

INSPECTION REPORT

HMP Bristol

13 January 2005



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

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

Provision will normally be deemed to be inadequate where:

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

This provision will be subject to a full reinspection.

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

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Bristol (the prison) is a local prison situated in Bristol city centre. It has an operational capacity of 606 and a certified normal accommodation of 472. During inspection it held 598 prisoners, 153 of whom were on remand and trial, and 445 of whom were convicted. Seventy-six of the convicted prisoners are serving life sentences. Thirty-four young offenders, five of whom are awaiting trial, are completely integrated with the adult population. The prison serves the needs of the local courts of the city and the surrounding area and has a constantly changing population, although it has some long-term prisoners and life sentence prisoners.
2. The prison has recently reviewed its regime and has introduced a new core day which allows for four and three-quarter hours of activity a day, split between the morning and the afternoon. The regime provides work for 330 prisoners who are employed in the kitchens and on the wings as well as in sewing, woodwork and packing workshops. A small proportion of prisoners work as orderlies in reception, the library and the stores. Three hundred and sixty-five prisoners accessed education in 2004 and 24 have done so far in 2005.
3. The head of learning and skills took up post in September 2003 and manages the programmes alongside the head of resettlement. Two principal officers deputise for the two linked areas of learning and skills, and resettlement.
4. The education provision is subcontracted to a college of further education and the education manager has been in post since May 2005. There are six full-time education centre staff, 11 part-time tutors and a number of supply staff to cover training and leave. One hundred and fourteen full-time places are available for prisoners and classes are offered five days per week. Classes are not available in the evenings or at weekends. Most education provision is accommodated in the education centre, although there is some provision on the wings for learners unable to access the education centre. A principal officer, a senior officer and four officers are responsible for physical education (PE). Two staff are responsible for training provision in the kitchen.
5. The prison library is staffed by a librarian who works 26 hours a week, a full-time officer and a part-time officer. Five life sentence prisoners also work in the library, which is based in the education department and is open for 26 hours a week.

SCOPE OF PROVISION

Information & communications technology

6. The prison has information and communications technology (ICT) training areas in the education department, the education shed (EdShed) and the Prisons ICT academy (Picta). The education department has seven full-time and two part-time learners. Seven of these

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learners are taking an introductory computer literacy course and two are registered for an examination-based qualification in information technology (IT). Training takes place five mornings and four afternoons a week. There is room for a maximum of nine learners in each session. Key skills can also be delivered in IT up to level 2. The EdShed can accommodate up to eight learners, and seven are currently attending basic IT classes up to one day a week. None are registered for a qualification at present, but the tutor expects them to be ready to take on a qualification in the next few weeks. The learners in this department are all from the Safer Custody Unit and can only access IT training one day a week. Picta is housed in a large workshop which has recently been refurbished. This unit can accommodate up to 14 learners and currently has 11 learners registered, three on an examination-based qualification in IT, seven on a course in IT essentials at level 1 and one on the same course at level 2. There are waiting lists for all courses. Learners are given basic literacy and numeracy tests on entrance to the courses. In the education and Picta units, candidates at level 1 or above are considered eligible. The EdShed accepts learners at any level and offers them support to improve their literacy and numeracy skills.

Hospitality, sport, leisure & travel

7. Learners can participate in a range of PE activities including basketball, volleyball, football, weight training and other sports. Accommodation comprises of a one-court sports hall, a weight training and fitness room and an outdoor court area. The activities form part of a structured recreational PE programme. Recreational PE is organised on a weekly timetable that includes daytime, weekend and evening sessions. Learners can apply to attend courses in community sports leaders' awards, first aid at work and an emergency life support award. There are plans to deliver a health and fitness programme accredited by the Open College Network (OCN), starting in January 2005.

8. Seven learners are currently working towards a first aid at work certificate. It is possible for learners who successfully complete their community sports leaders' award to act as orderlies in the gymnasium. Learners apply to join courses and then receive a standard interview. Sports courses take place each weekday afternoon. A PE principal officer is responsible for and delivers the programmes, supported by a PE senior officer and four PE officers.

9. Twenty prisoners are employed in the kitchen for seven days a week. They receive no accredited training but attend a fundamental food hygiene course in the education department within six weeks of starting work in the kitchen. Four prison officers and four civilian members of staff are employed in the kitchen.

Foundation programmes

10. Sixty-one prisoners are currently on foundation programmes, of whom 57 have their training provided by a subcontracted college. Twenty-seven of these learners are in the main education block on programmes that include literacy, numeracy, art and life skills. Six of the prisoners are working at entry levels, nine at level 1 and the remaining 12 at level 2. Eighteen prisoners are working in another building, five of them on language programmes, nine on a parentcraft and relationships programme and the remaining four on an employment programme. Eight prisoners from a segregated wing have literacy, numeracy, language and art lessons in their wing and a further four prisoners get outreach tuition in either their wings or workshops. The remaining four prisoners are on a reading programme, funded by an education trust and run by a prison officer in one of the wings. All prisoners receive an initial assessment on arrival in prison. Learners receive a second assessment and induction on arrival in the education centres.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	25
Number of learner interviews	80
Number of staff interviews	26
Number of subcontractor interviews	11
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

11. The quality of provision is not adequate to meet the reasonable needs of those receiving it. More specifically, the prison's leadership and management, arrangements for quality assurance and approach to equality of opportunity are unsatisfactory. Training is satisfactory in ICT but unsatisfactory in foundation, and hospitality, sport, leisure and travel programmes.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management	4
Contributory grades:	
Equality of opportunity	4
Quality assurance	4

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT - Other government-funded provision	27	3

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
Leisure, sport and recreation - Other government-funded provision	7	4

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy - Other government-funded provision	61	4

KEY FINDINGS

Achievement and standards

12. Foundation learners are gaining a good range of communication and other life skills.

They are now able to read letters sent to them, as well as understand various legal correspondence and forms. Some learners who could not write are now able to correspond with family members and retain vital home links. Learners have also increased their verbal communication skills and have become more self-confident.

13. Achievement rates in ICT are satisfactory. In the education unit over the past three years, 49 learners have started the examination-based qualification in IT. Of these, 35 per cent have completed the full qualification and the remainder have completed some modules. Of the 36 learners starting the introductory computer literacy course, 28 per cent have achieved full passes and 44 per cent have achieved between one and four modules. Twenty-three learners have registered with Picta since it opened at the end of May 2004. Three of these learners have completed their course in IT essentials at level 1 and two learners have the examination-based qualification in IT.

14. Learners are able to develop good skills in PE. In the gymnasium the learners can practise and demonstrate these skills by leading coaching sessions. Experienced learners assist with prison induction to the gymnasium and some lead the emergency life support courses.

Quality of education and training

15. **All ICT learners receive good learning and personal support.** All of the learning environments are quiet and supportive. Learners work independently using workbooks or online material but are supported and directed by tutors. Classes in all areas are small. Support for literacy, numeracy and language is satisfactory.

16. All ICT learners are making good progress towards their qualification. Many learners are new to computers. They quickly acquire good, practical IT skills. Learners speak enthusiastically about the learning experience and the progress they have made. Courses are organised so that learners get immediate feedback and the opportunity to try out their new skills.

17. The assessment and monitoring of progress in ICT is satisfactory. It is not always done formally or consistently but class sizes are small and tutors keep a close watch on individual progress. Different systems are in place in each training area but all learners are assessed and reviewed regularly.

18. Resources in ICT are satisfactory. All items of IT equipment and software are fit for purpose. The classroom in the education unit is somewhat cramped and poorly ventilated but the furniture and equipment are adequate. The Picta unit is large, clean, airy and equipped with new computers and furniture.

19. **The education department does not offer a wide enough range of ICT qualifications.** Software is standard but restricted to office applications. Learners have no opportunity to progress beyond level 2. Many learners have expressed an interest in widening their knowledge of computing, and have also expressed their frustration at being restricted to the qualifications offered.

20. Teaching in PE is satisfactory. Tutors use a range of teaching methods and have satisfactory schemes of work and lesson plans. Learners are well motivated and engaged in their learning sessions. They receive good informal support from PE staff. Learners and staff have good working relationships.

21. **PE facilities are poor and equipment is in a poor state of repair.** Some fitness equipment has padding which is badly worn, split and unhygienic. The main sports hall is small and does not allow learners to participate in full-size games. Classroom accommodation is inadequate. Learning sessions are cramped, with little room for practical activities such as resuscitation practise on the first aid course. Adequate training manikins are available, on which learners can practise resuscitation.

22. **PE learners do not receive literacy, numeracy or language skills support.** The staff may identify learners with support needs and then refer them to the education department. Support for these learners is inadequate, as they are unable to join literacy and numeracy classes.

23. **Tutors engage learners well in foundation learning sessions.** Some good teaching was observed, with well-planned learning sessions making good use of current events and learners' interests. Tutor make effective use of worksheets to enable learners to work at their own pace, using examples of everyday living to make them both readable and interesting. **However, teaching time is poorly managed.** Learning sessions often start late and finish early, and morning sessions do not include a break.

24. **Little use is made of information learning technology (ILT) in teaching literacy and numeracy.** Learners have to rely on output from tutors. Many learners have a short concentration span and tutors' presentations do not vary enough to overcome this. The teaching resources have not been updated in line with the many customised ILT packages that encourage individual learning and differentiation. Tutors were not observed using videos, presentation software or overhead projectors.

25. Resources in general are poor with classrooms in the main education block being small and dingy. Many classrooms only have a whiteboard. Tutors are appropriately qualified and the on-site library has an adequate stock of easy-to-read books.

26. **Initial assessment is not always well planned and is not comprehensive.** Some learners have previously been given literacy and numeracy assessments to complete unsupervised in their cells. This practice has now been discontinued but not all of the affected prisoners have been retested. Literacy assessments were observed taking place in workshops. Although the assessments were supervised they did not take place in a quiet or comfortable location.

Leadership and management

27. **Leadership at the prison is effective at initiating change.** Much progress has been made in changing staff attitudes left over from when the prison was a category A establishment. Staff are willing to look for more flexible ways to deliver education and training to meet the needs of learners. The senior management team has a clear commitment to develop education and training.

28. **The prison has recently demonstrated a clear focus on quality improvement.** The most recent self-assessment report, published in August 2004 identified that no procedures existed for assuring the quality of learning and skills across the prison, and that staff members' understanding of quality assurance was inadequate. Since that time, a significant amount of work has been carried out to produce a quality framework document in consultation with the re-established quality improvement group.

29. The self-assessment process and the involvement of staff are satisfactory. The first prison-wide self-assessment report for 2003-04 was produced in August 2004. Before that, a self-assessment report for the education provision only was written which made reference to some other aspects of the prison. For the most recent report, each department produced its own self-assessment. Staff demonstrate a clear understanding of the purpose of self-assessment and its role in quality improvement. The self-assessment

report is thorough and self-critical and has been used to produce action and development plans against which future progress can be measured. However, many of the identified strengths were judged by inspectors to be no more than normal practice. Some of the key weaknesses identified by inspectors were not highlighted in the self-assessment report.

30. The overall operational management of education and training is inadequate, with poor attendance and timetable clashes. The prison's management of literacy, numeracy and language skills support is inadequate. Initial assessment takes place but is not sufficient to identify key support needs in areas such as dyslexia. Initial assessment is not comprehensive and it is not completed in a standardised way.

31. The education and training provision is insufficient to meet the need of the learners. Twelve per cent of the prison population receives education at any one time, although this proportion is reduced when the amount of non-attendance is taken into account. The range of courses available is too narrow and is insufficiently challenging for the more able or long-term prisoners.

32. Resources at the prison are poor. The library is adequately stocked with an appropriate variety of books, including some in languages other than English, talking books, and books in large print. However, the library is too small to meet the prison's needs. A new study room has been refurbished next to the library but has yet to have a computer network installed.

33. Many learners have poor access to education and work placements. Learners are given insufficient information about the full range of education and work available, and the only courses available beyond level 3 are distance learning courses. All learners can apply for work placements and education, but allocation is not always based upon assessment and work placements are not consistently allocated.

34. The prison carries out insufficient monitoring and promotion of equality of opportunity. It collects data on the participation in education by minority ethnic groups, but does not use this systematically to measure the participation or achievement of different groups or to produce action plans. Data on learners with disabilities is not collected. Marketing material is not available in different formats or languages. Staff do not actively promote or reinforce equality of opportunity with learners. Staff members have insufficient awareness of equality of opportunity to support them in actively promoting the subject to learners.

35. Arrangements for the quality assurance of education and training across the prison are incomplete. Although the subcontracted college has well-established quality assurance procedures for the education programmes at the prison these do not extend to the workshops. No system exists for the quality assurance of induction, the monitoring of individual learning plans or of progress reviews.

36. The prison has been slow to implement targets for quality improvement set through self-assessment. It improved its self-assessment process in 2003-04 and has set clear and

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challenging targets for improvement. However, many targets, such as the revised induction process, the changes to the core day and the revision of the prisoners' pay structure, have only very recently been introduced after a delay in producing the final regime review. Many of these changes are too new to have had a significant and measurable impact on the quality of the learning experience for all prisoners.

Leadership and management

Strengths

- good leadership to initiate change
- clear recent focus on quality improvement

Weaknesses

- inadequate operational management
- insufficient provision of education and vocational training
- poor access to education and vocational training
- insufficient monitoring and promotion of equality of opportunity
- incomplete quality assurance arrangements
- slow implementation of targets set through self-assessment

Information & communications technology

Using IT

Strengths

- good learning and personal support
- good attainment of IT skills

Weaknesses

- some poor attendance
- insufficient range of qualifications

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- good skills development

Weaknesses

- poor resources
- insufficient range of PE courses
- inadequate literacy and numeracy skills support

Foundation programmes

Literacy and numeracy

Strengths

- good attainment of communication and life skills
- good engagement by learners in classrooms

Weaknesses

- insufficiently comprehensive initial assessment
- insufficient use of ILT in teaching sessions
- poor management of teaching time

WHAT LEARNERS LIKE ABOUT HMP BRISTOL:

- the supportive, respectful staff
- gaining skills and confidence
- being left to get on with work in ICT
- useful parenting and firm start classes
- PE and education that keeps learners focused

WHAT LEARNERS THINK HMP BRISTOL COULD IMPROVE:

- the food
- the range of courses at different levels
- access to courses
- the waiting lists - they are too long
- the information about available courses and funding
- the classrooms
- the core day
- the gym and weights room
- access to the library

KEY CHALLENGES FOR HMP BRISTOL:

- continue the many positive leadership and management initiatives
- widen the range and level of education and training
- improve access to education and training for all prisoners
- improve the operational management of the education and training provision
- implement a comprehensive initial and diagnostic assessment system
- provide appropriate resources to support education and training
- promote equality of opportunity

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 4

Strengths

- good leadership to initiate change
- clear recent focus on quality improvement

Weaknesses

- inadequate operational management
- insufficient provision of education and vocational training
- poor access to education and vocational training
- insufficient monitoring and promotion of equality of opportunity
- incomplete quality assurance arrangements
- slow implementation of targets set through self-assessment

37. Leadership at the prison is effective at initiating change. Much progress has been made in changing staff attitudes left over from when the prison was a category A establishment. Staff are willing to look for more flexible ways to deliver education and training to meet the needs of learners. The senior management team has a clear commitment to develop education and training. The quality improvement group is well established, although progress has been slow and the group has only recently been effective in introducing new policies and procedures. Communication is good within departments but not always effective between departments.

38. The prison has a good working relationship with the college of further education with which it subcontracts. The college has introduced the prison to various organisations, and the prison has benefited from the provision of additional funding through other partnerships such as the 'through the gate project', supported by Avon probation service, which supports prisoners in prison and provides mentors on their release. The prison has developed a similar support system with Somerset Learning and Skills Council which forms links with business administration companies to give short-term prisoners access to apprenticeships.

39. The overall operational management of the education and training provision is inadequate. The conflicting scheduling of work, education and training means that learners are often not attending classes due to other commitments. The prison recognises this common problem and is currently trying to resolve it, but provides insufficient support for those learners who have missed sessions. Recruitment practices are not always effective in attracting the right learners to the most appropriate courses. Learners are placed on courses without sufficient assessment or without the learner knowing enough about the course to make an informed choice. The prison's management of literacy, numeracy and language skills support is inadequate. Initial

assessment takes place but is not sufficient to identify key needs in areas such as dyslexia.

40. The provision of education and training is insufficient to meet the needs of the learners. Twelve per cent of the prison population receive education at any one time, although this proportion is reduced when the amount of non-attendance is taken into account. The range of courses available is too narrow and does not sufficiently challenge the more able long-term prisoners. The recent regime review has identified these concerns and the prison has introduced a new core day. The prison offers very little vocational training, none of which is accredited or leads to professionally recognised qualifications. There is little provision above level 2.

41. The prison previously had awarding body approval to deliver national vocational qualifications (NVQs) in the kitchen, this status has now lapsed. A number of attempts to re-establish this status have been unsuccessful. A number of staff have started the assessor awards but none have completed them. Staff have become demotivated with the NVQ system. No unit or NVQ completion has been achieved in this area. Literacy, numeracy and language skills sessions, delivered by the education department, did take place in the kitchen for approximately one year but these have ceased in the past three months.

42. Resources at the prison are insufficient. The library is adequately stocked with an appropriate variety of books including some in languages other than English, talking books, and books in large print. The library is too small to meet the needs of the establishment. A new study room has been refurbished next to the library but has not yet had a computer network installed. The library has the computer hardware to link to the local library service with which it is contracted but the telephone connection has yet to be agreed. ICT resources vary in quality, with some excellent computers and some which are very out of date. Classroom accommodation is inadequate as the rooms are typically too small and not fit for purpose. Staff are appropriately qualified and the prison has a well-established and up-to-date staff appraisal system. Staff have opportunities for training and continuing professional development which the prison supports.

Equality of opportunity

Contributory grade 4

43. The prison has a clear equal opportunities policy that provides information on discrimination and the relevant legislation on which the prison's equal opportunities strategy is based. The strategy is displayed clearly throughout the prison together with posters and information leaflets that detail expectations of staff behaviour. A race relations management team meets regularly to discuss matters related to race and equality. The team has prisoner representation but many of its members are often absent and business is often deferred to the next meeting. Twenty per cent of the prison's population are from minority ethnic groups.

44. Many prisoners have poor access to education and work placements. Insufficient information is provided about the full range of education and work available. Some learners are taking degrees through distance learning and some are doing a food and

nutrition diploma through a specialist fitness provider. All learners can apply for work placements and education but allocation is not always based upon assessment and there are inconsistencies in how work placements are allocated. Some workshops and classes have waiting lists and priority is given to prolific offenders and those with literacy and numeracy needs. A hearing loop is not provided in the classrooms. Information on prisoners with learning difficulties is not routinely recorded. The education unit is often unaware of learners with disabilities and identification is usually left to the prison officers.

45. Prisoners on the safer custody unit and in healthcare do not have the same opportunities for work and education as those on other wings. Arrangements can be made to run a particular course on the safer custody unit if enough learners are interested. Language screening is not routinely carried out and not all learners who need language training are identified early in their stay at the prison. Training in language for speakers of English as an additional language was introduced in November 2004, but few learners attend this provision.

46. The prison does not sufficiently monitor or promote equality of opportunity. It collects data on the participation in education by minority ethnic groups, but does not use it systematically to measure participation or achievement of different groups or to produce action plans. Data on learners with disabilities is not collected. Twenty per cent of prisoners are from minority ethnic groups in the prison and 40 per cent of the prisoners receiving education are from minority ethnic groups. Marketing material is not available in different formats or languages. Equality of opportunity is not actively promoted or reinforced with learners. Staff do not have sufficient awareness of equality of opportunity to support them in actively promoting the subject to learners. The values of equality of opportunity are implicit but not actively promoted in teaching materials. Equality is not promoted to learners during their induction to the prison or to education. Ground rules are set with learners at the start of some courses. Staff have received mandatory training on diversity that includes discussion on appropriate language and some aspects of changes in legislation. This has been completed recently but is not sufficient to meet staff members' needs. Staff have insufficient awareness of dyslexia or other learning difficulties. The prison does not carry out initial assessment for dyslexia and has no budget to meet any needs identified. However, where learners' needs are identified, adequate support is provided. Most learners do not recall information about bullying or harassment being covered either in the induction to the prison or to the education centre. The prison has recently introduced a new induction programme but it is too early to judge the impact of this.

47. A full-time chaplain arranges regular prayer sessions and services for a range of faiths. New prison staff spend some time with the chaplain to ensure they understand the importance of being sensitive to the spiritual needs of the learners and the role the chaplaincy plays in the prison. Church of England services are popular and held on Sundays and during the week. A local Imam and Buddhist visit the prison regularly to lead prayers in a multi-faith room, although some prisoners reported they have not had sufficient opportunity for contact. The chaplain makes regular visits to the healthcare unit and to the residential units and learners can apply for visits. Access to the chapel is satisfactory for people with restricted mobility.

48. The self-assessment report identified similar weaknesses identified by the inspection.

Quality assurance

Contributory grade 4

49. The prison has recently demonstrated a clear focus on quality improvement. Its August 2004 self-assessment report identified that no procedures were in place for the quality assurance of learning and skills across the prison and that staff had an inadequate understanding of quality assurance. Since that time the prison has carried out a significant amount of work to produce a quality framework document in consultation with the re-established quality improvement group. This document is an effective starting point for the introduction of systematic quality assurance across education and training in the prison. The quality improvement group meets regularly to monitor progress against the learning and skills development plan and the prison's quality assurance calendar. It has also effectively revised the learning and skills strategy document. A new observation handbook has very recently been devised so that the prison can adopt a systematic approach to the quality assurance of teaching, training and learning when it introduces the planned accredited vocational training into the prison workshops. Quality improvement group meetings are well attended and minutes and action points are formally recorded. The prison has recently completed a regime review. It has recently introduced changes to the core day and plans to use these changes to offer more flexible access to education programmes. It has also recently introduced a more comprehensive and systematic induction to education and has revised the prisoner pay structure. Although these changes demonstrate a clear focus on quality improvement, it is too early for them to have a significant impact on all learners. These developments have not been in place long enough for any real progress to have been achieved.

50. The self-assessment process and staff members' involvement in it are satisfactory. The first prison-wide self-assessment report for 2003-04 was produced in August 2004. Before that, a self-assessment report only for the education provision was written which made reference to some other aspects of the prison. For the most recent report, each department produced its own self-assessment. Staff demonstrate a clear understanding of the purpose of self-assessment and its role in quality improvement. The self-assessment report is thorough and self-critical and has been used to produce action and development plans against which future progress can be measured. However, many of the identified strengths were judged by inspectors to be no more than normal practice. Some of the key weaknesses identified by inspectors were not highlighted in the self-assessment report.

51. Arrangements for the quality assurance of education and training across the prison are incomplete. Although the subcontracted college has well-established quality assurance procedures for the education programmes at the prison, these do not extend to the workshops. No system exists for the quality assurance of induction, the monitoring of individual learning plans or of progress reviews. Observations of teaching and learning in the education programmes are well established and tutors receive detailed written feedback which identifies their strengths and weaknesses. This information is used in education staff members' appraisals to identify staff development needs and to plan

training. However, some observation records are incomplete, many do not evaluate sessions in terms of the learning outcomes and none have been graded. Although good practice is shared informally between teams, the prison has no formalised system to ensure that identified good practice is used effectively across the organisation to improve teaching, training and learning. Regular and frequent meetings between senior college staff and the prison's head of learning and skills effectively support the day-to-day operational management and keep prison education staff well informed. Termly meetings satisfactorily monitor the delivery of the contract. All key elements such as key performance targets, retention and achievement rates and classroom efficiency are monitored. However, the meetings are not attended by any other members of the prison's senior management team, and they have not succeeded in widening the range and level of the curriculum or ensuring access to education for many of the prisoners.

52. The prison has been slow to implement targets for quality improvement set through self-assessment. It improved its self-assessment process in 2003-04 and has set clear and challenging targets for improvement. However, many targets, such as the revised induction process, the changes to the core day and the revision of the prisoners' pay structure have only very recently been introduced after a delay in producing the final regime review. Many of these changes are too new to have had a significant and measurable impact on the quality of the learning experience for all prisoners. The absence of accredited training in the workshops was identified in the January 2004 quality improvement group meeting but the subsequent plans for training have not yet been implemented. A guidance handbook for the observation of learning across the prison has recently been produced but there is no vocational training in the workshops to observe, and use of the handbook has been delayed.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
Using IT - Other government-funded provision	27	3

Using IT

Strengths

- good learning and personal support
- good attainment of IT skills

Weaknesses

- some poor attendance
- insufficient range of qualifications

Achievement and standards

53. Achievement rates are satisfactory in ICT. In the education unit over the past three years, 49 learners have started the examination-based qualification in IT. Thirty-five per cent of these learners have completed the full qualification and the remainder have completed some modules. Twenty-eight per cent of the 36 learners starting the introductory computer literacy course have achieved full passes, with a further 44 per cent achieving one to four modules to date. Twenty-three learners have registered with Picta since it opened at the end of May 2004. Of these, three learners have completed an IT essentials course at level 1 and two learners have completed the examination-based qualification in IT. Five of the 23 learners have left with no achievement, while the remainder have left with one or more completed modules or are still in learning. The nature of the prison population is transient and many of the learners will leave or move before they can complete their qualification.

54. Attendance on ICT courses is poor. Twenty-seven learners are registered for ICT courses across all units. Observed classes were never more than half full. Prisoners on remand can attend education or work voluntarily but do not have to do so. Learning is also regularly disrupted by the prison regime and individual circumstances, such as gym visits, drug withdrawal, sickness, legal visits and court appearances. A new core day has very recently been introduced to try and minimise some of the disruption, but it is too early to say what impact this will have on attendance.

Quality of education and training

55. Learners in all classes receive good learning and personal support. All of the learning environments are quiet and supportive. Learners work independently using workbooks or online material but are supported and directed by tutors. Class sizes in all areas are small. Many of the learners coping with severe personal and health difficulties often have poor literacy and numeracy skills. Support for literacy, numeracy and language is satisfactory. Learning is planned and guidance is given to ensure that all learners have the opportunity to reach their potential. Tutors deal with learners in a very patient and empathetic manner, taking account of personal and health problems that learners may have and offering support and guidance. Tutors have created and maintain a positive work ethos in the workshops that learners respect and benefit from.

56. Attainment of IT skills is good. All learners are making good progress towards their qualification. Many learners are new to computers but they quickly acquire good practical IT skills. Learners speak enthusiastically about the learning experience and the progress they have made. Courses are organised so that learners get immediate feedback and the opportunity to try out their new skills. This engages and motivates learners to improve their IT skills. Many learners know that they will be not at the prison long enough for them to complete their qualification but are given guidance and reassurance that they should be able to complete it elsewhere. This reassurance has encouraged learners to make the best use of their time in a workshop and most learners complete at least a few units of their qualification.

57. The assessment and monitoring of progress is satisfactory. It is not always done formally or consistently but class sizes are small and tutors keep a close watch on each learner's progress. Different systems are in place in each unit but all learners are assessed and reviewed regularly. Tutors in some classes keep detailed notes on each learner after every session. Problems are identified quickly and dealt with. Learners with literacy and numeracy skills support needs are supported where possible or referred elsewhere in the education department. Tutors assess learners after they complete each exercise. Learners have access to practice papers and can complete as many as they need to. Tutors monitor learners' progress towards competence and negotiate with them when they should sit the final exam.

58. Resources are satisfactory. All items of IT equipment and software are fit for purpose. The classroom in the education unit is somewhat cramped and poorly ventilated but the furniture and equipment are adequate. The Picta unit is large, clean, airy and equipped with new computers and furniture. Learners in this unit also have access to tea-making facilities and a payphone. Learning materials across departments are satisfactory and effectively used. Tutors design some materials and others are bought in. Initial assessment and learning session planning are satisfactory and tutors are appropriately qualified.

59. The range of IT qualifications available in the education department is too narrow. Software is standard but restricted to office applications. Learners have no opportunity for progression beyond level 2. Many learners have expressed an interest in widening

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their knowledge of computing, and also expressed their frustration at being restricted to the qualifications on offer. While most learners have literacy, numeracy and language skill development requirements, a number of more capable learners would benefit from a wider range of courses in the IT department. The EdShed makes a similar offering but this is only available one day a week and learners' opportunities are limited. Picta offers the examination-based qualification in IT and IT essentials courses at level 1 and 2. These courses offer much more scope for learners but places are limited and learners need to have good literacy and numeracy skills before they can apply.

Leadership and management

60. The prison has experienced some staffing problems and its operations and planning have been affected. The new education manager has been in post since July 2004. The training that is taking place is satisfactory but the prison has capacity to offer more provision. Tutors are dedicated to the continuous improvement of training.

61. Induction is satisfactory. All prisoners receive an induction on entry to prison that also includes a literacy, numeracy and language skills assessment. Prisoners who are on remand do not have to attend education but the induction encourages many of them to try a class or two. Once induction is complete, learners sign a behaviour and learning contract.

62. Staff have satisfactory opportunities for job-related development and take responsibility for their own competence. The self-assessment report identifies most of the points identified during the inspection, but it overstates most of the strengths and does not highlight all of the weaknesses found by inspectors.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Other government-funded provision	7	4

Leisure, sport and recreation

Strengths

- good skills development

Weaknesses

- poor resources
- insufficient range of PE courses
- inadequate literacy and numeracy skills support

Achievement and standards

63. Learners are able to develop good skills in PE. In the gymnasium, the learners can practise and demonstrate these skills by leading some coaching sessions. Experienced learners assist with prison induction to the gymnasium and some lead the emergency life support courses. One learner currently studying for a diploma in food and nutrition by distance learning is preparing to deliver the food and nutrition modules on the new OCN course. Learners report benefits from training including increased confidence and self-esteem.

64. At the time of inspection, performance data was available for the nine months from April 2004. Since April 2004, seven learners have completed community sports leaders' awards and five have achieved an emergency life support award. Learners can remain in the gymnasium as gym orderlies if they successfully complete their community sports leaders' award. The achievement and retention rates for PE learners are satisfactory. Following the prison induction, learners are able to obtain certificates of attendance for basic health and safety in weights.

65. No accredited courses are available in the kitchen. Prisoners can attend a basic course in food hygiene. In 2004, 152 food hygiene certificates were achieved and in 2003, 126 certificates were awarded.

Quality of education and training

66. Teaching in PE is satisfactory. Tutors use a range of teaching methods and have satisfactory schemes of work and learning session plans. Learners are well motivated and engaged in their sessions, and work well with staff. Learners receive good informal support. However, staff do not use individual learning plans to record learners' objectives, progress or the learning outcomes of courses. Assessment is carried out by external moderators as required by the awarding bodies.

67. PE resources are poor with equipment being in a poor state of repair. Some fitness equipment has padding which is badly worn, split and unhygienic. The main sports hall is small and does not allow learners to participate in full-size games. For example they play three-a-side skittle football and three-a-side basketball. It is possible to play a full-size game of volleyball. Classroom accommodation is inadequate. Learning sessions are cramped, with little room for practical activities such as resuscitation practise on the first aid course. Adequate training manikins are available in which learners can practise resuscitation. In some sessions, learners have difficulty in seeing visual aids. For example, a computer presentation was used in one session but no projection equipment was available, and learners had to crowd around the small laptop screen. Learners are given some learning support materials such as handouts but are not given text or reference books, and cannot refresh their knowledge throughout the duration of their awards.

68. The range of PE courses available is too narrow. The prison has focused on the recreational PE programme rather than educational PE. Three basic sports courses are available but these are run infrequently. The number and types of course are insufficient for the size of the prison's population. All learners make an application for courses and then undergo a standard interview before they can start. Learners are not formally initially assessed at the start of PE courses. No progression routes for learners are available. Gym orderlies are offered no accredited courses to recognise the skills they have developed while working in the gym. One learner has enrolled on a distance learning course in food and nutrition. He has previously completed three other PE distance learning courses. Funding has been obtained for him, but information about how other learners may access this funding is not readily available.

69. PE learners do not receive literacy and numeracy skills support. Staff may identify learners with support needs and then refer them to the education department. However, the support is inadequate as learners with identified needs are unable to access literacy and numeracy classes. Learners with specialist needs, such as those with dyslexia, do not receive appropriate support. Learners with such needs often do not complete PE courses. Key skills are delivered to all learners on community sports leaders' awards. Communications and application of number are integrated with the course, with learners attending key skills for half a day and the gym for the remainder of the day.

70. No accredited training is available for the 20 prisoners who work in the main prison kitchen seven days a week. The kitchens are of a good industry standard, offering learners the opportunity to gain relevant catering skills. Prisoners attend a fundamentals of food hygiene course in the education department within six weeks of starting work in

the kitchen. The course is taught through numerous overhead transparencies but there is just one handout for learners to support their learning. This course is open to all prisoners including wing servery staff and cleaners. Prisoners receive a kitchen induction and training in the use of equipment which is recorded. No formal ongoing training is offered. Eight staff members, four of officer status and four civilians, are employed in the kitchen. None of these staff have teaching or assessor qualifications.

Leadership and management

71. Staff have a positive attitude despite some poor resources within the PE department. They deliver a full recreational programme including weekday, evening and weekend sessions as well as short courses. The department is currently fully staffed but has previously been short staffed due to long-term sickness and two members of staff completing their PE training course. Few courses have been cancelled due to staff shortages. The gym is too small and some of the gymnasium equipment is too old. The maximum number of pieces of equipment has been crammed into this area to make the most of the space. However, there is little space between each piece of equipment, and there are health and safety concerns if all pieces of equipment are in use at one time.

72. Staff have been active in developing a quality assurance system for PE courses. The system is several months old. Learners' feedback and staff members' evaluation of courses has taken place. No formal analysis of this information has yet taken place to support improvements or future course planning. PE staff have an informal system of monitoring learners' progress while they are on PE courses. Some learning session observations are carried out in this area but they are not systematic. The PE department has not yet fully evaluated the PE programme. This quality assurance system does not feed into the prison's overall learning and skills quality assurance system.

73. The PE programme manager has produced a three-year business and development plan. The plan does not include clear and measurable objectives. It does identify how PE staff will be involved in a number of healthy lifestyle activities and resettlement within the prison. Staff were involved in the development of the self-assessment report, which identifies most of the strengths and weaknesses found by inspectors but does not grade the provision accurately.

Foundation programmes

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> - Other government-funded provision	61	4

Literacy and numeracy

Strengths

- good attainment of communication and life skills
- good engagement by learners in classrooms

Weaknesses

- insufficiently comprehensive initial assessment
- insufficient use of ILT in teaching sessions
- poor management of teaching time

Achievement and standards

74. Learners are gaining a good range of communication and other life skills. They are now able to read letters sent to them, as well as understand various legal correspondence and forms. Learners who could not write are now able to correspond with family members and help retain vital home links. Learners have improved their verbal communication skills and have become more self-confident. Many learners are now able to solve numeracy problems that include using currency and identifying percentages. They are now able to assess whether they are eating healthily by checking the contents listed on packaged food. The standard of learners' work is satisfactory. Achievement is above target for entry-level qualifications and very much above target for level 1, almost reaching the year-end March target figure. Achievement rates at level 2 are just below target. In life skills, 22 learners have successfully completed their parentcraft courses and 26 have completed their family relationships courses since May 2004. The newly introduced 'firm start' programme has been successfully completed by 11 learners since September 2004.

Quality of education and training

75. Tutors engage learners well in teaching sessions. Some good teaching has been observed with well-planned lessons that have made good use of current events and learners' interests. Effective use is made of worksheets, which enable learners to work at their own pace, using examples of everyday living to make them both readable and interesting. Tutors have an empathy with their classes, which encourages good two-way communication. Classes are well managed, and as well as very effective group teaching,

good individual coaching is taking place. Tutors are highly regarded by their learners, who recognise their strong personal commitment.

76. Little use is made of ILT in teaching literacy and numeracy. Learners have to rely on the output of tutors. Many learners have a short concentration span and tutors' presentations are not varied enough to overcome this. The teaching resources have not been updated in line with the many customised ILT packages that encourage individual learning and differentiation. Tutors were not observed using videos, computer presentations or overhead projectors. Some learning sessions are two hours long and tutors find it difficult to maintain learners' interest. Although teaching is good, tutors do not often use the new literacy and numeracy programmes available to enhance learners' learning experiences. Only one of the three classrooms has ILT facilities.

77. Resources in general are poor, with classrooms in the main education block being small and dingy. Many classrooms only have a whiteboard. Tutors are appropriately qualified and the on-site library has an adequate stock of easy-to-read books.

78. Initial assessment is not always well planned and is not comprehensive. Some learners have previously been given literacy and numeracy assessments to complete unsupervised in their cells. This practice has now been discontinued but not all of the affected prisoners have been retested. Literacy assessments were observed taking place in workshops. Although the assessments were supervised, they were not conducted in a quiet or comfortable location. The prison has recognised this problem. A new assessment centre is being built and learning pods are planned for the workshops. No testing is taking place for dyslexia or any other related barriers to learning. Learners are placed in learning groups for literacy, numeracy and life skills on the strength of their literacy assessment only. There is no cross-streaming, and in some cases learners are in an unsuitable numeracy and life skills group.

79. The outreach provision is poor with only four learners currently getting peripatetic tuition on either the wings or workshops. One observed visit took place in the learner's cell as no other room was available. The prison has recognised these problems and active recruitment is taking place. In addition, negotiations for study areas in the wings are under way. Before December 2004 the outreach provision was mainly centred on one-off visits to help learners with isolated problems, but now a structured outreach programme has been set up with regular visits anticipated. One wing is operating an excellent reading scheme, run by prison officers. Despite this success, the scheme has failed on another wing and not been tried by any of the other wings or workshops. A reading group is planned to start soon in another wing. The segregation unit has places for only eight learners, with a further 14 potential learners on a reserve list. Prisoners have good access to other counselling and advice sources.

Leadership and management

80. Most of the qualifications are gained by either external assessment or examination and there is very little internal verification. Internal verification is satisfactorily planned. Three part-time staff tutor numeracy, and the provision is not sufficiently co-ordinated.

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There is no language provision in the main education programme but a half-day a week programme in English for speakers of other languages (ESOL) takes place in the segregated wing. There is a very small amount of ESOL provision on Fridays for five learners.

81. Teaching time is poorly managed. Many learning sessions start as much as 10 to 15 minutes late. Most morning and afternoon sessions finish 10 minutes early. The morning session is two hours long without a break. As a consequence many prisoners take a comfort break that can be as long as 15 minutes and the lavatory has to be patrolled to check that smoking is not taking place. Learners are not allowed to visit the library during break times and have to do so before attending their afternoon session. As a result, individual tutors are unsure when to start sessions as they do not know who is in the library. Sessions start late and stragglers from the library disrupt proceedings. Planning is poor and adversely affects classroom management.

82. The self-assessment report is accurate. It did not specifically describe the key strengths and weaknesses found by inspectors, but listed many strengths and weaknesses against each of the seven key questions of the 'Common Inspection Framework'. Staff were involved well in the self-assessment process. Although the prison has identified many of the weaknesses found by inspectors, the management's response to these weaknesses has been too slow.