

Establishment	Her Majesty's Prison and Young Offenders' Institute (HMP & YOI) Foston Hall
Type of establishment	Female adult and young adult closed prison
Inspection type	Full announced
Dates of inspection	28 September - 1 October 2009
Establishment contact	Head of Learning and Skills Foston Derby Derbyshire DE65 5DN Tel: 01283 584300

This is a summary report of the inspection findings of the learning and skills provision at HMP and YOI Foston Hall

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, 4 is inadequate

<i>Common Inspection Framework (CIF)</i> aspects	Grade
Overall effectiveness	3
Capacity to improve	3
Outcomes for learners	3
Quality of provision	3
Leadership and management	3

Overall effectiveness

Grade: 3

The overall effectiveness of the prison's learning and skills is satisfactory. The outcomes for learners are satisfactory. Achievement of qualifications is satisfactory overall, good at level 3 and above and in some level 1. In the textiles workshop, managed by prison staff, offenders learn high quality tailoring, alterations and soft furnishing skills and provide services to other learners and staff. The gardens offer very good opportunities for learning and assessment, but are under used for gaining qualifications. Learners' progress on hairdressing and cleaning programmes has been adversely affected by staff absence. Learners' progress is inadequately monitored, and the level of detail provided in feedback is insufficient. The quality of the provision is satisfactory. The teaching and learning sessions in education are of good quality; however, learners being collected to attend prison appointments, receive medication or carry out errands disrupt learning too often. Feedback to inform prospective learners about applications to activities is inequitable; use of prior learning and experience to plan learning is weak and insufficient links exist between sentence/ resettlement planning and learning. Leadership

and management are satisfactory. Strategic planning is clear and operational management is good. The promotion of equality and diversity and safeguarding arrangements are satisfactory. However, insufficiently regular staff training takes place to improve staff knowledge and skills to promote equality and diversity in their work.

Capacity to Improve

Grade: 3

The overall capacity to improve learning and skills is satisfactory. The strategic direction of learning and skills is clear and focused on continuous improvement. Recent action to improve the provision is good. Many more learners are involved in accredited activities than at the previous inspection. The range of accredited courses available in education and vocational training has improved significantly and is good. Sufficient activity places are available for the current population; the wide range of education and vocational training offers useful skills for employment, family and community life. The education provision is flexible and is combined well with part-time work. The prison's quality improvement group meets regularly and the self-assessment process is satisfactory. The self-assessment report is very comprehensive, with clear action plans, but does not sufficiently emphasise the key strengths and improvements needed to support the self-assessed grades. However, data is insufficiently analysed and used to monitor the provision and inform decisions. Insufficient formal opportunities for sharing best practice are available, especially among vocational staff involved in similar practices working in different areas of the prison.

Outcomes for learners

Grade: 3

Key Strengths

- good achievement of qualifications at level 3, and at level 1 on some courses
- good acquisition of personal development, social and employability skills
- good examples of learners' contributions to the prison, local communities and charities.

Key areas for improvement

- significant and frequent disruptions to learning, mostly for regime reasons
- inadequate monitoring of learners' progress and detail of feedback to learners to increase attainment of some qualifications
- insufficient monitoring of learners' up-take of Skills for Life provision at entry levels.

Quality of provision

Grade: 3

Key strengths

- good teaching, training and learning in classroom and vocational areas
- good range of accredited learning opportunities and non-accredited provision
- good resources in vocational training and prison work.

Key areas for improvement

- insufficient recognition of learners' prior learning and experience and insufficient links between sentence/ resettlement plans and learning plans
- inequitable written feedback process to inform prospective learners of the outcome of their applications to activities
- insufficient appropriate support for learners with English as a second language and with dyslexia needs
- inadequate accredited provision in physical education and in the main prison kitchens
- inadequate study facilities for learners on distance learning courses.

Leadership and management

Grade: 3

Key Strengths

- clear strategic direction of learning and skills placing good focus on continuous improvement
- good range of accredited courses available in education and vocational training with sufficient places for the current population
- good operational management with well-developed quality assurance arrangements.

Key areas for improvement

- insufficient analysis and use of data collected to evaluate and inform improvements to the provision
- inadequate arrangements to accredit skills gained as prisoner peer-roles, such as mentors, tutors, assessors, internal verifiers and listeners
- insufficiently regular training for prison and contractors' staff to enable them to offer appropriate support for learners and promote equality and diversity.

What HMP Foston Hall needs to do to improve further?

- Review and reduce the significant and frequent disruptions to learning, which are mostly due to poorly planned regime demands.
- Recognise and use learners' prior learning and experience in planning their learning programmes and make links between sentence/resettlement plans and learning plans.
- Provide better communications with prospective learners to inform them of the outcomes of their applications and ensure they receive adequate English as a second language and/or additional learning support.
- Introduce more accredited learning in physical education, the main kitchens and for those in peer-support roles.
- Improve the use of data to inform evaluation and plans for improvements more effectively.
- Introduce regular and inclusive equality and diversity training for all staff.