

REINSPECTION REPORT

HMP Bullingdon Reinspection

24 September 2004



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.

REINSPECTION REPORT

HMP Bullingdon Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Bullingdon is a category C training prison for adult males which also operates as a Category B prison for local and remand prisoners. It is located close to the town of Bicester in Oxfordshire. At the time of the inspection 921 prisoners were held at the prison, which has an operating capacity of 963. One wing houses the vulnerable prisoners, who receive education and training separate from the rest of the prison population. There were 174 vulnerable prisoners at the time of the inspection. A college subcontractor operates the prison education unit, which offers a range of courses including basic literacy, numeracy, information technology (IT), art, music, humanities and social science.
2. Some classes and individual tuition are offered on the prison's residential wings and in the workshops. The prison has workshops for textile manufacture and light assembly. Prisoners also work in the kitchens and laundry. No accredited vocational training is offered in these workshops. Training leading to qualifications is offered in industrial cleaning, horticulture, and in physical education (PE). A workshop offers training in construction skills, but this was closed during the week of the inspection. The prison library is subcontracted to the local council's library service: it is staffed by one part-time librarian, three part-time library assistants and two prisoner orderlies. This inspection covered the provision in general education, foundation studies, PE, and industrial cleaning.

SCOPE OF PROVISION

Hospitality, sport, leisure & travel

3. HMP Bullingdon offers a PE vocational training programme for up to 12 part-time learners. The programme lasts for six months. Learners have the opportunity to achieve eight awards, including the community sports leaders' award, emergency first-aid, manual handling and a national vocational qualification (NVQ) at level 1 in sport and recreation. Key skills, and literacy and numeracy qualifications are provided within the programme through links with the education unit. Learners are recruited by a process which includes an interview and a fitness test. Eleven learners have recently started the third programme to be organised. The department also provides 53 recreational sports sessions each week. It is manned by a senior officer, four PE officers, two non-specialist gym staff and three gym orderlies. There is a sports hall, cardio-vascular room, a weight-training room, an outside artificial turf pitch, and two classrooms. Twelve prisoners work in the prison kitchen, which is managed by a catering manager. There are two kitchen managers, a head chef and two catering assistants. A plan to deliver NVQs in the kitchen has been developed, but the training has not begun yet. The kitchen workers receive training in food hygiene, but this is not accredited. Four kitchen workers have recently completed a key skills qualification through the education department's outreach facility.

Health, social care & public services

4. Fourteen learners work in industrial cleaning. Twelve are working towards a general cleaning qualification at level 1 and 2 and two are working towards assessor qualifications. A qualification in cleaning food premises is also offered, but no learners were taking this at the time of the reinspection. Learners are trained and assessed while carrying out cleaning duties in the prison's visitor centre and on the residential wings. The programme is managed by an industrial cleaning instructor who holds relevant industrial and adult education qualifications. Two other qualified members of staff can cover for periods of holiday or sickness. The laundry operates on a commercial basis, handling work from four other prisons. It is staffed by two instructor officers and 34 prisoners. There are plans to deliver laundry NVQs from November 2004. Four staff have begun training in laundry qualifications to enable them to set up this training programme.

Humanities

5. The education department is led by an education manager and a deputy. Humanities and general education provision are managed by three full-time curriculum co-ordinators, and one co-ordinator on a part-time contract. Twenty associate teachers are employed on fractional contracts. Courses are offered in information and communications technology (ICT), humanities, art, music, and social and life skills. Learners may attend on either a half-time or full-time basis; most attend half time. All taught programmes are at level 2 or below, although the education unit provides support for higher-level distance learning on an individual basis. Seventy learners are on ICT programmes, 20 of whom study in a computer suite located on one of the wings. There is a printing shop, where a maximum of three learners can train, though accreditation is not offered yet. Twenty-three learners are on arts programmes, based in the education block, and a further 16 are on one of the wings. Twenty-four learners have joined the music programme and 10 are taking humanities. A further 11 learners are on the social and life skills programme.

Foundation programmes

6. Foundation provision covers literacy, numeracy, English for speakers of other languages (ESOL) and key skills. It is managed by a full-time literacy and numeracy skills co-ordinator and a key skills co-ordinator, with a team of two main grade lecturers and 15 part-time tutors. Learners attend for up to 25 hours each week. Sessions are provided either in the morning or afternoon, in the education centre and on three of the five residential wings. Class sizes are between four and 12. Key skills tuition is available in vocational workshops and as a supplement to literacy and numeracy classes. There are 16 ESOL learners, 21 learners are studying literacy only, 16 numeracy only, and 51 both literacy and numeracy. Twenty-nine learners are studying for key skills awards while working in the prison's workshops and 16 receive individual tuition. Accreditation is available for entry level literacy and numeracy; literacy and numeracy at level 1 and 2; entry level ESOL awards; and key skills units in communication, application of number, working with others and problem-solving.

ABOUT THE REINSPECTION

Number of inspectors	5
Number of inspection days	21
Number of learner interviews	86
Number of staff interviews	46
Number of subcontractor interviews	2
Number of locations/sites/learning centres visited	1
Number of visits	3

OVERALL JUDGEMENT

7. At the previous inspection, the provision in hospitality, sports, leisure and travel, and foundation training was satisfactory and in health, social care and public services it was good. Leadership and management were unsatisfactory, as were equality of opportunity and quality assurance. At the end of the reinspection process, foundation studies, humanities, and general education were good. Provision in hospitality, sports, leisure and travel and health, social care and public services was satisfactory. Equality of opportunity and quality assurance were satisfactory, and leadership and management was good.

KEY FINDINGS

Achievement and standards

8. At the previous inspection, attendance was judged as very poor. This situation has now improved and all areas have satisfactory or good attendance. The number of accreditations achieved in the education department has increased considerably. A small number of scheduled teaching sessions do not take place.

9. In industrial cleaning, achievements are satisfactory. Learners work to a good commercial standard with minimal supervision and demonstrate good practical skills.

10. Achievement on sports courses is good, with most learners achieving their awards.

11. In humanities and general education, learners produce good, and in some cases outstanding, work. However, the achievement of qualifications varies. **In social and life skills and ICT programmes achievements are good, with many learners achieving multiple awards.** However, in creative arts, particularly music, the number of accreditations is low. On some creative arts programmes, there is not enough accreditation of achievement.

12. Achievement rates for literacy and numeracy are good, with 67 per cent of learners gaining a qualification at entry level, level 1 or level 2.

13. Achievement of key skills, and wider key skills qualifications is good. Learners have achieved 132 key skills units in the past year, either as an extra qualification, or as a first step into learning within an employment workshop.

14. Achievements in foundation sessions are good. Learners demonstrate satisfactory achievement of skills. Some literacy, numeracy and language activities are not related sufficiently to the real-life experiences of learners.

Quality of education and training

15. **Training in industrial cleaning makes good use of the prison facilities to provide real work experience. This is enhanced by the effective use of learners who have completed their first course as trainers and assessors.**

16. **In PE, learners receive good individual coaching.** Discussions between learners and tutors are lively and peer tutoring is used well to support learners who have specific literacy or language difficulties.

17. Sports facilities are satisfactory, **but there are not enough staff with teaching qualifications. Staff resources in PE are inadequate to support and develop the curriculum.** The prison has recruited new staff, who are being trained to deliver the programmes.

18. **Teaching in humanities and general education is good.** All teaching and learning sessions observed during the inspection were at least satisfactory, and most were good or better. **The range of education programmes, however, is limited. The prison celebrates learners' achievements well, providing encouragement to further achievement. Good practice is not shared sufficiently within the humanities and general education sector.**

19. **Standards of teaching and learning in foundation studies are good.** Sessions are well planned to provide a good mix of activities. Most learners are enthusiastic and work at an appropriate level.

20. Lessons for those learners for whom English is an additional language are good. Teachers pay attention to the learning styles of learners, and make good use of paired work to practise dialogue, using themes to which learners can easily relate.

21. Accommodation for education and training is good. Rooms are well furnished in both the education department and on residential wings, and decorated with learners' work, posters and information sheets.

22. **Consumable resources for education and training have improved since the previous inspection and are now good.** However, worksheets are often marred by poor-quality photocopying.

23. **In most areas the use of individual learning plans is weak.** The standard forms provided are not used to set clear and meaningful targets for learners.

24. **Support for learners with dyslexia is inadequate.** There are no arrangements for screening prisoners and no learners have been referred for diagnosis in the past year. Insufficient consideration is given to the specific teaching techniques which would support learners with dyslexia.

Leadership and management

25. **The strategic management of education and training is good. The prison's plans have been carefully developed and are communicated well to staff.** The slow progress in action-planning following the previous inspection has now been resolved. Curriculum management for foundation programmes is good, offering a range of classes of various levels, times and locations.

26. Since the previous inspection, learning resources have been improved in many areas; particularly in IT, printing, PE, and the farms and gardens.

27. The use of data to support management decision-making has improved since the previous inspection. A needs analysis of the prison population has been carried out and used to plan education provision. **However, the quality of data for measuring education and training performance is not yet adequate to support management.**

28. **The prison now offers a wide range of opportunities for prisoners to take part in education.** In almost all cases they are able to attend half-time, and work for the rest of the week. Outreach from the education department to workshops, residential wings and the gymnasium is well developed. This enables those who do not wish to attend the education unit to develop their skills and gain a qualification. **A good strategy for widening participation in foundation programmes has been implemented using key skills modules.**

29. **Although the amount of vocational training has increased since the previous inspection, it remains insufficient for the size of prison population.** Access to vocational training for prisoners on the vulnerable prisoner wing is considerably less than that for other prisoners, and is unsatisfactory. **In hospitality, there are four coaching and teaching awards or qualifications at level 2 or above. There is insufficient development of associated awards.**

30. **Management and quality assurance in education are strong.** Systems for planning and monitoring the courses are well established and effective in bringing about improvements. **Some aspects of the management of health and social care are weak.** There is no initial assessment, and insufficient induction to the programme.

31. Quality assurance of the training in workshops has improved since the previous inspection and is now satisfactory. The prison has systems to monitor and report on the provision. All workshop staff have participated in the self-assessment process, and have developed action plans for improvement which are regularly monitored. The self-assessment report identified many areas for improvement. The report was not thorough

enough in focusing on quality improvements. **Internal verification is weak. The system does not have the required monitoring paperwork and sampling plans.**

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good strategic management
- very well-managed education provision
- good measures to encourage participation in education
- good quality assurance procedures in education

Weaknesses

- insufficient vocational training places
- weak use of data to support management

Hospitality, sport, leisure & travel

Strengths

- good achievement
- good individual coaching
- good communications with learners and staff

Weaknesses

- insufficient staff
- restricted range of awards to meet learners' needs
- weak internal verification arrangements

Health, social care & public services

Strengths

- good use of real work environment for training and assessment
- effective use of learners as trainers and assessors

Weaknesses

- weak management of training
- insufficient quality assurance of the programme

Humanities

Strengths

- good celebration of learners' work
- good standards of teaching and learning
- good resources to support learning

Weaknesses

- restricted range of education programmes
- insufficiently detailed individual learning plans
- insufficient opportunities to share good practice

Foundation programmes

Strengths

- good achievement
- good standards of teaching and learning
- good resources
- effective strategies for widening participation through key skills
- good curriculum management

Weaknesses

- insufficient attention to the needs of dyslexic learners
- poor use of individual learning plans

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

32. Leadership and management are good.

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

Strengths

- good strategic management
- very well-managed education provision
- good measures to encourage participation in education
- good quality assurance procedures in education

Weaknesses

- insufficient vocational training places
- weak use of data to support management

33. At the time of the previous inspection, the prison was experiencing industrial relations difficulties which hampered its efforts to develop a good-quality provision. Access to education and training resources was very poor, due to frequent lockdowns and cancellations of activities. Dealing with these problems was a lengthy process involving changes in attitude and approach, as well as management action. At the end of 2003, a head of learning and skills was appointed for the first time. Senior management was restructured in order to emphasise the prison's mission to provide decent treatment for prisoners and enable them to resettle in society after completing their sentences. These objectives have been effectively communicated to staff and are widely shared and understood throughout the prison. Access is greatly improved, with delivery of planned education classes rising from below 40 per cent at the time of the previous inspection, to 87 per cent today.

34. Strategic management is good. Managers have developed strategies designed to bring about improvements in education, training and resettlement. These are set out in development plans. Action plans are also developed through the self-assessment process. A culture of improvement extends to all staff through the appraisal system which sets targets for everyone, based on these action plans and development plans. Managers hold regular meetings with their staff individually, to monitor progress. As a result of these measures, there has been a rapid development of new initiatives to widen the training offered and encourage participation in learning.

35. The vocational training strategy sets out measures to increase the range of training

opportunities by developing the provision in catering, tailoring, waste management, construction, and the laundry, within the next six months. In each case a detailed action plan identifies timescales and the persons responsible for implementation. A high profile is given to these targets. Staff report that they have a greater understanding of the prison's objectives and their role in achieving them. Workshop managers have received training to enable them to carry out assessments of either key skills or relevant vocational qualifications. A new construction training workshop and horticulture training scheme have recently been introduced.

36. The prison has made significant improvements in the resources available for education and training. For example, the number of computers in education has been increased, and a new printing press has been purchased for the multi-skills unit. The materials budget for education has more than doubled, and staff increases for industrial training, library provision, and PE instruction have been sanctioned, in most cases through additional external funding bids.

37. The education provision at the prison is very well managed. Co-operation between prison management and the subcontracting college is strong and effective. The college has developed robust systems and procedures for its prison work. Curriculum management is strong. Teams meet regularly to review the progress of learners, and conduct course reviews three times each year to monitor progress with the self-assessment action plan. College managers regularly visit the prison to monitor operations and provide support. Now that access has been improved, the college consistently out-performs its prison key performance targets. At the previous inspection, the links between education and training were limited. The education unit now participates fully in cross-institution developments to widen participation and promote resettlement.

38. Prisoners with poor literacy and numeracy skills are provided with individual coaching in their cells if they do not wish to attend classes. Teaching staff also visit all workshops regularly to offer accreditation in the 'Working with Others' key skills qualification. At the previous inspection, induction for new prisoners was poor. There is now a one-week induction course for new prisoners. Education staff attend and carry out an assessment of literacy and numeracy needs. However, the results of the assessment are not routinely shared with workshops, so that instructors cannot easily use them to meet prisoners' needs.

39. Despite improvements, the prison still does not have enough vocational training places available. At the previous inspection, vocational training places were available only in industrial cleaning. Since then a new workshop for the delivery of construction skills has been opened in collaboration with a private training provider. Twenty-four prisoners received training between May and September 2004. However, problems with contractual and security arrangements resulted in the workshop being temporarily closed during the inspection week. In August 2004, the farms and gardens section began to offer training in NVQ amenity horticulture. There are currently four learners on the programme, which has a capacity of 12. Accreditation in another four vocational areas will be offered in the near future, but even when these are implemented there will be

only approximately 80 places on accredited programmes for the 480 prisoners who work in industries.

40. At the previous inspection, insufficient data was available to support management decision-making. Since then the prison has participated in a project with external partners to develop its systems in order to provide reliable data about the retention and achievement of learners. Considerable progress has been made, and it is now possible to produce spreadsheets which show the data and analyse the trends. Unfortunately, historical data is not reliable enough and the system is not yet producing reports in which managers can have confidence. They do not routinely use the data in self-assessment, or the evaluation of programmes. However, data is being used effectively in other areas. An analysis of prisoners' needs was carried out using a questionnaire. Additional courses were provided in areas of need. Data from the results of initial assessments has also been used to plan the provision. Local labour market information has been used to inform the vocational training strategy. Data is also used to monitor the prison's management of equality of opportunity.

Equality of opportunity

41. The management of equality of opportunity is satisfactory. The prison has up-to-date statements and policies for equality of opportunity and race relations, a decency strategy, a disability statement and a suicide and self-harm prevention policy. There is also an appropriate appeals procedure, and complaints are monitored effectively. Specific policies have been produced for equality within education and training. These policies are widely displayed on noticeboards. All staff receive annual training on equality of opportunity. The race relations officer at the prison gathers data to monitor the involvement in education and training by each minority ethnic group. Where this is significantly more or less than would be expected a query is raised with the managers in the relevant area and a response is required. The analysis and routine use of equality of opportunity data to inform strategic decision-making are not sufficiently developed, although some changes have been made at curriculum level.

42. The prison has successfully increased prisoners' participation in education programmes through a range of measures. The education department is given a high profile in the prison induction, and provides on a one-week health and safety course which prisoners must take before allocation to work. ESOL programmes support learners for whom English is an additional language, and a good range of programmes at entry and level 1 support those learners with literacy and numeracy needs. Prisoners who do not feel ready for a full-time education course are now able to attend on a half-time basis, with the flexibility to work in prison workshops for the other half of the week. Teachers now visit workplaces to offer a key skills qualification, which makes use of learners' work experience.

43. Six prisoners have been designated the job of education representative for their wings. They are elected by fellow students, and receive training and stocks of literature to enable them to provide information and advice to other prisoners. The enthusiasm of these representatives is helpful in encouraging others to try an education programme.

Parity in pay between education and work has improved. Information for prisoners, including information about education and training, is available in four languages in addition to English, through a touch-screen facility at three locations in the prison. However, access to work and training for vulnerable prisoners is limited. There are frequent delays in getting these learners to the relevant venue and they have more restricted choices for work, training and education programmes, compared with other prisoners.

Quality assurance

44. Arrangements for quality assurance are satisfactory. The systems operated in the education department are good and reliable systems have recently been introduced into training. A quality improvement group has been established and meets regularly, chaired by the head of learning and skills. Throughout the prison there is evidence of commitment to improve the quality of programme delivery.

45. The quality assurance process in education follows the arrangements developed by the contracting college for its prison contracts which are thorough and effective. Course files show evidence of good planning and monitoring of teaching. The head of department observes all teachers in the classroom at least once each year and provides feedback about strengths and areas for improvement. A team from the subcontracting college also carries out lesson observations each year and audits the quality assurance procedures. The department carries out course reviews three times each year and conducts an annual questionnaire seeking prisoners' views. The results are regularly reported to the quality improvement group and contribute to the prison's self-assessment processes. The resulting action plans are monitored by the head of education. The centre has clear and comprehensive internal verification procedures. Internal verifiers are appropriately qualified and provide good feedback to assessors and candidates. They have devised a good sampling system for verification and hold regular standardisation meetings. Subject teams meet regularly to discuss verifiers' reports and plan improvements to course delivery.

46. The previous inspection found no formal systems for the quality assurance of training. New systems have now been introduced which provide a comprehensive monitoring process. Regular observations of the training process have been scheduled, and systems established to monitor the progress of learners towards their learning goals. Many procedures have been adapted from those of the contracting college. A self-assessment process has been initiated, and all sections participated in the production of the prison's first self-assessment report in June 2004. The report did not focus thoroughly enough on quality improvements and did not have sufficient data on which to base judgements. Nevertheless, it identified many areas for improvement and action plans to resolve these are being carefully monitored. These new systems are sound, but have not been operating for long enough to have had much effect on learners' experiences.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

47. Provision in sport and recreation is satisfactory.

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

Strengths

- good achievement
- good individual coaching
- good communications with learners and staff

Weaknesses

- insufficient staff
- restricted range of awards to meet learners' needs
- weak internal verification arrangements

Achievement and standards

48. The learners who attend the PE programme achieve most of the qualifications offered. In 2003, 11 learners started the first programme. Of these, six gained NVQs at level 1; 10 gained a weight lifting association leaders' award; eight gained community sports leader awards; eight gained emergency first aid certificates; eight gained fitness and knowledge awards; and seven learners gained both resistance training and circuit training awards. Of the 11 starts, two learners did not complete the course because they reached their release date. Eight learners started the second programme. Of these, eight achieved sports leader awards and emergency first aid, six achieved weight lifting association leaders' awards and six learners achieved fitness and knowledge, circuit training and resistance training awards. There were no NVQ achievements at level 1. Learners on the third programme are making steady progress and are working towards completion of the emergency first aid award. Learners' portfolio work is satisfactory. Some learners take great pride in the presentation of materials and demonstrate enthusiasm and good skills development in their practical performances and a broad depth of knowledge in theory sessions.

Quality of education and training

49. Learners receive good individual coaching. The ratio of staff to learners is good. The learning environments and learning materials are appropriate and generally of good quality. Tutors make use of a variety of teaching styles and focus on learning through activity. Most sessions are very active, with good peer support. For example, in a basic skills session a peer tutor provided effective assistance to a learner with literacy needs.

Discussions between learners and tutors are lively and extend the learning process beyond the needs of the course. In practical sessions a learner with specific language difficulties and a learner with spelling and writing problems received exceptional help from a colleague and the tutor.

50. Learners are well prepared to start the programme. Each course is widely advertised, and two PE officers conduct interviews with applicants to determine their ability to benefit from the course. Initial assessment results are checked, although the information is not subsequently used in teaching. A comprehensive induction informs learners about the content, expectations and projected outcomes of the course. Learners gain two awards as part of the prison induction and these are used to build self-confidence and raise self-esteem in prospective learners.

51. The facilities for sport are satisfactory. Classroom space has recently been improved and is sufficient to meet current needs, but it would not be sufficient to accommodate larger groups or additional courses. Portable and practical equipment and teaching aids are satisfactory. The department has recently obtained a new outdoor artificial turf pitch. The benefit of this has been reduced because of poor installation and maintenance, which means that it functions poorly in wet conditions. Indoor facilities are satisfactory. There is a good range of equipment, but some is in need of refurbishment and renewal. In some rooms, ventilation, lighting and temperature control require attention.

52. The prison does not have enough staff to sustain and develop the PE curriculum. At the time of inspection, two full-time posts were vacant and two staff are still in training and so cannot carry out the full range of instruction. PE staff are very well qualified in sports development, but many of their specialisms and areas of expertise are not used in the prison's programme. There are significant shortcomings in teacher and training qualifications, assessment and verification qualifications.

53. The provision of vocational training in PE is inadequate. Only 24 places are available each year at the prison, which has a population of over 900. The PE timetable comprises 58 daily sessions and a further 14 weekend and evening sessions. These provide a good range of recreational opportunities for prisoners, but only 10 of the sessions are used for vocational training. There are few coaching and teaching awards, or qualifications at level 2 or above. The more-advanced learners are not challenged sufficiently. Associated awards are not developed sufficiently. The limited range of awards offered to learners was a weakness at the previous inspection and it remains so.

Leadership and management

54. Communications are good. Monthly staff meetings deal comprehensively with relevant ideas, developments, issues and concerns, allowing all staff to contribute. Meetings are well conducted and generate action points for individuals. They have successfully contributed to curriculum development and resolved some of the critical issues to the mutual agreement of all staff. Informal communications operate very well for day-to-day operations. There is good teamwork, with clearly defined roles and

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responsibilities, and a system of learner representatives from each of the residential wings. These representatives meet separately as a group and the issues they raise are considered at the monthly meetings. Recently this system has not been working effectively; the implementation of some innovations and initiatives has taken a long time. There is still not enough accreditation of vocational and key skills in recreational and specialist sessions. Some progress has been made to improve the range of training provision, but this remains a weakness.

55. The quality assurance procedures are new and are just being implemented. Course planning is good and very detailed, but there is not enough observation of teaching, or formal evaluation of key features such as reviews and inductions. Internal verification arrangements are weak. A newly appointed verifier is qualified, but has not had time to establish the required monitoring documents and sampling plans to ensure the validity and efficiency of the assessment process.

Health, social care & public services

56. Training in industrial cleaning is satisfactory.

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

Strengths

- good use of real work environment for training and assessment
- effective use of learners as trainers and assessors

Weaknesses

- weak management of training
- insufficient quality assurance of the programme

Achievement and standards

57. Achievements on the cleaning programme are satisfactory. Thirty-eight learners have started in the past 12 months. Of these, 14 have completed their qualification, 14 are still in training and 10 have left without achieving a full qualification. Those learners who leave without full qualifications are given unit accreditation. Fifteen per cent of the learners who completed their courses obtained more than one qualification. Retention is satisfactory. Most learners who leave the programme before completion do so because they are moved to another prison. The courses are at an appropriate level for learners and for employment opportunities on release. Three learners who recently completed their training and left the prison have set up their own business in industrial cleaning. Other learners have gained employment on release. Learners have the opportunity to progress and gain additional qualifications on completion of level 1 and 2. Work is carried out to a good commercial standard. Learners are able to work with the minimum of supervision and demonstrate good practical skills.

Quality of education and training

58. The prison environment is used well to provide real work for training and assessment. At the time of the previous inspection, the cleaning course was delivered in a purpose-built workshop with facilities for training and simulated assessment. Learners now work in cleaning parties which carry out deep-cleaning tasks around the prison. They spend five afternoons each week for a period of one month cleaning each wing, and also clean the visitors' centre each morning. This provides the full range of activities needed for the learners to achieve their target qualifications, within a real work setting. It has also helped reduce cleaning costs and improved standards of cleanliness at the prison. The tutor is able to carry out assessments as and when learners are ready. The resources for cleaning are good. There is a wide range of equipment, such as floor scrubbers, buffers and commercial carpet cleaners. Learners receive a course book to

support their training and further information resources are available in their base room.

59. Learners are used effectively as trainers and assessors. Those who have successfully completed the course gain further benefit from being able to train and assess other learners and achieve their assessor qualification. Assessments carried out by learner assessors were to a good standard. Learners working as trainers and assessors benefit from being given extra responsibility and the opportunity to extend their skills. The learners they work with benefit from being taught and assessed by peers who can empathise with them. This strength was identified at the previous inspection and has been maintained.

Leadership and management

60. Some aspects of the training are poorly managed. Learners do not receive sufficient induction to the course and have no initial assessment. Results from the education initial assessment are not forwarded to the tutor. Learners with literacy needs may not be identified initially. Once learners are identified with additional support needs they are offered support by the education department or the tutor. The learner can choose who supports them. The tutor has recently started to use individual learning plans for each learner, but these do not have any effect in improving the learning process as yet. The plans take no account of prior learning and only record weak targets; for example, to turn up to work on time. Much of the learning plan form is a diary of work activities rather than a plan for learning. Targets are not directly related to the course objectives and many learners did not know what progress they had made. The tutor has a scheme of work, but no lesson plans. The learners are all at different stages of the programme and there is no schedule to identify each person's specific training or assessment requirements. Several learners were beyond the 12-week planned duration of the course, but had not completed it.

61. Quality assurance procedures are not yet established for the cleaning programme. The instructor has recently been observed as part of the new organisational quality assurance arrangements, but has not yet received formal feedback. The views of learners are collected informally, but this information is not used, and there has been no formal course review or evaluation. Insufficient data is available to review the performance of the course. The instructor and the NVQ manager took part in the self-assessment process. The judgements they made provide a good basis for action-planning, but they did not identify all the strengths and weaknesses found by inspectors. Assessments are not moderated internally. The only moderation is by the external moderator from the awarding body.

Humanities

62. The quality of provision in humanities and general education is good.

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

Strengths

- good celebration of learners' work
- good standards of teaching and learning
- good resources to support learning

Weaknesses

- restricted range of education programmes
- insufficiently detailed individual learning plans
- insufficient opportunities to share good practice

Achievement and standards

63. Learners' work is celebrated well at the prison. This encourages learners and potential learners and helps to build self-confidence and self-esteem. Poetry produced by members of a creative writing course through an annual competition, is displayed in the education block, and an anthology has been compiled, copies of which are available in the library. Learners' art work has been publicly displayed in a museum of modern art in a nearby town. Murals produced by learners are displayed in the prison. Staff encourage learners to enter national competitions for artistic and creative work. The prison has achieved considerable success in achieving such awards. In the past year, art work produced by learners on one wing has achieved first and third prizes in one national award and fourth in another. These paintings were produced as part of a community project and they are now displayed in a local hospital. Further paintings are being produced by learners for this and other hospitals. Learners' work is displayed in the art room, alongside certificates and posters indicating achievements of awards and accreditation.

64. It is not possible to give a firm judgement about learners' achievements, as the data is not yet reliable. However, the data available indicates that achievements vary, with low achievements of accreditation against starts in creative arts, and in music; whereas learners on social and life skills and on ICT programmes frequently achieve multiple awards. Not enough accreditation of achievements takes place on some creative arts programmes. Attendance at sessions during the inspection was satisfactory, at 78 per cent. Standards of work by learners are good, and in some cases, outstanding.

Quality of education and training

65. Standards of teaching and learning within humanities and general education are good. Most teaching and learning sessions observed during the inspection were good or better, and there was no unsatisfactory teaching. Teachers are well prepared and use an appropriate range of methods. In the better sessions, learners work collaboratively and independently to produce work of a good, and in some cases outstanding, standard. Learners are involved in and focused on their learning, and can articulate what they have learnt and the effects of the programme upon them. In all sessions, relationships between tutors and learners are good, as are relationships between learners.

66. Peer support is used well in some general education courses. Teachers make good use of peer assistance arrangements, enabling all learners to benefit within classes where the range of ability is very wide. On one wing, there is a formal arrangement whereby three learners are supported by peers on a regular basis. There is peer support also on the music programme and in art sessions. Prisoners who provide peer support gain in confidence and develop their communication skills, but this is not recognised by any formal training or accreditation for this role.

67. Accommodation and resources are good. Rooms used for teaching in the education block and on the wings are well furnished and provide a good environment for learning. The music room has been partitioned into a series of areas appropriate to the different activities and interests of small groups of learners. The range of instruments and other resources available within the music area is good. Art programmes have sufficient consumable and reference resources, both in the education block and on the vulnerable prisoner wing. The ICT resources in the multi-skills area are good, with 35 computers available and an adequate range of software to support the range of programmes on offer. The multi-skills area also has a printing workshop equipped with machinery to commercial standards. This provides training and is used to meet most of the prison's printing requirements and also some externally contracted work. However, there is insufficient secure storage space for learning resources on the vulnerable prisoner wing. Staff are experienced and most are well qualified, or working towards appropriate qualifications.

68. Learners on education programmes receive good support. All are assessed to identify literacy, numeracy and language needs, and these can be met either through discrete provision, or within the subject being taught, according to the needs of the learner. However, formal monitoring and recording systems are incomplete. The prison has a form for individual learning plans, and a recently introduced sessional log of individual activity. The individual learning plans do not record sufficient details about short-, medium- and long-term goals. They are not effective in enabling the learner to manage his own learning, or to monitor progress against clear and meaningful goals.

69. The range of subjects, and levels of education and training programmes at the prison are limited. The needs analysis carried out by the prison reveals that most prisoners require provision below level 2. The minority of learners identified as requiring a higher

level have some progression opportunities, including access for a small number of learners to distance learning programmes. There are also progression opportunities in the multi-skills centre for learners on ICT programmes. However, in most programme areas, opportunities are very limited to take vocationally relevant qualifications, or any accreditation, beyond level 2. On the wing housing vulnerable prisoners, learners' access to programmes is even more restricted.

Leadership and management

70. Management of the curriculum is good. Programmes are well planned and there are regular meetings where staff discuss ways to improve the quality of the provision. Staff are clear about their roles and responsibilities. However, good practice is not shared sufficiently within humanities and general education. For example, art is taught in three locations, but there is not enough co-ordination between them. Similarly, management does not identify areas for cross-curriculum working and programme enhancement; for example between ICT and other curriculum areas. The prison has no formal curriculum links with the relevant departments in the contracting college. However, there are curriculum links between the three cluster prisons managed by the subcontractor. Quality assurance is good. An appropriate system for observing teaching and learning feeds into appraisals and staff development. Assessment and internal verification processes are well managed, with the deputy education manager co-ordinating the internal verification process.

Foundation programmes

71. The quality of provision in foundation programmes is good.

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

Strengths

- good achievement
- good standards of teaching and learning
- good resources
- effective strategies for widening participation through key skills
- good curriculum management

Weaknesses

- insufficient attention to the needs of dyslexic learners
- poor use of individual learning plans

Achievement and standards

72. Achievement rates for literacy and numeracy are good, with 67 per cent of learners gaining a qualification at entry level, level 1 or level 2. On the ESOL programme, 31 per cent of learners gain an entry level award. Learners have achieved 132 key skills units, either as an additional qualification, or as a first step into learning in an employment workshop. There are some outstanding examples of individual achievement. One learner has passed three literacy and numeracy examinations, one key skills project and five modules of a basic computer literacy course in the first year he has been at the prison. Another learner, having gained level 1 key skills accreditation for 'working with others', gained promotion to a post of responsibility in the packing workshop and so had enough evidence to pass level 2. Many learners report satisfaction at gaining the appropriate skills for making job applications. Learners gain satisfactory skill levels in taught sessions, but some literacy, numeracy and language activities do not relate sufficiently to real life.

73. The education department fills 84 per cent of its places for literacy, numeracy and language skills, and 67 per cent for numeracy alone. Attendance averages over 77 per cent, which is a considerable improvement from the previous inspection.

Quality of education and training

74. Standards of teaching and learning are good, as they were at the time of the previous inspection. Sessions are well planned to provide a good mix of individual and group work with coherent schemes of work and session plans. Most learners are enthusiastic and well motivated. The type of activities and levels of attainment in

sessions are appropriate to learners' assessed abilities. In the better sessions, tasks are clearly placed in a real-life context, with good use of free writing and attention to learners' personal interests. There is some variation in the clarity of explanations by tutors, standards of written feedback and the orderliness of portfolios of completed work. Most tutors make good use of different teaching and learning styles, within the constraints of what is appropriate for prison security.

75. Classroom accommodation is pleasant and well furnished in the education department and on residential wings, with displays of learners' work, posters and information sheets. A satisfactory range of published resources and worksheets exists, although the latter are often marred by poor-quality photocopying. Computers are available in each room, which resolves a key weakness from the previous inspection; the range of software is limited. The department has purchased a sophisticated package for language tuition, but its computer hardware is not suitable for the package. Computers are not fully utilised by learners, despite more use of computers being mentioned in a recent learner survey. Good use is made of the well-stocked library as an integral part of learning sessions. Sensitive library staff help learners with limited literacy skills to make appropriate selections. Small libraries are available on residential wings.

76. Teaching staff are well qualified, to current national standards. Two tutors have completed a level 4 literacy teaching award and a further four have started or are awaiting courses.

77. The prison has a clear strategy for attracting new, often reluctant learners into learning. A key skills co-ordinator circulates in workshop areas offering the 'working with others' key skills module. She prioritises workshops where a vocational accreditation is not currently available, visiting them regularly to discuss opportunities and advocate the learning and skills ethos of the prison. Learners are well supported in assessment tasks if they have poor literacy or numeracy skills. Individual learners have made marked progress as a result of this provision. Accreditation is available quickly, because of regular external verifiers' visits. One learner was promised work on release on the strength of a reference from his key skills tutor.

78. Individual learning plans are not used effectively to plan and record progress in learning. The format is satisfactory, but not enough checks are made on how well they are completed. Targets are expressed in terms of literacy/numeracy and language skills, but some are over-ambitious for the timescale. Some targets are difficult to measure, for example, 'to learn to read common words', when this does not specify which words are the priority. Learning goals are often not set in the context of real-life needs. For example, a learner was given a target to improve an aspect of writing skills without saying if this was to help with letter-writing, autobiography or factual reports.

79. Learners complete a learning diary at the end of each session, but this merely records topics, rather than reflecting on skills gained and the impact and usefulness of what they have done. Tutors complete a useful end-of-session evaluation. Initial assessment is well conducted and the results are made known to tutors in education by way of registers. It is harder for staff to find out the assessment results for those prisoners

not registered for education.

80. Insufficient support is available for those learners with dyslexia. None of the tutors currently employed is a dyslexia specialist, though one member of staff has just begun training in this area. There are no arrangements to screen prisoners, so no information is available about the scale of the need, although research indicates that high proportions of offenders are dyslexic. No learners have been referred for diagnosis in the past year. Insufficient consideration is given to the specific teaching techniques which support learners with dyslexia. Poorly photocopied handouts severely disadvantage learners who may be dyslexic. The prison recognises the issues, but plans to resolve this situation are still at the developmental stage.

81. Support for learners is satisfactory. Learners who leave education have a learning support tutor on the residential wings. The resettlement team organises a peer mentoring scheme. Tutors show a sensitive approach to support for diverse needs in the classroom.

Leadership and management

82. Curriculum management for foundation programmes is good. A wide range of classes are available at different levels, times, and locations. Key skills and literacy, numeracy and language skills support is offered in the workplace. Learners can attend half-time and combine this with part-time work in other education areas, such as art or ICT. They are advised on appropriate choices and can change programmes easily, or move up levels. Changes in the balance of programmes are made as a result of regular educational needs analyses. For instance, a recent needs survey led to an increase in entry level provision. There are no major problems with waiting lists for foundation education. Managers analyse trends, for example the recent difficulty in recruiting to numeracy classes, and make curriculum decisions accordingly. Teams work together on curriculum planning, producing coherent schemes of work and session plans. Some key skills assignments have been developed specifically to suit particular contexts, such as music and garden design.

83. Staff have good opportunities for development and updating of qualifications. Although the prison does not have a separate strategy for key skills the local further education college managing education includes the prison in its skills for life strategy.

84. Foundation programmes have good quality assurance arrangements. There are very good programme files for the curriculum areas of key, literacy, numeracy and language skills, with development plans and programme reviews. Observations of teaching and learning are carried out regularly, using sound methodology. Clear strategies exist to ensure compatibility between the managing college's and prison procedures; for example, using the same paperwork for schemes of work and session plans. There is no process for monitoring the adequacy of individual learning plans. Internal verification is satisfactory.

85. The management of equality of opportunity is satisfactory for foundation

programmes. The availability of 16 ESOL places provides for the needs of the diverse prison population to some extent. Outreach work widens participation. There is a good atmosphere of tolerance and mutual support among learners and teaching staff.