

INSPECTION REPORT

HMP and YOI Styal

04 November 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 and YOI Styal

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP and YOI Styal (the prison) is the second largest women's prison in England and Wales. It is designated a local prison and receives around 3,000 offenders each year. It is near Manchester airport and was originally an orphanage. Many of the buildings are Victorian, and the prison comprises a number of detached houses offering dormitory-style accommodation. There is a first-night centre, and mother and baby unit where babies can remain until they are 18 months old. An additional wing, Waite Wing, has been purpose built to house offenders needing detoxification programmes and those awaiting trial.

2. Young adults and others are integrated with the regimes but housed in separate accommodation. There is a new centre offering a range of supported activities primarily for those on Waite Wing. This is known as the care, assessment, learning and motivation (CALM) Centre and is staffed by City College Manchester which also provides much of the education and some vocational training programmes.

3. The establishment has been allocated an extra 100 offenders from other prisons, and is currently able to hold around 450, although there were only 400 at the time of inspection. Most of the offenders are serving short sentences or awaiting trial. Approximately 20 are young adults and a further 20 are in the second stage of life sentences. Some 80 per cent are from the northwest of England, and the average length of stay is around eight weeks. Around 75 per cent have never had a full-time job. About 12 per cent are foreign nationals and approximately 20 per cent are from minority ethnic groups.

4. Learning and skills are directly funded by the Learning and Skills Council through City College Manchester. The head of learning and skills is also responsible for prison regime activities. College staff run an employment unit that provides a second-stage induction and assists with the process of allocating offenders to the various education, training and work activities. There are some 130 part-time places in education classes and an additional 70 places for literacy, numeracy and key skills support around the prison, for example in vocational training workshops, the care and separation unit, Waite Wing, and the CALM Centre. The curriculum focuses mainly on information and communications technology (ICT), social and life skills, literacy, numeracy and language support, key skills, art and crafts, and hairdressing. Some learners, particularly those serving long sentences, are studying for degrees by distance learning.

5. A telecentre offers ICT training and qualifications and also provides business support activities for the prison and external agencies. There are some vocational training areas such as painting and decorating, and industrial cleaning, which was not operational at the time of inspection. The physical education (PE) department offers a very limited range of short courses in healthy living, and the catering department offers a basic food hygiene certificate. The prison has a textile workshop which offers employment but no accredited qualifications. Other employment includes basic contract work, gardening, laundry work and cleaning. Some 20 women are trained as mentors for the Toe-by-Toe literacy scheme. These are managed by the library staff.

OVERALL EFFECTIVENESS

Grade 3

6. **The overall effectiveness of the provision is satisfactory.** The prison's leadership and management are satisfactory as are its arrangements for equality of opportunity and quality improvement. The training in retail and commercial enterprise is good. In health, public services and care, ICT, and preparation for life and work, the training is satisfactory.

7. **The inspection team had some confidence in the reliability of the self-assessment process.** The prison produced its third self-assessment report in August 2005. The staff were all involved in assessing their own areas of provision against the Common Inspection Framework. However, staff in some areas of learning produced sections that were unrelated to the rest of the report. In the completed report, there are insufficient links between the action plan and judgements for leadership and management, and those for the areas of learning. The self-assessment process gave staff and managers a relatively clear understanding of the key strengths and weaknesses. Many of the strengths and weaknesses in the self-assessment report matched those found by inspectors, but the report omitted a number of weaknesses.

8. **The provider has demonstrated that it has sufficient capacity to make improvements.** A previous inspection by the ALI gave awarded a satisfactory grade for leadership and management, and the provision of learning and skills continues to develop. The prison has introduced a number of recent initiatives to improve learning and skills, and some of these are already having an effect. The quality improvement activities are led effectively and a range of satisfactory policies has been written. However, some of the policy documents do not include clear plans for implementation and monitoring. There is a written quality calendar that sets out a programme of quality improvement and quality assurance activities for the year.

KEY CHALLENGES FOR HMP AND YOI STYAL:

- further develop the learning and skills provision to ensure that it meets the needs of the prison's expanding population
- develop partnerships to extend the real working environment for teaching and learning
- improve teaching and learning
- improve the use of data to plan and monitor the quality of learning and skills
- improve the monitoring and recording of non-accredited learning
- further develop the self-assessment and quality improvement processes

GRADES

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

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality improvement		3

Health, public services and care			3
Contributory areas:	Number of learners	Contributory grade	
Cleaning		3	
Other government-funded provision	10	3	

Information and communications technology			3
Contributory areas:	Number of learners	Contributory grade	
ICT for users		3	
Other government-funded provision	55	3	

Retail and commercial enterprise			2
Contributory areas:	Number of learners	Contributory grade	
Hairdressing		2	
Other government-funded provision	16	2	

Preparation for life and work			3
Contributory areas:	Number of learners	Contributory grade	
Employability training		3	
Other government-funded provision	130	3	

ABOUT THE INSPECTION

9. Most of the areas which provide training that leads 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 as part of an unannounced inspection by Her Majesty's Inspectorate of Prisons.

Number of inspectors	4
Number of inspection days	16
Number of learners interviewed	95
Number of staff interviewed	13
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	1
Number of visits	1

KEY FINDINGS

Achievements and standards

10. **Achievement rates are particularly good for learners being supported through the Toe-by-Toe literacy programme.** Out of 75 starters, seven have completed the full award, 49 have completed units towards the qualification, and 19 are still in learning.

11. In the hairdressing department, 14 learners, 83 per cent, were retained on their programmes. Eleven of these learners have gained a national vocational qualification (NVQ) at level 1, and two have also gained an award in Indian head massage. Two learners have gained level 2 NVQs and two others are nearing completion of NVQs at level 3.

12. The three learners on degree courses are progressing well. Fifteen learners are following a range of shorter courses by distance learning.

13. **Learners on hairdressing courses develop excellent practical skills** in a realistic working salon. Those on level 3 NVQ courses coach and supervise other learners and manage the salon as part of their programme. Many learners quickly develop skills in nail art and show a flair for design.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Health, public services and care	0	0	1	0	1
Information and communications technology	0	0	4	0	4
Retail and commercial enterprise	0	2	0	0	2
Preparation for life and work	0	2	3	0	5
Total	0	4	8	0	12

14. The table above only shows areas of learning in which two or more learning sessions have been observed and graded.

15. **Teaching and learning are very good in hairdressing.** Teaching staff make good use of a variety of teaching styles to meet the needs of individual learners. They use videos and demonstrations to motivate and interest the learners. **Practical sessions are well planned** to meet learners' individual needs. At the end of every session, they use a whiteboard to emphasise strengths and weaknesses. There is a good range of occupationally relevant learning programmes, and external companies visit regularly to demonstrate new products and bring an employer's perspective to the sessions. **Learners' progress is monitored well.**

16. In preparation for life and work programmes, good use is made of education staff who visit learners who find it difficult to access the education department. For example, those in healthcare, the care and separation unit, and Waite Wing. This excellent work has enabled learners to take part in learning who otherwise could not have done so, and some of them have achieved qualifications in literacy and numeracy. There is a **wide range of courses and qualifications** to support individual learning needs.

17. Staff from the college who work in the CALM Centre provide a supportive and friendly environment for learners from the Waite Wing. Sympathetic staff work with learners to develop well-constructed individual learning plans with appropriate targets aimed at meeting their social and educational needs. Learners are involved in setting targets which are effectively monitored and reviewed.

18. **Learners have good access to a wide range of ICT courses in a variety of settings.** These include a real working environment in a telecentre workshop dedicated to providing business support for the prison and external agencies.

19. **Learners on the industrial cleaning programme are able to practise their cleaning skills around the prison.** The prison estate provides good additional resources that extend the learners' knowledge and experience of different floor coverings, although the **resources in the training area are limited** to the bare essentials.

20. **All learners receive good personal and learning support.** Training environments are supportive and relaxed and the prison provides a wide range of advice and guidance workers, all of whom are experienced. The work allocation system is fair, and if learners want to move to other roles staff work hard to ensure that they get their choice of work.

21. Teaching and learning in preparation for life and work is generally satisfactory, but

there is little variation in the work set during lessons, and there is not enough stimulation for the more able learners. In English for speakers of other languages (ESOL), part-time classes have just been reintroduced and are full. **There are too few ESOL places to meet the needs of the prison's population** and none of the ESOL provision is accredited.

22. **In ICT, lesson plans do not always clearly identify targets for learners to work towards.** Learners are often left to work on their own without knowing where to start. Monitoring of learners' progress relies heavily on the completion of a daily diary. **There are not enough resources to support teaching and learning.**

23. **There is insufficient co-ordination of literacy and numeracy activities.** In some areas of learning, good literacy and numeracy support is provided which meets the needs of learners. However, lack of communication between staff means that there is some duplication of initial assessment and not enough cross-programme working. **In hairdressing, support for literacy, numeracy and key skills is inadequate.**

24. **Internal verification is weak in hairdressing.** There has been no internal verifier since June 2005, and some learners' assessed work has not yet been internally verified. The prison is now responsible for awarding body approval for hairdressing, and some learners whose work is awaiting verification have left the prison with only an internally awarded certificate.

Leadership and management

25. **Enthusiastic senior staff provide a clear strategic direction for learning and skills** that is clearly understood and supported by all staff. The establishment provides useful and relevant qualifications for as many short-stay offenders as possible, including those aged between 18 and 20. Longer courses and higher-level courses are offered to the more able offenders and those serving longer sentences.

26. **Operational management of learning and skills is good.** Attendance and punctuality are good in most areas, except when learners are kept behind for reasons such as court appearances or the dispensing of medicine. Classes are rarely cancelled. Cover for staff absence enables education and training areas to remain open at all time.

27. **There is a flexible and creative approach to managing teaching and learning,** and to meeting individual learners' needs. Staff challenge themselves and consider how best to solve problems rather than always relying on traditional ways of doing things. In the CALM Centre, a team of tutors supports literacy and numeracy to ensure that all learners have the opportunity to access education. A six-monthly 'back to the floor' scheme ensures that all senior managers replace an officer or a tutor for a day and carry out their jobs. This effectively keeps them in touch with a day-to-day concerns of tutors and learners.

28. **Learners' success is celebrated well.** The prison has a culture of success and achievement. Regular award ceremonies are held at which learners are presented with certificates of achievement, often by the prison governor. Learners appreciate the public acknowledgement of their success.

29. The prison has recently introduced a number of initiatives to improve the quality of its learning and skills provision. For example the quality improvement group has carried out a detailed needs analysis and a review of the current learning and skills provision. These,

along with recent attendance records and the results of learner satisfaction surveys, are being used to develop the learning provision.

30. The strategy for young adults and offenders serving life sentences is not well established. Around 20 offenders are serving life sentences, and they are offered key prison jobs and encouraged to take up 'listener' responsibilities and to take part in training. However, the learning and skills opportunities available do not always sufficiently match the individual needs of this group.

31. **Managers make inadequate use of data to plan and monitor learning.** Data about key performance targets is collected, analysed and reported upon monthly at senior management team meetings. Overall achievement data is not routinely analysed at course or individual level. Neither is it used to plan and monitor learning or to set and monitor development plan targets.

32. The **formal monitoring of teaching and learning is inadequate.** The education manager supervises some teaching sessions, but does not monitor them against pre-set criteria. Good practice in teaching and learning is not routinely and formally shared.

Leadership and management

Strengths

- good strategic leadership focused on individual learning needs
- flexible and creative approach to managing teaching and learning
- good celebration of learners' success
- effectively led quality improvement initiatives

Weaknesses

- inadequate use of data to plan and monitor learning
- insufficient formal monitoring of teaching and learning

Health, public services and care

Cleaning

Grade 3

Strengths

- good practical opportunities in the prison to reinforce learning
- focused and constructive individual support for learners

Weaknesses

- limited range of floor coverings and washrooms in the training area
- insufficient communication between staff about learners' literacy and numeracy support

Information and communications technology

ICT for users

Grade 3

Strengths

- very good relationships between tutors and learners
- good range of programmes and experiences to meet learners' needs

Weaknesses

- insufficient resources to support teaching and learning
- insufficient planning of some teaching and learning sessions

Retail and commercial enterprise

Hairdressing

Grade 2

Strengths

- good standards of teaching and learning
- well-planned practical learning to meet individual needs
- good range of occupationally relevant learning programmes
- good monitoring of learners' progress

Weaknesses

- insufficient support for literacy, numeracy and key skills
- weak internal verification arrangements

Preparation for life and work

Employability training

Grade 3

Strengths

- good arrangements to support learners in a variety of contexts
- wide range of courses and qualifications to support individual learning needs

Weaknesses

- insufficient co-ordination of literacy and numeracy activities
- insufficient ESOL provision

WHAT LEARNERS LIKE ABOUT HMP AND YOI STYAL:

- the good support from teachers
- the opportunity to develop new skills
- the award ceremonies and the Chinese dragon during arts week
- 'the ICT lesson has helped me to progress to a higher national certificate course when I am released in two weeks'
- 'I would never have done this on the outside'
- 'I wish I could come to the CALM Centre all the time'
- 'I want more work experience in ICT'
- 'I can't fault education - I got lots of certificates when I was here last'

WHAT LEARNERS THINK HMP AND YOI STYAL COULD IMPROVE:

- the continuity of tutors at the weekend in the CALM Centre
- the amount of information about what is on offer
- the amount of time out of cells - not being locked up too early
- the quality and quantity of food
- 'more games such as volleyball' - games are often cancelled because officers are doing other things

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good strategic leadership focused on individual learning needs
- flexible and creative approach to managing teaching and learning
- good celebration of learners' success
- effectively led quality improvement initiatives

Weaknesses

- inadequate use of data to plan and monitor learning
- insufficient formal monitoring of teaching and learning

33. The strategic leadership of learning and skills is good. The prison's clearly stated vision is to cater for individual needs, involve offenders in learning and raise offenders' self-esteem and self-confidence. The vision is communicated effectively to all learning and skills staff, and they have had a recent opportunity to contribute to it through a consultative event. The strategic plan for learning and skills is being effectively fed into the development planning process, and is beginning to be used in individual staff appraisal targets. As part of the strategic plan, the CALM Centre has been set up for offenders who have recently withdrawn from drug misuse, to gradually introduce them to supported learning and confidence-building activities. Staff have produced a skills for life strategy for the prison. Skills for life is the government's strategy on training in literacy, numeracy and the use of language.

34. The prison has recently reviewed its education and training, and analysed class-attendance data. Changes have been made to offer more of the popular classes and to involve more offenders in learning. Attendance in classes has increased overall. However, the strategy for offenders serving life sentences is less specific and not well established. They are encouraged to take on 'listener' responsibilities and to take part in training where possible. However, the learning and skills opportunities available do not always sufficiently match their individual needs. The prison currently holds around 27 young adults. They make up 4.8 per cent of the prison population and many are housed on the Waite Wing and make use of the CALM Centre with the adult offenders. The learning and skills strategy for young adults is in its very early stages of development. It is currently based upon the provision of an accommodation house mainly for this age group. This will contain a classroom and is planned to be ready early next year.

35. Staff have a flexible and creative approach to managing learning provision. Managers are open and responsive, and the good relationships between staff provide positive role models for learners and offenders. Informal communication is good and information is shared effectively between staff. The head of learning and skills is a member of the senior management team and reports to the deputy governor. The management structure is clear, with well-defined roles and responsibilities that are well understood by the staff. Education is subcontracted to City College Manchester and is managed well by a full-time education manager, supported by a full-time deputy. Fifty part-time and full-time staff teach the

learners. Staff and managers communicate effectively through a network of regular and formally recorded meetings at all levels. The learning and skills team has a flexible approach to encouraging offenders to take part in learning and to managing learners and the provision. Some learners are following degree courses and others are taking short courses through distance learning. There is good support from teaching staff who work in areas of the prison such as the CALM Centre, to ensure learners who cannot attend the main education centre have access to learning. Staff deal creatively with meeting individual learners' needs. They challenge themselves and consider how best to solve problems rather than always using traditional ways of doing things. A six-monthly 'back to the floor' scheme ensures that all senior managers replace an officer or a teacher for a day and carry out their jobs. This effectively keeps them in touch with the day-to-day concerns of staff and learners.

36. Managers carry out satisfactory annual appraisals of learning and skills staff. The performance targets set relate to the prison's key performance targets and are monitored satisfactorily. Satisfactory levels of continuous professional development are planned around the needs of individuals and the organisation. For example, some staff are currently having awareness training in skills for life and English as an additional language. One member of staff is following a masters degree programme.

37. The education contract is satisfactorily monitored through formal quarterly contract meetings and regular informal meetings between the college manager, the education manager and the head of learning and skills. The contract is monitored against targets such as contracted hours and classroom efficiency, rather than the quality of the provision. However, the college education team and the prison's head of learning and skills have recognised the need to monitor the quality of the provision and are taking steps to put the necessary systems in place.

38. The use of data to plan and monitor learning is inadequate. Data relating to key performance targets is collected, analysed and reported on at monthly meetings of the senior management team. Records of overall achievement are not routinely analysed at course or individual level. Nor are they used to plan or monitor learning or to set and monitor development plan targets. No information has been collected about trends in participation and achievement. Data on participation in learning and skills by offenders from minority ethnic groups is collected and analysed satisfactorily.

Equality of opportunity

Contributory grade 3

39. Learners' success is celebrated well. The prison has a culture of success and achievement. Regular award ceremonies take place, at which learners are presented with certificates of achievement, often by the prison's governing governor. Learners appreciate the public acknowledgement of their success. The recent official opening of the arts week in the CALM Centre was combined with the presentation of the Koestler Awards for achievement in the arts. The presentation was recorded on video. Lists of achievements and photographs of presentations are displayed on noticeboards and whiteboards in the education house and around the prison. During the arts week, many of the learners were involved in preparing work to celebrate diversity. People from external agencies came into the prison and worked with learners on projects such as parading a Chinese dragon through the grounds to raise the profile of cultural diversity. These activities were much appreciated by staff and learners.

40. Learning and skills are promoted satisfactorily. At their phase-two induction, learners receive an introductory promotional leaflet. This has also been distributed widely among prison staff to help them provide information to offenders. A more detailed opportunities booklet is available to help learners make appropriate choices. The booklets are not available in other languages or in formats to suit learners with additional literacy needs. However, guidance staff are sensitive to learners' needs and are very effective in providing appropriate verbal information during the group sessions and individual interviews.

41. Access to learning and skills is satisfactory. Individual choice and risk assessment are the main criteria determining allocation to places in work, education and training. The work allocation system is fair, and if learners want to change roles staff work hard to ensure that they get their choice of work. In most cases, offenders awaiting sentence have the same opportunities to attend as those who are sentenced. The prison population has recently expanded to around 400 and there are too few places in education, training and work to cope with this. However, by increasing the proportion of part-time places, managers have increased the total number of places available. The pay structure has recently been reviewed, and offenders now receive a similar hourly rate for all education and work activities. Additional incentive payments are offered for those taking on more responsibility and for those whose training requires a higher level of commitment. The places available do not all offer opportunities for accredited learning.

42. Access to most buildings is satisfactory but some rooms in the education house are cramped. The grounds of the prison are flat and there are wide avenues between the buildings. Ramp access is provided to most buildings. The prison does not currently hold any offenders with mobility difficulties, but staff adopt a flexible approach to the location of classes where this is practicable. Offenders are assessed to determine their literacy and numeracy levels and good use is made of further diagnostic assessment to identify targets for improvement. Additional support in these areas is offered where required. There is currently no formal structured support available for learners identified as having dyslexia. The CALM Centre provides useful and effective personal support for offenders in the Waite Wing, but its effect is not formally evaluated.

43. Staff training in diversity is satisfactory. All staff at the prison, including those employed by the college, attend diversity training which is updated annually. However, diversity and equality of opportunity are not routinely reinforced through teaching and learning. City College Manchester has used prison staff to support courses for other learners about challenging behaviour in prisons. Learners have a satisfactory awareness of their rights and responsibilities. They know the processes and procedures for making a complaint or lodging an appeal. However, the culture of prison life sometimes makes them reluctant to use these mechanisms. Learners and staff work together harmoniously and treat each other with respect.

Quality improvement

Contributory grade 3

44. Managers have recently introduced a number of initiatives to improve the quality of learning and skills in the prison. These are being led effectively by the head of learning and skills and the quality improvement group. The quality improvement group has carried out a comprehensive needs analysis and a review of the current learning and skills provision. This information, along with that from recent attendance records and learner satisfaction surveys, is being used to plan learning provision which will better meet the needs of the current population. For example, a structured independent living skills course has been

replaced by an independent learning programme which can provide more flexible support for study skills for a wider range of learners. Although these initiatives have been quite recent, some improvements in the provision are already noticeable. For example, attendance in classes has improved and the prison has increased its achievements against its learning and skills key performance targets.

45. The prison has a satisfactory quality improvement policy and outline quality improvement strategy, as well as a simple learner inclusion statement and internal verification policy. However, some of the policy statements do not include clear plans for implementation and monitoring. A written quality calendar sets out a programme of quality improvement and quality assurance activities for the year. The quality improvement group meets regularly. Its core membership is taken from key positions across the prison, and additional members are invited as required. It has recently been reconvened and new terms of reference have been agreed.

46. The prison produced its third self-assessment report in August 2005. All staff were involved in assessing their own areas of provision against the Common Inspection Framework. However, areas of learning and leadership and management were not graded. The completed report is made up of individual sections and there are insufficient links between the action plan judgements for leadership and management and those for the areas of learning. In some areas of the self-assessment report, the strengths and weaknesses identified match those found by the inspectors. In other areas, some of the weaknesses have been overlooked.

47. There is insufficient formal monitoring of teaching and learning. The prison uses an informal and relatively unplanned approach to the observation of teaching and learning. The education manager observes teaching sessions in education, but does not evaluate them against pre-set criteria. The outcomes of observations are not recorded and the tutors do not receive formal feedback. Good practice in teaching and learning is not routinely and formally shared. Observers have recently been trained and it is planned to introduce regular, formal observations of teaching and learning based on the well-established system currently used by City College Manchester. Inspectors judged teaching and learning to be mainly satisfactory. Some teaching was good, and there were areas of outstanding work. For example, in some hairdressing sessions there was very effective coaching by staff and learners. There was no inadequate teaching and learning.

AREAS OF LEARNING

Health, public services and care

Grade 3

Contributory areas:	Number of learners	Contributory grade
Cleaning		3
Other government-funded provision	10	3

48. Ten learners are working towards a cleaning operator's proficiency certificate at stages one and two. Courses are run part time over four weeks including weekends. Learners can attend education classes while they are on the programme, or receive literacy and numeracy support in the training area from education staff. There is one tutor, and he also carries out assessments. Training is supported by work around the prison.

Cleaning

Grade 3

Strengths

- good practical opportunities in the prison to reinforce learning
- focused and constructive individual support for learners

Weaknesses

- limited range of floor coverings and washrooms in the training area
- insufficient communication between staff about learners' literacy and numeracy support

Achievement and standards

49. The achievement rate is satisfactory overall and for those who complete the programme it is good. Since January 2005, 68 learners have enrolled on the course and 33 have stayed to the end. The remainder have transferred to other establishments or been released. Of the 33 who completed the programme, all gained a cleaning operator's proficiency certificate at stage one and 12 gained a certificate at stage two. Attendance is good and many learners receive literacy and numeracy support in the training area, or attend other education courses such as ICT. Additional training is offered part time at the weekends and this is well supported by learners.

50. Learners gain good practical and work-related skills by participating in cleaning work around the prison. Staff from the houses often request help with cleaning, and the tutor assembles a team and takes them out to the houses to work. This sometimes involves polishing floors and cleaning carpets in large areas and is ideal to extend learning. However where the work is restricted to small areas, few learners can take part, and while the team is working, the remaining learners are left with the education staff to develop literacy and numeracy skills. This limits the time available for learners' training. Learners are required to write assignments to support their learning. Their written work is comprehensive and shows a good understanding of the need for care when using chemicals.

The quality of provision

51. Learners are given a great deal of focused and constructive support by the tutor, who also acts as an assessor. They are helped to develop their confidence and self-esteem by being encouraged to coach and support each other in the range of practical tasks required by the qualification. The tutor motivates and inspires the learners to succeed by ensuring that they are able to work at their own pace and in a safe environment. Many learners attending the course have a history of self-harm or dependency and the tutor works hard to provide a welcoming and relaxed environment. Education staff visit the training area regularly to support learners and help them with their written work. This support is recorded in a daily diary and learners are set small measurable targets to develop their literacy levels. Some learners are progressing well through the Toe-by-Toe literacy programme and are given effective support by peer mentors.

52. Assessment takes place regularly and is systematic and effective. The part-time nature of the course allows sufficient time for assessment, practical demonstrations and acquisition of background knowledge. Learners' progress and achievements are displayed well on the walls of the training area so that their progress can be monitored effectively. All learners are encouraged to watch assessments being carried out to ensure that learning opportunities are maximised. Good systems are in place for registration, and external moderation is planned and satisfactory.

53. The area used for most training is suitable. There are enough tools and equipment, and learners use personal protective equipment. However, there is only one type of carpet, which means that some learners do not have sufficient experience before going out into the prison to work. There are no urinals on which they can practise their cleaning skills, and learners are assessed for this unit by verbal explanation of the processes and procedures.

54. Visiting education staff provide effective support for learners' additional learning needs, and the outcomes are recorded well. However there is insufficient communication between the industrial cleaning tutor and the education staff to ensure that each is aware of learners' progress.

Leadership and management

55. The tutor has recently been recruited to City College Manchester having previously been employed by the prison as an instructional officer. Teaching is satisfactory, but data on learners' achievements is not collected systematically and inspectors could only measure it by manually checking the number of certificates claimed. There have been no internal observations of teaching and learning and the tutor relies on the external moderator to verify assessment and training practices. The processes for raising orders for learners' registration and certification are no longer clear since the tutor joined City College Manchester.

Information and communications technology**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		3
Other government-funded provision	55	3

56. Fifty-five learners are following a range of ICT programmes from basic to advanced levels. These include 22 learners following an introductory computer literacy course, eight on a computer literacy and business technology course, 10 taking an examination-based qualification in information technology, seven working towards a basic ICT users certificate, and two taking word-processing qualifications. As part of their induction, all learners have an initial assessment to identify their literacy and numeracy support needs, and receive an introduction to the education department.

57. There are large numbers of computers and printers throughout the education department, supporting all areas of the curriculum. ICT programmes are taught in two dedicated workshops in the ICT resource centre, through CALM Centre activities, and through independent study. The ICT resource centre has 20 computer workstations, as well as printers and a photocopier. It offers ICT training opportunities, and operates a printing production service for prison staff and offenders, producing in-house magazines, information leaflets, certificates and posters. The resource centre also regularly produces professional paperwork for an external organisation.

ICT for users**Grade 3***Strengths*

- very good relationships between tutors and learners
- good range of programmes and experiences to meet learners' needs

Weaknesses

- insufficient resources to support teaching and learning
- insufficient planning of some teaching and learning sessions

Achievement and standards

58. It is not possible to judge achievement rates, as there is insufficient data available. Most learners are progressing at a satisfactory rate and produce work to a satisfactory or better standard. Learners develop good practical skills that will increase their employability. Those who are working towards a qualification are formally assessed as soon as they have developed sufficient skills and confidence. Learners can attend the workshops when they want to.

The quality of provision

59. There are very good relationships between learners and staff, and the atmosphere in the ICT workshops is positive and harmonious. Staff are enthusiastic, approachable and friendly and learners feel comfortable asking for help and advice about their studies.

Learners have great respect for their tutors, and the tutors demonstrate appropriate empathy and concern for them. They show a genuine interest in learners and their work, encouraging them to try out new things, and building their confidence. They motivate learners to attend and to work towards an accredited outcome. Relationships between learners are also positive and supportive.

60. There is a good range of programmes and experiences to meet learners' needs and interests. These include courses for the absolute beginner, as well as courses at levels 1 and 2 and advanced courses. The programmes cover basic computer use and software applications such as word processing, spreadsheets, databases and graphs and charts. In one workshop, learners can experience e-mail communication and internet research through simulation.

61. Teaching in ICT is satisfactory. Tutors are adequately prepared and organised, and provide good role models for the learners. Sessions are run as workshops, with learners working individually and receiving active support from the tutors. There is little opportunity for learners to work with others in the group. They work independently through a series of tasks and begin practice examination papers as soon as they are considered ready. Tutors provide constructive verbal and written feedback on learners' completed work and encourage them to make improvements. There are few assignments or projects to develop learning and understanding of the subject in the context of the community or industry. Most learners appreciate the opportunity to learn a qualification that is recognised in the workplace. Those interviewed say that their confidence has increased through the development of their new ICT skills.

62. All programmes lead to industry-recognised qualifications. Learners can develop skills that are in demand in a range of workplace contexts and can progress to a higher qualification as their confidence and skills increase. Learners following more advanced programmes have regular opportunities to carry out non-confidential tasks for prison staff. These enable them to work to deadlines and to commercial standards, greatly expanding their experience of administration and enhancing the development of practical skills and confidence. Learners who do not wish to work towards accreditation can attend the ICT workshops for support in completing other work. For example, they can receive help with constructing curriculum vitae, writing essays or producing diagrams on the computer. There is good access to computers in most curriculum areas across the education department. Computers are not networked but most have compatible software, and they have been standardised to ensure that learners can use any machine. There are enough printers to support the computers.

63. There are not enough resources to enable learners to extend their practical skills and explore ICT through teaching or learning. There are a few relevant textbooks and journals in workshops and these are used mainly for reference by teachers. There are no videos or DVDs that might help contextualise topics and applications for learners. There is a limited number of CD-ROMs relating directly to the programme of study for some courses. Learners do not have internet access, but there is an intranet set up between four workstations in one of the ICT suites, enabling learners to simulate e-mail communication and research using secure websites. There are no interactive whiteboards, laptop computers or digital projectors, and tutors do not use presentation software in lessons. The classroom environment is generally satisfactory. There are four computer workstations in the library to support independent learning. Most tutors have teaching qualifications but

few have appropriate ICT qualifications or recent industrial experience. Some staff have attended examination board training days as part of a programme of continuous professional development.

64. Some teaching and learning sessions are not well planned. Their aims and objectives refer to the qualification being taught and not to individuals' learning needs. Learners' activities are recorded in a learner activity log at the end of each session. At the start of the next session, this acts as a reminder of what they have achieved so far. There is little discussion of individual goals with learners at the start of each lesson, and learners are not always set specific challenges. Learners arrive at a session and continue working through practice tasks. Staff carry out progress reviews regularly, and set medium- and long-term targets for learners which relate to the examination units to be completed and to their final qualification. Tutors are well aware of their learners' progress and use the activity logs to identify the next stage of the learners' programmes. Progress charts displayed in workshop areas show which units learners have achieved. Initial guidance and advice for learners is satisfactory. Learners attend an induction and initial assessment which lead to the development of an individual learning plan. Staff do their utmost to support learners with specific learning needs within the ICT workshops but there is no formal structured additional support.

Leadership and management

65. There is a clear vision for improvement in the department. Communication between staff is good and comprises both informal and formal meetings. Staff use progress review forms and activity logs consistently. There is insufficient co-ordination of the range of ICT training opportunities offered in different areas of the department. Managers do not collect data on learners' qualification outcomes, and there are no formal observations of teaching and learning. Learners understand their rights and responsibilities.

Retail and commercial enterprise**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Hairdressing</i>		2
Other government-funded provision	16	2

66. There are 16 learners on hairdressing programmes. Ten are following NVQ programmes at level 1, four at level 2 and two at level 3. Training is provided in a purpose-built salon in the education department. Each week there are four or five background knowledge sessions and four or five practical classes. Learners have tutorials each week to review their progress and plan assessments. Education staff provide literacy and numeracy support during practical training sessions. There is one full-time curriculum co-ordinator and two part-time staff, all of whom are qualified assessors. The curriculum co-ordinator is also a qualified internal verifier.

Hairdressing**Grade 2***Strengths*

- good standards of teaching and learning
- well-planned practical learning to meet individual needs
- good range of occupationally relevant learning programmes
- good monitoring of learners' progress

Weaknesses

- insufficient support for literacy, numeracy and key skills
- weak internal verification arrangements

Achievement and standards

67. Achievement of qualifications is satisfactory. Between May and October 2005, 24 learners started the programme, three of whom have left and a further seven have been released or transferred. Over the same period, 11 learners gained an NVQ at level 1, two of whom also gained the Indian head massage unit. One learner has been assessed for the NVQ but her work has not yet been verified. Two learners have achieved NVQs at level 2 and another is awaiting verification, and two learners have begun NVQs at level 3.

68. The standard of learners' work is high. Learners have prepared well-organised portfolios containing a wealth of evidence including photographs. Learners practise on each other and often have staff from the prison as customers. Learners on level 3 programmes regularly manage the salon under the supervision of the experienced trainers. This contributes to their level 3 competences. During the inspection, learners participated in the arts week celebration, producing excellent work that demonstrated flair and ability in nail and hair art.

The quality of provision

69. Standards of teaching and learning are good. Practical sessions are planned and well taught. Tutors employ a range of teaching styles to good effect, using videos to set the scene at the beginning of each teaching session, followed by demonstrations and effective coaching. Practical sessions are supplemented by well-taught background knowledge sessions which reinforce learning. Teaching staff use whiteboards and salon mirrors to emphasise points. At the end of each practical session the tutor works through the strengths and weaknesses of the session, reinforcing elements such as health and safety, and reminding learners to fill out customer consultation sheets and record cards.

70. Practical training is very well planned with a regular supply of customers from among the learners themselves and the staff. Learners develop good practical skills in the realistic salon environment and they are encouraged to support each other. Imitation money is used to good effect to simulate taking cash. The tutor regularly stops sessions to point out what learners are doing particularly well, giving them good positive reinforcement.

71. The range of occupationally relevant training is varied and reflects the work available in the hair and beauty industry. Learners are able to learn and be assessed in Indian head massage, and they also practise nail art. One learner released under temporary licence worked in a nail art salon and gained valuable working experience. Representatives from external product agencies regularly visit the salon to demonstrate products currently on the market so that learners are kept up to date with developments. Staff from City College Manchester who teach the courses are contracted to spend up to 30 hours annually in a commercial environment to keep their industrial and commercial knowledge up to date.

72. Learners' progress is well documented and monitored. Teaching staff hold regular tutorials with learners and use the time well to check learners' achievements and progress and to ensure that they know where they are in their programme. Individual learners' assessments targets and progress are displayed in the corridor outside the salon. The tutorial process works well, but the area used is in a public corridor and does not allow for confidentiality or uninterrupted discussions.

73. Resources for practical work are good but the accommodation is limited. The same area has to be used for practical training, background knowledge sessions, and literacy and numeracy support. The support for literacy and numeracy has only recently been introduced and its effectiveness has yet to be measured.

Leadership and management

74. The staff contributed to the self-assessment process and identified clearly the strengths and weaknesses in the area of learning. The approach to equality of opportunity, and learners' awareness of the topic are both satisfactory, but some of the quality assurance arrangements are unsatisfactory. The prison is now an approved centre for awards, but systems are not yet in place to support this status. There has been no internal verifier since June and some learners' assessments have yet to be internally verified. A few learners have left the prison without their NVQ certificates. The department is aware of this and has issued an internal certificate while waiting for the issue of internal verification to be solved.

Preparation for life and work**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Employability training</i>		3
Other government-funded provision	130	3

75. There are 60 learners on a range of part-time programmes in preparation for life and work which include skills for life, social and life skills, 'homebase' courses, independent learning and ESOL. Classes are provided mainly in the education department. A further 70 learners receive support for literacy, numeracy and key skills in other areas of the prison. The courses provide qualifications covering ICT at pre-foundation level, and literacy and numeracy at entry levels 1, 2 and 3, level 1 and level 2. There are six tutors and two part-time volunteers. All learners are offered a nationally recognised literacy and numeracy assessment, and where appropriate a computer or paper-based diagnostic assessment is carried out to determine the levels of support needed. Learners on Waite Wing can receive literacy and numeracy support in the CALM Centre. Twenty Toe-by-Toe literacy mentors are trained and supervised by the library staff.

Employability training**Grade 3***Strengths*

- good arrangements to support learners in a variety of contexts
- wide range of courses and qualifications to support individual learning needs

Weaknesses

- insufficient co-ordination of literacy and numeracy activities
- insufficient ESOL provision

Achievement and standards

76. The achievement rate for qualifications is satisfactory. Seventy-five learners have started the Toe-by-Toe initiative, of whom seven have completed full awards, 49 have completed units and 19 are still in learning. Since November 2004, 120 learners have started on the skills for life literacy and numeracy programme. Sixty-six per cent completed the programme and of the remainder, two-thirds were released or transferred. Sixty achieved qualifications ranging from entry level through to level 2. Twenty-five learners did not get a recognised qualification but achieved at least 75 per cent of their individual learning plans. Some 70 places are available for those not wanting to attend discrete classes in education. The attendances vary and sometimes the sessions are very short. However, between July and October 2005, six learners have achieved level 1 qualifications in literacy, two have achieved level 2 qualifications in numeracy and four have achieved entry level 3 qualifications in numeracy. There are no accredited qualifications for ESOL learners.

77. Learners' work is generally satisfactory in literacy classes and workshop support groups. The standards are often higher in the practical sessions, where learners are more motivated

to achieve than in the discrete classes. The ESOL provision is new and learners have not yet progressed very far on the course. Learners support and encourage each other well in classes. Attendance and punctuality are generally good but much depends on the management of regimes. Attendance in the CALM Centre is affected by other prison activities such as the dispensing of medication, and offenders' court appearances.

The quality of provision

78. There are good arrangements to support learners in a variety of contexts, and these are very effective in meeting individual needs. Through its outreach work the education department has very good links with healthcare, the care and separation unit, the CALM Centre and the various vocational training and contract workshops. Much of the support work outside the education centre is carefully planned and recorded in daily diaries, and it is often integrated with the practical teaching sessions. Assignments designed to support vocational training refer to the training and are vocationally relevant. For example, in industrial cleaning, the assignments to support literacy and numeracy cover health and safety and the use of chemicals and equipment. Support staff in hairdressing work alongside those who teach the practical skills. They help to reinforce the technical terms used and help learners to understand the practice and importance of accurately measuring quantities of hair products.

79. There is a wide range of relevant programmes and courses to support learners, including pre-foundation ICT, and entry level, level 1 and level 2 literacy and numeracy. Other courses effectively link social and life skills with independent learning initiatives. The PE department plays a significant role in support programmes, offering some healthy living modules and fitness for life programmes. Cookery classes and courses in budget management help prepare learners to fend for themselves on release. The Toe-by-Toe literacy programme is supported and managed well by library staff, and learners appreciate the support they receive from other learners. Some learners work in the CALM Centre and are helping to run the initial assessment process. One learner from Romania who arrived unable to speak English is now interviewing applicants for the centre and helping them to complete paperwork including college enrolment forms.

80. There is insufficient co-ordination of literacy and numeracy activities. Teaching and learning are satisfactory in literacy, numeracy and language classes. There is much work going on in the prison to support literacy, numeracy and key skills but the support arrangements are often unco-ordinated. Learners' progress and support needs are documented in daily diaries by individual staff working in various areas of the prison, such as the wings or the CALM Centre. However, the information is not routinely shared with other teaching staff, and there is duplication of effort where staff in some areas are unaware of the level of support learners are receiving.

81. The ESOL provision is inadequate to meet the needs of the prison's population. About 20 per cent of the offenders are from minority ethnic groups, and some 12 per cent have been identified as needing training in ESOL. There is one class each morning. The classroom is cramped and will only take 10 learners at a time. Staff are new and are working towards qualifications in teaching ESOL. None of the ESOL provision is accredited.

Leadership and management

82. Attendance is monitored well and the provision is managed effectively to ensure that as many learners as possible benefit from support. There are regular team meetings and staff are encouraged to attend prison training sessions in topics such as managing difficult behaviour. Data on participation and achievement is collected but not fully used to set targets or for planning purposes. Staff have produced a skills for life strategy but it has not yet been fully developed or shared with the senior managers of the prison. Some observations of teaching and learning have been carried out, but the system has yet to be formalised or used to improve the quality of teaching and learning. Quality assurance arrangements for programmes are satisfactory. The self-assessment report identified some of the strengths and weaknesses found by inspectors.

