

## PROTECT - INSPECTION

<b>Establishment</b>	Her Majesty's Prison (HMP) Hewell
<b>Type of establishment</b>	Cluster - Male adult Category B/C/D
<b>Dates of inspection</b>	2 - 6 and 9 – 12 November 2009
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**This is a summary report of the inspection findings of the learning and skills provision at HMP Hewell**

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

<b><i>Common Inspection Framework (CIF)</i></b> aspects	Grade
<b>Overall effectiveness</b>	<b>2</b>
<b>Capacity to improve</b>	<b>2</b>
<b>Outcomes for learners</b>	<b>2</b>
<b>Quality of provision</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

### **Overall effectiveness**

**Grade: 2**

The overall effectiveness of the prison's learning and skills is good. Outcomes for learners are good with high achievements on the majority of education and vocational accredited courses. However, non-accredited achievements are insufficiently formally recognised and recorded. The quality of the provision is good. Learning and skills induction presentations are good, but the process is cumbersome and time-consuming, including the need to locate prospective learners. The best teaching is on house-blocks 1-6, but on house-block 7, the education programme is poorly planned. House-block 8 provides learners with good individualised learning programmes to support their resettlement goals. Partnerships with local colleges and employers are good. However, across the prison, the clarity of target setting and action planning for individual learning on accredited programmes is weak. Leadership and management overall are good. Clear strategic planning, by prison senior management, places a strong emphasis on developing learning and skills provision across the whole prison, focussing on progression to employment and/or further training on release. The promotion of equality and diversity and safeguarding arrangements are satisfactory.

**Capacity to Improve**

**Grade: 2**

The overall capacity to improve learning and skills is good. The clear direction and good leadership and management, have been highly successfully in managing significant change to combine three prisons with different functions. While there have been delays in implementing planned developments, sufficient education, training and work activities for the whole population are available. Successful continuous quality improvement has ensured that provision is flexible and responsive to the wide range of individual learners' needs; however, house-block 7's training function is not sufficiently effective. The prison's quality improvement group is inclusive and pro-active. Self-assessment is good; the self-assessment process includes the views of learners, staff and partners and supports continuous improvement well. However, managers insufficiently use data to evaluate the provision fully. Good practice is shared across the whole prison in conjunction with the learning and skills partners.

**Outcomes for learners**

**Grade: 2**

**Key Strengths**

- very high achievement of qualifications by many learners in English for speakers of other languages (ESOL), information and communication technology (ICT) and personal development programmes
- good achievement on fork-lift truck driving, barbering, bricks and physical education vocational courses
- good employment and personal skills acquisition in activities across the prison
- much good progress towards skills development in ICT and art on house-blocks 1-6 and 8

**Key areas for improvement**

- low achievement in entry level literacy, intermediate level numeracy and communications key skills qualifications
- insufficient arrangements for recognising and recording unaccredited skills gained in prison work areas

**Quality of provision**

**Grade: 2**

**Key strengths**

- good training and individual coaching in the majority vocational training and prison work areas across the prison
- much good teaching and learning in education classes on house-block 1-6
- good individual support for learning in education classes and outreach work by staff, and peer-mentors across the prison

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- good range of vocational training and work for the local / short-stay function of house-blocks 1-6
- good opportunities, in barbering, brickwork and catering vocational training on house-block 7, for progression into employment/further training

### **Key areas for improvement**

- insufficiently wide range and amount of vocational training and education provision in the house-block 7 training site to meet the needs of learners
- insufficient clarity for learners in the target setting and action planning on accredited programmes
- inadequate resources and accommodation for ESOL screening on house-blocks 1-6 during the learning and skills induction process
- insufficient accredited learning for segregated learners in house-blocks 1-6
- inappropriate accommodation on house-blocks 1-6 for interviewing learners during the learning and skills induction process

### **Leadership and management**

**Grade: 2**

### **Key Strengths**

- well-informed strategic planning and clear vision for learning and skills across the newly combined prison
- good introduction of innovative developments
- particularly good partnership working with contractors, employers and external agencies
- effective management to minimise disruption to learning, for learners, during recent significant changes across the prison
- good arrangements for ensuring education and prison service staff are well-qualified and supported in gaining relevant new teaching/training skills
- good use of learner feedback to bring about improvement to the provision
- good self-assessment and effective evaluation of the provision leading to clear action planning for continuous improvement.

### **Key areas for improvement**

- delayed implementation of planned improvements, following significant changes in combining the three prisons
- insufficient interrogation and analysis of data and information to inform managers in making improvements
- poor punctuality and delayed start of activities, particularly in afternoon sessions in house-blocks 1-6

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- low education staffing levels and vacancies, impacting on the range and amount of provision on offer
- fragmented and poorly situated resources on house-block 8 to support learners prepare for education, training and employment on-release
- ineffective communications in house-block 8, to re-inforce arrangements with learners who attend college, training and work in the community

### **What HMP Hewell needs to do to improve further?**

- Investigate and take action to raise the poor achievement rates on the literacy, numeracy and wider key skills qualifications.
- Implement arrangements to formally recognise and record non-accredited skills learnt through education, training and/or prison and community work.
- Review and improve the target setting and progress monitoring arrangements on accredited courses to ensure these are used effectively to support individual learning.
- Review and implement the delayed improvements, especially recruiting to the education staff vacancies and increasing the accredited provision on house-block 7.
- Review and implement a well-co-ordinated resource centre on house-block 8, including effective communications for those attending community activities.