

HMP Manchester

Inspection date

31 July 2009

Inspection number

333173

Contents

Background information	3
Inspection judgements	3
Scope of the inspection.....	3
Description of the provider.....	3
Summary of grades awarded	5
Overall judgement.....	5
Effectiveness of provision	6
Capacity to improve	6
Key strengths	6
Key areas for improvement.....	7
Main findings	7
Employability training.....	7
Achievement and standards	7
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.....	14

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.

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), 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 English for speakers of other languages (ESOL)
- Personal development and social integration

Description of the provider

1. HMP Manchester is a male category A local prison situated in the city of Manchester. The prison has an operational capacity of 1,286 with a current population of 1,196. Approximately 20% of prisoners are on remand, 4% are serving life sentences and 9% are serving indeterminate sentences for public protection (IPP). Around 58% of the population serve between one month and one year, and 19% stay less than one month. Currently 72% of the prison's population is white British and 15% are foreign nationals. Just under half of the population are aged between 21 and 29 years and 13 are aged over 70 years.
2. The head of learning and skills has overall responsibility for learning and skills. The Manchester College (TMC) provides a range of literacy, numeracy and language, key skills and personal development programmes and National Vocational Qualification (NVQ) training in plastering and vocational qualification training in industrial cleaning. They provide reading support through the Shannon Trust Toe by Toe reading scheme. The prison service provides training in brickwork, painting and decorating and sport. Pendleton College provides training and accreditation in catering at level 2. A **learn**direct suite is planned to open in September 2009.
3. TMC currently provides information, advice and guidance and initial literacy and numeracy testing. From August 2009, Working Links will provide information, advice and guidance services in the prison. Jobcentre Plus provide information and support on benefit claims. Around 63% of the population participates in education or training. The library is provided by Manchester Council Library and Information Services.

Summary of grades awarded

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

Overall judgement

Effectiveness of provision

Good: Grade 2

4. The overall effectiveness of the provision is good. The quality of provision including employability training, literacy, numeracy and ESOL, and personal development and social integration is good. Leadership and management and equality of opportunity are good.

Capacity to improve

Good: Grade 2

5. The prison has a good capacity to improve. Strategic planning for learning and skills is integrated well with other prison planning processes. The three year learning and skills development plan is thorough and has a strong emphasis on providing a learning and skills provision that will contribute to the prison's objectives in reducing reoffending. Good improvements have been made to the opportunities available for accredited education and training since the previous inspection. The range of provision has been extended and refined to better meet the employability skills of learners that help them gain employment. Overall achievement rates have risen over three years from 83% in 2006/07 to 90% in the current year, while the numbers participating in education and training have increased over the same period. Strengths identified in leadership and management at the previous inspection have been maintained and weakness have been rectified with the exception of staff equality and diversity training. Quality improvement arrangements, identified as a weakness at the previous inspection, are now established and effecting good progress.
6. The self-assessment process is effective and working well. The report is based on self-assessments carried out at programme level in all learning and skills areas. Staff contribute to the self-assessment report by producing detailed and thorough programme reviews. The report provided is broadly an accurate evaluation of the provision and includes both an account of progress made since the last self-assessment and a detailed action plan. Quality monitoring visit outcomes and the results of observations of teaching and learning evidenced the judgements in the report. Prison surveys, course evaluations and data on learners' achievement were analysed effectively to support judgements.

Key strengths

- Good achievement rates
- Good development of skills in education, training and work
- Good teaching and learning on employability and skills for life programmes
- Wide range of appropriate provision
- Good individual learning support

- Good learning and skills strategy to develop the curriculum
- Good promotion of equality and diversity in the curriculum

Key areas for improvement

- Some weak target-setting to plan and record learners' progress
- Insufficient information, advice and guidance to meet all learners' needs

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

7. Achievement and standards are good. Achievement rates on employability programmes are high for those who remain on programme. This strength was identified in the self-assessment report. Overall success rates have improved from 89% in 2007/08 to 92% in 2008/09. In 2007/08, achievement rates are high with above 90% of learners achieving

information and communication technology (ICT) qualifications. Similarly on the gym instructor and on level 1 industrial cleaning programmes, achievement rates are high at 86% and 88% respectively.

8. Learners develop good skills. They improve their confidence and self-esteem and develop good employability skills. ICT learners develop good computer skills and produce work of a good standard. In construction crafts, learners develop good commercial skills in painting and decorating, plastering and brickwork. Learners in the kitchen display good food preparation and production skills. Learners demonstrate good health and safety practices at work.
9. In contract workshops, prisoners are developing a strong work ethic in a commercial environment. They are industrious, well motivated and apply themselves to their work. Prisoners develop their ability to work as a team, take instruction and produce work to a good standard. Attendance, punctuality and behaviour are good.

Quality of provision

Contributory grade: Good: Grade 2

10. The quality of provision is good. Teaching and learning are good, as identified in the self-assessment report. Tutors and instructors are skilled at dealing with and motivating potentially disruptive and disinterested learners. They handle learners' comments and responses well and maintain learners' respect and interest. Well-planned training sessions meet learners' identified needs effectively. Sessions are paced well and include a range of activities that maintain learners' interest. Learners enjoy the sessions. Peer mentors are directed particularly well in workshops to enhance learners' skills development. Tutors and instructors are skilled at identifying and providing good levels of support to help learners develop their skills. Instructors provide effective individual work instructions and develop employability and personal skills such as communication, following instructions and team working. Individual learning plans are completed for accredited programmes. However, targets set for learners are insufficiently clear, measurable or fully understood by learners.
11. Workshop and classroom accommodation and learning resources are satisfactory. ICT classrooms are decorated well and create a good learning environment. Some accommodation for skills for life sessions in contract workshops is poor. Learners do not have a quiet area in which to study and the high levels of noise in the workshops provide much distraction.
12. The range of work and vocational activities are good for most learners. Provision has been expanded to meet the needs of the range of learners. The range of programmes in ICT provides good progression opportunities. Vocational provision provides a strong focus on improving prisoners' employability skills in plastering, painting and decorating and bricklaying provision. Contract workshops provide good opportunities for prisoners who are serving longer sentences to develop their supervisory skills and progress to peer mentor roles. However, no formal training or recognition is available to accredit or recognise these skills. Vulnerable prisoners have access to contract workshop jobs in textiles, upholstery, printing or laundry, but no access to construction crafts, industrial cleaning or to the business club to help develop opportunities for self-employment on release. Plans are in place to develop a more advanced printing workshop to help vulnerable prisoners develop better employability skills, but this is not yet available.

13. Support is good. Peer mentors play a significant role in creating a positive learning environment and are used effectively by tutors and instructors to support their peers. Peer mentors are very effective at supporting offenders who are new to work, helping them quickly integrate within the group. Peer mentors support new learners in developing unfamiliar skills. Instructional officers and tutors support prisoners well and provide good advice and guidance on employment and training opportunities. Good and productive links exist between tutors, instructional officers' and Entry to Employment (E2E) officers' to support prisoners seeking employment. E2E officers support learners seeking to access programmes in colleges upon release to enable them to continue with their qualifications.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Good: Grade 2

14. Achievement and standards are good. The self-assessment report partly identifies this strength. Achievement rates are high overall with 84% of learners on literacy, numeracy and ESOL programmes achieving in 2007/08 and 81% so far this year achieving. Most learners are on level 1 literacy and numeracy programmes. In 2008/09, achievement rates are satisfactory for literacy at 59% and good for numeracy at 89%. On level 2 literacy and numeracy programmes, achievement rates are high at 83% and 81% respectively. The achievement rate for ESOL programmes is 100% for the past two years. Key skills achievement rates are low at 53%. Recent effective actions are starting to effect improvement in achievements.
15. Learners make good progress and develop their confidence and communication skills well. ESOL learners are very motivated to practise and develop their speaking and listening skills. Learners unable to read and write make good progress and are proud of their increased skills. Other learners develop their reading skills effectively through Toe by Toe support. Learners produce work is of a good standard. Attendance and punctuality are good.

Quality of provision

Contributory grade: Good: Grade 2

16. The quality of provision is good. Teaching and learning are good, as identified in the self-assessment report. Tutors plan effectively to meet learners' differing levels of ability. The balance of group and independent learning activities is good and builds on learners' experience and interests. In key skills sessions, learners participate well in challenging discussion, share their views confidently and respect each others opinions. Tutors use a wide range of activities and resources to motivate learners. Learners with diverse needs and differing levels of ability are actively engaged in sessions. Tutors use effective questioning to monitor learners' understanding, expand vocabulary and promote independent learning. ESOL tutors use interactive technology very well to promote learning and develop learners' English skills. Learners' progress is monitored thoroughly during learning sessions. Learners develop practical literacy and numeracy skills when working in vocational workshops.
17. Individual learning plans and personal targets are satisfactory overall. Good use is made of initial and diagnostic assessment outcomes to plan learning. Individual learning styles are assessed and the results used well to plan learning sessions.

18. The recording of learners' progress against individual targets is not sufficiently effective. Too many provide a description of activities carried out during the session and do not measure progress. A minority of records do not include learner or tutor comments. The process for recognising and recording progress and achievement (RARPA) for pre-entry and entry level learners is incomplete. The self-assessment report does not identify these areas for improvement.
19. The range of provision is good. The range and levels of literacy, numeracy and ESOL provision meets learners' needs well. Vocational workshops integrate key skills and literacy and numeracy delivery and support with work activities. ESOL programmes are structured well and effective. Recent changes in key skills provision better meets learners' needs.
20. Support for learners is good. Tutors understand learners' individual needs and provide individualised support in sessions. Learners with learning difficulties and/or disabilities receive very effective support. Tutors provide effective skills for life support across all vocational workshops, the gym and the kitchen, and on prison residential wings. Toe by Toe mentors, managed by TMC provide effective reading support across the prison.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

21. Achievement and standards are good, a strength accurately identified in the self-assessment report. Achievement rates of accredited flexible art and social and life skills modules in 2007/08 are good at 86% and further improved to 96% in 2008/09. In the same period, all learners on distance learning programmes were successful.
22. Learners develop an appropriate range of social and personal skills including improved confidence and motivation. The standard of learners' work in art is good. Learners demonstrate high levels of confidence and skill in drawing and painting and produce good quality finished pieces. Learners' art work is displayed throughout the education department. Learners' written work is of a good standard. Learners successfully develop and demonstrate appropriate social behaviour. Attendance is good.

Quality of provision

Contributory grade: Good: Grade 2

23. The quality of provision is good. Teaching and learning are satisfactory. Tutors plan sessions appropriately and include a range of learning activities to motivate and meet learners' needs. They make appropriate use of information technology (IT) in sessions and demonstrate good subject knowledge. Most tutors pace lessons well but some spend too much time talking and some learners' lose concentration. Tutors manage sessions well but sometimes do not sufficiently challenge all learners to participate in discussion or use directed questions to check the understanding of all learners. Learners feel at ease and develop the confidence to enter into and contribute to discussion. Tutors and learners have

a high degree of respect for each other and demonstrate a good understanding of each other's culture and background. Tutors promote equality and diversity well in sessions.

24. Resources are satisfactory overall. Teaching rooms provide an appropriate learning environment and are all equipped with interactive whiteboards. Learners on open and distance learning programmes do not have access to a dedicated study area or to computers. Tutors are well qualified and knowledgeable in their subject area.
25. Target-setting to plan and record learners' progress is weak. The prison has begun to introduce individual personal development learning targets, but the process is incomplete. Vocational instructors show a good understanding of the personal and social development needs of their learners. However, they do not record these in individual learning plans and learners do not fully appreciate the extent of their own personal development. The review of learners' progress is insufficient. Most progress reviews focus on what has taken place and not on what a learner has achieved or has to do to achieve and to improve their employability opportunities.
26. The range of accredited programmes is good and includes a wide range of art modules, modern foreign languages, art history, psychology, criminology, healthy living, family relationships, alcohol and drug awareness, and parenting skills. The prison has recently introduced a victim awareness course although it is not yet accredited. Those who work in the prison workshops and vocational training areas have good access to key skill units to develop team working and self-development skills. Open and distance learning programmes are also available. The prison provides a wide range of enrichment activities including sessions on black history and music workshops. The prison celebrates learners' success well. An effective peer group, operating on a residential wing, provides drug and alcohol programmes which are supervised by health care.
27. Support is good. Tutors provide good individual advice and support for learners. Tutors have a good knowledge of their learners and provide good individual support in sessions. Learners are encouraged to continuously develop their skills and to progress onto more advanced programmes. Information, advice and guidance are good. Learners are aware of the range of opportunities available to them and how to access them.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

28. Leadership and management of learning and skills are good. The strategy to develop the learning and skills provision to meet learners' employability needs is good. A full review of the provision has led to changes in the programmes offered to provide more appropriate qualifications for prisoners. Under performing programmes have been identified and action plans put in place to effect improvement. Outcomes have improved on these programmes, in key skills and bricklaying, for example. Strategic planning is integrated well with other prison planning processes. The three year learning and skills development plan is thorough and has a strong emphasis on providing a learning and skills provision that will contribute to the prison's objectives in reducing reoffending. The well-planned provision meets the diverse needs of the population who include a high proportion of

remand and those serving longer sentences. The learning and skills provision provides good progression opportunities from pre-entry level to level 4. Education is attended on a full- or part-time basis. Programmes are flexible with most offenders combining education, work, or vocational training to make up a full-time programme. Vocational qualifications are selected that meet current industry requirements. Links with local employers are developing and expanding work opportunities for offenders on their release. Very good use is made of key skills in contract workshops to develop prisoners' work skills and work ethics.

29. Management of learning and skills is good. Communication and co-operation between the education contractor and the prison is good. Monthly team meetings review provision and share information with staff well. Learning and skills co-ordinators provide good direction to improve the provision in their area and support staff in applying improvements. Education and training staff are well qualified. Training provided by the learning and skills contractor is open to other prison staff tutors and trainers. Prison training and development is also available to all staff. As identified in the self-assessment report, some prison instructors and trainers do not hold assessor or training qualifications. Learning and skills have taken appropriate action to rectify this and most staff are now enrolled on training and assessor external awards. Staff development needs are satisfactorily identified through performance appraisals. Education staff have frequent meetings where good practice developments are shared.
30. Since the previous inspection, quality improvement arrangements have improved and are now good. Learning and skills have clear quality systems and procedures, monitored by the education contractor and the head of learning and skills. The process for observations of teaching and learning is developed well in education. Teaching and learning graded observations have improved from the previous year. In contract workshops and prison vocational training, the observation of training and learning process is less effective. The self-assessment process is inclusive and includes all the learning and skills provision across the prison. Good use is made of data and of offenders' views to evidence the judgements in the report. Learning and skills produce an annual review that is accurate, thorough and contributes to the judgements on the quality of provision in the report. The self-assessment report is broadly accurate. Inspection findings matched the judgements in the report but identified further strengths and areas for improvement.
31. Resources are satisfactory. The recently updated IT resources are good. Tutors use interactive whiteboards very well in learning sessions to promote learning. Some accommodation for skills for life sessions is inappropriate. The self-assessment report accurately identifies that four vocational workshops have no discrete area for skills for life delivery and support. The noise in the contract workshops is very distracting for learners. In education, one classroom used for skills for life sessions is too small for the number of learners and they cannot see the interactive board clearly.
32. Procedures for safeguarding learners meet current government requirements. As part of prison security measures, all employed staff have relevant Criminal Records Bureau checks. However, these checks can take up to six months to complete, and potential staff often find other employment in the meantime. Visitors who provide occasional training undergo appropriate police checks and are escorted by prison or education staff throughout their visit. Learning and skills staff are very responsive to complaints. When a

group of learners responded in a recent survey that they felt unsafe, very appropriate and timely action was taken to satisfactorily resolve the issue.

33. Information, advice and guidance services are insufficient to meet all learners' needs. They are good for prisoners placed on the induction wing on entry to the prison. Other prisoners, due to the nature of their offence, are not placed on the induction wing, and do not have access to information, advice and guidance or initial assessment. Unless these prisoners request a place in learning and skills, their needs are not assessed. This area for improvement was accurately identified in the self-assessment report.
34. Equality of opportunity is good. The promotion of equality of opportunity is good. In education, tutors adapt learning materials very well to reflect the cultural diversity of the different groups they teach. Throughout education and vocational training, tutors and trainers promote an atmosphere of mutual respect. This is evidenced particularly well in ESOL sessions where tutors address learners in a manner reflecting their individual culture and beliefs. Short bespoke programmes help raise learners' understanding of equality and diversity. For example, a black history course attracted offenders from a range of different cultural backgrounds who wanted to explore racial issues. Discussions on complex issues were managed well by the visiting speaker and stereotypical views were challenged and debated. Those who participated enjoyed the programme and gained valuable information and insight into other cultures. The prison magazine celebrates and promotes diversity effectively through articles on prisoners' country of origin and their culture. Library staff are very responsive to requests for books and newspapers from foreign national offenders. Good links between education tutors and the library ensures that resources meet the current population needs.
35. Learners with learning difficulties and/or disabilities receive very effective support. The process for identifying and referring individuals with learning difficulties and/or disabilities is good. New information leaflets for prison staff and learners provide enhanced advice and guidance at induction. Nominated staff on residential wings help to identify those with learning difficulties and/or disabilities and refer them for support.
36. Learning and skills have appropriate equality and diversity policies. Learning and skills are represented well at the prison's race equality action team meetings. A recently established equality and diversity liaison officer post is planning more cultural events for learners within education. Information on participation and achievement is collected and analysed by ethnicity, but this is not used systematically to identify areas for improvement. Formal staff equality and diversity training is insufficient. Equality and diversity topics are frequently discussed at regular staff meetings and staff promote it well within training, education and work. However, no formal training has taken place for 12 months.
37. Provision for vulnerable prisoners is not equitable. They do not have access to a range of education and training programmes. The prison plans to introduce a new contract workshop to help them develop employability skills but will not give them access to other employability programmes such as the business club.

What learners like:

- The very good support from tutors
- The opportunity to learn and discuss topics with each other
- The opportunity to develop construction skills
- Developing reading and writing skills
- 'Learning enough reading and writing skills to be able to read a newspaper'
- Learning to speak English
- 'Learning supports me to do my job better'
- The opportunity to get involved in improving my learning
- The gains in confidence through learning
- 'The opportunity to explore racial issues in the Black history course'

What learners think could improve:

- Better access to the gym for offenders on C wing
- Better opportunities to develop self-employment skills
- 'More opportunities to acknowledge the skills that are developed in the textiles workshop'
- 'Making better use of prisoners' skills to teach others'