation and cooking before progressing to the level 2 NVQ. Retention and achievement rates in catering are owing to prisoner transfers to other prisons. In 2002-03, 12 learners started NVQs at level 1 but six left the programme before completion and two achieved full qualifications. Some learners are making slow progress. Completion rates of health and safety and food hygiene awards are satisfactory. Learners develop good practical skills in food preparation.

Quality of education and training

70. Teaching and individual coaching in PE is effective. Sessions are managed professionally and are well planned and thoroughly prepared with information delivered competently and confidently. Staff use simple and descriptive language and give full explanations of technical terms and illustrative examples when appropriate. There are good working relationships between learners and staff. Learners are encouraged to ask questions and seek clarification. However, not enough checks are made by tutors of learners' understanding of the topics. Evaluation of sessions is inadequate. Practical resources are extensive but there are insufficient resources to tackle learners' preferred learning styles. There is no dedicated classroom for background knowledge for PE and catering and there are no other suitable facilities.

71. A good range of PE and sports activities is provided to the learners. Specialist sessions are incorporated into a well-managed timetable. An introduction to PE and the exercise on prescription session cater for learners with specific medical and maturation concerns. The comprehensive package of tests and relevant activities monitor and promote effectively learners' progress and achievements. Learners are offered a balanced curriculum and allocation to PE sessions is thorough. Learners are encouraged to take responsibility for booking their PE sessions and manage their leisure time appropriately. Learners new to the prison are supported well with some spaces provided to ensure that the needs of learners on induction are met. More able learners can participate in one of five different sports teams that play matches in local leagues. Learners benefit from being able to develop their personal skills when assisting with visiting local community groups.

72. Training in catering is well planned and regularly monitored. There is effective monitoring of learners' training activities. Training sessions are well documented, sequential and comprehensively cover the requirements of working within a busy main kitchen. Supporting materials are extensive and used well in learners' portfolios. Staff are supportive and provide good role models for the learners. Training for particular learner needs are flexible and can be arranged within the team and tasks available. There is no introductory cookery course.

73. There is inadequate support for learners with literacy, numeracy and English language needs. Staff are unaware of literacy and numeracy assessment results and learners do not receive support in the practical sessions. For example, a learner with English language support needs has to be partnered with a learner who speaks the same language so that he can participate in the session. There is insufficient communication between education, catering and PE departments. This is affecting the progress of some learners. Some good work has been developed to link PE with education for key skills communications accreditation but this has not been fully evaluated.

Leadership and management

74. The management of both departments is good and works to keep the curriculum up to date. Staff roles and responsibilities are clear. Staff are appropriately experienced and

HMP FEATHERSTONE

qualified. There are good informal communications and regular team meetings to inform staff of changes and developments. Action points are identified and followed through. The self-assessment report was generally accurate. All staff have received equal opportunities training but still often use inappropriate language. Quality assurance procedures are effective. In catering the internal verifier has accurate records for monitoring learners' progress but few portfolios contain verification reports. Assessors do not complete observation records. There is insufficient monitoring of trainers to ensure consistency and standardisation of teaching.

Hairdressing & beauty therapy

75. Training in hairdressing is unsatisfactory

The following strengths and weaknesses were identified during this inspection:

Strengths

- good standards in barbering skills
- good curriculum development

Weaknesses

- insufficient range of barbering techniques taught to learners
- insufficient access to hairdressing training
- inadequate internal verification arrangements

Achievement and standards

76. Learners very quickly develop good standards of basic barbering skills. All prisoners, other than those who are restricted from visiting the salon, have their hair cut by the learners on the course. Two learners work on the prison wings as barbers for those prisoners who cannot access the salon. Learners make good progress and achieve units towards their NVQ, and they are encouraged to set realistic targets towards completion of their programme.

77. Between December 2002 and September 2003, 20 learners were registered on the course. Seven achieved a full NVQ and six have left the prison. Of the six that left one achieved six units, one achieved two units, three had no achievement and one was removed from the course. Those who are suitable and stay for the duration of the course are able to achieve their qualification very quickly.

Quality of education and training

78. There is good curriculum development, particularly with the new hairdressing standards. Comprehensive schemes of work have been developed and staff have spent time ensuring that they have a good understanding of the requirements of the new awards. Learners have a good understanding of their programme.

79. Resources are satisfactory and the accommodation reflects current industrial standards. The salon has its own laundry facilities. There are 12 working sections and the salon is equipped to meet the needs of clients and the learners. There is a reception area and learners are able to operate the appointment system to meet the needs of the

NVQ.

80. Induction arrangements are satisfactory. Tutors give learners an induction handbook and information about the course. One half-day a week learners are provided with key skills training in communications. Learners are encouraged to work on assignments related to the hairdressing industry and to produce the evidence for the key skills from work done in their NVQ training. Learners make appropriate individual progress. All learners meet with the tutor each week for an individual tutorial. This time is used to check progress, provide learning support as required and to agree new targets.

81. Assessment of learners' work is satisfactory. Learners are assessed regularly throughout their training in the salon. They receive appropriate feedback from the tutor following each assessment and records of learners' progress are well recorded.

82. An insufficient range of barbering techniques are taught to learners. Client consultation skills are not sufficiently developed and practised. There is insufficient preparation with learners before haircutting and clients do not receive adequate advice about the different treatments or the best course of action to meet their requirements. Good hygiene and salon practices are not sufficiently encouraged or demonstrated. There is insufficient demonstration by tutors of alternative techniques to enable learners to broaden their knowledge of barbering. Most of the work is done by learners using clippers and most clients receive the same haircut shape. Learners do not develop sufficient skills for progression to industry and employment. For example, learners do not have adequate skills to cut different hair lengths and shapes. Learners' work meets the minimum needs of the NVQ qualification.

83. There are insufficient places on the hairdressing course to meet the needs of the prison population. Only 10 places are offered on the course at any time even though there is space for 12 learners. The selection process ensures that those prisoners who are offered a place will stay in the prison and have every chance of success. Learners must be able to read and write in order that they can meet the demands of the background knowledge work needed to achieve their NVQ. Those prisoners who do meet the entry criteria often have to wait a long time before they are able to join the programme.

Leadership and management

84. Internal verification arrangements are inadequate. A college internal verifier from the subcontracted college visits monthly to review the process. There is poor planning of internal verification and assessors are not observed regularly or given sufficient support with practical assessments. There is an over-emphasis on sampling documents rather than practical hairdressing activities. Some portfolios have been signed off as complete when evidence is missing. Where actions have been recorded on internal verifier reports this is not monitored regularly for actions taken.

85. Management of hairdressing is unsatisfactory. There is insufficient management and monitoring of the hairdressing provision for continuous improvement and to quality

assure the provision. There are guidelines for the observation of teaching but no observations have been carried out. New staff do not receive appropriate support and there are no arrangements to observe teaching. Health and safety arrangements are not followed well. The monitoring of the provision is satisfactory.

Visual & performing arts & media

86. Training in visual and performing arts is satisfactory

The following strengths and weaknesses were identified during this inspection:

Strengths

- good development of skills
- good individual learner support

Weaknesses

- ineffective formal monitoring of learners' progress
- insufficient resources for background knowledge

Achievement and standards

87. Learners develop a good range of skills in art and design. They demonstrate good skills in observational drawing, composition and perspective, and the practical application of design principles. Learners explore ideas using a range of different materials including computer-generated designs. Learners are able to critically assess their own work and engage in debate about different techniques and approaches using appropriate terminology. Learners take pride in their work. They speak with confidence about their achievements and make significant gains in self-esteem. Learners' work is exhibited throughout the education centre. Recent community arts projects have included creating murals for a nursing home and for the reception area of the prison's health centre.

88. Learners' achievement of accredited units is satisfactory. Of the 34 learners who joined the programme in 2002-03 over two-thirds gained a qualification. Ten learners achieved one unit, nine achieved two units and five achieved more than two units.

Quality of education and training

89. Learners develop good skills, work productively and fully understand techniques in painting, collage work, and electronic image manipulation. Sketchbooks are used effectively to explore ideas. Portfolios include a good range of work using different materials with good evidence of learners' progression. In one session, learners gave a brief presentation on their own work followed by a group discussion. Learners showed respect for the opinions of others and were willing to explore ideas together. The session was skilfully directed by the tutor to ensure key issues were explored. When working on community arts projects, learners have to negotiate and follow a specific design brief. They are expected to work together as a group in agreeing on a design

solution and in carrying out the project. Project briefs are clearly formulated to meet the requirements of the awarding body. Learners have a good understanding of what is required of them and are guided effectively and supported by staff.

90. Learners receive particularly good individual support from their tutor. They are assigned individual projects and work at a level suited to their experience and prior attainment. Learners are encouraged to develop their own ideas and develop individual interests. The tutor is particularly attentive to the needs of individual learners and helps them to complete tasks.

91. Tutors are appropriately qualified and experienced and have the expertise to support the different areas of learners' interest in the visual arts. The studio is a well-managed and effective environment. Good use is made of displays of learners' work. Specialist equipment is satisfactory and learners have access to computer graphics packages. Consumable materials are available in sufficient quantities. Learners are allocated their own pencils and brushes and are responsible for keeping brushes well maintained.

92. Training on the key skills in communication is satisfactory and is linked well to the arts programme. However, the development of skills in numeracy is not given a similar emphasis. There are entry level sessions held in the studio on one day a week as part of the foundation programme.

93. The formal monitoring of learner progress is ineffective. Individual learning plans establish long-term targets for the completion of units and reflect the results of initial testing for literacy and numeracy. However, formal progress reviews are carried out infrequently. Some written records do not set specific short-term tasks. In other cases, there are no target dates set for the completion of the actions identified. Most learners maintain a learning diary. Learners' comments do not indicate considered reflection of the progress they have made and there are no written comments from tutors. In some cases, written assessment of learners' work does not clearly indicate how the work might be improved.

94. There are insufficient resources for learners to research cultural and historical contexts and to explore the work of contemporary practitioners. Many books, commercial videos and tapes of broadcasts are out of date. Learners do not have access to electronic libraries of images. In some instances the tutor provides her own source material to support the learning.

Leadership and management

95. The management of this area of learning is satisfactory. Courses are well planned and there are detailed schemes of work. There is regular internal moderation of assessed work, and action points identified by the external verifier have been promptly dealt with. The full-time member of staff is currently taking a professional teaching qualification. There was no annual self-assessment report produced for this area of learning. Data are collated on the total numbers of units gained by all learners. There has been no analysis of the trends in achievement by individual learners and of the progress they have made

HMP FEATHERSTONE

within specific time periods.

Foundation programmes

96. Training in foundation programmes is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good development of skills in literacy, numeracy and key skills
- good teaching
- good attainment of self-esteem and confidence

Weaknesses

- ineffective curriculum co-ordination
- inadequate resources

Achievement and standards

97. There is good development of skills in literacy and numeracy and key skills sessions and in learners' portfolios. Learners on literacy and numeracy programmes make good progress and improve their literacy and numeracy skills. In one literacy session learners made very good contributions to a discussion about whether boxing should be banned. Learners were able to express their views and opinions well and to consider the views of others and record their individual arguments.

98. Retention and achievement rates are good for those prisoners who attend. However, the class sizes are small and many prisoners are not able to access this support. In 2002-03, 108 learners achieved entry level qualifications. Of the 69 learners who started the level 1 programme, 42 completed, with 35 achieving literacy awards and 25 achieving numeracy awards. In the same period at level 2, the retention and achievement rates were 90 per cent and 91 per cent respectively. In 2002-03, 63 per cent of learners taking key skills at level 2 in communications achieved their award. In social and life skills 74 per cent achieved an entry-level qualification.

Quality of education and training

99. Teaching is good. There is good support for learners' literacy and numeracy needs. Tutors are skilful in explaining the use of grammar and punctuation and learners make good progress. Tutors use a good range of teaching strategies that engage and motivate learners, and give good explanations of concepts and tasks in literacy sessions. Skilful use of question and answer sessions encourages learners in whole-class discussions to make good contributions and express their opinions. There is good checking of

HMP FEATHERSTONE

knowledge and understanding and learners receive good individual coaching and support. One learner who was previously unable to read received good support in word recognition and is now progressing well. A prisoner volunteer gave individual support to a learner who speaks English as an additional language.

100. Learners attain good levels of self-esteem and confidence. There are particularly supportive working relationships between staff and learners. Learners and staff demonstrate mutual respect and the behaviour of learners in sessions is good. Staff demonstrate a genuine interest in supporting individual learners and ensuring they optimise their educational opportunities while in prison. This helps build confidence and trust and raises the learners' self-esteem. At induction, staff take particular care to give good individual advice and guidance to learners, to follow through previous educational records and to encourage learners to identify long-term, medium-term and short-term aims while in prison.

101. Initial assessment of learners' needs is satisfactory and is used as the basis of their individual learning plans. Long-term goals are clearly identified but there is insufficient identification of individual short-term learning objectives to enable the careful monitoring of progress. Some tutors do not sufficiently evaluate and record learners' progress during sessions.

102. The range of programmes is satisfactory in meeting the needs of the current population but does not cater for more able learners. Programmes include support classes for learners' literacy, numeracy needs with progression routes available only from entry level to level 2. Some learners who have already achieved at level 2 remain in classes, as there are no appropriate progression routes. Key skills are only available at level 2 in communication. The very small social and life skills programme includes only two modules in personal development, assertiveness and decision-making.

103. Curriculum co-ordination is ineffective. There is no co-ordinator for the foundation programmes. Staff do not meet to review teaching across the programmes. The intense level 1, eight-week programme is too difficult for some learners but there have not been any discussions to resolve this issue. Individual learning plans are not completed correctly and many are not updated to record the changes in learners' agreed targets. They do not cover all aspects of the learners' training needs. For example, full-time learners on the level 1 programme do not have resources differentiated appropriately to meet their identified literacy levels. There is insufficient monitoring of learners' progress and sharing of learner information.

104. Resources are inadequate. There is good access to numeracy support through ICT in the workshops, with six laptop computers available and a good range of numeracy software. There are inadequate arrangements for learners with English language support needs. There are no dedicated English language support sessions or arrangements for the attendance of interpreters. Specialist resources to support language development are not used. For example, there is poor use of visual aids, and bilingual dictionaries are not available in the first language of learners who speak English as an additional language. There is over-reliance on the use of photocopied worksheets in sessions.

There is a poor range of suitable adult reading books to support literacy in classes or in the library. There is insufficient use of ICT in sessions, although in some classes there is good access to computers.

Leadership and management

105. Leadership and management are satisfactory. There are regular staff meetings but not all staff attend. There are thorough procedures for recruiting staff. The induction programme is well planned and informative. Many learners are capable of progressing to level 3 programmes but management has been slow to respond to this need. There is ineffective co-ordination of training particularly for level 1 programmes. Quality assurance is incomplete and there is no system to ensure that all staff follow the same procedures. There are inadequate resources for learners with specific literacy, numeracy and English language support needs. Learners are not aware of many aspects of equal opportunities.