

# INSPECTION REPORT

## **HMP Bronzefield**

**17 June 2005**



ADULT LEARNING  
INSPECTORATE

## **Adult Learning Inspectorate**

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

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** 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.

### **Pre-inspection analysis**

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

# INSPECTION REPORT

## HMP Bronzefield

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Bronzefield, operated by UKDS, has been open for 12 months and is the first privately run local women's prison in the United Kingdom. The prison holds a maximum of 450 women and is a local prison to a large area from the Midlands to the Southeast of England, which covers three of the main ports of entry into the country. It caters for all categories of adult prisoners and those between the ages of 18 and 21 who have not been sentenced. Most of the prison population is on remand awaiting trial or sentencing. There are currently 402 women in custody, of whom 172 are sentenced and 230 are on remand or convicted awaiting sentence. There are 20 women between the ages of 18 and 20 remanded in custody. Those sentenced to over six months are moved to another prison as soon as sentence planning has been completed. Other prisoners on shorter sentences are held for all or part of their sentence, depending on available space. Most stay for less than three months, many for very short periods. On average, 30 per cent of offenders are foreign nationals, although this had risen to 40 per cent during the week of inspection. Forty-eight per cent of offenders are from minority ethnic groups.
2. HMP Bronzefield has been designed specifically to meet women's needs. This includes a mother and baby unit, a healthcare unit and a help and direction unit for women with higher than average level of needs. Detoxification facilities reflect the fact that these are needed by 70 per cent of new offenders. A high number of offenders have mental health problems or a tendency to self-harm.
3. There are 80 places in the education department which provides accredited courses in literacy, life skills, information and communications technology (ICT), drawing and jewellery making. Classes include all categories of offenders with a wide range of abilities and personal and educational needs. Attendance at court, the impact of detoxification and the high number on remand make it difficult to predict how long an offender will remain in the prison and in a class. Some of the offenders are trained as mentors for reading and writing skills.
4. There are two workshops providing light assembly and craft work for 65 offenders. Accreditation of work skills has just started in the craft workshop. There are 40 places on courses in physical education (PE) and 25 in industrial cleaning. Eight places are available in the advice and guidance centre. Forty-one offenders act as classroom assistants, support workers and learning champions. Thirty-five places are available in the kitchens and in the gardens. Work as orderlies, catering assistants and cleaners is available for the remainder of the prison population. On average, 75 per cent of the population is in employment at any time. Education, the library, workshops and PE are all provided directly by UKDS. Some part-time language and literacy teaching staff are supplied by Brooklands College. Foundation and ICT courses are managed by an education manager and workshops and vocational training by an activities manager. A head of learning and skills is responsible for development and monitoring of learning and skills provision at all three of UKDS's prisons. Twenty-four full-time and five part-time staff are involved in supporting activities in learning, skills training and workshops.

5. The library is located in the education department and is run by the prison. There is no full-time librarian, but interviews for the vacant post have been arranged. At the time of the inspection, the library was run by the assistant librarian/administrator, supported by an orderly. The library is open Monday to Friday from 0830 to 1700 for offenders in education, and one evening a week for each of the three house blocks.

## OVERALL EFFECTIVENESS

**Grade 3**

6. **The overall effectiveness of the provision is satisfactory.** HMP Bronzefield's leadership and management are satisfactory, as are the arrangements for equality of opportunity. Quality improvement is inadequate. The training in ICT and health, social care and public services is good. The provision of hospitality, sport, leisure and travel and foundation programmes is satisfactory.

7. **The inspection team had no confidence in the reliability of the self-assessment process.** Strengths and weaknesses were identified for each education course, vocational training or workshop activity. However, in most, the report does not make clear judgements based on sound evidence, although some weaknesses were identified. Areas of learning are not graded. There is no assessment of the quality of leadership and management, equality of opportunity and quality improvement across all provision. A development plan was not produced after the self-assessment process.

8. **The provider has demonstrated that it has sufficient capacity to make improvements.** Although formal quality assurance arrangements are not yet satisfactory, the prison has quickly established provision that is well managed and at least satisfactory in all areas of learning. The prison has responded quickly to deal with weaknesses in provision during the first year of operation. For example, by replacing underperforming staff and taking over a workshop previously run by an external contractor to ensure offenders' resettlement needs are better met. Plans to resolve some of the weaknesses previously recognised by the prison and inspectors were well advanced at the time of inspection. Staff acted quickly to begin to resolve weaknesses before the inspection was completed.

## KEY CHALLENGES FOR HMP BRONZEFIELD:

- develop and implement systematic quality improvement arrangements
- improve the self-assessment process
- improve ESOL training
- provide adequate literacy, numeracy and language support on vocational courses and in workshops
- improve the collection and use of data for management of programmes and monitoring equality of opportunity
- increase staffing for foundation programmes
- continue to develop accreditation opportunities for workshops and work activities

## GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

<b>Leadership and management</b>		<b>3</b>
Contributory grades:		
Equality of opportunity		3
Quality improvement		4

<b>Information &amp; communications technology</b>			<b>2</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>	
<i>Using IT</i>		<b>2</b>	
Other government-funded provision	17	2	

<b>Hospitality, sport, leisure &amp; travel</b>			<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>	
<i>Leisure, sport and recreation</i>		<b>3</b>	
Other government-funded provision	33	3	

<b>Health, social care &amp; public services</b>			<b>2</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>	
<i>Cleaning</i>		<b>2</b>	
Other government-funded provision	7	2	

<b>Foundation programmes</b>			<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>	
<i>Other contributory areas</i>		<b>3</b>	
Other government-funded provision	45	3	

## ABOUT THE INSPECTION

9. All areas of learning which lead to qualifications were reported on and graded. Library provision, and workshop and work activities which do not lead to accreditation were examined to support judgements on leadership and management. The inspection was carried out in one week.

Number of inspectors	5
Number of inspection days	17
Number of learners interviewed	69
Number of staff interviewed	44
Number of visits	1

## KEY FINDINGS

### Achievements and standards

10. **The achievement rates are good for qualifications in ICT and PE.** Most learners have achieved at least one unit of the ICT qualification despite a very short stay in the prison. Attendance at ICT classes is high and learners attain good basic computer skills. In PE, 54 learners have completed full qualifications and 390 sports certificates have been awarded to the 183 learners who have participated since the prison opened. PE learners develop good fitness-related skills and offender orderlies gain good supervisory skills.

11. **Achievement rates for industrial cleaning learners who remain on the course are high.** Almost all who complete the two-week course achieve certificates at stages 1 and 2. Learners gain good practical skills that provide good employment opportunities on discharge or transfer. They also increase their self-confidence and self-esteem. However, many learners who start are unable to complete the course due to unforeseen movement or release.

12. **Individual attainment in foundation programmes is good.** Learners increase their confidence and display a high level of concentration in literacy classes. In craft classes, learners develop good practical skills. The achievement rate for entry-level literacy is good at 85 per cent. All learners who take the art and craft certificates gain accreditation. Attendance is high and is carefully monitored.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Foundation programmes	0	0	3	1	4
Hospitality, sport, leisure & travel	0	0	2	1	3
Information & communications technology	0	3	0	0	3
<b>Total</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>10</b>

13. **Teaching and learning are good in ICT.** Tutors adapt their teaching styles well to meet the needs of individual learners and monitor their progress very closely. Initial assessment and lesson planning are good. Teaching and learning in literacy and art classes are satisfactory. There is good support from tutors and offender classroom assistants to help learners work at their own pace. Targets in individual learning plans in foundation are however insufficiently detailed or relevant.



14. **In PE, good use is made of competent offender orderlies** to support learners and other offenders. Trained offenders carry out induction to the gym for all new learners and support them well. Industrial cleaning learners receive regular and constructive feedback during practical skills sessions and participate well in theory lessons.
15. **Industrial cleaning is very well resourced**, with a full range of new and modern industrial equipment, and a high ratio of staff to learners. Resources for ICT and PE are good. There are sufficient qualified staff with a range of experience. Learners receive good learning materials. There is no classroom for theory work in PE.
16. **Access to PE courses is good.** The course is run on a full-time basis over six weeks, which enables many learners to achieve the qualification as most are at the prison for a short time. Good arrangements are made to support learners who have been moved or released to continue with courses.
17. **Good initiatives are in place to help offenders develop additional skills and qualifications in foundation.** Offenders are trained as learning champions, mentors for a reading scheme and as classroom assistants. Qualifications are already available or are being investigated for this specialist training.
18. **ICT and foundation learners receive good personal and learning support.** Training takes place in a quiet, purposeful and supportive environment where learners receive very good individual attention and support. All learners can access a wide range of advice and guidance services. Those who would normally be unable to attend education are supported to attend or are provided with tuition and materials in their accommodation.
19. **Planning of teaching and learning in PE is inadequate.** Tutors are not made aware of learners who have additional learning needs. Individual learning plans are not used and learners are not aware of the qualification they are working towards. There are no lesson plans. Management of some theory classes is poor.
20. **ICT learners have a poor understanding of the qualification they are taking.** Despite the fact that they achieve units quickly, they have little understanding of the level of the course and what benefit it could be to them on release.
21. **There are insufficient resources to support some foundation learning.** Learners do not have access to computers and there are insufficient qualified staff to teach literacy, numeracy and English for speakers of other languages (ESOL). Learning materials are adequate and appropriate use is made of the library for research tasks.
22. **The provision for ESOL is inadequate.** The course and lessons are poorly planned. Learners are not taught language skills for their immediate needs to enable them to communicate more effectively with prison officers and other offenders or to access prison services.
23. **There is an insufficient range of information technology (IT) qualifications.** Those provided only cover office applications and there is no opportunity for progression beyond level 2.
24. **Support for PE learners with additional learning needs is inadequate.** PE tutors

provide a high level of support for learners, but none have specialist training to support literacy or ESOL needs. Although support for additional needs in industrial cleaning is also inadequate, this does not represent a significant barrier to achievement for most learners on this practical course. There are plans to appoint a specialist support tutor to meet the needs of learners in vocational training and workshops.

## Leadership and management

**25. Clear strategic development of learning and skills activities take place to meet resettlement needs.** This includes providing useful and relevant qualifications for as many short-stay prisoners as possible. Accreditation of work and vocational skills is being systematically introduced into work activities. Very good support is provided for learners to continue with education courses or enter employment on release or on transfer to other prisons. Those in custody aged 18-20 are integrated with all provision, but no special arrangements are made to meet their specific needs.

**26. Operational management of learning and skills and use of resources is good.** Education and workshops are well managed. Managers and staff are committed to providing a high quality experience for all offenders. High occupancy of classes and workshops are maintained. Offenders are moved to and from accommodation blocks on time and attendance is consistently high. There are few closures of provision for prison operational reasons. Cover for staff absence enables education and workshops to remain open at all times.

**27. Good internal and external links are used well to support offenders.** Managers of all prison departments work closely together to meet offenders' resettlement needs. Support from a wide range of external statutory and voluntary organisations is very well co-ordinated. There are regular meetings and visits to other prisons in the group to share good practice. Links with training providers and potential employers are good to support offenders when they are released. When prisoners are moved to other prisons, the transfer of information is good.

**28. Staff resources are inadequate** and do not meet the literacy, numeracy, and language learning and support needs across the prison. There are insufficient, qualified staff to teach literacy and numeracy. There is no ESOL tutor directly employed by the prison and the arrangements for Brooklands College to provide an ESOL tutor are unsatisfactory. There is no systematic support for learners on vocational courses or in workshops. However, a new classroom which is equipped with computers has been built in a workshop and a tutor is being recruited.

**29. There is good and equal access to learning and skills activities.** The process for allocating offenders to work and education takes account of offenders' preferences and is systematically and consistently applied. There is particularly good access to education for offenders in the healthcare and help and development units.

**30.** Appropriate equal opportunities, ethnic monitoring and diversity policies and procedures are in place. Offenders are informed of their rights and responsibilities at induction. Diversity training is provided as part of the staff induction, but this has not yet been completed by all staff. Awareness of equality of opportunity is not routinely promoted through education classes or workshops, although all learners are treated with

dignity and respect.

31. All classrooms and workshops are readily accessible to learners with restricted mobility.

**32. There is insufficient collection and use of data to monitor equality of opportunity.**

The prison monitors participation in all activities by minority ethnic group. The education department completes a monthly analysis of participation in classes but recording is inconsistent. There is no monitoring of retention and achievement on courses by minority ethnic group.

33. Satisfactory but unsystematic feedback is collected from learners in most areas of provision. End-of-course questionnaires are used routinely on some courses and periodically on others. Regular but informal meetings are held with groups of learners in education to gain feedback. Although staff respond quickly to make changes after feedback, there is no systematic evaluation of the results of surveys to establish trends.

**34. The arrangements for quality assurance are inadequate.** There are no quality policies and procedures for learning and skills provision. Although some lesson observations have taken place in education, some of the staff have not been observed. No observations of lessons have been carried out in PE and industrial cleaning. Retention and achievement data is not routinely collected and used to evaluate programmes. There is no system for routinely reviewing the effectiveness of education and training courses. There is no standard internal verification policy for programmes where it is a requirement. However, the quality of assessment is satisfactory in all areas.

**35. The self-assessment process is insufficiently rigorous.** Some staff were not involved in its production. Strengths and weaknesses were identified for each education course, vocational training or workshop activity. In most cases, the report does not make clear judgements based on sound evidence, although some weaknesses were accurately identified. Areas of learning are not graded. There is no assessment of the quality of leadership and management, equality of opportunity and quality improvement across all learning and skills provision.

## Leadership and management

### Strengths

- clear strategic development of learning and skills provision to meet resettlement needs
- good operational management of learning and skills
- strong internal and external links used well to support prisoners
- good equality of access to learning and skills activities

### Weaknesses

- inadequate staff resources to meet literacy, numeracy and language learning needs
- insufficient use of data to monitor equality of opportunity
- inadequate arrangements to assure the quality of learning and skills provision
- insufficiently rigorous self-assessment process

## **Information & communications technology**

### ***Using IT***

**Grade 2**

#### *Strengths*

- good achievement of qualifications
- consistently high rate of attendance
- good teaching and learning
- good learning and personal support

#### *Weaknesses*

- insufficient understanding of programme by learners
- inadequate range of IT qualifications

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

### ***Leisure, sport and recreation***

**Grade 3**

#### *Strengths*

- good achievement of qualifications
- good use of offender orderlies to support learners
- good access to PE courses

#### *Weaknesses*

- inadequate planning of teaching and learning
- inadequate support for learners' additional learning needs
- insufficient arrangements to quality assure the programme

## **Health, social care & public services**

### ***Cleaning***

**Grade 2**

#### *Strengths*

- good achievement of qualifications for learners completing the programme
- very good development of learners' skills and confidence
- good resources used well to support learning

#### *Weaknesses*

- inability to complete the programme by many learners

## **Foundation programmes**

### ***Other contributory areas***

***Grade 3***

#### *Strengths*

- good individual attainment in literacy and art
- good initiatives to develop additional skills and qualifications
- good individual support for learners

#### *Weaknesses*

- inadequate ESOL provision
- insufficiently detailed and relevant targets in individual learning plans
- insufficient resources to support some learning

## **WHAT LEARNERS LIKE ABOUT HMP BRONZEFIELD:**

- the calm environment
- the opportunity to pass an exam
- 'the qualifications will be useful when I leave'
- 'friendly professional staff who treat us with respect'
- learning is fun
- 'it will help us set up our own business'
- varied and interesting work in PE
- learning new skills
- 'the course makes me feel better because I am doing something useful'

## **WHAT LEARNERS THINK HMP BRONZEFIELD COULD IMPROVE:**

- the allocation of places on courses and in workshops
- being able to complete courses before being transferred
- the range of ICT courses

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- clear strategic development of learning and skills provision to meet resettlement needs
- good operational management of learning and skills
- strong internal and external links used well to support prisoners
- good equality of access to learning and skills activities

#### Weaknesses

- inadequate staff resources to meet literacy, numeracy and language learning needs
- insufficient use of data to monitor equality of opportunity
- inadequate arrangements to assure the quality of learning and skills provision
- insufficiently rigorous self-assessment process

36. The strategic development of learning and skills activities meets resettlement needs. Education, training and workshops provision is central to an integrated resettlement strategy. Enthusiastic managers and staff provide very good support for all offenders in education and workshops. Education courses are well planned to meet the needs of the prison population. This includes providing short, intensive courses leading to useful and relevant qualifications for as many short-stay offenders as possible. There is a clear focus on developing a core of well-run courses in the prison's first year before broadening the range and introducing higher level courses. A large number of training opportunities are available in PE. Workshops and other employment opportunities to develop employment skills are sought and developed. For example, the prison has taken over a light assembly workshop which was previously run by an external contractor. More skilled work is being sought to replace repetitive and low skilled assembly work. Some of this has the potential for women to enter employment as home workers when they are released. Accreditation of work and vocational skills is being systematically introduced into workshops and the advice and guidance centre. The development of pre-release courses focusing on supporting women offenders is ongoing. Very good support is provided for learners to continue with education courses or enter employment on release or on transfer to other prisons. Young offenders are integrated with all provision, but no special arrangements are made to meet their specific needs.

37. Operational management of learning and skills and the use of resources is good. Education and workshops provision are well managed and programmes are generally well organised. New opportunities to develop skills and increase accreditation are consistently sought. Managers and staff are committed to providing a high quality experience for all offenders. In the first year, staff who are underperforming have been identified quickly and replaced with those better able to meet learners' needs. High levels of occupancy at classes and workshops are maintained. Learners are moved to and from accommodation blocks on time and attendance at education and workshops is consistently high. Education

## HMP BRONZEFIELD

classes are well managed. Learners work purposefully, enjoy their studies and make good progress. There are few closures of provision for prison operational reasons. Even when staff are absent, learners are able to attend education, are properly supervised and are given relevant work to do. Workshop and vocational training staff provide cover for staff absence to enable workshops to remain open at all times.

38. Good internal and external links are used well to support offenders. Managers from all prison departments work closely to meet offenders' resettlement needs. Formal and informal communication between managers and between managers and staff is frequent and effective. Support from a wide range of external statutory and voluntary organisations is very well co-ordinated through the advice and guidance centre. Clear service level agreements are in place with all external agencies. There are regular meetings and visits to other prisons in the group, including those in France, to share ideas and good practice. Links with colleges and potential employers to support offenders when they are released are good. There is good transfer of information when offenders are moved to other prisons.

39. Staff resources are inadequate to meet literacy, numeracy and language learning and support needs across the prison. There are insufficient qualified staff to teach literacy and numeracy. There is currently no life skills teaching due to the long-term absence of the tutor. There is no ESOL tutor employed directly by the prison and the arrangements for Brooklands College to provide an ESOL tutor are unsatisfactory. There is no systematic support for learners on vocational courses or in workshops, but plans to deal with this are well advanced.

### **Equality of opportunity**

### **Contributory grade 3**

40. There is good and equal access to learning and skills activities. The process for allocating offenders to work and education takes account of preferences. The process is clearly explained to offenders at induction. Prison staff or other offenders are routinely used to interpret the procedure and the choices available for learners who speak English as an additional language. The allocation process is systematically and consistently applied and most offenders are quickly allocated to one of the activities. However, previous education and work experience is not taken into account. There is particularly good access to education for offenders in the healthcare, help and development units. Places are always kept open for learners in literacy and art classes. Offenders' needs are discussed at a care planning meeting where participation in education is agreed. Very good support is provided for learners to help them progress and attain skills.

41. Appropriate equal opportunities, ethnic monitoring and diversity policies and procedures are in place across the prison. A standard complaints and grievance procedure is in place. Policies and procedures are applied consistently to learning and skills activities. Offenders are informed of their rights and responsibilities at their induction to the prison. However, this is not developed further at the induction to education or workshops. Posters to promote equality and diversity and the complaints procedure are displayed in corridors. There are no display materials in classrooms or workshops. Diversity training is provided as part of staff induction to the prison, but this has not yet been completed by all staff. Awareness of equality is not routinely promoted through education classes or workshops, although all learners are treated with dignity and respect. All classrooms and workshops are readily accessible to learners with restricted mobility.



42. There is insufficient collection and use of data to monitor equality of opportunity. The prison monitors participation in all activities by minority ethnic group. The education department completes a monthly analysis of participation in classes by using broad ethnic groupings and not the prison-wide coding system. Tutors sometimes identify the minority ethnic background of learners by observation only and recording is inconsistent. There is no monitoring of retention and achievement on courses by minority ethnic group.

### Quality improvement

### Contributory grade 4

43. Satisfactory but unsystematic feedback is collected from learners in most areas of provision. End-of-course questionnaires are used routinely on some courses including industrial cleaning and art and design. On others, questionnaires are used periodically to gain learners' views. Regular but informal meetings are held with groups of learners in education to gain feedback. Although staff respond quickly to make changes after feedback, there is no systematic evaluation of the results of surveys to establish trends. Education and workshop provision was changed from part time to full time, after feedback from learners.

44. Quality improvement arrangements are inadequate. The quality improvement group has only recently been established. Membership and terms of reference have been agreed and provide an appropriate basis for quality improvement. Early meetings have focused on funding and compliance. Staff from another prison in the company attended a recent meeting to advise on preparation for inspection. There are no quality policies and procedures in place for learning and skills provision. Although some lesson observations have taken place in education and helpful feedback was given to staff, some staff have not been observed as yet. No observations of lessons have been carried out in PE and industrial cleaning. Retention and achievement data is not routinely collected and used to evaluate programmes and make improvements. For example, data collected for inspection identified a large numbers of learners leaving industrial cleaning programmes before completing qualifications. During the first year of operation, low, key performance targets were set for accreditations and these have been exceeded. There is no system for routinely reviewing the effectiveness of education and training courses.

45. Verification procedures are incomplete. There is no standard internal verification policy and procedures for programmes where it is a requirement. Verification of foundation courses is adequate. Additional external verifier visits have been arranged to provide support to staff while the course is being established. There have been no external verifier visits for the PE programme, and all verification is carried out by post. However, the quality of assessment is satisfactory in all areas.

46. The self-assessment process is insufficiently rigorous. The prison produced its first self-assessment report for inspection. Education staff produced reports for their own courses. Vocational training and workshop staff were consulted about self-assessment, but some were not involved in its production. The reports were not validated or approved by the quality improvement group. Strengths and weaknesses were identified for each education course, vocational training or workshop activity. In most cases, reports do not make clear judgements based on sound evidence. For example, some strengths relating to achievement are not supported by data showing qualifications achieved. However, the weaknesses are accurately identified. Areas of learning are not graded. There is no assessment of the quality of leadership and management, equality of opportunity and quality improvement across all learning and skills provision. Development plans were not

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produced after the self-assessment process to further develop strengths and resolve weaknesses.

## AREAS OF LEARNING

### Information & communications technology

**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i>		<b>2</b>
Other government-funded provision	17	2

47. There are 17 learners working towards an introductory ICT qualification. A more advanced introductory qualification is also offered. Qualifications are delivered throughout the year. There are two computer suites accommodating 11 and six learners. Two tutors run ICT courses on a job-share basis, supported by a part-time member of staff, with a vacancy for another. Training takes place through the use of workbooks, with support from a tutor and offenders working as learning support assistants. Training is full time and takes place during the mornings and afternoons, five days a week. Learners are required to be at least at entry level 2 in literacy before being accepted on the course.

#### *Using IT*

**Grade 2**

##### *Strengths*

- good achievement of qualifications
- consistently high rate of attendance
- good teaching and learning
- good learning and personal support

##### *Weaknesses*

- insufficient understanding of programme by learners
- inadequate range of IT qualifications

### **Achievement and standards**

48. Achievement is good. Since June 2004 when the prison opened, 188 learners have started. To date, 166 units of the introductory qualification and 17 units of the advanced introductory course have been achieved, and 13 learners have achieved a complete qualification. Learners who did not achieve were those who left the course early for release or transfer to another prison. Learners who remain on courses develop good basic computer skills and most achieve some units of the qualification.

49. Attendance is good. During the inspection, all classes were at full capacity with full attendance. Classes start and finish promptly. Over the past six months, the level of attendance and capacity has consistently been above 90 per cent. Absences are usually through illness or other prison or court commitments.

## **The quality of provision**

50. Teaching is good. Tutors are all suitably qualified and lessons are well managed. Learning is through the use of workbooks and is well directed by tutors. Tutors adapt their teaching styles well to meet the needs of individual learners and monitor the learners' progress very closely. Initial assessment and lesson planning is good. Individual learning plans are kept up to date and detailed records are made of each learner's progress after every lesson. Problems are identified and dealt with quickly. Tutors assess learners after every exercise is completed. Practice papers are available and learners are able to do as many as they need. Tutors monitor learner's progress towards competence and the decision to take the final exam is negotiated between tutors and learners.

51. There is good learning and personal support for learners in all classes. Learning takes place in a quiet, purposeful and supportive environment. All classes have an offender classroom assistant who has good IT skills, has completed a qualification and has an aptitude for mentoring. These assistants provide good peer support and enable many more learners to attend IT classes. All learners make good progress towards their qualification. Many are new to computers but quickly gain good practical IT skills. Learners are enthusiastic about the learning experience and their progress, and are proud of their achievements. Learning is planned and guidance is given to ensure that all learners have the opportunity to reach their potential.

52. Resources are satisfactory. The building is new and purpose built and the technology is recent and reliable. Software is limited to a commercial operating system and business software but the computers are effectively used. Learning materials are satisfactory and are used effectively. Tutors design some and others are bought in.

53. Learners have an insufficient understanding of the qualification they are taking. Despite the fact that they achieve units quickly, they have little understanding of the level of the course and what benefit it could be to them on release.

54. There is an insufficient range of IT qualifications available. Those provided only cover office applications and there is no opportunity for progression beyond level 2. While most learners have basic IT skill requirements, more capable learners are unable to develop a wider range of skills to increase their options on resettlement.

## **Leadership and management**

55. Communication between staff and between staff and managers is good. Standard recording systems and processes are used. All staff are suitably qualified. Professional development opportunities are readily available through the prison, but there is no regular lesson observation system in place. Learners are given individual learning plans and appropriate targets are set. They are updated daily and are used to monitor progress and achievement. Records of achievement and retention are kept, but are not used to monitor trends over time. There is no formal system for the evaluation of learners' views, but tutors encourage feedback from learners after each class. Equality of opportunity is satisfactory. The prison has clear policies which are adhered to in the ICT department, but there is little promotion or monitoring of equality. The self-assessment report is not thorough, but it does identify some of the strengths and weaknesses.

**Hospitality, sport, leisure & travel****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>Leisure, sport and recreation</i></b>		<b>3</b>
Other government-funded provision	33	3

56. There are 33 learners on a full-time course working towards an assistant gym instructor level 1 qualification. A range of non-accredited skills development certificates is also available. Practical and theory training takes place in groups in the gym. Learners are allocated to a group based on their progress and length of time on the course. The gym is staffed by a gym manager and five PE officers, supported by four prisoner orderlies. An external company provides assessment, support and verification.

***Leisure, sport and recreation*****Grade 3***Strengths*

- good achievement of qualifications
- good use of offender orderlies to support learners
- good access to PE courses

*Weaknesses*

- inadequate planning of teaching and learning
- inadequate support for learners' additional learning needs
- insufficient arrangements to quality assure the programme

**Achievement and standards**

57. Achievement of qualifications is good. Courses were introduced in January 2005. Although 68 of the 183 learners who have started courses were transferred before they were able to complete, 54 learners have achieved full qualifications. Only 11 learners who were not transferred before they were due to complete left the programme early. Of those who stayed till the end of the course 47 per cent achieved their qualification. Most learners achieve a number of relevant and useful sports skills certificates. Since the start of accredited training, 390 sports certificates have been awarded. Learners develop good fitness-related skills and offender orderlies gain good skills in supervising and advising learners.

**The quality of provision**

58. Very good use is made of competent offender orderlies to support PE learners and other offenders. Orderlies carry out the induction to the gym for all new offenders as part of their induction to the prison. The induction is detailed and includes a fitness assessment. The orderlies have received training to prepare them for this role. They also support learners on their courses well and often run warm-up sessions.

59. Access to PE courses is good with up to 40 places available. Courses operate

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throughout the year and this allows new learners to join as places become available. The course is run on a full-time basis and the qualification can be achieved in only six weeks. This has helped many more learners to achieve the qualification. Good arrangements have been made to support learners who have been moved or released. When learners are moved to another prison, the PE manager makes contact with the new prison to arrange for the learners to continue with the course where possible. Where learners have been released, arrangements have been made with local providers for learners to complete their assessments at no cost to them.

60. Assessment is satisfactory. Tutors have received appropriate assessor training and provide training and assessment on a regular basis. Courses are relevant and lead to employment-related qualifications. Learners are also offered one-day sports courses to enhance and support the programme and to develop good practical skills.

61. Resources are satisfactory. There are sufficient staff and they have a range of experience. Less experienced staff are well supported in their development. Learners have good learning materials including a course manual and appropriate handouts. Sports resources are excellent and include new purpose-built sports facilities and a range of good sports equipment. However, there is no classroom for theory work. Theory is taught in the sports hall where the acoustics are poor and it is difficult to hear the tutors. A room originally designated for this purpose is used as an office.

62. Planning of teaching and learning is inadequate. Basic skills initial assessment results are not given to PE staff. Individual learning plans are not used. Learners are not aware of the qualification being followed. Sentence plans only specify the target qualification and do not include additional relevant sports certificates or arrangements to support learners. There are no lesson plans. Management of some classes is poor.

63. Support for additional learning needs is inadequate. Tutors provide good support for learners, but none of the tutors have specialist training to support literacy or language skills. Learners with additional language needs can only get specialist support if they leave the course and enrol on an ESOL class. There are plans to appoint a specialist support tutor to meet the needs of PE learners.

### **Leadership and management**

64. PE provision is well organised to provide opportunities to gain qualifications for as many learners as possible. Monitoring of equality of opportunity is satisfactory. Course attendance is monitored by ethnic group, and under-represented groups are identified. However, there is no monitoring of test results by ethnic group. Learners are aware of the appeals and complaints procedure. Staff development is satisfactory and all tutors have either completed, or are working towards, a teaching qualification. All staff are trained in their specialist subject.

65. Arrangements to quality assure the programme are insufficient. No observations of teaching or assessment have been carried out and internal verification has only been available by post. The company who provides and administers the qualification has not yet visited the prison to monitor the quality of training or assessment. Course evaluations have been carried out, but these have not yet been analysed to identify trends or to make changes. The staff have not been involved in the self-assessment process, which was completed by the PE manager.

**Health, social care & public services****Grade 2**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Cleaning</b>		<b>2</b>
Other government-funded provision	7	2

66. There are currently seven learners working towards a cleaning operator's proficiency certificate at stages 1 and 2. Courses are run full time over two weeks on a continuous basis in a purpose-built 'kleaning academy'. Stage one is run in the first week and stage two in the second week. Learners have an induction followed by a programme of theory, practice and assessment. The 'kleaning academy' has two full-time members of staff, one of whom is a qualified assessor and one has nearly finished the assessor award. There is another qualified assessor available in the prison. Classes take up to 15 learners who are recruited to the course by identifying their preference during prison induction.

**Cleaning****Grade 2***Strengths*

- good achievement of qualifications for learners completing the programme
- very good development of learners' skills and confidence
- good resources used well to support learning

*Weaknesses*

- inability to complete the programme by many learners

**Achievement and standards**

67. The achievement rate is good for learners who complete the programme. Since the prison opened in June 2004, 281 learners have started on the cleaning operator's proficiency certificate course. Attendance is good. Almost all the 130 learners who completed the course achieved stages 1 and 2. Fifty-three per cent of offenders who enrolled, transferred to other prisons or were discharged before completing the qualification. Many of these were enrolled even though it was known they would be unable to complete in the two-week period available.

68. Learners gain good practical and work-related skills that provide good employment opportunities on discharge or transfer to another prison. They are treated with respect by tutors, who help learners increase their confidence and self-esteem. Peer support is encouraged and additional skills of teamwork and attitudes to others in the work environment are developed very well during the course.

**The quality of provision**

69. The 'kleaning academy' is very well equipped with a full range of new and modern industrial equipment in a purpose-built, spacious workshop. A wide range of practice cleaning surfaces is provided to enable learners to develop the full range of skills required quickly. The two full-time staff are appropriately qualified and experienced. The staff to

learner ratio is good, but there are insufficient teaching and learning support materials.

70. Tutors effectively motivate and inspire learners to succeed. They are good role models for professional practice and behaviour. Learners receive regular and constructive feedback during practical skills demonstrations. During theory sessions, learners are encouraged to participate, and tutors are patient and supportive when learners are learning new technical skills. They also provide good support to enable learners to deal with personal issues which affect their learning. For example, access to a telephone was arranged for a learner who was unable to concentrate because she was worried about a court appearance. There is a good emphasis on health and safety practice.

71. The course provides a large number of offenders with the opportunity to achieve a useful qualification to provide future employment opportunities. It is very popular with learners who recognise the benefits of having an industrially recognised qualification. For those who are transferred to other prisons to serve longer sentences, the qualification provides improved work prospects.

72. Assessment takes place regularly and is systematic. However, for most units, assessment immediately follows theory and demonstration and takes place in the workshop. This leaves insufficient time for practice and development before formal assessment. There is too little use of work-based opportunities within the prison, for practice and assessment. However, the prison has recognised this and during the inspection, additional practice opportunities were identified and used. During assessment sessions, some learners who are waiting to be assessed are not sufficiently occupied.

73. Although support for learners' additional learning needs is not sufficiently structured, due to the practical nature of the course this does not represent a significant barrier to achievement for most learners. Learners who are unable to speak and understand English are reliant on the support of peers to be able to understand the requirements of the course. None of the tutors have specialist training to support literacy or language needs, but plans to appoint a specialist support tutor for the vocational training and workshops are well advanced.

### **Leadership and management**

74. Staff are supported well by managers and have appropriate opportunities for further training. Targets for achievement are set, but these take account of expected losses from the programme. Data which was collected for inspection identified a large number of learners leaving industrial cleaning programmes before completing qualifications. Action has not been taken to resolve this. Feedback is gained from learners at the end of each course, but information is not analysed and is not systematically used to develop the programme. No observations of teaching or assessment have been carried out. Equality of opportunity is satisfactory. The prison has clear policies which are adhered to, but there is little promotion or monitoring of equality. The self-assessment report is not thorough but it does identify some of the strengths and weaknesses.



**Foundation programmes****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Other contributory areas</b>		<b>3</b>
Other government-funded provision	45	3

75. Forty-five learners attend foundation programmes. There are 21 learners taking literacy courses and 12 learners in art who attend full time for five days a week. Twelve learners attend ESOL classes part time, either in the mornings or afternoons. Two literacy classes leading to accreditation are run for learners at entry level and levels 1 and 2. Learners in art attend a two-week creative craft skills course or a two-week drawing skills course. All prisoners attend a two-day induction programme, during which they receive information about education and work opportunities, and complete a literacy and numeracy assessment. The results of this assessment are used to place learners in appropriate classes and to discuss learning opportunities with them. The education department is managed by an education manager and a deputy who is also the art tutor. There are two literacy tutors. There is an arrangement with Brooklands College to provide an ESOL tutor for two days a week and some literacy tuition.

**Other contributory areas****Grade 3***Strengths*

- good individual attainment in literacy and art
- good initiatives to develop additional skills and qualifications
- good individual support for learners

*Weaknesses*

- inadequate ESOL provision
- insufficiently detailed and relevant targets in individual learning plans
- insufficient resources to support some learning

**Achievement and standards**

76. Individual attainment is good in most classes. Learners increase their confidence and display a high level of concentration in class. Learners complete units from the skills for life materials, the government's strategy on training in literacy, numeracy and language provision, to practise the tasks required to achieve a certificate. In one entry-level literacy class, learners were able to identify nouns and adjectives, and write formal and informal letters with confidence. In a level 2 class, learners discussed examples of sarcasm, irony and humour in preparation for a speech on a controversial topic. In the craft class, learners develop good practical skills and learn different techniques to make small items of jewellery using beads. Many learners feel confident that they could make and sell their products on release.

77. The achievement rate for entry-level literacy is good. Eighty-five per cent of learners who are entered for the examination, pass. All learners entered for the art and craft

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certificates gain accreditation. However, the pass rate for level 2 literacy is only 26 per cent for the first group of learners entered.

78. Attendance is good. During the inspection the attendance rate was 85 per cent. Non-attendance is recorded carefully and for most learners is accounted for by court appearances, visits or healthcare.

### **The quality of provision**

79. Individual support for learners is good. The education department has very good working links with health care, the help and directions unit and the separation and care unit. The education manager contributes to the care planning for prisoners by accepting prisoners in literacy and art classes and by liaising closely with nursing staff and officers. Learners in the separation and care unit receive tuition in their cells from the education manager. Activity packs are often provided for learners to use in their cells. In classes, learners receive very good individual attention and support from tutors and other learners. An atmosphere of safety and calm is maintained. All learners can access the advice and support centre for careers advice and guidance where many voluntary and support organisations provide services such as counselling and housing advice.

80. Some good initiatives are in place to help offenders develop additional skills and qualifications. For example, in the advice and support centre, offenders are trained as learning champions. Twenty-one offenders have completed the course provided by an outside agency and have achieved accreditation at level 1 or 2. Following training, they contribute to the organisation and delivery of the prison induction programme. In the education department, training is given to offenders who wish to become mentors for the 'toe by toe' reading scheme for other offenders who want to learn to read and write in their cells. This training is offered on a regular basis and so far 15 offenders have been trained. The prison is exploring accreditation for offenders who work as classroom assistants.

81. Teaching and learning in literacy and art classes is satisfactory. In literacy, tutors make use of skills for life materials and also provide additional materials and activities such as games, spelling lists and books. There is much support from tutors to help learners work at their own pace. In art, learners work at their own pace with good guidance from the tutor and classroom assistant.

82. Induction is satisfactory. All learners receive an induction to the education department on the second day of their prison induction. They are given information about learning opportunities in the department and complete a literacy and numeracy initial assessment. All learners complete an application form to identify the programmes of their choice. This is taken into consideration in the allocation of places.

83. The provision for ESOL is inadequate. The course and lessons are poorly planned. There is no scheme of work and lesson plans do not have appropriate lesson objectives or learning activities. Learners are not taught language skills for their immediate needs to enable them to communicate more effectively with prison officers and other offenders or to access prison services. Learning materials are inappropriate. Many are photocopies from inappropriate textbooks for English as a foreign language and are not aimed at the learners' language levels.

84. Targets in individual learning plans are insufficiently detailed and are not sufficiently

relevant to the learners' needs. Previous knowledge, qualifications and experience are not identified. Learning goals are not always written in terms that are relevant and meaningful to learners. Many targets are insufficiently precise to enable learners and staff to guide development of specific skills and adequately measure progress. Learning plans are not used to formally review progress, but the training is carefully recorded by learners at the end of every lesson.

85. There are insufficient resources to support some learning. Learners do not have access to computers to help develop literacy skills. There are insufficient qualified staff to teach literacy, numeracy and language. None of the tutors have the relevant subject qualifications at level 4 and some do not have a teaching qualification. There is no ESOL tutor employed by the prison and arrangements for Brooklands College to provide an ESOL tutor are unsatisfactory. Plans are in place to appoint new staff and to provide training for existing staff. The skills for life materials which are used as the main learning resources are adequate. Learners make appropriate use of the library for research tasks.

### **Leadership and management**

86. Attendance is well monitored and occupancy lists are kept up to date and monitored. Liaison with other departments is good. There are regular team meetings, which are minuted. Staff are encouraged to attend prison training sessions on topics such as women in prison, self-harming and suicide awareness. However, arrangements have not been made for literacy tutors to gain the new approved qualifications. Staff teach during every session and have insufficient time to assess learners' work, plan lessons, make changes to courses or develop new learning opportunities to meet the changing needs of learners. Staff spend much time planning and using the internet for research at home. Feedback is gained from learners at the end of some courses, but information is not analysed and is not systematically used to develop the programme. Some observations of teaching have been carried out, but lessons are not graded and training needs are not systematically identified. Equality of opportunity is satisfactory. The prison has clear policies which are adhered to, but there is little promotion or monitoring of equality. The self-assessment report is not thorough, but it does identify some of the strengths and weaknesses. There is inadequate quality assurance of the provision provided by Brooklands College.

