

# REINSPECTION REPORT

## **HMP/YOI Hindley Reinspection**

**22 February 2006**



ADULT LEARNING  
INSPECTORATE

## Grading

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

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

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.*

## Adult Learning Inspectorate

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

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

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

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP/YOI Hindley (the prison) is located in Bickershaw on the outskirts of Wigan. It opened in 1961 as a Borstal and since then has served a variety of functions. In 2001 the prison completed its first year as a long-term young adult facility. It was then announced that it would change roles again and become a split site, containing young offenders and juveniles. The prison now has a certified normal accommodation of 455, comprising 255 young offenders and 200 juveniles. Forty of the juvenile spaces are for young people on remand. The overall budget is approximately £19 million, of which £10 million is for juveniles and the rest for young offenders. During the inspection, the average population was 235 young offenders and 164 juveniles.

2. Education and some vocational training is contracted to City College Manchester (the college). The contract is for 30,000 hours annually for young offenders. In the young offender estate, education opportunities are provided for around 100 full-time places. Currently, there are about 30 part-time education places available. Education staff visit the workshops frequently to support learners' literacy and numeracy and key skills work. The college employs approximately 120 staff, including main grade lecturers, learning support assistants, guidance workers and administrators. There is a limited evening curriculum. Additional activities are provided by local youth service workers who attend in the evenings and on Saturdays. A varied physical education programme offers courses which last for between one and six weeks, and a 13-week gymnasium instructors' course. The education department offers literacy and numeracy courses, an examination-based qualification in information technology (IT), arts, humanities, drama, general certificates of secondary education and open learning. Vocational training includes kitchen and bathroom fitting, carpentry, industrial cleaning, catering and motor vehicle courses. Although there is employment in the gardens and the laundry, there are no nationally recognised training courses involved.

3. The head of learning and skills is responsible for the operational management of education and training in the young offender estate. This includes the library provision which is contracted to a public library service. There are libraries in the juvenile and the young offender parts of the prison, but there is no evening or weekend access. Most young offenders in the prison are serving sentences of at least two years.

### SCOPE OF PROVISION

#### Construction

4. Construction training is offered in brickwork and plastering, where the basic craft skills award is offered. Training is also offered in kitchen and bathroom fitting, where learners can gain foundation certificates. Additional tuition to improve learners' literacy and numeracy skills is delivered by education guidance workers in the vocational working area. There are currently five full-time members of staff and one vacancy in the

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construction area. Learners' attendance is full time, based on 30 hours each week. Assessment takes place in the workshops. There are 24 learners on construction programmes. The brickwork programme is not operational at the moment.

## ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	7
Number of learners interviewed	15
Number of staff interviewed	3
Number of subcontractors interviewed	12
Number of locations/sites/learning centres visited	1

## OVERALL JUDGEMENT

5. At the previous inspection, which was carried out in November 2003, leadership and management were satisfactory, as was the approach to equality of opportunity. Arrangements for quality assurance were unsatisfactory. Construction training was also unsatisfactory, but engineering, technology and manufacturing was satisfactory. The provisions for foundation programmes and health, social care and public services were good. At the end of the reinspection process, construction was found to be satisfactory and arrangements for quality assurance have improved.

## AREAS OF LEARNING

### Construction

Construction		3
Contributory areas:	Number of learners	Contributory grade
<b>Construction crafts</b>		
- Other government-funded provision	24	3

### **Construction crafts**

#### *Strengths*

- good development of learners' skills
- well-planned learning programmes
- particularly good additional learning support

#### *Weaknesses*

- poor achievement and retention rates
- insufficient number of vocational programmes

### Achievement and standards

6. Retention and achievement rates are still poor in brickwork and in bathroom and kitchen fitting, but they are improving. In brickwork the overall achievement rate for all starters in the past year is only 19 per cent, but the rate had improved to 33 per cent for the second half of the year. In bathroom and kitchen fitting, the achievement rate is 26 per cent for the full year and 39 per cent for the second half. Retention rates are 37 per cent in bathroom and kitchen fitting, and 34 per cent in brickwork for the full year, but this rate also improved in the second half of the year. Retention and achievement rates in plastering are satisfactory. From June/July of 2005, a number of actions were successfully introduced, such as improved individual learning plans, teacher training and better information and guidance about vocational programmes for young offenders at induction. Sixty-seven per cent of all learners achieve accreditation of at least one unit. Learners leave the programmes before completing their learning goals for a number of reasons but the main ones are disciplinary, or learners simply not wanting to complete the courses. In a small number of cases, learners leave the courses because they are moved to other prisons or have finished their sentences, but this is not a very common occurrence.

7. All learners begin with an accredited introductory programme, which covers basic hand skills, health and safety, and use of hand tools. There is a strong emphasis on the early development of good practical skills. Learners show good skills in using hand and power tools. Examples of their completed work demonstrate a very good standard of achievement. Learners are able to use their initiative. Two learners decided to replace

the panels in the doors of kitchen wall units with perspex to improve the appearance. The standard of work produced by learners in plastering is to a good industrial standard. Learners take a pride in their written work and their task record sheets are detailed, complete and up to date. Their portfolios are of a very good standard. The standard of presentation is good, and work is neatly written, or word-processed using the IT skills they have acquired. The portfolios provide clear records of learners' course activities and staff use the portfolios effectively to monitor learners' progress. In some cases, however, completed assessments had not been signed off by the internal verifier. Learners gain good, additional skills such as tiling for the learners on the plastering programme. The more experienced learners will often support newer course members to develop their skills.

### **Quality of education and training**

8. Standards of teaching and learning are satisfactory. All the sessions observed by inspectors were graded as satisfactory or better. The instructors in the plastering and in the bathroom and kitchen fitting workshops are relatively new to the job. They have good and recent industrial experience and are now completing certificates in education. There were no classroom facilities in the vocational areas at the time of the previous inspection. This situation has been resolved, and there are now adequate facilities for tuition and study. Learners have sufficient access to text materials and trade literature to assist in the development of their background knowledge. Tools are of a satisfactory standard. Instructors work closely with the tutors to integrate learning support with the vocational area. For example, calculations for quantities of materials are used to help improve numeracy skills. Learners who have completed their courses also provide additional support and act as mentors for new learners. Health and safety in the workshops is satisfactory. Risk assessments are in place for all activities and are maintained by the instructors. Personal protective equipment is provided and used by the learners. Appropriate signs are displayed in the workshops.

9. Learning programmes are well planned. The individual learning plans are set out well. Information from initial assessments is well recorded and understood by all staff, including the vocational trainers, and learners. Support arrangements are clearly identified and set out. Targets are well established to help learners achieve the full qualification, and are divided into milestones against which learners' progress can be measured. Short-term targets are reviewed carefully by the instructors. Vocational targets are complemented with targets for 'soft' skills, such as trying not to smoke in the workshop and settling down to work without being distracted.

10. The particularly good provision for learning support identified at the previous inspection has been maintained. Learners are well supported by four dedicated tutors who attend the workshops each week and help learners with skills for life, key skills and IT. Learners are motivated to learn and they benefit from good working relationships with the tutors who are sensitive to their learning needs. The learning materials are contextualised within the vocational training, and learners appreciate the importance of acquiring literacy, numeracy and IT skills in enabling them to carry out set practical tasks



and complete their course work. The learning support tutors and the vocational instructors work closely together and discuss the learning needs of each learner as part of planning and setting targets. Learners are quick to praise the support that they receive, particularly with portfolio work.

11. All new young offenders complete the offenders' assessment system test as well as having their skills and learning needs thoroughly assessed before starting in the workshops. Staff carry out a series of tests to evaluate skills for life, which is the government's strategy on training in literacy, numeracy and the use of language, dyslexia, and the learners' preferred method of learning, as part of the arrangements to develop individual learning plans. Staff and learners make good use of the individual learning plans to guide learning and to support progress. Targets for achievement are agreed between learners and staff and good progress is made with learners' levels of literacy and numeracy skills.

12. The range of vocational programmes is too small. Only two programmes are available. The brickwork programme is not operational. No instructor is available. The cover for absentee instructors is inadequate. Progression is not possible for learners beyond the basic craft skill programmes in any area. There are plans to introduce the intermediate construction award which is more appropriate to the construction industry, and which, with relevant work experience, can lead to a national vocational qualification.

### **Leadership and management**

13. The vocational manager has regular monthly meetings with the construction staff, at which minutes are taken and actions for improvement are identified. Staff development is good. Both of the new workshop instructors are working for professional teaching qualifications at a local college.

14. Equal opportunities arrangements are satisfactory. Posters are displayed around the prison promoting diversity and equality. However, the emphasis is mainly on bullying and minority ethnic issues. Not enough attention is given to elements of equality of opportunity that are of equal relevance outside the prison, such as gender or disability issues.

15. Since the previous inspection, a strategy to quality assure assessment and to complete sampling plans for internal verification has been introduced. Internal verification records now demonstrate the validity of assessment decisions. Constructive, critical feedback is given to assessors after they have been observed by their internal verifier. Internal verification is still provided by another prison, but this arrangement is now better managed. The latest external verifier report showed no significant weaknesses with the arrangements. The qualification moderators' report for bathroom and kitchen fitting is very positive about the standard of work and record-keeping. Observations of teaching and learning have been introduced in the past year to check the quality of teaching. Constructive feedback is given to those observed and possible improvements are discussed.

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16. Not all of the instructional staff were involved in the compilation of the self-assessment report for the department. Strengths and weaknesses are not clear. The self-assessment report is written as a development plan, and judgements are not easy to identify. Strengths and development needs are not well defined.