

# HMP Eastwood Park

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## Contents

Background information .....	3
Inspection judgements .....	3
Scope of the inspection.....	3
Description of the provider .....	4
Summary of grades awarded .....	5
Overall judgement .....	6
Effectiveness of provision.....	6
Capacity to improve .....	6
Key strengths .....	6
Key areas for improvement .....	7
Main findings.....	8
Employability training .....	8
Achievement and standards .....	8
Quality of provision .....	8
Literacy, numeracy and ESOL.....	9
Achievement and standards .....	9
Quality of provision .....	10
Personal development and social integration .....	11
Achievement and standards .....	11
Quality of provision .....	11
Leadership and management .....	13
Equality of opportunity .....	13
What learners like .....	15
What learners think could improve .....	15

## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

#### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Preparation for life and work programmes:
  - Employability training
  - Literacy, numeracy and ESOL
  - Personal development and social integration

## Description of the provider

1. HMP Eastwood Park is a closed women's prison for adults, young offenders and juveniles. It opened in March 1996 and consists of refurbished buildings which were formerly a male young offender centre. It is situated close to Bristol in the south west of England.
2. The prison has an operational capacity of 362, including 16 juveniles, with a current population of 306 (excluding juveniles) at the time of inspection. It is the only prison for women for a catchment area which incorporates the South West, south of England, South Wales and the Midlands. Technically classed as a local prison, only 26% of prisoners reside within 50 miles of the prison. Twenty per cent of prisoners live over 150 miles away and 10% are foreign nationals. There are significant fluctuations in the percentage of remand prisoners but, at the time of inspection, it stood at 40%. The average length of stay is 49 days, with sentences ranging from a few days to over a year. The accommodation includes six main residential wings which include an enhanced regime wing and a resettlement wing. Accommodation is varied and includes A wing (first night induction), B wing (IDTS/stabilisation unit), C and E wings (adults), D wing (Young Offenders), F wing (enhanced adult regime), G wing (Resettlement Unit), a mother and baby unit and the Mary Carpenter Unit (a designated unit for juveniles). Equality and diversity monitoring data indicate that 72% of the prison's population are white British, and 10% are foreign national offenders.
3. The provision is delivered by three main contractors. Strode college delivers a core curriculum of education and training. A4E delivers personal development and social integration programmes. Tribal delivers information, advice and guidance (IAG) services. Matrix accreditation was awarded for the combined education department, the IAG service provided by Tribal, and the interventions unit. Strode College delivers courses in beauty care, manicure, Indian head massage, salon services, ICT as CLAIT and CLAIT+, text processing and various other employability courses. It also provides literacy, numeracy and ESOL at levels 1 and 2. A4E also provides at entry levels 1 and 2 courses on cookery, visual arts, drug and alcohol awareness, personal development and personal finance and others relating to healthy living and driving.
4. An estimated 52% of the prison's population engages in learning and skills activities including the Stepping Stones programme. Education is provided in the main education centre and offers around 85 places daily. Around 133 places were available for offenders to engage in work activities but no vocational training is available at present in the work areas. Work and education places are available for 83% of the offenders at the time of inspection with 28 hours of purposeful activity per week.

## Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Employability training	Good: Grade 2
Literacy, numeracy and ESOL	Good: Grade 2
Personal development and social integration	Good: Grade 3
Quality of provision	Good: Grade 2
Employability training	Good: Grade 2
Literacy, numeracy and ESOL	Good: Grade 2
Personal development and social integration	Satisfactory: Grade 3
Leadership and management	Good: Grade 2
Equality of opportunity	Good: Grade 2

## Overall judgement

### Effectiveness of provision

Good: Grade 2

5. The overall effectiveness of the provision for employability training and literacy, numeracy and ESOL, is good. Personal development and social integration are satisfactory. Achievement and standards are good as is the quality of the provision. Teaching, training and learning are good and programmes and activities meet the needs of learners well. Arrangements to guide and support learners are good. Leadership and management are good as are the prison's arrangements for equal opportunities and social inclusion.

### Capacity to improve

Good: Grade 2

6. The prison has demonstrated that it is in a good position to make improvements. The three providers of the provision work well together and are managed effectively by the team leaders under the direction of the head of learning and skills. Teamwork is very effective with good communication within the education department and with the interventions unit. Staff work well together to develop programmes and activities which meet the needs and interest of learners.
7. The effectiveness of steps to make improvements since the previous inspection has been good. The quality improvement arrangements are now well established and have demonstrated some significant improvements in the quantity and quality of the provision. Learning and skills data is analysed and used effectively to assist in the making of management decisions. Strategic planning is well developed and communicated to all staff who have a good understanding of the direction of the provision.
8. The self-assessment process is inclusive, evaluative and well integrated with the quality improvement cycle. The head of learning and skills collates the three OLASS (Offenders Learning and Skills Service) providers' complete separate self-assessments and these contribute to the overall self-assessment report.

## Key strengths

- Good development of personal, social and workplace skills
- Very good teaching and learning
- Good range of learning experiences to meet learners' needs
- Good individual support for learners
- Very effective leadership and management
- Very good promotion of equality and diversity

## Key areas for improvement

- Target-setting and planning of learning
- Action to make better use of available learning and work opportunities

## Main findings

### Employability training

#### Achievement and standards

Good: Grade 2

9. Learners demonstrate a good standard of work on many of the employability courses offered. They take pride in their achievements and are encouraged to demonstrate their skills successfully through appropriately designed assignments. The portfolios in salon services and preparation for work courses are thorough and detailed. The level of competency achieved in manicure and nail art is high. Several learners have won national awards for their work in this area. Industrial cleaning assessment was of a good professional standard. Key skills are integrated with many of the vocational activities and learners are acquiring them in the context of their other studies.
10. Overall achievement rates for learners on employability programmes are satisfactory with a good level of accreditation in some areas for 2007/08. For example, pass rates in industrial cleaning Level 1 (100%) and text processing at Levels 1, 2 and 3 at 90% with 59% at distinction level; customer services Level 1 (88.5%); manicure Levels 1 and 2 (81%); food hygiene Level 2 (75%); and accreditations in the AQA award in PE were 72%. However, drop out rates for reasons other than release or transfer are high at 46% and 41% on some courses such as salon and customer services.
11. Attendance on accredited employability programmes is satisfactory, but many class sizes are very small. This made the management of some sessions difficult and impacted on the quality of the learning opportunities.

#### Quality of provision

Good: Grade 2

12. Much of the training observed during the inspections was good or better. Learners are fully engaged and very enthusiastic about their studies. Tutors model good practice in the salons and on the service industry courses. Many of the activities are learner focused and make use of their past experience and their learning and work in the prison. Discussion is encouraged, achievement celebrated and the atmosphere in class facilitates a level of risk taking that allows learners to attempt things they may not have had the courage to do before. The standard of behaviour in sessions is good and learners treat each other and staff with respect and courtesy.
13. The focus on the commercial application of training on employability courses is strong. Salon services learners develop a good understanding of the skills required to work in hair and beauty salons. The emphasis on managing customer expectations and developing good communication and presentation skills is good. Much of the teaching is geared towards applying the knowledge acquired appropriately while working within the prison or outside in the community. For example, on the food hygiene course learners are asked to draw on their own



experience of preparing, handling, cooking and storing food when working in the kitchens. In nail art and manicure, learners are introduced to the importance of safety, the economic benefits of purchasing less commercial products and the use and care of resources. Tutors share encouraging feedback from ex-learners who have succeeded in finding work or progressed into further education on release.

14. The employability and vocational training programmes offered within the education department do not currently lead to full National Vocational qualifications (NVQs). However, the range of vocational programmes in employability training is good and leads to the achievement of units with progression routes available in several areas such as beauty and information technology for those who stay for longer periods. Seven new courses have been introduced over the last three years while the prison population has remained fairly static. Courses are marketed actively through the student handbook which all learners receive on induction. Delivery of some programmes by Strode College have been inadequate over the last year due to staff sickness, insufficient cover arrangements and a failure to meet the scheduled teaching hours. A new acting Strode team leader was appointed in July. They have already appointed new staff to teach on cancelled courses or courses at risk and agreed action plans to reduce absenteeism and tackle underachievement. Strode College has improved significantly on its delivery of scheduled teaching hours this month. The team leader is also reviewing the curriculum to offer more flexible courses with realistic timescales and accreditation arrangements for short stay offenders.
15. Support for learners is good. Learners receive highly effective individual attention to resolve personal and learning issues and there is plenty of time in sessions for practising skills and receiving detailed feedback on what they are doing well and what they need to improve.
16. Many of the short-term targets set for learners are poor. The tasks described on some individual learning plans are the same for all learners. The outcomes of prior learning and literacy and numeracy assessments are not always recorded and where they are, they do not necessarily form any part of the targets set. However, in some cases targets are very concrete and accessible to learners, suggesting areas for improvement and helping them to move on and achieve a higher standard.

## Literacy, numeracy and ESOL

Achievement and standards

Good: Grade 2

17. Development of social and workplace skills is good. Learners display high levels of motivation and improve their confidence, self-esteem and take on additional responsibility as a result of involvement in the programmes. They develop a more focused approach to preparing themselves for employment on release and develop skills and qualities.

18. Achievement of qualifications is good overall. Many leavers stay at the prison for a short period of time and are unable to complete sufficient course hours to achieve the full qualification. Performance data for 2007/08 indicates that 46% of the learners who stay until the end of a course succeed in passing the assessment criteria to achieve the full qualification.
19. English for speakers of other languages (ESOL) support is provided on a part-time basis only as a non-accredited programme and on these courses learners make satisfactory progress with their language development.

Quality of provision

Good: Grade 2

20. Most of the teaching and learning is good or better. Lessons are well planned and prepared. Learners are actively engaged in the lessons and tutors use resources effectively. Many of these resources have been developed by individual tutors and are of good quality. There is good management of the classroom environment. Checks of learners understanding are frequent and progressive practices help to maintain the interest and motivation of learners. Tutors use current affairs and other relevant topics well to stimulate learners and make the lessons more interesting. Real work examples are also well used to explain and emphasise key learning points. For example, learners on salon services programmes focus on learning how to spell highly relevant words such as shampoo and conditioner. They learn numeracy skills through calculating mixtures for hair colour. Learners are enthusiastic in lessons and appreciate the good and respectful working relationships they have with their tutors.
21. The range of provision is satisfactory. There use of literacy and numeracy outreach work is very effective to encourage and promote learning. Tutors deliver individual support work on the accommodation wings to ensure that all offenders, including those in work, can access education. This outreach work is highly successful in promoting the advantages and benefits of educational programmes and many initially reluctant potential learners use this support to become successfully engaged in other education and training courses at the prison. Key skills are well integrated with other vocational and personal development programmes and are often delivered by the subject specialist staff in those areas. However, there is insufficient provision for learners with higher levels of literacy skills. Whereas entry-level programmes and level 1 have low attendance, there is a waiting list for level 2 courses where there is demand from learners who are keen to further develop their literacy capabilities.
22. Good support is provided to meet the individual needs of learners. This is clearly evident in lessons where staff work hard to help learners overcome any barriers to making progress. There is good literacy and numeracy support in other areas of the prison, for example in cookery, learners complete course evaluation at the end of the lesson receiving support as required to complete the task. There is good consideration given in lessons where tutors use a range of different resources, teaching styles and activities to ensure that all learners are actively engaged. Learners appreciate the interest and concern that staff show for them

both in dealing with course related issues and also in helping and advising with a range of personal issues and concerns. This support is purposeful and directly related to the promotion of learning. Staff refer learners to other support agencies working in the prison through the interventions unit to provide specialist advice and guidance. Learners with hearing difficulties receive very good individual support through the outreach work to ensure that they are not disadvantaged and can fully participate in the learning activities. A small number of library orderlies provide effective peer support for literacy through the Toe by Toe programme.

23. Initial assessment of learners' literacy and numeracy competence is satisfactory. Where a support need is identified and requested, a suitably qualified and experienced member of the teaching staff provides appropriate help. Resources to support learning are satisfactory.
24. Within the strand there is insufficient sharing of good practice. Where good teaching strategies and practice in the classroom are identified, these are not developed or shared sufficiently with other staff team members. For example, the effective coping strategies developed to overcome the staggered start to lessons as the learners arrive from the different wings.

## Personal development and social integration

### Achievement and standards

Satisfactory: Grade 3

25. Learners develop good personal and social skills. They raise their levels of self-esteem and self-confidence through participation in social and life skills classes. Discussion in learning sessions is effectively used by learners to practise speaking and listening skills and to learn to work well with others. Achievement is satisfactory. In 2007/08, of those who started on learning programmes, 61% of learners achieved accreditation. Some 81% of learners who completed courses achieved accreditation. Around 35% of learners failed to complete either due to transfer or release.
26. Standards of work are satisfactory overall. Learners produce satisfactory portfolios of work. They complete well planned work sheets to meet the requirements of the assessment criteria. In some subjects, standards of work are good. For example, in cookery classes, learners develop good practical cookery skills and learn how to use dried and fresh ingredients effectively to develop their understanding of healthy living.
27. Attendance and punctuality are satisfactory overall. Most learners arrive at classes on time but many classes are undersubscribed.

### Quality of provision

Satisfactory: Grade 3

28. Teaching and learning are satisfactory overall. Observations of teaching and learning sessions during the inspection were satisfactory or better. None was

unsatisfactory. Learning sessions are appropriately planned and behaviour is generally well managed. Learners participate well in group activities and discussions. They are interested in their learning and work purposefully in classes to develop skills and knowledge. Tutors are appropriately qualified and experienced. Some have good commercial experience and use it to good effect in lessons to improve learners' knowledge of outside work opportunities. Tutors use a satisfactory range of resources and teaching methods to maintain learners' attention during the whole morning and afternoon sessions. Assessment of learning is generally satisfactory. In the better lessons learning is checked thoroughly by question and answer and by good evaluation of the learning at the end of a session. In some lessons too much time is spent on worksheet-based activities and opportunities to explore learning and discuss as a group are missed. In a minority of cases, potentially inappropriate behaviour is not challenged.

29. Individual learning plans are not routinely used well to set targets and to plan learning. All learners complete an individual learning plan at the start of each course. While reference is often made to learners' literacy and numeracy targets, clear and specific course related targets are not set in learning plans. Most learning targets are too general and refer to the completion of a task rather than the development of learning. Reviews of learning in these plans are weak and are not used effectively to plan and set future learning targets. Many learning plans contain very similar, generic targets.
30. The range of provision is satisfactory and appropriate to the needs of the offenders in the prison. The curriculum includes subjects such as cookery, visual arts, drug and alcohol awareness, finance, personal health and parenting. Learners also have the opportunity to participate in a wide range of regular additional activities such as world music and arts. Offenders take part in wider prison related activities such as peer mentoring and orderly work. Many act as wing representatives and attend regular focus groups. However, personal and social development arising out of these additional activities is not routinely recorded.
31. Pastoral support for learners is good. Tutors have good knowledge of their learners and are sensitive to their personal circumstances which often act as a barrier to learning. Relationships in classes are good. Learners appreciate the positive and supportive atmosphere which contributes to their ability to learn. The Stepping Stones project is particularly effective in supporting very vulnerable women, many of whom are prolific self-harmers. These women are provided with discrete learning sessions in small groups in a dedicated learning centre in subjects such as beauty and visual art. Information, advice and guidance are effective and well integrated across the learning and skills provision. Regular events bring a useful range of employment and social support agencies into the prison.
32. Action to maximise the use of available learning opportunities is insufficiently effective. For many learners their stay at the prison is a short one and the curriculum has been adapted to meet these needs. The education department

records show that of those who enrol on personal and social development courses, the current drop out rate, other than release or transfer to another prison, is 35 %. The prison acknowledges that this is high and has taken action to increase numbers in classes. However, many classes are still not operating at their maximum capacity.

## Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

33. Leadership and management are good. The Governor and the senior management team have a clear strategy to direct the provision of education and training at HMP Eastwood Park to the employment opportunities and resettlement needs of the prisoners. This has been carefully researched through analysis of the national strategy and a very detailed needs analysis of the challenging needs of the offenders. The handbook for teaching staff contains a thorough explanation of the learning and skills strategy and the accompanying aims and objectives of the provision. All staff have a clear understanding of the learning and skills strategy which is which is extremely well documented and reviewed to meet the needs of the learners.
34. Operational management is good. The learning and skills co-ordinator manages the day-to-day running of the curriculum very effectively. Attendance is monitored thoroughly and reasons for non-attendance are carefully checked. Learning and skills is well integrated with the prison regime and other prison activities are accommodated effectively with the daily routine. Students provide feedback on courses which management take seriously and use to modify the provision to meet the needs of the learners.
35. Teamwork across the provision is very effective. The three providers communicate very effectively and the provision is clearly focused on the learner. Communication between staff and managers is open and effective in sharing any new developments or concerns. Regular formal staff meetings take place and information from these meetings is shared across teams. Links between the three providers and other key departments in the prison, such as the interventions unit, are strong. Collaborative work is good but formal working relationships relating to sentence planning has only been put into place recently.
36. Management of resources is good. Teaching staff are appropriately qualified and experienced. The prison is adequately equipped with teaching and learning resources, computers, and specialist equipment to support the provision. Accommodation is satisfactory. Work is currently taking place to modify some of the rooms so that they can be used to better effect.
37. Data is used effectively to monitor the provision and to assist in making management decisions. Information on attendance, retention, achievement and

equality is readily available and used to good effect. Monthly reports are provided and progress against contract targets is closely monitored.

38. Quality improvement arrangements are well established and grounded in previous inspection reports and areas for improvement identified in the SAR. The quality improvement is very detailed with clear procedures and a quality calendar to monitor its implementation. Arrangements to observe teaching and learning have been scheduled to complement the lesson observations carried out by the three providers. The completed number of observations is significantly below target. Observations made by the training providers are freely accessible to the Head of Learning and Skills (HOLS). The recording of some management information is poor. Some individual learning plans (ILPS) are incomplete and some target-setting is poor. The team leaders do not always check reasons for non-attendance.
39. The procedures for safeguarding learners meet current government requirements. The head of learning and skills is the designated safeguarding officer and has checked that the necessary policies and procedures are in place.
40. Equality of opportunity is good. The promotion of equality and diversity is very good. Clear and accessible learner and staff handbooks provide effective information on learner rights and responsibilities. This is further reinforced in induction sessions. The rates of pay at the prison are fair. They do not disadvantage women from participating in education. Good use is made of cultural events to celebrate and raise awareness about diversity. Good attention is paid to learners' cultural needs. The drug and alcohol awareness and the personal development classes address personal issues and develop coping strategies. The magazine for prisoners adopts a themed approach. Recent issues have included themes such as personal achievement and bullying. Offenders and their tutors work together in an atmosphere of mutual respect. Clear expectations are agreed at the beginning of each course to establish mutually acceptable codes of behaviour.
41. The education department has an effective complaints system. Any complaints are quickly and carefully investigated and most complainants receive a written and signed response from the head of learning and skills. The education department monitors effectively the participation in learning and skills by black and minority ethnic learners. Action is taken to redress any imbalances. Regular learner focus groups include a black and minority ethnic group. Provision for vulnerable women is particularly effective. The education department carries out regular equality and diversity surveys and audits to assess accessibility of courses.
42. Courses are accessible to learners. Satisfactory support is provided to meet additional needs of learners but the prison does not have the facilities to provide specialist help or adaptive technology for specific learning needs. The prison now houses a larger group of foreign national prisoners than previously. There is currently no provision for an intensive language course to meet the language needs of those with very little or no knowledge of English.

## What learners like:

- 'Stepping Stones is very supportive'
- 'The cookery course has given me the confidence to cook at home'
- 'Education is the best thing in this prison'
- 'Education isn't half bad'
- 'Friendly supportive tutors'
- 'Learning new skills'
- 'Gaining confidence'
- 'Feeling valued and treated nicely'
- 'Lessons give me a focus'
- 'I never wanted anything so much in my life. I have been given a future for me and my baby'
- 'The staff here have made me feel that I can do something useful for the first time in my life'

## What learners think could improve:

- 'In the magazine session, some of my work was censored'
- 'They don't follow up your complaints here'
- 'Not being allowed to have cups for a break'
- 'More classes at advanced level'