

REINSPECTION REPORT

HMP Leeds Reinspection

03 March 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. 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
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Leeds, situated in West Yorkshire and built in 1847, is a category B local prison for men. The occupational capacity is 1,254 and the prison is fully occupied. A significant number of prisoners are held on remand.
2. Since the previous inspection the prison has appointed a head of regimes, learning and skills. The head has responsibilities that include the education contract, the library contract, all work and workshop activity, gymnasium, kitchen, regimes office and Chaplaincy. Each area of work has its own manager. The education contract is held by a college of further education that also delivers education in 21 other prisons. The education manager is supported by a deputy manager, nine curriculum leaders and an administration team. There are 250 places available in education operating over five days a week, and a further 400 places are available in work-related activity. Prisoners who do not wish to attend education but would benefit from literacy and numeracy support can access specialist help in the learning 'pods' situated in each workshop.
3. Accredited qualifications are offered in information and communications technology (ICT), catering and sport, hairdressing, art and design, foundation programmes including literacy and numeracy, English for speakers of other languages, and life and social skills. In addition, some learners working in cleaning duties and manufacturing workshops are working towards relevant industrial qualifications related to their work tasks.

SCOPE OF PROVISION

Hairdressing & beauty therapy

4. There are three learners on a national vocational qualification (NVQ) at level 1 hairdressing course and four on an NVQ at level 2 barbering course. Learners attend training in the prison salon for two and a half days a week where all assessments take place. Each learner receives an induction before starting the course. All learners have an initial and diagnostic assessment to identify additional learning needs. Key skills and literacy and numeracy sessions are offered half a day a week for those identified as needing support in these areas. All training and assessment in hairdressing is carried out by a part-time member of staff and the literacy and numeracy support is provided by a specialist tutor.

ABOUT THE REINSPECTION

Number of inspectors	2
Number of inspection days	8
Number of learners interviewed	34
Number of staff interviewed	22

OVERALL JUDGEMENT

5. At the previous inspection, training in hair and beauty therapy was unsatisfactory. Leadership and management overall was also unsatisfactory. At the end of the reinspection process, hair and beauty therapy was satisfactory as were all aspects of leadership and management. In the areas of ICT, art and design, hospitality and sport and foundation programmes the standards found at the previous inspection are being maintained.

KEY FINDINGS

Achievement and standards

6. **Learners achieve good practical barbering skills and are highly motivated in their work.** Good cutting and barbering is carried out by enthusiastic learners who take great pride in their work.

7. **There is good achievement of the NVQ at level 2 in hairdressing and barbering.** All learners achieve the full NVQ or successfully complete NVQ units in either hairdressing or barbering.

Quality of education and training

8. **There is insufficient focus on the requirements of the NVQ in hairdressing.** Emphasis is placed on carrying out practical hairdressing to meet the demands of a working salon and there is now insufficient planning for individual development and assessment opportunities.

9. **Some poor use is made of initial assessments** to support learning. Information from initial assessments is insufficiently used to help plan and provide the learning support that individuals need.

Leadership and management

10. **There are good initiatives to further develop learning and skills into prison activity.** Assessment of learners' needs, education and the development of purposeful skills are now being given priority and are being introduced into more prison-wide activity.

11. The education provision is well managed. There is a good range of educational activity available and staff performance, appraisal and development is well supported. Data is well used and the quality of provision effectively monitored.

12. The self-assessment process is detailed and thorough. The self-assessment process is ongoing and involves contributions from all staff. The self-assessment report is judgemental and self-critical where appropriate.

13. There are insufficient opportunities for vocational training and accreditation. Vocational training at the prison is weak with few opportunities to gain accredited qualifications related to the work learners perform or for which they receive training.

14. Inadequate arrangements are in place for the movement of learners to work and education in the prison. Most classes or work sessions start late, finish early and often have low levels of attendance. Operational pressures and building design significantly disrupt the learners' involvement in purposeful activity.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good initiatives to further develop learning and skills into prison activity
- well-managed education provision
- detailed and thorough self-assessment process

Weaknesses

- insufficient opportunities for vocational training and accreditation
- inadequate arrangements for the movement of learners to work and education

Hairdressing & beauty therapy

Strengths

- good practical barbering skills developed by well-motivated learners
- good achievement of the NVQ at level 2 in hairdressing and barbering

Weaknesses

- insufficient focus on the requirements of the NVQ
- poor use of initial assessment to support learning

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

15. Leadership and management are satisfactory.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good initiatives to further develop learning and skills into prison activity
- well-managed education provision
- detailed and thorough self-assessment process

Weaknesses

- insufficient opportunities for vocational training and accreditation
- inadequate arrangements for the movement of learners to work and education

16. Good initiatives have been implemented since the previous inspection to further develop learning and skills into prison activity. Assessment of learners' needs, education and the development of purposeful skills are now being given priority and are being introduced into more prison-wide activity. From induction to the prison and following initial assessment and advice and guidance, learners are benefiting from a more personalised and relevant individual development plan. This shows greater consideration to the personal, social and learning needs of learners. Education support is now being taken into the industrial workshops to provide individuals with additional literacy and numeracy support where required. Repetitive work tasks are being reviewed in order to introduce more skilled activity that can develop skills for more purposeful employment on release, or to be further developed if a learner is transferred to a training prison. The job club programme, which is an ongoing course that starts every three weeks, provides good preparation for learners to consider employment options, application procedures and the skills they need to gain a job on release from prison.

17. The education provision is well managed, and any inconsistencies in management that were highlighted at the previous inspection have been resolved. There is a good range of learning and development opportunities for staff, and staff performance, appraisal and development are well established and effectively supported. Communications within education are well developed and ensure that all staff are informed of developments and organisational issues. Staff teams work well and share good practice and information. Data is well used and the quality of provision is effectively monitored, in terms of participation and for learner achievement. The head of learning and skills monitors the education contract well on behalf of the prison with

regular quality review meetings and performance data analysis.

18. The management and arrangements for supporting learners' literacy and numeracy needs is generally satisfactory. Learners have an initial assessment of their literacy and numeracy skills when they first arrive at the prison and in most cases appropriate help is provided.

19. The management of resources is satisfactory. Staff are appropriately qualified and experienced in their subjects. Learning environments are satisfactory with some good, recently decorated and refurbished rooms now being used. The prison has a good supply of computers for learners.

20. There are insufficient opportunities for vocational training and accreditation, although this has improved slightly since the previous inspection. Vocational training at the prison is weak with few opportunities to gain accredited qualifications related to their work or training. Emphasis is placed on learners performing the required task with often insufficient attention paid to developing employability skills. Learners in some work environments where qualifications could be gained miss out on this opportunity.

21. There are still inadequate arrangements for the movement of learners to work and education in the prison. Most classes or work sessions start late, finish early and often have low levels of attendance. There are significant disruptions to learners' involvement in purposeful activity. Teaching staff are often waiting for long periods for learners to arrive and classes finish early to ensure learners arrive back on their accommodation wings in time to receive their meals. If there are staff shortages, learners remain in their cells and do not attend their education, training or work.

Equality of opportunity

22. Equality of opportunity is satisfactory and procedures have strengthened since the previous inspection. There are appropriate written policies and procedures that cover harassment, complaints and appeals. Copies are displayed throughout the prison, and prisoners display a sound understanding of them. Reinforcement of equal opportunities knowledge is an ongoing process that builds on the information and training given during induction. The prison takes bullying seriously and has a range of strategies and procedures to ensure that prisoners are not subjected to intimidation. Complaints made by prisoners are considered and appropriate responses are made, although there is sometimes a delay in dealing with concerns. There is a strong emphasis on ensuring that race relations have a high priority within the prison with effective policies, procedures, training and monitoring taking place. Staff have a satisfactory awareness of equality and diversity. Most have attended specific training to develop and reinforce their knowledge and awareness.

23. Learners who attend education and training are treated with respect and dignity. They speak favourably about the help and support they receive from staff. Staff provide effective help and guidance to allow learners to overcome barriers to learning. Training facilities are a safe and suitable environment for learners to focus on their work. Learners

generally display mutual respect for each other to create a positive environment for effective personal development to take place. There is relevant data on participation and achievement in education and training related to the learners' background and profile.

Quality assurance

24. Quality assurance arrangements are now more consistently applied since the previous inspection. The self-assessment process has improved and is now good. Procedures involve reference to all quality assurance systems and documents and contributions are made from all staff. Self-assessment within the education and training is now part of an ongoing quality process and is considerably more thorough and effective than at the previous inspection. The most recent report forms clear judgements and represents an accurate description of the current provision. In addition to recognising the improvements that have taken place, the report also considers areas for further development.

25. Arrangements to observe and monitor the performance of teaching staff is established and is effective in ensuring a satisfactory or better level of teaching. These are more consistently applied since the previous inspection. Feedback to staff highlights areas for improvement and identifies further training and development needs. Feedback from learners on the quality of their learning experience is routinely and frequently collected. Their opinions and comments are considered to implement changes where appropriate.

26. The quality assurance manual and supporting procedures that are standardised by the subcontracted college are used and applied consistently. Prison-organised and managed activities have similar quality assurance procedures to ensure effective operating practice.

27. Assessment and internal verification procedures and practice are satisfactory. Awarding body guidelines and requirements are complied with.

AREAS OF LEARNING

Hairdressing & beauty therapy

28. Training in hairdressing and beauty therapy is satisfactory.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good practical barbering skills developed by well-motivated learners
- good achievement of the NVQ at level 2 in hairdressing and barbering

Weaknesses

- insufficient focus on the requirements of the NVQ
- poor use of initial assessment to support learning

Achievement and standards

29. Learners achieve good barbering skills and this was also highlighted as a strength at the previous inspection. Staff provide good individual support to help learners develop their practical skills. Experienced learners help other learners by demonstrating different cutting techniques. Learners are very good at improving their own performance when using electrical clippers and experimenting with new cutting angles and grades of clipper guard. Learners are good at standing in correct positions to enhance the desired outcome. They also adjust personal and client positions to reduce fatigue and the risk of personal injury. All learners are good at positioning clippers for ease of use to give good and even professional results. Skills in using scissors for cutting and styling are being developed by learners. Learners are very confident before they begin cutting and during haircuts. They are keen and enthusiastic and show a strong willingness to repeatedly work on clients without a break. The level of enjoyment in creating a new, well-executed haircut is passed on to all clients. This very visual expertise is then shared with all other prisoners and positive feedback continues to motivate the learners. They enjoy and are continually motivated by the position they hold as very competent practitioners within the prison.

30. The achievement of the NVQ at level 2 in hairdressing is good. Fifty-three per cent of learners have achieved either a substantial number of units towards the NVQ or the full hairdressing qualification. A further 47 per cent of learners have achieved an NVQ at level 2 in barbering. Learners achieve good skills in client care and use good communication skills to carry out effective consultations. Progress made by learners in literacy and numeracy is difficult to evaluate as many individual learning plans do not identify the results of initial and diagnostic assessment.

Quality of education and training

31. Training and learning in hairdressing and barbering is satisfactory. The tutor gives effective coaching and guidance to allow learners to develop their skills and understanding of practical clipping and scissor techniques.

32. Arrangements to support the literacy and numeracy needs are satisfactory. Where identified, help with literacy and numeracy is provided in a half day session and is taught by a member of staff with appropriate skills. However, the previous effective joint teaching of numeracy, literacy and hairdressing theory is now less successful as the current timetable separates these lessons. Teaching and learning materials for literacy and numeracy are now less meaningful to the learners as they are frequently unrelated to hairdressing.

33. Practical resources to support the hairdressing training are satisfactory. The salon has appropriate facilities and equipment and the hairdressing tutor is competent in her work and in managing the training environment.

34. There is now an insufficient focus on the achievement of NVQs since the previous inspection through a reduction of programme hours for hairdressing. The main activity for learners is now practical hairdressing, and the time allocated for induction, assessment planning and reviewing progress has now been reduced. Client availability is very good and this ensures the learners are kept very busy throughout the practical sessions. Training videos and textbooks to support learning are often under-used. Learners who are new to the programme carry out the induction by reading and completing a substantial number of work sheets. They do this with only a small amount of support and are sometimes unsure of what exactly is required of them in order to achieve the NVQ units. Learner skills in the analysis of hair, skin and scalp before carrying out a treatment are now under-used. There is insufficient planning for individual learner development and assessment.

35. Many individual learning plans do not identify outcomes from initial assessments. Although support tutors carry out a series of diagnostic tests for each learner, these are not systematically recorded on learning plans and progress is difficult to assess. The results of the diagnostic tests are not always shared with the hairdressing tutor. One learner has been on the hairdressing course for several months, but the results of the diagnostic test have yet to be recorded on their learning development plan. This weakness was also identified at the previous inspection.

Leadership and management

36. The part-time member of staff who has responsibility for hairdressing receives effective support from the education manager. The management of the very busy salon is effectively organised and the promotion of equality of opportunity in the working environment is satisfactory. The self-assessment report produced for the reinspection identifies the quality of provision and highlights most of the issues identified during the

reinspection.