

# INSPECTION REPORT

## **HMP Buckley Hall**

**20 February 2004**



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 Buckley Hall

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Buckley Hall (the prison) is a closed training prison for women. It is situated in Rochdale in Lancashire and was built in the 1970s. There are 302 prisoners; and the prison has an operating capacity of 385. The prison has three large accommodation wings, all of the same design, on two floors in two separate units. Five floors have 60 cells and one floor has 50 cells. Up to six cells on each wing have been modified to accommodate two prisoners. Until the spring of 2002, the prison held category C male prisoners. At that time, a decision was made to re-role the prison to accommodate women prisoners. All the women prisoners either work or attend education. Many work part time and attend education part time. Sixty-one per cent of prisoners stay for less than three months.

2. A governor is responsible for regimes and resettlement, including management of the education department contract, the library contract, vocational training, the gymnasium, and the workshops. He was appointed in March 2003. The governor is assisted by the head of learning and skills, who has recently taken up the post, and an industrial manager. Her main responsibility is for the organisation of work opportunities and the allocation of prisoners. The industrial manager has 17 workshop staff, including 13 instructional officers. Two instructional officer posts are vacant. The director of facilities is responsible for the kitchens.

3. The prison's education department is run by a college of further education which also runs the education departments in two other prisons. The department is managed by the education manager who is supported by nine full-time staff, 19 permanent part-time teachers and up to six sessional part-time staff. Education is voluntary and, apart from hairdressing, is offered part time. The education department offers courses in numeracy, literacy, English for speakers of other languages (ESOL), art, business administration, hairdressing and beauty therapy, and information and communications technology (ICT). Due to the small number of learners attending business administration and art, they were not inspected separately, but have contributed to aspects of leadership and management. There is some support for learners who are studying courses at level 3 and above through distance learning. The library is provided by the borough council and has one full-time librarian.

4. Prisoners are employed in the contract service workshops, or in domestic cleaning, laundry, gardens, kitchens, lift truck training or painting and decorating and industrial cleaning work parties. Vocational training in these areas is a recent development, and few learners are involved. The gymnasium facility includes a fully equipped sports hall and a weights room. The prison offers a number of nationally recognised sports-related courses.

## SCOPE OF PROVISION

### **Information & communications technology**

5. Thirty-one learners are taking courses leading to nationally recognised qualifications in ICT, of which 11 are working towards qualifications at level 2. Three members of staff provide ICT training and all are employed part time. One training room is available during the day and it is mostly used for level 1 courses. Accommodation which is used by another training provider is available in the evening for level 2 training. All learners attend ICT training part time. The maximum class size is eight and the average class size is four. Learners have an interview before starting classes and are given the results of their literacy and numeracy assessments.

### **Hospitality, sport, leisure & travel**

6. Seven learners are on a physical education (PE) course. The course includes a weight lifting leaders award, first aid, manual handling and key skills at level 1 in application of number and communications. There are three full-time PE instructors and a tutor from the education department who delivers key skills on four afternoons a week in the gym. One prisoner is working towards a national vocational qualification (NVQ) at level 1 in food preparation and cooking. All prisoners who work in the kitchen are trained in food hygiene. A catering manager, head chef, deputy head chef and four cooks work in the kitchen. They are supported by up to 18 prisoners. The role of internal verifier was vacant at the time of the inspection. Off-the-job training takes place in the gym or kitchens as appropriate.

### **Hairdressing & beauty therapy**

7. Seven learners are taking an NVQ at level 2 in women's hairdressing in the education department. Ten places are available on the course. New learners undergo an additional security review by the prison before they can be accepted onto the hairdressing course. The course runs during the day for five days and on two evenings each week. Four members of staff support the delivery of the hairdressing programme. Two are employed full time and two are part time. One member of staff is qualified as an assessor and verifier. A member of the subcontractor's staff carries out verification duties. Indian head massage is offered on one evening a week, but at the time of the inspection this course was not running. A new hairdressing salon was opened in March 2003, and staff and prisoners are customers of the salon.

## Foundation programmes

8. There are 69 learners on foundation programmes. The education department provides a range of programmes for literacy and numeracy, skills for working life, key skills, social and life skills and ESOL. All prisoners attend an induction which includes a three-day preparation for work programme, during which they complete an initial assessment for literacy and numeracy. Learners who attend a foundation programme take a further assessment based on target testing for literacy and numeracy. All courses are externally accredited. Some of the learners who do not attend education, receive outreach literacy and numeracy support on the residential wings, in the workshops and in the segregation unit. There are five full-time and six part-time tutors and three prisoner advice and guidance staff.

## ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	25
Number of learner interviews	104
Number of staff interviews	25
Number of subcontractor interviews	18

## OVERALL JUDGEMENT

9. The quality of the provision is inadequate to meet the reasonable needs of those receiving it. More specifically, the leadership and management of education and training at the prison are unsatisfactory, as are the arrangements for equal opportunities. The approach to quality assurance is very weak. Training is satisfactory in ICT, but unsatisfactory in hospitality and sport and hairdressing and beauty therapy. However, the training in foundation subjects is good.

## KEY FINDINGS

### Achievement and standards

10. Achievement of qualifications in ICT is satisfactory and on the new PE course is good. There has been no achievement on food hygiene programmes since the prison changed to a women's prison. Learners on hairdressing courses often leave the prison without gaining recognition for the competences they have developed. The achievement rates for learners who stay to the end of their foundation courses are good.

11. **Key skills portfolios of evidence which are produced by the PE learners are to a good standard and are well presented.** Learners quickly develop good standards in hairdressing and develop a good range of additional personal skills through their salon work. The standard of work by learners on foundation courses is satisfactory and most learners comment on the improvement in their learning skills. **Attendance at evening**

**classes in hairdressing and ICT is poor.**

### Quality of education and training

12. **Teaching and learning in hairdressing and on foundation courses is good.** Lessons are well prepared with clear objectives. Teachers make good use of a wide range of teaching methods and learning resources. Learners are well motivated and fully involved in learning activities. The integration of key skills in PE is good.

13. **Resources are insufficient** to ensure that all ICT learners have access to the same range and quality of resources. Arrangements for the new ICT qualifications are incomplete. There are few adapted learning resources to help learners who speak English as an additional language. In both ICT rooms, accommodation is cramped. Classroom facilities in the kitchen and the gym are inadequate. The hairdressing salon is a good realistic working environment, but there are no professional retailing products. Learners have to recommend unsuitable products for clients to use. Accommodation and furniture which is used for small group and individual learning support in some outreach areas is poor.

14. **The use of learning plans to monitor learners' progress on ICT, hairdressing and foundation courses is unsatisfactory.** Learners' action plans in ICT and hairdressing do not sufficiently focus on the completion of NVQ units. Staff do not fully involve foundation learners when they update their plans.

15. **None of the key skills portfolios for PE have been verified,** even though the course finished in December 2003. Learners on hairdressing courses receive regular and good feedback on their work logs. The learners find this very constructive and motivational.

16. **Access to ICT courses and progression opportunities at level 2 and 3 are restricted.** No progression is available at level 3. The range of courses available in PE and the number of places available on hairdressing courses do not effectively meet the needs of a women's prison. **Progression opportunities from pre-entry literacy and numeracy to key skills at level 1 and 2 are good.**

17. **Tutors provide good individual support for ICT learners.** Learners value the support provided by prisoners who act as peer tutors in ICT, hairdressing, and literacy and numeracy classes. **There is some good outreach support** for learners who have low self-esteem and who do not have sufficient confidence to attend classroom sessions in the education department.

### Leadership and management

18. **The prison is clearly committed to the development of education and training.** Liaison between the prison and the education department is good. This ensures a responsive approach to curriculum development.

19. **There is no formal training or recognised qualifications offered in any of the workshop activities.** Prisoners and staff can access vocational training in lift truck

operations.

20. **Data are not used effectively** to determine the attendance, retention or achievement rates of learners. They are not used to challenge current levels or variations of learners' performance or to compare the performance of different groups of prisoners.

21. **The prison has developed an effective approach to breaking down barriers to participation** in education for those learners with severe learning difficulties. The support is provided in the workshops, on the wings and in the segregation unit. Nationally recognised reading resources are used well. Literacy, numeracy and language support in education are satisfactory. The promotion and reinforcement of equal opportunities among learners is poor. The induction programme does not focus sufficiently on equality of opportunity, and inappropriate behaviour and language is not challenged.

22. **The prison and subcontractor do not place sufficient emphasis on quality improvements.** The subcontractor does not sufficiently check that its quality assurance arrangements are working effectively.

23. **None of the hospitality staff is qualified to carry out assessment or verification.** Inspectors identified incomplete arrangements in catering which are significantly affecting the accreditation of learners' work. **The prison does not have approval to certify, as an accredited centre, lift truck training. There are no arrangements to observe teaching and learning of vocational training associated with the workshops, catering or PE.**

24. **Hairdressing assessors have received insufficient support in the standardisation of assessment practice. There is little formal sharing of good practice.**

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

## Leadership and management

### Strengths

- clear commitment to the development of education and training
- good liaison between the prison and education department
- good work to widen participation

### Weaknesses

- insufficient vocational training
- inadequate use of data
- insufficient promotion and reinforcement of equality of opportunity
- insufficient training in equality of opportunity for subcontractors' staff
- very weak arrangements for quality assurance



## **Information & communications technology**

### **Strengths**

- good individual support for learners
- effective teaching and learning

### **Weaknesses**

- insufficient resources
- restricted progression opportunities

## **Hospitality, sport, leisure & travel**

### **Strengths**

- good achievement on the new PE course
- well-integrated key skills in PE

### **Weaknesses**

- no achievements in food hygiene
- slow to certificate course work on PE courses
- inadequate resources
- insufficient range of courses in PE
- poor management of the hospitality programme

## **Hairdressing & beauty therapy**

### **Strengths**

- good standards of practical hairdressing
- good teaching and learning
- good salon accommodation

### **Weaknesses**

- slow achievement of NVQ units
- insufficient range of hairdressing products to meet the NVQ standards
- insufficient access to courses
- inadequate arrangements for verification

## **Foundation programmes**

### **Strengths**

- good pass rates on most programmes
- good teaching and learning
- good progression opportunities
- effective individual learning support

### **Weaknesses**

- poor accommodation in some outreach areas
- weak use of individual learning plans to monitor learners' progress

**WHAT LEARNERS LIKE ABOUT HMP BUCKLEY HALL:**

- the support from staff
- the opportunities to gain knowledge and learn new skills
- the opportunity to make new friends

**WHAT LEARNERS THINK HMP BUCKLEY HALL COULD IMPROVE:**

- the access to education outside the working day
- the range of vocational training and practical courses
- the pay difference between education and the different types of work activities
- the opportunities to progress to higher level courses
- the time to gain security clearance to attend hairdressing

**KEY CHALLENGES FOR HMP BUCKLEY HALL:**

- develop sound quality assurance arrangements to monitor the quality of education and training
- reintroduce accredited vocational training with work activities
- improve the use of resources to support the development of ICT provision and access to hairdressing
- introduce a broader and more flexible timetable for foundation courses and provide additional outreach support
- establish a more realistic timescale to complete the induction
- ensure all prisoners have an effective introduction and adequate access to the library

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

25. Leadership and management are unsatisfactory. Equality of opportunity is unsatisfactory and quality assurance is very weak.

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

#### **Strengths**

- clear commitment to the development of education and training
- good liaison between the prison and education department
- good work to widen participation

#### **Weaknesses**

- insufficient vocational training
- inadequate use of data
- insufficient promotion and reinforcement of equality of opportunity
- insufficient training in equality of opportunity for subcontractors' staff
- very weak arrangements for quality assurance

26. The prison is clearly committed to the development of education and training, which has been subject to detailed planning during and since the change from a men's to women's prison. The first strategic plan for the women's prison was produced for 2002-03. The director of regimes and resettlement has completed a three-year resettlement action plan with short- and long-term objectives. This plan covers 2003 to 2006 and it includes detailed plans for education and training. Some of the short-term objectives have already been completed and some will be introduced shortly, including new workshops with related vocational training and further support for literacy, numeracy and key skills for those not attending education. The resettlement policy committee have quarterly meetings at which the action plan is reviewed and updated to produce a three-year rolling plan. The senior management team have effective monthly meetings where strategic themes are considered including education and training.

27. Liaison between the prison and the education department is good. Since it became a women's prison there have been four prison senior managers responsible for education and three education managers. The prison and the subcontractor have worked effectively to develop good working relationships which ensure a responsive approach to curriculum development. New qualifications have been introduced including courses in hairdressing and beauty therapy, evening classes and an art therapy class on Saturday mornings and good outreach activities. There are plans to introduce additional

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programmes to the curriculum offer.

28. The prison has a detailed schedule of meetings and minutes are published on the intranet. The use of action-planning in support of decisions made at meetings is weak. The business of committees is well organised through the use of detailed terms of reference, standing agenda items and related performance indicators. The performance management of staff is satisfactory. Staff have an annual appraisal at which personal and business objectives, based on the prison's strategic objectives, are agreed. These are reviewed every six months.

29. There is insufficient vocational training. The prison currently operates two workshops which provide contract services ranging from packaging soft furnishings and breakfast packs to assembly and testing light fittings. A third workshop is currently closed awaiting refurbishment as a textile workshop. The fourth workshop operated as a resource for painting and decorating courses leading to nationally recognised qualifications, but this is now closed due to staff shortages. There is no formal training or recognised qualifications offered in any of the workshop activities. The industrial cleaning courses are no longer taught due to staff shortages. Informal practical training and work experience takes place in the grounds and gardens linked to the works department, but none of this is accredited or recorded. Prisoners and staff can access vocational training in lift truck operations. Resources for this training are good with diesel and electric trucks. Tools and equipment for gardening work are fit for purpose. Other areas such as window cleaning and laundering offer employment, but no formal training.

30. The use of data are inadequate. The prison receives regular reports on progress towards achievement of targets associated with contract compliance. However, data are not used to determine the attendance, retention or achievement rates of learners. They are not used to challenge current levels or variations of performance or to compare the performance of different groups of prisoners.

### **Equality of opportunity**

31. The management and promotion of equal opportunities is unsatisfactory. The prison has a clear equal opportunity and diversity policy and education and training staff have a reasonable understanding of these issues. Posters and information leaflets around the prison provide staff and learners with an understanding of the prison's approach to bullying and racial issues. A nominated prison officer is active in ensuring that issues relating to equality and diversity are implemented and complaints are dealt with. The race relations committee meets regularly and is chaired by the deputy governor and includes prisoner representation. Data on minority ethnic groups are gathered, but the data are not systematically used to measure achievement of different groups.

32. The prison has developed an effective approach to breaking down barriers to participation in education for those learners who have severe learning difficulties. Learners are referred after induction or during education classes to support staff. These staff often deliver the education induction which establishes a good first contact with

learners. Timetables are prepared for support workers so that most of the learners who need support are seen at least three times a week and sometimes daily. The support is provided in the workshops, on the wings and in the segregation unit. Periods of support vary from 20 minutes to half an hour depending on the learners' need and attention span. Nationally recognised reading resources are used well to support learners and many keep the workbooks in their cells. In these cases peers provide effective support and learners make good progress between support sessions with education workers. Learners value the level of support and the way in which it is given by empathetic and enthusiastic staff. While good progress is made by many learners, individual learning plans are not consistently updated and there are few structured opportunities for staff to share good practice.

33. All members of staff are given a copy of the equal opportunities policy, the race relations policy and the disability policy. However, there is poor promotion and reinforcement of equal opportunities for learners. There are few displays of equal opportunities visual material on the wings to encourage participation in education, except in the induction classroom. The induction does not focus sufficiently on equality of opportunity and inappropriate behaviour and language is not challenged. Learners are not given information about grievances and complaints about education and training at induction. There is limited information about the full range of education available, for example learners are not told about evening classes. Education and training staff have not received equal opportunities training in current legislation, although some staff have attended prison service training in diversity. Learners are well managed by prison staff in terms of accessing education and training, but the curriculum timetable limits the access to literacy and numeracy classes as only one class a day is available. Physical access to education and the current vocational training areas is satisfactory with most accommodation on the ground floor.

### **Quality assurance**

34. The quality assurance arrangements for education and training are very weak. The subcontractor meets regularly with staff to review performance. However, these reviews focus on the achievement of the prison's key performance targets and do not place sufficient emphasis on quality improvement. The subcontractor has detailed quality assurance manuals which contain policies and procedures, but the prison does not monitor whether these arrangements are leading to quality improvements to benefit learners. The subcontractor does not effectively ensure that the systems and processes are relevant to prison education, are up to date, and for the observation of teaching and learning, are completed according to the approved schedule. Education staff do not fully understand the quality assurance arrangements.

35. Inspectors identified incomplete arrangements in catering which are significantly affecting the accreditation of learners' work. The prison offers lift truck training to staff and prisoners. The member of staff who is responsible for the delivery and assessment is a registered instructor and examiner. The prison offers a non-commercial certificate for staff and prisoners which is endorsed by the awarding body. However, the certificate contains some out-of-date information about the awarding body and the centre is not an

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accredited centre. The certificate is only a record of in-house company training. There are no arrangements to observe teaching and learning of vocational training associated with the workshops, catering or PE.

36. Internal verification in hairdressing is inadequate. Assessors have had insufficient support in standardising assessment practice. There are inadequate quality assurance checks. There is little formal sharing of good practice. For example, inspectors observed much good teaching, and good practice in the review and monitoring of learners' progress in business administration, but this is not shared throughout education and training.

37. The self-assessment process involved all key members of education and training staff and is overseen by the quality improvement group. It is effectively linked to the resettlement action plan. Staff have a good understanding of self-assessment and have been given guidance to identify strengths and weaknesses for their own areas of work. Inspectors identified some of the same strengths and weaknesses as the prison, but some important weaknesses were not recognised. The subcontractor carried out a detailed audit of their provision and produced their own self-assessment report which included the views of learners. This self-assessment report did not report or grade each area of learning separately.



## AREAS OF LEARNING

### Information & communications technology

38. Programmes in ICT are satisfactory.

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

#### Strengths

- good individual support for learners
- effective teaching and learning

#### Weaknesses

- insufficient resources
- restricted progression opportunities

### Achievement and standards

39. Achievement of qualifications is satisfactory. In 2003-04, 163 learners started courses in ICT and 46 achieved a qualification at level 1 and 29 at level 2. Of these, 13 achieved qualifications at levels 1 and 2. The average class attendance during observed lessons was 50 per cent. Well-maintained records monitor the reasons for non attendance and why many learners do not achieve.

### Quality of education and training

40. Tutors give good individual support to learners. They make effective use of demonstration of ICT skills. Good questioning techniques are used to help learners solve problems independently and in groups. Learners make good progress. Tutors give regular encouragement and praise when learners are successful. They develop a good working relationships with learners and any issues raised are successfully resolved. A prisoner provides good peer support for learners in morning ICT classes. Learners value this support and find learning easy. It provides a good role model for learners.

41. Teaching and learning are effective. Class sizes range from two to seven. Good use is made of humour and classes are relaxed but productive. Tutors sensitively balance the lesson with activities that will give learners breaks from computer activities to help prolong concentration. Level 2 learners work with computer-based learning resources, but some learners find this method of learning difficult. Tutors effectively vary this learning method with group teaching to assist with the background knowledge aspects of the course. All lessons are supported by schemes of work and lesson plans. Level 1

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courses take place in a suitable workshop environment and learners work at a pace which is suitable to their level of ability.

42. Learners have regular and adequate assessment of their practise material and examination work, but some practise material takes too long to be marked. On marked work, feedback to learners is constructive and useful. Learners have a good understanding of their progress. Systems to review and monitor progress are currently being redeveloped and improved.

43. Learners have an appropriate induction to ICT courses. Literacy and numeracy levels are assessed on entry to the prison. Learners are accepted onto ICT courses when they reach level 1 in literacy and numeracy assessments. Those learners who need additional support are referred to specialist lessons. Learners in ICT do not take any further initial assessments. Staff are able to make requests for specialist equipment if it is required.

44. Resources are insufficient to ensure that all learners have access to the same range and quality of resources. In the main information technology (IT) suite, computer systems are not able to simulate e-mail and internet facilities and software for desktop publishing are not available. Although learners can work towards a qualification in ICT, they do not have access to the full range of options. Computer-based learning material is not available across both suites. Learners have insufficient resources for independent study. Few learning resources are adapted to help learners who speak English as an additional language. More visually focused learning resources are being developed. Learning material is overly focused on exam achievement. In both ICT rooms, accommodation is cramped and there is insufficient space for note-taking. Some learners have experienced a lack of continuity in tutors. Tutors are appropriately experienced and qualified in the use of ICT and most have teaching qualifications.

45. Progression opportunities are limited at level 2 and there is no progression available at level 3. Learners who want to progress from level 1 are offered a level 2 qualification, but this qualification is being phased out. Arrangements for the new qualification are incomplete. Learning resources are not fully developed and supporting information such as practise tests are not in place. This has been exacerbated by staff absences and vacancies. Only eight learners have access to evening education. These lessons are voluntary and are poorly attended. Plans are in place to provide ICT key skills qualifications. One member of staff has received training in ICT key skills at levels 1, 2 and 3.

### **Leadership and management**

46. Staff have access to staff development provided by the subcontractor, but this has not included training in new legislation associated with equality of opportunity, although some has been provided by the prison. Education staff do not have regular staff appraisals. Team meetings take place regularly and times are alternated to ensure that part-time workers are able to attend. Arrangements are in place to notify non-attendees of the outcomes. Targets for retention and achievement are not set for staff. Some

learner evaluations have taken place, but they are not systematic. The self-assessment report identifies issues relating to resources, progression opportunities and the significance of support provided to learners.

## **Hospitality, sport, leisure & travel**

47. Programmes in hospitality and sport are unsatisfactory.

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

### **Strengths**

- good achievement on the new PE course
- well-integrated key skills in PE

### **Weaknesses**

- no achievements in food hygiene
- slow to certificate course work on PE courses
- inadequate resources
- insufficient range of courses in PE
- poor management of the hospitality programme

## **Achievement and standards**

48. Achievement on the new PE course is good. In December 2003 seven of the nine learners completed this programme and gained accreditation for their achievements in all aspects of the course. Learners' key skills portfolios are well presented and contain a good standard of work. There has been no achievement on food hygiene programmes since the prison re-rolled as a women's prison. Learners who work in the kitchen start a five stage training programme for food hygiene and health and safety. This is well supported by a series of booklets. At the end of each stage, learners complete a multiple-choice test. None of the prisoners have completed the last stage of this programme, as yet. Prisoners receive good individual coaching from kitchen staff if they are finding the learning materials difficult to read or understand.

## **Quality of education and training**

49. The integration of key skills in PE is good. Learning is very effectively related to the PE course, including good links to fitness regimes, weight loss monitoring and a range of other physical activities. Teaching and learning includes a wide range of teaching methods which meet individual learning styles.

50. The resources for hospitality and sport programmes are inadequate. The kitchen has been enrolling prisoners onto an NVQ programme for over six months, but none of the hospitality staff are qualified to carry out assessment or verification. There are inadequate classroom facilities to support effective teaching of background knowledge

sessions in the kitchen or the gym. Off-the-job training in the kitchen takes place at a table in the trolley room and in the gym at a table in the weights room. Learners have inadequate access to computers to support the development of their key skills portfolios. Learning aids, including handouts, learning materials and course booklets are satisfactory.

51. The PE department is slow to accredit coursework. None of the learners' achievements from the course that was completed in December 2003 have been certificated, and the key skills portfolios have not been sent to the education department for verification or moderation. Several of the prisoners who completed this course have since moved from the prison.

52. The range of courses in PE is insufficient and does not effectively meet the needs of a women's prison. For example, prisoners cannot receive training to become gym or fitness instructors, nor can they complete the community sports leaders awards, all of which provide suitable employment opportunities. There are plans to increase the range of courses to include coaching in football and volleyball.

53. The arrangements for literacy and numeracy support are adequate. A tutor for literacy and numeracy is available three times a week for additional learning support. Any of the prisoners in the kitchen can access this support on an individual basis, but none of them were receiving support during the inspection.

### **Leadership and management**

54. Managers are not aware that the prison does not have approval to offer NVQs, or that the arrangements for internal verification are no longer effective. Since the prison has re-rolled as a women's prison, more than 10 prisoners have been enrolled on an NVQ level 1 in food preparation and cooking programme. There are no systems for the assessment or verification of learners' work. Learners have worked hard on their portfolios of evidence, mostly in their own time. The catering manager has carried out assessments, but not to the awarding body standards. A prisoner who is due for release believes she has completed her NVQ, but this is not the case. However, one prisoner has gained employment on release as a result of the training she received. The PE instructors are appropriately qualified, and the key skills tutor has teaching qualifications in addition to relevant occupational qualifications. The catering manager and the PE instructors are effectively involved in the development of the prison's self-assessment report. However, the report was not thorough and the strengths and weaknesses did not match those identified by inspectors.

## **Hairdressing & beauty therapy**

55. Programmes in hairdressing and beauty therapy are unsatisfactory.

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

### **Strengths**

- good standards of practical hairdressing
- good teaching and learning
- good salon accommodation

### **Weaknesses**

- slow achievement of NVQ units
- insufficient range of hairdressing products to meet the NVQ standards
- insufficient access to courses
- inadequate arrangements for verification

### **Achievement and standards**

56. Learners develop good standards of hairdressing early in their course. They attend morning and afternoon lessons for five days and two evening sessions each week. Learners have excellent opportunities to develop their skills through regular sessions with clients. Prisoners and staff use the services of the salon for their hairdressing needs and this gives learners a wide range of clients and hair types to work with. Learners conduct themselves in an appropriate and professional manner when working with clients in the salon. They develop a good range of additional personal skills, including good communication and negotiation skills. There is a high standard of work and progression opportunities for learners into industry on release from the prison are good. Three learners who have left the prison recently have secured employment in hairdressing. Attendance at evening classes is poor.

57. Achievement of NVQ units is slow. The assessment process is often delayed and learners do not gain accreditation for NVQ units when they are demonstrating competence. For example, three learners who have been on the programme for three months and are competently carrying out a range of skills in the salon have not yet received their assessment books or completed any assessments. Individual learning plans which are completed at the beginning of the course do not include targets, but only capture the views of the learners in terms of what they hope to achieve on the course. An action plan is then developed for the next 12 weeks. Although the action plans include targets, they do not sufficiently focus on the completion of NVQ units. Learners often leave the prison without any recognition for the competences they have achieved, and have nothing to show for their time on the course.

## Quality of education and training

58. The standard of teaching and learning is good. Lessons are well prepared and have clear objectives. In the background knowledge sessions there is good use of discussion to reinforce learning. Learners contribute well to discussion and speak with enthusiasm about their experiences in the salon. There is good teamwork and learners support each other. One learner who has almost completed the qualification is being kept on as classroom assistant to give support to the other learners. Learners are taught to carry out thorough consultations with their clients before starting the service. Learners do a thorough diagnosis of each client's hair and scalp and they spend adequate time with clients to ensure that they are clear about the service they require. Learners and tutors practice good health, safety and hygiene in the salon. They fill in a work log every day detailing the work they have carried out. Good feedback is given by tutors in the work log for every session and learners find this constructive and motivational.

59. The salon accommodation is good and the environment is conducive to learning hairdressing in a realistic working environment. The salon was opened in March 2003 and has been furnished and equipped to a high standard with eight workstations, two basins and a store room/dispensary. Off-the-job training is held in a room adjacent to the salon. There is a computer where learners can work on the stock system. The range of products to promote to clients is insufficient. There are no professional retail products and learners have to recommend unsuitable products for clients to use. This is not good preparation for learners who intend to work in an industry where they are expected to understand, advise and promote ranges of professional hair products. Tutors are experienced hairdressers and keep their skills up to date through work in the industry and attending hairdressing shows and events.

60. Access to courses in hairdressing is insufficient. The hairdressing course accommodates a maximum of 10 learners at any time and the course is designed to run for 44 weeks. If a learner leaves the course and a place becomes available, then any suitable applicant on the waiting list is subject to a security assessment by the prison before they can start. This can take time and places are left unfilled. The number of places is insufficient to meet the needs of the prison population. Prisoners have to be placed on a waiting list until a place becomes available and this means that they do not have the opportunity to develop skills that could provide them with employment.

61. Support for literacy, numeracy and language is satisfactory. Learners take an initial assessment during their induction period, and those who are selected for the hairdressing programme must be able to cope with the written element of the NVQ. Potential learners who have poor literacy and numeracy skills are given support to raise the level of their skills before joining the course. Literacy and numeracy support is not an integral part of the hairdressing sessions. Learners who need this support attend individual sessions with a specialist tutor. At the time of inspection one learner was receiving support with spellings. Adequate informal support is given in the hairdressing sessions by the tutors.

## **Leadership and management**

62. The quality assurance arrangements are inadequate, and internal verification of the hairdressing qualifications is very weak. Communications between the main subcontractor's site and the education department are poor and support for the assessors is inadequate. Since the course was set up, there has been insufficient sampling of assessment and quality assurance of the provision. Staff have received insufficient guidance on the implementation of the newly introduced NVQ standards and paperwork has not been available to allow learners to start their assessments. There are no standardisation meetings. The staff are occupationally qualified and experienced and one member of staff has assessor qualifications and has been countersigning for the unqualified assessors. At the same time the assessor has been carrying out internal verification. As a result of poor organisation, candidates were not appropriately registered for the correct award and could not gain full recognition for their achievements.

63. Staff have yearly appraisals, which includes a review of their training and development. Staff are not aware how their performance is measured and have not been set any targets that relate to learners' retention or achievement. There is a good rapport between staff and learners, and equality and diversity are effectively promoted in the hairdressing salon. Learners work well as a team and any discriminatory behaviour or language is quickly challenged. Staff have been actively involved in the self-assessment process, but are not clear how this contributes to the overall quality assurance arrangements. The self-assessment did not identify some of the weaknesses identified by inspectors.



## Foundation programmes

64. Foundation programmes are good.

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

### Strengths

- good pass rates on most programmes
- good teaching and learning
- good progression opportunities
- effective individual learning support

### Weaknesses

- poor accommodation in some outreach areas
- weak use of individual learning plans to monitor learners' progress

## Achievement and standards

65. The achievement rate for learners who stay to the end of their courses is good. This is 73 per cent on literacy and numeracy programmes, 90 per cent on ESOL courses and 100 per cent on key skills, and social and life skills programmes. The prison is exceeding its key performance targets. The standard of learners' work in lessons is satisfactory and most learners comment on the improvement in their learning skills. Portfolios of work are satisfactory and include a wide range of evidence relating to learning sessions and project work. All prisoners attend an accredited preparation for work course during induction. This provides prisoners with the necessary skills and knowledge before starting employment in the prison work areas. The achievement rate for this course is 90 per cent.

## Quality of education and training

66. The standard of teaching and learning is good. Eight of the 10 lessons observed were graded as good and none were less than satisfactory. Lesson plans and schemes of work are effectively cross-referenced to the national curriculum. Teachers make good use of a wide range of teaching methods including individual and group teaching and class discussions. This is effectively supported by good use computers, videos, overhead projector slides and purpose-built teaching aids. Learners are well motivated and are fully involved in the learning activities. The working relationships between learners and teachers is good, and promotes productive work. For example, one ESOL learner who has an interest in the Bible, translated some of the text from English into her own language with the help of her tutor. She greatly valued this opportunity.

## HMP BUCKLEY HALL

67. Individual learning support is effective. Tutors provide good learning and pastoral support and carry out effective tutorials. Classroom assistants who attend most of the lessons in literacy and numeracy provide very effective individual support and are positive role models. There is some good outreach support for learners, especially at pre-entry level. This is particularly helpful for learners who have low self-esteem and who do not have sufficient confidence to attend classroom sessions in the education department. For example, one learner who had never attended any form of previous schooling, learned to read and write using outreach support until she gained enough confidence to attend classes in education. She is now working at entry level 3 in literacy. In 2002-03, over 80 per cent of the learners on foundation courses consulted the dedicated advice and guidance unit for information on prison courses and jobs and training which are available on release.

68. Progression opportunities from pre-entry literacy and numeracy to key skills at level 1 and 2 are good. Learners who want to continue on to higher level courses can do so, through a range of distance learning programmes. In these circumstances learners can be locally supported by education staff.

69. An adequate range of assessment methods are used, including computer tests, based on dedicated software, worksheets, question and answers sheets and project work. Learners effectively use these to confirm their level of understanding. They are provided with clear, helpful and detailed feedback on their assessed work. In many lessons, projects and exercises are appropriately related to the guidelines laid down in the national adult curriculum.

70. Accommodation and furniture which is used for small groups and individual learning support in some outreach areas is poor. In one workshop there is no space for confidential interviews or learning support. Support workers and learners have to use a corridor with uncomfortable chairs. The noise from the workshop, including music, is distracting and learners are unable to gain maximum benefit from learning sessions. New learning rooms are planned for each of the workshops. The first has been installed and is used effectively. On the wings, support is often delivered in the areas used for association. Prisoners on the wings who are engaged in cleaning or on association cause too much distraction for learners receiving support. Some learners make slow progress during these sessions. In the education department, classrooms are satisfactory. There are informative posters on the walls, and most rooms have IT resources for the development of key skills. In the classroom which is used for teaching ESOL, only one computer is working.

71. The use of learning plans to monitor learners' progress is weak. Outreach support sessions are well delivered by enthusiastic staff and learners appreciate the good support they receive. However, tutors spend short amounts of time with learners, many of whom have severe learning difficulties. Staff often update individual learning plans for learners at a time convenient to them and the plans are rarely shared with learners. The recording of progress and achievement and the use of the learning plans varies between staff. There are no structured opportunities for staff to meet to share good practice to

ensure that monitoring of learners' progress is consistent.

### **Leadership and management**

72. Staff have regular team meetings which are used to discuss operational matters. However, they do not effectively share information about the progress or personal circumstances of learners. There is little sharing of good practice within the area of learning. Most staff have appropriate expertise and qualifications in the subjects they teach. Staff have good access to training, but it is not sufficiently linked to their work requirements. They do not use data effectively to assess the performance of learners or to improve the retention and achievement rates. The management of resources is satisfactory, but staff who are in on temporary roles are not always aware of the learning resources available to them. There are staff shortages and prisoners are not screened for dyslexia. The promotion and monitoring of equality of opportunity at learners' reviews and tutorials are poor. Tutors do not always take the opportunity to develop learners' understanding of cultural differences or encourage the sharing of experiences to enhance learning. Some staff participated in the production of the self-assessment report. Inspectors findings matched most of the strengths and weaknesses. The foundation area of learning is not reported or graded separately.