

REINSPECTION REPORT

HMP Askham Grange Reinspection

23 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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HMP Askham Grange Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Askham Grange is an open prison for women. It is situated in the village of Askham Richard about seven miles to the west of York. It currently holds 131 offenders, which is its certified normal accommodation. Seven are young offenders and 10 are serving life sentences. The prison provides 10-bed residential accommodation and crèche facilities for mothers and their babies aged up to 18 months old. All offenders are sentenced and are sent to HMP Askham Grange from other prisons, which consider them to be worthy of placement in open conditions. For many offenders HMP Askham Grange is the last prison in their sentence before release. The average length of stay is two years, but for some it is only weeks. Those at the final stages of their sentence can attend local colleges, and participate in community work and paid employment in York and the surrounding areas.

2. The head of learning and skills is the senior manager responsible for all education, training and enterprise activities for HMP Askham Grange offenders. She is responsible for the education and library contracts, the prison catering and maintenance and gardens work. She reports directly to the prison governor.

3. The education provision is subcontracted to a further education college in the Northwest of England. The education department offers qualifications in family learning, literacy, numeracy, information technology, key skills, business administration and hairdressing. All provision is for part-time attendance and some offenders attend classes in more than one subject. The prison service offers qualifications in first aid, food preparation, food hygiene and horticulture. Ten offenders are attending courses at four local colleges of further education. Twenty eight are in paid employment, four are in work placements and 38 are on community placements, all of which are outside the prison. The nursery provision, in the mother and baby unit, and the library provision are subcontracted to local councils.

SCOPE OF PROVISION

Hospitality, sport, leisure & travel

4. Eight learners are working towards national vocational qualifications (NVQs) at level 2 in catering, food preparation and cooking or professional cookery. Additionally, one learner has progressed from level 2 and is attending a further education college and working towards the NVQ at level 3 in hospitality supervision. Learners who do not have the foundation food hygiene certificate, gain it within four weeks of starting work in the kitchen. Learning programmes are integrated with catering activities. Learners attend workshop sessions to develop their NVQ portfolios. Two kitchens are used for food production. The head of catering is responsible for the catering operation of the prison and the hospitality learning programmes. Staff have occupational catering and teaching qualifications and are working towards assessor qualifications. Internal verification is

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carried out by an external consultant. NVQ learners can join the programme at any time throughout the year. Those who work in the kitchen go through an initial assessment of their skills.

Hairdressing & beauty therapy

5. Eleven learners are following hairdressing programmes provided by HMP Askham Grange. Six are following level 1 NVQ programmes and five are working towards NVQ units at level 2. Additionally, two learners are attending a further education college and working towards a level 3 NVQ in hairdressing. Learners attend on average two days each week for hairdressing practical, background knowledge training and assessment. Learners start on the level 1 programme unless they have prior hairdressing experience. All learners have an induction to the hairdressing programme and an interview with the head of learning and skills at the beginning of their training. There are two part-time hairdressing tutors who are qualified assessors. The education department manages the hairdressing provision and provides literacy and numeracy support for learners with an identified need. Internal verification is subcontracted to a further education college. One learner is on placement in a local salon and one is employed by a salon as part of the planned phase of returning home after their prison sentence.

ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	13
Number of learners interviewed	21
Number of staff interviewed	44
Number of employers interviewed	5
Number of locations/sites/learning centres visited	1
Number of visits	3

OVERALL JUDGEMENT

6. At the previous inspection, business administration and foundation programmes were good. Information and communications technology (ICT) and equality of opportunity were satisfactory. Hospitality, leadership and management and quality assurance were unsatisfactory. Hairdressing was very weak. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better.

GRADES

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

Grades awarded at reinspection

Leadership and management		2
Contributory grades:		
Equality of opportunity		2
Quality assurance		3

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
Hospitality and catering - Other government-funded provision	8	2

Hairdressing & beauty therapy		3
Contributory areas:	Number of learners	Contributory grade
Hairdressing - Other government-funded provision	11	3

KEY FINDINGS

Achievement and standards

7. HMP Askham Grange has developed a good range of qualifications and progression routes to meet individual needs and to enhance employability. Staff carefully identify realistic learning outcomes as part of sentence planning. All those who work in hospitality and catering take basic food hygiene qualifications and several are taking NVQs at levels 2 and 3. Commercial activities are used well to enhance their employability and life skills. Waste management courses, National Proficiency Test Council units and awards, and the NVQ at level 1 in horticulture are now offered in the gardens. Nursery staff and the family learning co-ordinator have worked together well to develop family learning programmes accredited to level 3. Fourteen business administration learners have recently completed a new programme in teamwork. Accredited first aid for work training is now available. The range and level of ICT qualifications have been expanded. Eligible learners can attend local colleges of further education for qualifications which are not offered at the prison. External courses are well matched to learners' career aims and learners are highly motivated. Orderlies' skills are developed well and accredited.

8. Retention and achievement rates in hospitality and catering are good and have improved significantly since the previous inspection. Two of the 12 learners who have

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started programmes in the past 12 months have left early for unavoidable reasons. All the others have achieved their planned learning outcomes. Retention and achievement rates on hairdressing programmes are satisfactory. Of the 28 learners who started programmes in 2005-06, 79 per cent reached the end of their planned learning programme. Progress towards unit achievement on NVQs at levels 1 and 2 is satisfactory.

9. Systems to monitor hairdressing learners' progress are inadequate. No overall document is kept by tutors to analyse element, unit and overall qualification completion rates. Trainers and senior managers do not have an overview to enable them to measure learners' progress and achievement rates. Monitoring documents that are available are not kept up to date. When staff are absent, it is difficult for other staff to plan individual training, as they do not know what work learners need to complete.

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Hospitality, sport, leisure & travel	0	0	2	0	2
Hairdressing & beauty therapy	0	1	2	0	3
Total	0	1	4	0	5

10. **Training is well planned to meet learners' needs.** In hairdressing, two commercial salon sessions take place in the evening which provides ample assessment opportunities for learners. Good arrangements are made for learners with evening childcare commitments to attend the day time sessions. Level 1 and level 2 learners work together as a team in a realistic salon environment. Learners attend an external hairdressing show annually.

11. **In hospitality the planning of training is thorough and integrated with the day-to-day operation of the prison's catering needs.** Good opportunities are provided for learners to gain valuable experience in catering on a tight budget for large numbers of customers. Learners also produce food for the many commercial functions, events and meetings held at the prison. Learners have good opportunities to request items to be cooked and produced for the main production and for events. Staff are well experienced and qualified to teach, train and assess learners.

12. Teaching and learning are satisfactory in hairdressing and hospitality. Learners on level 1 and level 2 programmes are taught hairdressing skills and background knowledge separately in small groups. Schemes of work identify weekly activities and planned learning. Lesson plans identify learning outcomes that are shared with learners. Lessons are evaluated and learning is measured in terms of planned and unplanned learning that has taken place. Background knowledge sessions in hospitality do not fully use available resources.

13. Assessment practice is satisfactory, but there is little variety in the range of evidence

used to demonstrate learners' competence. Skills for life issues are identified and supported well. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. Learners have regular eight-weekly reviews which are linked to their individual learning plan.

Leadership and management

14. HMP Askham Grange has a clear leadership vision for learning and skills. The senior management team has a strong commitment to developing and expanding provision and raising the quality of all the prison's work. There are plans to further implement quality improvement processes developed by the quality improvement group in to all aspects of prison life. The prison's focus is on resettlement and family centred learning. The excellent, pioneering mother and baby unit is a key feature in promoting this. The head of learning and skills and the head of resettlement work closely together to ensure that when offenders leave the prison they have paid employment or a place in education and training. Learning and skills work is established in the prison business plan and the three-year development plan. Operational delivery is monitored and information is shared with the senior management team so that improvements can be made.

15. Communication and team working are good across the prison. Staff understand how all departments link together to support learners. For example, the library, nursery and education staff work well together to encourage mothers to read to their babies.

16. Learners receive good, individualised support. Senior managers are supportive of the flexible approach needed to individualise support. Great emphasis is placed on developing individualised resettlement plans for each offender. Staff treat learners with respect and are very sensitive to their needs and barriers to participation. A wide range of individualised and well co-ordinated support is given to learners. Learners' sexuality, culture, religion and lone-parent status are taken into account when meeting learning needs. Those who attend learning receive the same pay as those who work in the prison. A good diversity event has been held in the prison. Learners and staff also attend external diversity events.

17. Staff liaise closely with learners who have physical disabilities, to meet their needs. The education department's accommodation is upstairs and cannot easily be accessed by people with restricted mobility. Outreach learning provision is available if needed. However, hairdressing provision cannot be relocated for learners or clients with restricted mobility.

18. Initiatives to encourage use of the library facilities are good. Planned events, including a poetry week, story book mums and the big book share, are aimed at encouraging different groups of offenders to access the library, improve their literacy and use its services. The availability of library services is good and meets the needs of the offenders. However, as recently identified by a library survey, textbooks and journals to support learners' vocational training are poor.

19. Quality improvement processes are well planned and well implemented. Quality

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improvement has been carefully introduced to staff who are enthusiastic about and committed to the processes. The weaknesses identified at the previous inspection have been successfully resolved. All staff use a simple but effective quality log which is used to identify areas for development and to highlight weaknesses. Integrated action plans quickly show areas that have been dealt with and actions that are outstanding. The plans are used well as part of the ongoing self-assessment process. Good support has been provided in the workplace for work party managers to raise their awareness and understanding of quality improvement. Quality improvement group meetings effectively promote and share much good practice among all members. Learners' suggestions are swiftly acted upon and many improvements have been made in response to feedback from effective learner focus groups.

20. Staff appraisal and development is satisfactory. Staff have been encouraged to offer and assess qualifications and are set targets during their appraisal to develop new courses and expand provision.

21. Resources are satisfactory. Staff are effectively deployed and staff absences are managed well to ensure learners are not disadvantaged.

22. The delivery of skills for life provision is satisfactory and has been radically reviewed. HMP Askham Grange is moving away from discrete provision and paper-based activities, to a more integrated approach within education and wider prison activities. Four learning strands have been developed to promote literacy and numeracy, which include exercise and lifestyle, diet and lifestyle, health hygiene and lifestyle and the environment and lifestyle.

23. Self-assessment is satisfactory. All staff are fully involved in the ongoing self-assessment process. Many of the judgements in the self-assessment report matched those identified by inspectors, but some strengths were overstated. Additional weaknesses were identified by inspectors. Inspectors gave the same grades as self-assessment for leadership and management, equality of opportunity and hairdressing, but gave a higher grade for hospitality and catering and a lower grade for quality improvement.

24. The observations of teaching and learning by education department staff are satisfactory. Observations of teaching and learning do not take place in other parts of the prison or in external subcontractors. Internal verification is satisfactory and is planned and recorded. However, it is not systematically managed by HMP Askham Grange. Internal verification provides little development for assessors. An audit of learners' files has improved the setting of time-bound targets, but has not identified some of the issues raised by inspectors around timely achievement.

25. The new resettlement team staff are working hard to improve external communications and they have many good ideas to improve the quality of community placements and paid work. **However, learners have insufficient assessment opportunities in community placements and external employment.** Currently, none of the learners are able to continue with their qualifications through assessment in external workplaces.

Some external placements and employment require only a low-skill base and do not develop learners' potential.

26. Self-assessment has accurately identified that the use of retention and achievement data is inadequate for making management decisions. Work has started to deal with this weakness. However, data is currently not used to identify trends or measure improvements in retention and achievement. Differences in staff performances and area of learning performance are not highlighted or monitored. Retention and achievement data collected by hospitality staff is inaccurate and managers are unable to use it to make effective planning decisions about the hospitality provision.

Leadership and management

Strengths

- good range of qualifications and progression routes to meet individual needs
- clear implementation of leadership strategy and vision for learning and skills
- good individualised support
- effective implementation of well-planned quality improvement processes

Weaknesses

- insufficient assessment opportunities in community placements and external employment
- inadequate use of retention and achievement data for management decisions

Hospitality, sport, leisure & travel

Hospitality and catering

Strengths

- good retention and achievement rates
- good range of progression opportunities
- well-planned provision

Weaknesses

- inaccurate achievement data collected and used

Hairdressing & beauty therapy

Hairdressing

Strengths

- good progression opportunities
- well-planned training to meet learners' needs

Weaknesses

- inadequate systems to monitor learners' progress

DETAILED REINSPECTION FINDING

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- good range of qualifications and progression routes to meet individual needs
- clear implementation of leadership strategy and vision for learning and skills
- good individualised support
- effective implementation of well-planned quality improvement processes

Weaknesses

- insufficient assessment opportunities in community placements and external employment
- inadequate use of retention and achievement data for management decisions

27. Since the previous inspection, HMP Askham Grange has developed a good range of qualifications and progression routes to meet individual needs and to enhance employability. All of the learners in hospitality and catering now take basic food hygiene qualifications and several are taking NVQs at levels 2 and 3. Waste management courses, National Proficiency Test Council units and awards, and the NVQ at level 1 in horticulture are now offered in the gardens. Nursery staff and the family learning co-ordinator have worked together well to develop family learning programmes which are accredited to level 3. Work has been carried out to accredit additional skills and 14 business administration learners have recently completed a new programme in team work. The physical education officer has received manual handling and first aid training and now offers accredited first aid for work training. The number of days on which business administration and hairdressing training is available have increased. Waiting lists have been reduced and learners have more opportunities to participate. The range and level of ICT qualifications have also increased. Eligible learners can attend local colleges of further education for qualifications that are not offered at the prison. Eleven learners are currently following a range of college courses including nail art, accounting, sports therapy and adult teaching qualifications. External courses are well matched to learners' career aims and learners are highly motivated. Orderlies' skills are now developed well and accredited. Library orderlies take a qualification in library and information services. Gym orderlies take useful external qualifications to enhance their employability and are able to develop their skills by teaching exercise sessions. Although the average length of stay is two years, some women only stay a few weeks and programmes have been developed to enable them to achieve qualifications and have community placements in the short timescale. A good photography project recently took place, but there is still no regular arts provision.

28. HMP Askham Grange has a clear leadership vision for learning and skills. The senior management team has a strong commitment to developing and expanding provision and

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raising the quality of all the prison's work. The head of learning and skills is well supported by the senior management team. Her good work is recognised and there are plans to further implement quality improvement processes in to all aspects of prison life. The prison's focus is on resettlement and family-centred learning. The excellent, pioneering mother and baby unit is a key feature in promoting this. The family environment is designed to help with the socialisation of the children and relationship building. The head of learning and skills and the head of resettlement work closely together to ensure that when offenders leave the prison they have paid employment or a place in education and training. A feasibility study has been commissioned to expand the successful conferencing operation which provides good work and training opportunities. Interruptions to learning have been reduced. For example, the physical education officer has changed her shift patterns and the gym is now open during lunchtimes, evenings and weekends to fit around offenders' work and learning times.

29. Operational planning and management is now satisfactory. Learning and skills work is established in the prison business plan and three-year development plan. The head of learning and skills attends monthly business delivery meetings and attends performance management meetings. She is now part of the senior management team and learning and skills is integrated with resettlement planning. Operational delivery is now monitored and information is shared with the senior management team so that improvements can be made. The quality improvement group has raised awareness of operational delivery and monitoring issues.

30. Internal communication is much improved. Team working is good across the prison and staff have a better insight into how all departments link together to support learners. For example, library, nursery and education staff work well together to encourage mothers to read to their babies.

31. Staff appraisal and staff development is satisfactory. Staff have been encouraged to offer and assess qualifications and are set targets during their appraisal to develop new courses and expand provision.

32. Resources are satisfactory. Staff are effectively deployed and staff absences are managed well to ensure learners are not disadvantaged.

33. The delivery of literacy and numeracy provision has been radically reviewed. Provision was delivered in discrete classes, mainly using worksheets as a learning resource. The provider has developed an action plan to move away from discrete provision and paper-based activities, to a more integrated approach in education and wider prison activities. External government funding was secured to support this initiative, working as part of a group of providers within and external to the prison service. Four learning strands have been developed to promote literacy and numeracy, which include exercise and lifestyle, diet and lifestyle, health hygiene and lifestyle, and the environment and lifestyle. For example, an audio tape on breast cancer is used as a discussion point on health awareness and to develop learners' listening, comprehension and communication skills. The initiative is still in a developmental stage and it is too early for the provider to review and evaluate its effectiveness. However, early verbal feedback

from learners is positive.

34. Learners have insufficient assessment opportunities in community placements and external employment. The new resettlement team staff are working hard to improve external communication and have many good ideas to improve the quality of community placements and external paid work. New documents have been developed to support employers and community-placement providers. A partnership agreement for community placements and paid work has recently been circulated to employers to explain employers' and the prison's responsibilities. Prison staff successfully raise learners' employment expectations and career aims. The prison knows that most learners find it hard to continue with training and assessment when they begin paid work outside the prison. Currently, none of the learners are able to continue with their qualifications through assessment in the external workplace. For example, some learners who train and work in catering in the prison, go on to catering employment that does not offer as much development as the prison's conference catering facility. Some external employment requires only a low-skill base and does not develop learners' potential. Community-placement providers are asked to complete a brief evaluation sheet on attendance, time keeping, quality of work, co-operation, use of initiative, personal relations and work without supervision. However, employers frequently tick excellent for all areas without expanding on what the learner has learnt and what they need to do to develop.

Equality of opportunity

Contributory grade 2

35. Learners receive good, individualised support. Senior managers are supportive of the flexible approach needed to individualise support. Great emphasis is placed on developing individual resettlement plans. Resettlement plan targets are carefully developed in a sensitive and supportive way when offenders enter the prison. Good team working between the head of learning and skills, the education manager and probation service ensures that detailed information about the new offender is shared and used to develop a holistic resettlement plan. Resettlement plan targets are now on the intranet and can be easily shared with staff.

36. Staff treat learners with respect and are very sensitive to learners' needs and barriers to participation. A wide range of individualised and well co-ordinated support is given to learners. Learners' sexuality, culture, religion and lone-parent status are taken into account when meeting learning needs. For example, one learner felt the hairdressing uniform was inappropriate for her cultural needs. This was reviewed and when new stock was ordered, learners were consulted on the style. Learning support assistants are effectively used to provide individual learning support. Those who attend training receive the same pay as those who work in the prison.

37. The education manager has developed good links with a local college, who invite staff to their equality and diversity events. Staff have also joined the equality champions learning provider network project. One staff member attended the national race equality conference. Learners also attend external events. A good diversity week event has been held in the prison. Diversity group meetings now include offenders, and equality of

opportunity policies have been revised to be inclusive for residents and staff. All prison staff have diversity training which is updated every two years. Education department staff have now also attended training in diversity.

38. Staff liaise closely with learners who have physical disabilities, to meet their needs. The education department's accommodation is upstairs and cannot easily be accessed by people with restricted mobility. Outreach learning support is available if needed. Personal computers in the library have been updated and two laptop computers are now available. Learning materials have been developed which can be used outside of the education department. Learners with restricted mobility can use more conveniently located staff toilets and refreshment facilities. However, hairdressing provision cannot be relocated for learners or clients with restricted mobility.

39. Initiatives to encourage the use of the library facilities are good. Planned events, including a poetry week, story book mums and the big book share, are aimed at encouraging different groups of offenders to access the library, improve their literacy and use its services. The availability of library services is good and meets the needs of the offenders. It is open for approximately 28 hours a week, including lunchtimes, evenings and weekends. The book stock is regularly renewed and up-to-date newspapers, magazines and journals are available. Displays are changed regularly and themes such as creative writing are regularly publicised. The library has presented a business case to provide internet access in the library to support learners' studies. However, as recently identified by a library survey, textbooks and journals to support learners' vocational training are poor. Tutors do not communicate with the library service effectively to enable them to order appropriate textbooks, journals and periodicals.

40. The education department identified that it did not gather or use equality of opportunity data to analyse achievement. A new system has been devised to collect retention and achievement data for people from minority ethnic groups and is about to be extended to people with disabilities. Learner feedback forms also ask for ethnicity information. Statistics for minority ethnic groups involved in training are produced every month.

Quality assurance

Contributory grade 3

41. Quality improvement processes are well planned and effectively implemented to improve the learners' experience. Quality improvement has been carefully introduced to staff who are all enthusiastic about and committed to the processes. Weaknesses identified by the inspection have been resolved. A simple but effective quality log is used continually by all staff to identify areas for development and to highlight weaknesses. Integrated action plans quickly show areas that have been dealt with and actions that are outstanding. The plans are used well as part of the ongoing self-assessment process. Good support has been provided in the workplace for managers to raise their awareness and understanding of quality improvement. Quality improvement group meetings effectively promote and share good practice among all members. Staff are responsive to feedback from external consultants and use the Adult Learning Inspectorate's database well to find good practice. Fortnightly focus group meetings for

learners are very effectively used in each area of learning to identify actions. Meetings have set agendas and learners are responsible for taking minutes. Learners' suggestions are swiftly acted upon and many improvements have been made in response to feedback from these groups, such as improvements in resources in family learning. Learners also complete feedback questionnaires each month during their programmes. Learner feedback responses are now analysed and comments are collated by area of learning.

42. The observations of teaching and learning of education department staff have improved. The education manager has received the staff development she requested, and this has improved her ability to give detailed and objective feedback. Observations of teaching and learning do not take place in other parts of the prison or in external subcontractors.

43. Internal verification is satisfactory and is planned and recorded. However, it is not systematically managed by HMP Askham Grange. No guidance is given to internal verifiers on sampling activities they should carry out, nor do managers know what sampling activities internal verifiers carry out. Managers rely on external verifier reports to quality assure the work of internal verifiers. Standardisation meetings are not held to ensure consistent assessment practice between hairdressing assessors. Internal verification provides little development support for assessors.

44. An audit of learners' files is carried out to examine completion of key documents including reviews and individual learning plans. This has improved areas such as the setting of time-bound targets, but it has not identified some of the issues raised by inspectors around timely achievement.

45. Self-assessment has identified that some collection and use of retention and achievement data is poor. Work has started to deal with this weakness and the education department has started to develop new data collection tools. However, currently, there is inadequate use of retention and achievement data for management decisions. Data is not used to identify trends or measure improvements in retention and achievement. Staff cannot easily compare increases or decreases in achievement. Inspectors identified evidence of good achievement rates in hospitality. Differences in staff performance and area of learning performance are not highlighted or monitored. Staff cannot easily tell how many learners achieved their qualifications. Staff in different areas of learning complete data forms in different ways. Not all staff understand the importance and use of data collection. Most staff cannot easily tell if learners achieve their qualifications in the planned timescale. Target-setting for staff is inconsistent. The head of learning and skills has started to set targets for qualification achievement for work party managers, but the education manager does not set targets for education staff.

46. Self-assessment is satisfactory. All staff are fully involved in the ongoing self-assessment process. Judgements in the self-assessment report, matched those identified by inspectors but some of the strengths were overstated. Inspectors identified further weaknesses. Some of the weaknesses identified in the hair and beauty report have now

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been satisfactorily resolved. Inspectors gave the same grades as those shown in the self-assessment report for leadership and management, equality of opportunity and hairdressing, but gave a higher grade for hospitality and catering. A lower grade was given for quality improvement.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
Hospitality and catering		
- Other government-funded provision	8	2

Hospitality and catering

Strengths

- good retention and achievement rates
- good range of progression opportunities
- well-planned provision

Weaknesses

- inaccurate achievement data collected and used

Achievement and standards

47. Retention and achievement rates are now good and have improved significantly since the previous inspection. Two of the 12 learners who have started programmes since the previous inspection have left early for unavoidable reasons. All the others have achieved their planned learning outcomes. Fifty per cent have achieved a full NVQ and the other 50 per cent have achieved units towards an NVQ. Staff now identify realistic learning outcomes as part of sentence planning, within the first few days that the learner arrives at the prison.

48. Learners have good progression opportunities and receive good individual support and coaching which is relevant to their needs. All offenders who work in hospitality and catering now take basic food hygiene qualifications and most are taking NVQs. Commercial activities are used well to enhance learners' employability and life skills. Learners are fully involved in producing commercial buffets. This includes menu choice, costings, food purchase, preparation and service. Many learners visit supermarkets for the first time in many years, as part of this process. Learners use cookery books and magazines. Skills gained at HMP Askham Grange enable learners to gain work in the community as part of their resettlement programme. Learners receive good advice and guidance from training staff and other prison services on careers and further study opportunities to help them plan for when they complete their sentence. One learner who has progressed from level 2 is receiving excellent training to enable her to open a restaurant. In addition to external courses in accountancy, self-employment, international cuisine and supervisory management, she is being assessed for NVQ at level 3 in supervisory skills in the prison kitchen. Staff sought special awarding body approval to

allow this. Working in the prison kitchen is giving her good experience in supervisory management.

49. Learners develop good standards of practical work. They produce buffets for prison conferences, events and meetings. Dishes are of a good standard and are tailored to meet the catering needs of the event and the NVQ the learners are working towards.

Quality of education and training

50. The planning of teaching, training and learning is thorough and integrated with the day-to-day operation of the prison's catering needs. A very well-equipped main kitchen is used to produce and serve three meals a day for offenders. It provides good opportunities for learners to gain valuable experience in catering on a tight budget for large numbers of customers. The well-equipped second kitchen is used effectively to produce food for the many functions, events and meetings held at the prison. Adjacent to this kitchen is a well-resourced class room. Learners who are working towards NVQ programmes work in both kitchens to gain skills and experience in both types of food production. Learners have good opportunities to request items to be cooked and produced for meals and for events. Staff are well experienced and qualified to teach, train and assess learners. Plans are in place for all chefs to be trained as assessors.

51. Learners who work towards NVQ programmes have a good initial assessment which identifies their previous experience and qualifications in the hospitality sector and their literacy and numeracy needs. These are then linked to their resettlement plan. Progress is effectively monitored throughout the programme. Staff and learners know what has been achieved and is to be achieved.

52. Teaching and learning sessions are satisfactory and are planned. However, background knowledge sessions do not fully use the resources available. In one session, learners did not make notes and were not given handouts to reinforce the learning.

53. Assessment practice is satisfactory. NVQ assessment takes place in real working environments. Food is often prepared under pressure for commercial activities and these opportunities are used for assessment. Learners' portfolios are well presented. However, there is little variety in the range of evidence used to demonstrate competence. Learners receive good pastoral support. Literacy and numeracy needs are identified and supported appropriately to meet the needs of learners. Learners have regular eight-weekly reviews which are linked to their individual learning plan.

Leadership and management

54. Hospitality training is well managed. Communication between staff and between staff and learners is good. Learners meet regularly with tutors to raise concerns about their training. Learners' equality and diversity needs are well met. Learners and trainers have mutual respect for each other and learners value the way they are treated by their trainers. Good attention is given to meeting learners' needs.

55. Internal verification was identified as a weakness at the previous inspection, but it is now satisfactory. Internal verification meets awarding body standards, but it is not used as a systematic management tool to improve the delivery of the programme.

56. Data on retention and achievement is inaccurate and does not differentiate between those working in the kitchen and those working towards qualifications. Managers are unable to use data to make effective planning decisions about the hospitality provision.

57. Since the previous inspection, HMP Askham Grange has resolved the weaknesses and built on its strengths. The self-assessment report's judgements matched those identified by inspectors and a higher grade was given than that shown in the report.

Hairdressing & beauty therapy

Hairdressing & beauty therapy		3
Contributory areas:	Number of learners	Contributory grade
<i>Hairdressing</i> - Other government-funded provision	11	3

Hairdressing*Strengths*

- good progression opportunities
- well-planned training to meet learners' needs

Weaknesses

- inadequate systems to monitor learners' progress

Achievement and standards

58. Learners have good progression opportunities. New learners and those with limited time before they return home can participate in NVQ at level 1 programmes to help them decide if hairdressing is a career they wish to follow. Most learners who complete NVQ at level 1 and are still at the prison, progress to NVQ at level 2. Two learners have completed the NVQ at level 2 and are now working towards the NVQ at level 3 at a local further education college. Their practical assessments take place during commercial client sessions in the prison salon. One learner has secured paid employment within a hairdressing salon after participating in a work placement there. Prison staff are doing further work to extend placement and paid work opportunities for learners.

59. Retention and achievement rates are satisfactory and have improved since the previous inspection. Of the 28 learners who started programmes in 2005-06, 79 per cent reached the end of their planned learning programme. Progress towards unit achievement on NVQ at levels 1 and 2 is satisfactory. One learner has achieved an NVQ at level 2, and another is awaiting verification. Nine learners have achieved the NVQ at level 1 units and three learners have achieved units towards a level 2. Not all learners are able to achieve a full NVQ as their length of their stay at HMP Askham Grange is limited. Staff now carefully identify realistic learning outcomes as part of sentence planning. For many learners, their learning targets are NVQ unit completion, not full NVQ achievement. The geographical location of the prison in a small village and current fashion trends restrict opportunities for learners to gain units in perming services. This inhibits the achievement of the full NVQ at level 2 for some learners. However, learners who progress on to the level 3 at a local further education college are able to complete the perming unit as part of their programme.

60. Systems to monitor learners' progress are inadequate. There is no overall monitoring document to analyse element, unit and overall qualification completion rates. Trainers and senior managers do not have an overview to enable them to measure learners' progress and achievement rates. Learners' portfolios record achievements by individual unit. However, until recently, some of the learners were unsure of what written and practical assessments they had to complete before resettlement. Monitoring documents that are available are not kept up to date. When staff are absent, it is difficult for other staff to plan individual training, as they do not know what work learners need to complete. Trainers do not use information that links sentence and resettlement targets to NVQ targets on one document.

Quality of education and training

61. Training is now well planned to meet learners' needs and has improved since the previous inspection when poor planning of training and assessment was a weakness. Two commercial salon sessions take place in the evening to enable offenders and staff to access the salon as clients, which provides ample assessment opportunities for learners. A small number of people from outside the prison are also clients. Good arrangements are made for learners with evening childcare commitments to attend the daytime sessions. Level 1 and level 2 learners work together as a team in a realistic salon environment. Learners attend an external hairdressing show annually. They are able to meet other learners and see up-to-date hairdressing demonstrations and products. These trips also enhance learners' social skills.

62. Teaching and learning are satisfactory. Learners on level 1 and level 2 programmes are taught hairdressing skills and background knowledge separately in small groups. Schemes of work identify weekly activities and planned learning. Lesson plans identify learning outcomes that are shared with learners. Lessons are evaluated and learning is measured in terms of planned and unplanned learning that has taken place. However, lesson plans for NVQ at level 1 do not sufficiently identify how learning will be measured.

63. Learning resources are satisfactory and have improved since the previous inspection when they were a weakness. A range of hairdressing products is available for learners to develop their practical skills. A retail range of products is available to clients. New videos have been purchased to show learners up-to-date techniques. Learning packages are used to support background knowledge training. The library stock of hairdressing textbooks and journals is insufficient. This was identified by learners in a recent library survey. However, up-to-date textbooks and magazines are available for learners to borrow from the hairdressing salon. Each learner is loaned a textbook to help them with their studies.

64. Support for learners is satisfactory. All learners take an initial assessment to identify their additional learning needs. Results are reported to the hairdressing tutors. Most learners have their needs met through discrete literacy and numeracy sessions. However, a new initiative to provide literacy and numeracy support through themed

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topics is being trialled. One session of team teaching has been used to date. It is too early to evaluate the effectiveness of this initiative.

65. Learners receive good advice and guidance from training staff and other prison services on careers and further study opportunities, to help them plan for when they complete their sentence. One learner is receiving advice on business planning as she wishes to start her own hairdressing business. Other learners have received information about colleges in their local area so that they can apply to continue their hairdressing training.

Leadership and management

66. Communication between staff is satisfactory. Two part-time tutors complete a handover book which evaluates the day's activities and details work completed by learners and actions for the other tutor to follow up. Tutors meet with the education manager for formal monthly operational meetings which are minuted and follow standard agendas.

67. Communication with learners is good. Learners meet each week with tutors to raise concerns about their training. Learners feel involved in the management of the training programme and value the opportunities they are given to voice their opinions.

68. Management of the programme is satisfactory overall. However, the use of data is poor. Learners' achievements are not sufficiently well recorded to give senior managers an overview of timely achievement of NVQ units. Trainers do not plan start and anticipated completion dates of individual units by learners.

69. Staff are appropriately qualified and experienced in hairdressing. Both tutors have assessor qualifications and one is a trained teacher. Staff development opportunities are available to meet the awarding body's continued professional development requirements.

70. Learners' equality and diversity needs are well met. Learners and trainers have mutual respect for each other and learners value the way they are treated by their trainers. The second-floor training salon is only accessible by stairs. The prison has contingency plans to provide training at a local college of further education if learners with restricted mobility wish to participate in hairdressing training. However, older, less mobile salon clients may have problems using the facilities.

71. Internal verification was identified as a weakness at the previous inspection, but it is now satisfactory. The sampling plan is sufficient and procedures meet awarding body requirements. However, formal meetings with the internal verifier and assessors to standardise assessment practices are infrequent, and opportunities to review and develop assessor practice are very limited.

72. The self-assessment report identified some strengths and weaknesses identified by inspectors. Inspectors considered some of the strengths to be no more than normal

practice. The provider identified a strength in achievement rates that was not substantiated by data provided for inspectors.