

# HMP and YOI Styal

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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 .....	7
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 .....	9
Personal development and social integration .....	10
Achievement and standards .....	10
Quality of provision .....	10
Leadership and management .....	11
Equality of opportunity .....	11
What learners like.....	13
What learners think could improve .....	13

## 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' monitoring 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 and YOI Styal has an occupational capacity of 460 prisoners. It is a designated local prison and receives about 3,000 prisoners each year. It is the only establishment for female prisoners in the North West region.
2. The prison currently holds 429 prisoners of whom 42 are young adults. Most are from the northwest England and 77% are convicted. The average length of stay is approximately eight weeks. The main prison buildings were built as an orphanage in the 1890s which closed in 1956. They consist of 16 houses that each accommodates approximately 22 prisoners, a wing area that accommodates 130 prisoners and the Keller Unit that accommodates up to eight prisoners who need extra support. There is a first night in centre and a mother and baby unit catering for babies up to 18 months old. A centre for care assessment learning and motivation (CALM) provides some activities to encourage women into learning.
3. City College Manchester has provided learning and skills at the prison since 1992. The current contract is directly funded by the Offender Learning and Skills Service (OLASS) of the LSC. The college is also responsible for most of the employment activities in workshops. Prisoners participate in work and learning on a full-time or part-time basis. Currently 198 women actively take part in education. At the previous inspection by the Adult Learning Inspectorate in 2005, the overall effectiveness of the provision was satisfactory.

## Summary of grades awarded

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

## Overall judgement

### Effectiveness of provision

Satisfactory: Grade 3

4. The overall effectiveness of the provision is satisfactory. Achievement and standards, the quality of provision including teaching and learning, the extent to which provision meets learners' needs and guidance and support are satisfactory overall. More specifically, achievement and standards and the quality of provision in employability training, and in literacy, numeracy and English for speakers of other languages (ESOL) are satisfactory. Achievement and standards and the quality of provision for programmes in personal development and social integration are good. Leadership and management are satisfactory. The prison's approach to equality of opportunity is good.

### Capacity to improve

Satisfactory: Grade 3

5. The prison has a satisfactory capacity to improve. This is the second inspection of learning and skills. An action plan has dealt with some of the key challenges identified at the previous inspection. The prison has steadily introduced additional learning and training places to cater for the wide range of prisoners' needs. The prison has not sufficiently implemented some identified actions such as improving the monitoring and recording of non-accredited learning. Systems and procedures to ensure the quality of the learning and skills provision are insufficiently thorough.
6. The self-assessment process is satisfactory. It is now part of the normal business planning cycle of the prison. The self-assessment report used for the inspection was its third. The report follows closely the pattern of inspection reports. Actions in the development plan are designed suitably to affect learners' experiences, and correlate appropriately to strengths and areas for improvement action the report identifies. Data is used adequately to identify trends in success rates and attendance at learning sessions. However, the self-assessment process concentrates mainly on OLASS funded provision and considers other learning and skills activity insufficiently. While some learners' views are collected, the prison does not always use them systematically to contribute to the self-assessment process. Some inspection grades were lower than those in the self-assessment report.

## Key strengths

- Good development of skills and standards of learners work
- Good development of learners self-esteem and confidence
- Learners enjoyment of courses and motivation to learn
- Good strategic planning for the development of learning and skills provision

## Key areas for improvement

- Insufficient accreditation of work skills
- Insufficient recognition and recording of progress and achievement in personal and social integration
- Insufficient quality assurance and sharing of good practice
- Insufficient cohesive communication across all activities

## Main findings

### Employability training

#### Achievement and standards

Contributory grade: Satisfactory: Grade 3

7. Achievements and standards are satisfactory overall. Achievement is good in industrial cleaning, physical education (PE) and information and communication technology (ICT) courses. A high proportion of learners who complete these courses achieve a qualification. For example, on industrial cleaning courses 71% of learners at stage 1 and 100% at stage 2 achieved their qualification in the last year. Achievement on painting and decorating and on hairdressing courses is poor. Only 27% of learners achieved a full level 1 painting and decorating certificate in the last year, although most learners achieved units towards the level 1 qualification. The success rate for level 1 hairdressing is low at 38% and very low at 17% for learners at level 2. However, success rates have started to improve significantly in recent months. Overall the standard of learners' work is satisfactory on all vocational courses. Learners generally develop useful practical skills, improve their confidence and raise their levels of self-esteem.

#### Quality of provision

Contributory grade: Satisfactory: Grade 3

8. The quality of provision is satisfactory. Teaching and learning are satisfactory. Programmes are well planned, with clear objectives. Individual learning plans are linked to sentence plans where they exist. Tutors support and encourage learners well, working closely and patiently with them to help them acquire often complex skills valued by employers. Respect between tutors and learners, and between learners and their peers, is good. Theory teaching for hairdressing courses is good. Tutors use good quality computer-based presentations effectively. Explanations are clear, sometimes using amusing and memorable anecdotes well to emphasise key points. A hospitality and catering course provides learners with good serving skills. However, the accommodation for catering training is inadequate.
9. Provision meets learners' needs and interests satisfactorily. The PE department provides a satisfactory range of popular vocational courses, and occasional programmes in healthy living. Work in the prison laundry, textiles workshop, kitchens, horticulture and estates provides prisoners good practical experience, including the operation of industrial equipment. However, the prison does not offer any accreditation for the work skills prisoners acquire. Prisoners do not receive any formal recognition of the skills and standards that they have achieved to show prospective employers. Beauty therapy courses do not lead to accreditation. Guidance and support for learners is satisfactory.



## Literacy, numeracy and ESOL

### Achievement and standards

Contributory grade: Satisfactory: Grade 3

10. Achievement and standards are satisfactory. Success rates for unit accreditation on entry level literacy and basic ICT courses are very high at 100% for 2007/08. Success rates on other courses are generally satisfactory. Standards of work are at least satisfactory. Retention rates are high. Attendance fluctuates and is sometimes poor. The prison frequently withdraws learners without notice to attend other courses. Punctuality is often poor. Learners are often released from their cells late, and arrive up to 30 minutes late for sessions.

### Quality of provision

Contributory grade: Satisfactory: Grade 3

11. The quality of provision is satisfactory. Teaching and learning are satisfactory. Tutors use target-setting well in literacy, numeracy and ESOL when planning individual learning. Individual targets include subject and personal skill development, such as listening to and having patience with others. In sessions with a wide ability range, learners support each other well. Target-setting in basic ICT sessions focuses effectively on systematic progression towards qualification tasks as individual targets, but does not identify other potentially useful skills development.
12. Quality varies widely between learning sessions. In the better sessions learning is planned well. Learning objectives and the links between tasks are clear. Sessions meet individual needs well. Weaker sessions are planned insufficiently to challenge the most able. Explanations are ambiguous, sessions are poorly managed, tutors do not adequately check learning and learners waste time. In all sessions, learning is frequently disrupted by learners going to healthcare to collect their medication, and leaving the classroom for other reasons.
13. Classrooms are resourced well. Interactive whiteboards, available in most rooms, are used effectively by both tutors and learners. Computers are used well to support learning. However, some classrooms are cramped. The work of learners acting as peer tutors is effective and valued. Staff are generally well qualified, although only one ESOL tutor has specialist qualifications. Staff have received recent training to use specialist computer software for the identification of specific learning difficulties, such as dyslexia. The library is promoted and used inadequately.
14. The range of programmes is satisfactory. Good progression routes exist from entry level to level 2.
15. Support and guidance for learners are satisfactory. Many learners are keen to enrol on community and college courses to continue their studies on release. Tutors research courses local to learners' home areas regularly. However, the prison library does not stock prospectuses or other information on progression opportunities within the community.

## Personal development and social integration

### Achievement and standards

Contributory grade: Good: Grade 2

16. Achievement and standards are good. Learners' development of personal and social development skills is good. Learners' aspirations are raised. Those working as peer tutors develop good communication skills through liaising with other prisoners and staff. However, the prison has no arrangements to accredit or formally recognise any of these achievements.

### Quality of provision

Contributory grade: Good: Grade 2

17. The quality of provision is good. Teaching and learning are satisfactory. Learners receive appropriate individual help at a drop-in centre and in learning workshops. However, monitoring and recording of non-accredited learning is insufficient. Although tutors set some generic targets, the often significant progress and achievement individuals make is not recorded or celebrated systematically.
18. The range of provision is good. A wide variety of projects have taken place during the last year, some of which have been assisted by voluntary organisations including dance, music, theatre and family days. Provision to encourage and introduce learners to work and learning is good. It includes a range of workshops in the CALM centre including basic IT, craft and personal hygiene. A project involving links with YMCA particularly aimed at young offenders offers appropriate short courses such as dealing with anger, understanding self-harm and arts and crafts. However, the prison offers insufficient provision in areas such as budgeting and money-management. The offer of parenting courses is narrowly restricted to prisoners in the mother and baby unit, although over half of all prisoners have children under the age of 18.
19. Guidance and support are good. Staff in the drop-in centre, ably assisted by peer workers, provide a good point of reference. They routinely make appointments for prisoners to meet voluntary workers who offer specialist advice on areas such as housing, debt, childcare and adoption. Current prisoner job vacancies are advertised daily helping ensure prisoners engage in purposeful activity. Links with the Kellar unit and education staff are good, with excellent individual support for individuals to attend and participate. Since August 2007, 48 prisoners have begun Open University and other distance learning courses. Support and guidance for these learners are good. Many continue their studies after leaving the prison.

## Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Good: Grade 2

20. Leadership and management of learning and skills are satisfactory. Strategic planning for the development of learning and skills provision is good. Planning is systematic. Learning and skills is a key part of the prison's strategy to promote positive relationships through purposeful activity, in a context in which many entering the prison have attempted suicide or are likely to self-harm. All prisoners have the opportunity to participate in some form of education, training or work while in the prison. Only 17 prisoners are unemployed. The prison effectively encourages prisoners to participate in decision-making concerning the range of education and work available, and to treat each other with mutual respect.
21. Equality of opportunity is good. Senior managers provide effective support for developments. The prison has successfully introduced good initiatives to promote diversity particularly in the last year since the establishment of the diversity drop-in centre. The range of forums where prisoners meet to explore common concerns is good and includes forums dealing with same-sex relationships and disability. Action to remedy poor access to some facilities for women with mobility difficulties has improved following the recent appointment of a full-time disability liaison officer. Pay rates for attending work or education are equal. Foreign national prisoners receive good advice and guidance, and are provided with free airmail letters. The diversity centre has recently established a list of prisoners and staff who can converse and translate into languages other than English. However, progress to publish information on prison activities in other languages is slow.
22. Procedures for safeguarding learners meet current government requirements. Weekly safeguarding meetings are attended well. Risk management systems are effective. Clear policies concerning decency, bullying and respect are in place. All prison staff are vetted.
23. The adequacy and suitability of staff, learning resources and accommodation are satisfactory. The library has a satisfactory range of books but this does not reflect subjects offered in education and training sufficiently. It fails to provide an environment which attracts and inspires prisoners.
24. Management of literacy, numeracy and ESOL is satisfactory. Successful recent initiatives in the CALM centre promote entry level learning well. The prison does not have a written skills for life strategy, but a business plan provides an adequate outline of future developments. The prison does not monitor outreach support sufficiently to ensure the provision reaches those who do not attend discrete sessions.

25. Quality assurance and the sharing of good practice are insufficient. The prison has improved its collection of data on learning and skills outcomes but does not use this effectively to contribute to decisions on quality improvement. Vocational tutors are not set targets to improve attendance and achievement rates of learners on their courses. Information is collected about the numbers of awards learners achieve but it is not compared with the number of learners starting courses to establish success rates. The prison does not analyse the number of learners achieving their identified individual learning plan aims to establish the effectiveness of courses. Observations of teaching and learning have restarted recently. However, no clear strategies exist to improve weaker aspects of teaching or share examples of good practice, particularly across aspects that are not the responsibility of the OLASS contractor.
26. Communication across all activities is insufficiently cohesive. Arrangements to ensure prisoners are allocated to only one activity at a time are inadequate. Information on what work or courses prisoners are following is shared between different areas of the prison sufficiently. Strategies to improve attendance at activities are weak and levels of absence are high. Arrangements to cover vocational staff absence are very poor.

## What learners like:

- 'The training is great here'
- 'The instructors are great and they treat me with respect'
- 'The tutors really try to help you'
- 'I have learned lots here'
- 'Hairdressing is good, like a real posh salon'
- 'The CALM centre helps relaxation, especially the beauty treatments'

## What learners think could improve:

- 'It's frustrating to learn all these beauty skills and not get a qualification'
- 'Prison hasn't done anything for me'
- 'The library isn't open often enough'
- 'There's no PE that I like, maybe I'm too old'
- 'Why can't we do cooking here?'
- 'It's frustrating to be late for sessions, because I'm not let out of my cell on time'