

# INSPECTION REPORT

## **HMP & YOI New Hall**

**14 November 2003**



ADULT LEARNING  
INSPECTORATE

## Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learn**direct provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

## Overall judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

# INSPECTION REPORT

## HMP & YOI New Hall

### Contents

#### Summary

Description of the provider	1
Scope of provision	1
About the inspection	2
Overall judgement	2
Key findings	3
What learners like about HMP & YOI New Hall	7
What learners think HMP & YOI New Hall could improve	7
Key challenges for HMP & YOI New Hall	8

#### Detailed inspection findings

Leadership and management	9
Equality of opportunity	11
Quality assurance	12
Hospitality, sport, leisure & travel	14
Foundation programmes	17

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP & YOI New Hall was originally a military camp converted to hold female prisoners in 1987 and is now a female training prison holding juveniles, young offenders, and adults. The governor has been in post since December 2002. The certified national accommodation is 367 with an operational capacity of 426. The number of juveniles is approximately 40 with the rest of the population being young offenders and adults. The accommodation comprises two main residential areas consisting of single and double rooms with some dormitories. Residential Unit 1 has accommodation for mainly remand prisoners and some life sentence prisoners. Residential Unit 2 consists of accommodation for convicted prisoners which includes a detoxification unit and a combined young offender and juvenile wing. There is a segregation unit containing 12 cells and also a mother and baby unit which can accommodate nine mothers and 10 babies.

2. The facilities include a gymnasium, chapel, multi-faith room, and a visits area with an outside visits centre. There is a library, and a separate education department. The education is provided by a local college with 82 full-time places and 84 part-time places. Work on a new purpose-built education centre is due to start the week after the inspection. Various courses are available in business administration, art and design, social care and hairdressing, which lead to qualifications but these are rarely available to young offenders and adults, as the juveniles receive priority. On the welfare to work programme, adults are given priority. There is some horticulture provision by way of a garden and it is planned to increase the provision.

3. Some offending behaviour programmes are available in enhanced thinking skills, assertiveness and decision-making, and substance misuse. Three sewing workshops make prison service items, but do not offer qualifications. There is a manufacturing workshop which consists of repetitive assembly work producing umbrellas, greetings cards, necklaces and electrical components. There is no qualification available for this work.

4. The current education manager is responsible for the education provision but will be taking up post as head of learning and skills the week after the inspection. This involves a broader responsibility for workshops, catering, farms and gardens, education, gymnasium, library and staff training. The new post is still accountable to the head of resettlement, but is in charge of the head of education and the workshop manager. There are 12 full-time course tutors and 27 sessional teachers. There is a guidance worker, a special educational needs co-ordinator, and seven learning support assistants.

### SCOPE OF PROVISION

#### Hospitality, sport, leisure & travel

5. In catering, there are four learners working towards a national vocational qualification (NVQ) at level 1 in food preparation and cooking and kitchen portering. Two members

of kitchen staff are qualified assessors and one is an internal verifier. Learners who are employed in the kitchens all complete a foundation food hygiene and safety award. In sport, there are 11 learners working towards short courses in various activities including first aid, community sports leader award, circuit training and netball. One learner is working towards an NVQ at level 1 in sport and recreation. Two members of the gymnasium staff are qualified assessors and one is an internal verifier.

### Foundation programmes

6. The education department manages the foundation programmes, which are subcontracted to a local further education college. A full-time manager, deputy manager and a special educational needs co-ordinator manage the department, supported by two administration assistants. There are four full-time, seven part-time and additional sessional tutors who are deployed across the range of adult, youth and juvenile education programmes. Sessions are run from Monday to Friday in morning and afternoon sessions. Thirty-four adults and young offenders are on full-time education programmes and 36 part-time learners attend two sessions for either literacy or numeracy each week. There are seven full-time learners attending sessions in the healthcare wing and two in the segregation unit. Most learners are on short modular courses. The five-day preparation for work course consists of health and safety, security, fire precautions, health and hygiene, first aid and lifting safety. The three-week employment focus course includes adult literacy and numeracy sessions, preparation for work and elements of an information technology (IT) qualification. Learners who are resident in the healthcare wing attend full-time courses including healthy living, practical craft, citizenship and literacy and numeracy. 'Groupwork' programmes are also held to encourage learners to deal with offending behaviour. Topics include assertiveness, anger management and decision-making. All courses are accredited. Induction takes place soon after arrival and includes an initial assessment for literacy and numeracy to identify support needs. Course tutors carry out additional diagnostic assessments, which are used to identify specific strengths and weakness such as punctuation or use of decimals. Re-offenders who have completed the induction during the past year do not have to repeat it.

### ABOUT THE INSPECTION

Number of inspectors	5
Number of inspection days	19
Number of learner interviews	38
Number of staff interviews	19

### OVERALL JUDGEMENT

7. The overall provision is not adequate to meet the reasonable needs of those receiving it. Foundation and hospitality, sport, leisure and tourism are good. Leadership and management are unsatisfactory. Quality assurance and equality of opportunity are satisfactory.

## KEY FINDINGS

### Achievement and standards

**8. Achievement of qualifications for short and modular foundation courses is good.**

Most courses are externally accredited, and the standard of work produced by learners is good. Work is marked promptly and tutors keep detailed records of progress towards achievement. When a learner leaves before a full qualification is achieved, single units are accredited. From April to September 2003, there have been 131 achievements of key work skills, which includes IT. There have also been 50 qualifications awarded in literacy and numeracy from entry level to level 2.

9. The achievement rate for the short courses in sport is 100 per cent which is satisfactory as it only represents a small number of learners. Some learners who participate in the sports courses transfer to other prisons or are released early. Learners' practical and written work are good on sport courses. Portfolios are good and contain diverse evidence from activities carried out during their time in the gymnasium. Examples include tests, photographic evidence, diagrams, lesson notes and completed evidence reports. The achievement rate for the foundation food safety and hygiene award is 90 per cent. The prison has a wide variety of resources for the presentation of evidence and for learning. Learners develop good practical skills and background knowledge that prepare them well for employment. Learners are thoroughly professional in their approach to their work.

### Quality of education and training

**10. The standard of teaching in foundation is good.** Half of the sessions were good or better. Groups are small and classrooms are well managed. In observed sessions learners were encouraged to take part in discussions and to answer questions to demonstrate learning. Learners were interested in the subjects and were engaged in learning.

11. The standard of resources on foundation programmes is satisfactory. Tutors make the best use of limited space in classrooms. Learning support materials are matched to the modules, and in the case of literacy and numeracy, to the adult core curriculum. In some lessons there is an over-reliance on workbooks and handouts. However, some tutors were using information that they had video-taped from television or downloaded from the internet. There is a well-resourced IT suite with 12 networked workstations and one colour printer.

12. Assessment and monitoring of learners' progress are satisfactory. All new learners are assessed for literacy and numeracy levels during induction. Tutors then carry out a diagnostic assessment to identify specific strengths and weaknesses at the start of their courses. Literacy and numeracy are assessed by external tests. There is a flexible approach to the delivery of programmes which meets the needs of learners. All learners

who have literacy and numeracy needs are offered two sessions of additional help each week. The education department runs an outreach service for learners who cannot, or are reluctant to, attend timetabled sessions. Outreach tutors visit the mother and baby unit, the detoxification unit and individual learners who cannot leave their rooms. Full-time education is delivered on the healthcare wing and segregation unit. There is a support session one afternoon each week for learners on independent study.

**13. Access to places on full-time foundation courses is limited for adults.** The regime at HMP & YOI New Hall is such that juvenile offenders are given priority for full-time places on education courses, although there are more adult prisoners. Adults are limited to literacy and numeracy sessions, work preparation and employment focus. There are no evening classes.

**14.** Careers guidance and advice for learners is satisfactory. Learners have access to guidance and advice on education and careers during induction. The education department has a full-time careers guidance counsellor. Although this member of staff deals mainly with juveniles, adults can use the same service and often take advantage of advice on how to acquire funding for independent study.

**15. There is good teaching on sports programmes.** All practical lessons in sport are well planned, interesting and lively. They are effectively managed and meet the needs of individual learners. All learners are challenged and produce a good standard of work. Very effective demonstrations in practical sessions provide students with clear aims and objectives.

**16. The facilities and equipment are good.** The large kitchen is fully equipped to industry standards, and the sports department which has a wide range of sports equipment. The sports hall and gymnasium are satisfactory.

**17. Support for learners is adequate.** Staff are supportive and offer opportunities for personal development and training and assessment. There is a positive approach to the learners' development. Many learners are given individual support to help them understand the background knowledge associated with their course. Learners are encouraged to have high aims and practical support and guidance is offered to help them progress.

## Leadership and management

**18.** The management of foundation programmes is satisfactory. Managers attend sentence planning, labour allocation board and review sessions for learners. Staff are effectively deployed to meet the needs of all learners who use the education department. Staff's specialist skills are used effectively. Key performance targets for achievement are monitored closely and met.

**19.** Training in catering and sports is carried out on a department basis and there are few links with the education department. There is little sharing of good practice between

the three areas.

20. **Equality of opportunity is introduced thoroughly to learners at their induction.** There is no further formal training but issues are regularly discussed by all tutors as part of their training. Learners have a sound understanding of equality of opportunity. Limited data on equal opportunities are collected and these are not used in development and planning. There is no planned equal opportunities training for staff. Staff generally have a good understanding of the issues and promote equality regularly in their teaching.

21. **There is poor access to education and training programmes for adult and youth prisoners.** There are few short courses and no evening classes. There are few learning opportunities for adults at level 2 and none at level 3.

22. Quality assurance arrangements are satisfactory in the education department and in physical education (PE) and the catering kitchen. There is evidence of quality improvements in all areas. There is a well-managed observation system in education. Staff are given prompt feedback and this is used to develop targets for their annual appraisal. The assessment of short courses is well co-ordinated. Arrangements are satisfactory, but there is no overall co-ordination and management of accreditation.

23. **Learners understand the complaints procedures and use them.** The education department responds to learners' complaints and records are kept. When complaints are passed on, there are no records kept in the education department of any subsequent action. There is no analysis of complaints or identification of key action points.

24. Staff in the education department are involved in the development of the self-assessment report. They understand it and have a copy of it. Consultation in other areas is less thorough. The inspectors' findings matched most of the key findings in the reports.

*The following strengths and weaknesses were identified during this inspection:*

## **Leadership and management**

### **Strengths**

- effective operational management
- good support for staff

### **Weaknesses**

- no strategic management
- poor library resources
- poor use of data to support planning and improvements
- poor access to education provision for adults and young offenders



## **Hospitality, sport, leisure & travel**

### **Strengths**

- good standard of learners' work in sport
- good teaching on sport programmes
- good facilities and equipment
- thorough selection process and induction for sports programmes
- wide range of short courses in sports

### **Weaknesses**

- poor retention rate on courses
- poor co-ordination between sports, catering, and education departments
- inadequate arrangements to cover staff absences in catering

## **Foundation programmes**

### **Strengths**

- good teaching
- good achievement of accredited qualifications
- flexible delivery of programmes to meet the needs of learners

### **Weaknesses**

- poor access to education for adults and young offenders

## **WHAT LEARNERS LIKE ABOUT HMP & YOI NEW HALL:**

- some of the staff in the education centre
- 'getting out of your cell to do education'
- some officers are really supportive
- 'officers are nice and show concern for us'
- good to have a choice of work to take back to the cell
- 'keeps my mind occupied'
- 'helps to build my English and mathematics skills'
- good to have access to computers and a quiet place to work
- helpful staff and tutors
- being able to learn something useful
- being able to do something which makes the day go quicker

## **WHAT LEARNERS THINK HMP & YOI NEW HALL COULD IMPROVE:**

- some officers' attitudes
- 'knowing who my personal officer is'
- the complaints procedure - it is inconsistent
- more education places for adults
- space for study on C wing
- more access to PE
- quicker completion of NVQ
- juveniles get priority

## **KEY CHALLENGES FOR HMP & YOI NEW HALL:**

- formulate a strategic management plan
- improve the quality of library provision
- improve the use of the management information system
- enhance accessibility to education and training for adults and young offenders
- improve communication between sports, catering and education departments
- improve retention on sports and catering programmes

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

25. Leadership and management are unsatisfactory. Quality assurance and equality of opportunity are satisfactory.

*The following strengths and weaknesses were identified during this inspection:*

#### **Strengths**

- effective operational management
- good support for staff

#### **Weaknesses**

- no strategic management
- poor library resources
- poor use of data to support planning and improvements
- poor access to education provision for adults and young offenders

26. The operational management in the education department is effective. Staff are committed and enthusiastic and have a clear understanding of their role in the education department. Problems which occur with the delivery of the education provision are dealt with promptly and effectively. Communication within the education department is good. There are regular team meetings which take place every week and these are minuted with action points attributed to appropriate members of staff. Staff members who miss meetings, such as part-time staff, are sent a copy of the minutes and are also briefed by their team leaders. There are quality improvement meetings and education contract meetings which monitor the provision of service as well as being a forum for discussion of ongoing problems such as insufficient availability of education for the young offenders and adults. The communication between the education department and other departments is satisfactory, although there are sometimes problems over priorities in terms of prisoners' commitments. Excluding juveniles, the education provision is for 76 full-time learners, 92 part-time learners equivalent to 116 full-time places. The workshops can accommodate 109 which means that there are very few prisoners who are unemployed or not engaged in education. The class sizes tend to be small at around eight learners, mainly on account of the small classrooms. The workshop manager is responsible for four workshops, each of which is staffed by an instructor. Although there is daily contact with the education manager, the workshops are managed independently through a governor grade. At the time of the inspection, the education manager had just been appointed as head of learning and skills, responsible for the management of education, workshops and PE. The PE department is headed by a senior officer, as is the kitchen, and both departments are allocated their prisoners from the

labour allocation board. The two managers are managed by the head of resettlement.

27. The support for staff is good. There are good opportunities for continuing professional development. The regular meetings are well attended, and part-time staff are kept well informed. Staff appraisal is satisfactory and is managed by the education manager. Appraisals are carried out on an annual basis and are up to date. The appraisal system involves performance appraisal, identification of development needs and a comparison of staff needs against the needs of the education department. There is a generous budget for staff development which is currently under-spent. It is used to maintain appropriate professional qualifications and continuing professional development.

28. There is no strategic management for education and training across the prison. Action plans are prepared after the annual education monitoring visits, but these are mostly reactive checklists. There is no vision or plan for the future, nor is there any needs analysis carried out to develop such a plan. Data are collected relating to retention, achievement and other indices, but these data are not analysed or used for future management planning.

29. There are five full-time staff, seven part-time staff and 27 sessional teachers, all of whom are well qualified and experienced. The number of full-time staff is increasing to redress the imbalance. There are seven learning support workers, a special educational needs co-ordinator, a guidance worker and two administrative assistants. Resources are generally satisfactory, although staff offices and storage space for teaching materials are inadequate. There is adequate provision of learning materials and consumables and the budget for teaching resources is sufficient. The management of the budget for the education department is satisfactory.

30. The resources in the library are poor. The library is provided by a local district council and has a book stock of approximately 4,000 books which just meets the recommended minimum needs of the establishment. It is staffed by a qualified librarian who works for 20 hours a week, and a library assistant who works 10 hours a week. These are assisted by two prisoner orderlies who also work part time. The library is open some mornings and afternoons and two evenings a week. During the inspection, there were times when prisoners who were scheduled to attend the library did not attend and the library staff were not told why. Access to the library is satisfactory, prisoners are able to visit it once a week. The books are primarily fiction, but do not match the prisoners' interests. There are very few non-fiction books and very few books to support the education classes and workshops. There are some easy reading books to support those prisoners who have difficulty reading, and some in languages other than English. There is the capacity to borrow additional foreign language books from outside libraries. The library is small and does not meet the needs of the prison. The library planned for the new education centre is not significantly larger. Some of the teaching rooms are small and the staff rooms and offices are inadequate to prepare, teach and store teaching materials. There have been changes to the teaching accommodation to enable better use of the limited resources.

31. Data are collected on learners' retention and achievement rates as well as other

aspects of the provision. These data are collated, but are not analysed systematically. The data are not stored electronically. There is no effective system to obtain an up-to-date profile of the education provision, such as the breakdown of workshops by different ethnic groups. There is no mechanism to identify trends over time.

32. Although adults and young offenders make up most of the prison population, they have poor access to education and training programmes. As there is a legal requirement to provide full-time education for juvenile prisoners, these learners have priority for education and training places. All adults and young offenders who have additional needs in literacy and numeracy are offered support, but only around half take this up. Many of the adults and young offenders stay in the prison for only short periods of time, and although there are some opportunities to work on courses at foundation level, there are few remaining places at level 2, and no provision at level 3. Some adult learners are retained in the prison because of particular problems or requirements and some have clearly benefited from full-time education, but suitable programmes are not available for all. Many of the adults and young offenders who are in the prison for a short time and wish to attend education programmes are unable to do so, even in hairdressing where accreditation is available for short-term study, since there are no places available. In other programmes such as catering, where unit accreditation is not available, the possibility of short-term study is limited.

### **Equality of opportunity**

33. Equality of opportunity is effectively introduced to learners at their induction. Through group work, learners are encouraged to discuss the meaning of equality, the value of diversity and the problems of stereotyping. Learners are introduced to the bullying and complaints procedures and they discuss them comprehensively. There is no formal and dedicated follow-up training for learners, but issues of equality are regularly introduced into learning sessions in all subject areas. Learners' understanding of equality of opportunity is generally sound.

34. All staff are aware of the importance of equality and regularly and effectively promote it in their teaching. However, within the current staff development programme there is no planned equal opportunities training for teaching staff. Many staff have received no recent training, and some received their last training 10 years ago. Some staff say they need updated information.

35. A member of the education staff has been identified as having responsibility for the promotion of diversity in the department. Another member of staff from the department attends the prison diversity meetings where a wide range of topics is discussed and views are shared across the prison. The department has been involved in delivering training in 'disability awareness week' and in basic courses in women's studies. There are plans for cross-cultural studies.

36. Data relating to race and ethnicity on education and training programmes are collated and analysed. Action is required through the diversity committee if there is not a balanced number of participants on a particular programme. However, the education

department does not collect data in areas such as the achievement of different ethnic groups. There are insufficient equal opportunities data available to support planning and development.

37. Access to some teaching rooms and the library is difficult for learners who have restricted mobility. A new building programme, starting imminently, will locate teaching and training facilities and the library together to resolve the problems with access.

### **Quality assurance**

38. The quality assurance arrangements in the education department are satisfactory. The key activities are identified in a flow chart and staff fully understand how the procedures relate one to another. Teaching observation is carried out each year. It is carefully planned and staff are given prompt and comprehensive feedback on their performance. The feedback is discussed as part of their appraisal, and their development needs are reflected in their individual targets. Line managers carry out the observations, as there are no specialists to observe staff in some subject areas.

39. At the end of most learning programmes, learners are asked for their views using a standard questionnaire. At the end of some programmes learners are given forms which ask for more detailed feedback. Generally tutors note the issues raised in the feedback and there are several examples of effective action taken in response to learners' concerns. For example, a number of prison officers were involved in the induction programmes, but now only two volunteers are involved. This enables the education and uniformed staff to work more closely together in a planned way. The hairdressing department has developed learning packs in response to learners' requests. Data from the feedback forms are collated and analysed, but not all forms are returned. However, this information is not systematically used for the planning and development of the education provision.

40. In sport and catering programmes, quality assurance is satisfactory. There are no formal systems in place, but issues are dealt with informally and this leads to improvements. The workshops are managed on a day-to-day basis by the instructors and there are basic quality assurance systems to monitor the products.

41. The arrangements for the co-ordination of short courses are good. A central file is kept by a nominated member of staff who is responsible for registering and certifying learners and ensuring that internal moderation arrangements meet the awarding body requirements. Six members of staff are involved in internal verification. Staff development has been arranged with the awarding body to help standardise assessment practice. Course tutors manage the administration of all other qualifications for their particular area. These arrangements are satisfactory, but there is no overall co-ordination and management of accreditation. There are no opportunities to standardise and share good practice in assessment and verification across all education and training.

42. Complaints procedures are effectively introduced and discussed during the induction. Learners are given a full explanation of the procedures for the prison and for

## HMP & YOI NEW HALL

the subcontracting college. In the education department, most learners who make a complaint use the prison procedure. Records of complaints are kept in the department along with a full response from the education manager. However, if complaints are forwarded to other departments, no formal records are kept of further action taken. There is no analysis of complaints or identification of key issues for action.

43. All staff in the education department contribute to the self-assessment report through discussion and, where relevant, through the annual review of their programmes. Some programmes, however, do not have a formal review process. In the education department, staff are fully consulted about the content of the self-assessment report. They understand its content and have a copy of the current draft or final report. Consultation in the catering and sports department is less thorough. In general the inspectors' findings matched most of the key strengths and weaknesses identified in the self-assessment reports.



## **AREAS OF LEARNING**

### **Hospitality, sport, leisure & travel**

44. The provision for hospitality, sport, leisure and travel is good.

*The following strengths and weaknesses were identified during this inspection:*

#### **Strengths**

- good standard of learners' work in sport
- good teaching on sport programmes
- good facilities and equipment
- thorough selection process and induction for sports programmes
- wide range of short courses in sports

#### **Weaknesses**

- poor retention rate on courses
- poor co-ordination between sports, catering, and education departments
- inadequate arrangements to cover staff absences in catering

### **Achievement and standards**

45. The achievement rate for the short courses in sport is 100 per cent which is satisfactory as it only represents a small number of learners. Some learners who participate in the sports courses transfer to other prisons or are released early. An evening class in keep fit was shut down because of the very high drop-out rate over the first three weeks. For the foundation food safety and hygiene award, the achievement rate is 90 per cent.

46. Learners' practical and written work is good on sport courses. Portfolios contain diverse evidence including tests, photographic evidence, diagrams, lesson notes and completed evidence reports. The prison provides a wide range of resources for the presentation of evidence and for learning. Students develop good levels of practical skills and background knowledge which prepares them well for employment. Learners are thoroughly professional in their approach to their work.

### **Quality of education and training**

47. All practical lessons in sport are well planned, interesting and lively. They are effectively managed and meet the needs of individual learners. All learners are challenged and produce good work. Teachers use questioning well to check

## HMP & YOI NEW HALL

understanding. Highly effective demonstrations in practical sessions provide learners with clear aims and objectives. There is good differentiation of learners' abilities. More experienced learners support less able learners under supervision. Tutors are very enthusiastic and encourage full participation from all learners. They are supportive yet demanding and work hard to raise standards. Health and safety are constantly referred to during practical and background knowledge sessions. Learners receive printed handouts for reference.

48. Literacy and numeracy needs are assessed by the education department at induction and assistance is offered to those learners who need it. However, only about half of those who need it take advantage of this help. The specialist facilities and equipment in the prison are good. There is a large kitchen that is fully equipped to industry standards and it provides a realistic working environment for learners. The room used for the background knowledge sessions has a range of up-to-date textbooks and videos, which encourages learners to develop their own dishes. Kitchen and teaching staff have recent or current industry experience that has a positive impact on learning. There is a well-equipped sports department with a wide range of sports equipment. The sports hall and gymnasium are satisfactory. However, there are limited outdoor sports facilities, including a netball pitch which can only be used at certain times as other prisoners use the pitch for recreational purposes. There are no other outdoor facilities.

49. The selection process and induction to sports programmes are good. Learners receive a clear overview of the training programme and a good introduction. The paperwork is comprehensive, and includes topics such as health and safety, first aid and manual handling. This ensures that learners know exactly what the sports programme entails and also that they are suited to that particular programme. Learners state that the induction is interactive, informative and enjoyable. They have a good recall of their induction and a good awareness of health and safety. Learners generally understand the requirements of their training programme, and the training and support arrangements. After the induction all learners take the 'heart start' examination and receive a certificate on successful completion. Learners who join the sports courses have another induction to the sports equipment and the gymnasium. A brief individual learning plan is developed with their tutor, to identify short-term aims and the skills required to achieve them.

50. There are a wide range of short courses for learners on the 12-week PE course, including first aid, the community sports leadership award and circuit training. Learners are accredited for a total of 13 short courses during their time on the programme. Learners progress to the NVQ at level 1 in sports and recreation when they complete the short course programme. Learners in the kitchen and servery also complete a basic food safety qualification before they start on the course. The development of vocational qualifications is limited in hospitality, but there are plans to introduce more learners to NVQs. The teaching accommodation for background knowledge sessions is inadequate. Assessment of NVQs in hospitality is satisfactory. Staff are supportive and arrange opportunities for personal development and for training and assessment. Learners work as part of a team, and are given challenging and demanding roles which build their confidence and develop their skills. Learners are motivated and interested,

especially in the practical areas of their training. There is a positive approach to the learners' development. Many learners have individual support to help them understand the background knowledge element of their course. Learners are encouraged to have high aims and practical support and guidance is available to enable them to progress.

### **Leadership and management**

51. Co-ordination between sports, catering and the education department is poor. Training in catering and sports is carried out on a department basis and there are few links with the education department. Learners on the PE course have started attending literacy and numeracy courses on a weekly basis, but they are not related to their course. Communication within each programme area is satisfactory, but there is little sharing of good practice between the three areas.

52. There are inadequate arrangements to cover for staff absences in the kitchen and learners have missed assessment opportunities. Both NVQ assessors are currently on sick leave and this leaves the internal verifier to carry out assessments which are countersigned by another assessor. Equality of opportunity is satisfactory. Staff have a good awareness and emphasise the importance of equal opportunities to learners. Learners are aware of and understand equal opportunities. Moderation and internal verification are satisfactory. There is no formal system of quality assurance, but issues are identified and resolved. Collection and analysis of learner and staff feedback is used in development planning. The self-assessment report is satisfactory, but many of the strengths were no more than normal practice. The identification of key weaknesses was good.

## Foundation programmes

53. The provision for foundation programmes is good.

*The following strengths and weaknesses were identified during this inspection:*

### Strengths

- good teaching
- good achievement of accredited qualifications
- flexible delivery of programmes to meet the needs of learners

### Weaknesses

- poor access to education for adults and young offenders

## Achievement and standards

54. Achievement of qualifications for short and modular courses is good. Most courses are externally accredited. The standard of work produced by learners is good. Work is marked promptly and tutors keep detailed records of progress towards achievement. Single units are accredited if a learner leaves before a full qualification is achieved. Examples of learners' work displayed in the IT suite is to a high standard. From April to September 2003 there have been 131 achievements of key work skills (which includes IT). There have also been 50 qualifications awarded in literacy and numeracy from entry level to level 2. In the previous year achievement data were not presented separately and included juvenile achievements. Overall there were 536 achievements of key work skills. There were 47 literacy and numeracy awards at entry level, 151 at level 1 and 55 at level 2. The current recording system does not enable inspectors to identify trends.

55. Short-term targets for achievement of modules are set and met by most learners. Action plans are reviewed at the end of each short course and then every four weeks for long-term prisoners.

## Quality of education and training

56. The standard of teaching in observed sessions is good. Half of the sessions were good or better. All courses have a structured course file matched to the 'Common Inspection Framework' which contains all the necessary information to support the tutors and learners. Lessons are well planned and well prepared to accommodate learners with diverse needs and problems that impact on learning. Tutors have a sympathetic approach and allow learners time and space to deal with problems before they return to learning. Groups are small and classrooms are well managed. In observed sessions learners were encouraged to take part in discussions and to answer questions to

demonstrate learning. The standard of resources is satisfactory. Tutors make the best use of limited space in classrooms. Learning support materials are matched to the modules studied, and for literacy and numeracy to the adult core curriculum. In some lessons there is an over-reliance on workbooks and handouts. However, some tutors were using information that they had video-taped from television or downloaded from the internet. There is a well-resourced IT suite with 12 networked workstations and one colour printer. The computers are equipped with up-to-date software and are well maintained. Chairs are adjustable and in a good state of repair. The library does not hold enough books for readers with poor literacy skills, but tutors keep a small stock of appropriate books in the classrooms. Learners who follow independent study can borrow books from the education department. Teaching staff are appropriately qualified and keep up to date with professional development.

57. Assessment and monitoring of learners' progress are satisfactory. All new learners are assessed for literacy and numeracy needs during induction. Tutors then carry out a diagnostic assessment to identify specific strengths and weaknesses. Most of the short modular courses are assessed by the production of work in lessons. Literacy and numeracy standards are assessed by portfolio evidence and external tests. The qualifications co-ordinators keep detailed records of each learners' progress and the results are also recorded on learner data sheets. There is currently no electronic method of collating learners' achievement data. Attainment is measured by achievement of tests, and the system for invigilating the tests is sound.

58. There is a flexible approach to the delivery of programmes. All learners who have additional literacy or numeracy needs are offered two learning sessions each week. The education department runs an outreach service for learners who cannot, or are reluctant to, attend timetabled sessions. These sessions are run by appointment on two mornings each week. Tutors also use these sessions to ensure that learners complete programmes if they have missed any lessons. Outreach tutors visit the mother and baby unit, the detoxification unit and individual learners who cannot leave their rooms. Full-time education takes place on the healthcare wing and segregation unit. There is a support session one afternoon each week for learners on independent study and 13 learners are currently using this service. Learners appreciate the opportunity for quiet study time and space, and the help and support from tutors. Learners who are at risk of exclusion from education attend separate learning support sessions with specialists. These learners are mainly juveniles, although the same support is offered to young offenders and adults if necessary. The education department team has recently begun to introduce literacy and numeracy support for learners on the PE course. There are plans to reproduce this system in other workshops.

59. Access to places on full-time foundation courses is poor for adults. The regime at HMP & YOI New Hall is such that juvenile offenders are given priority for full-time places on education courses, even though adult prisoners make up the majority of the prison population. Adults and young offenders are limited to literacy and numeracy sessions, work preparation and employment focus. There are very few opportunities for adults and young offenders to attend full-time courses and most only have access to limited part-time courses. There are no evening classes offered.

60. Support for learners is satisfactory. Learners have access to guidance and advice about education and careers during induction. The education department has a full-time careers guidance and counsellor. Although this member of staff deals mainly with juveniles, adults can access the same services and often take advantage of advice to acquire funding for further independent study.

### **Leadership and management**

61. The management of foundation programmes is satisfactory. Managers attend sentence planning, labour allocation board and review sessions for learners. Staff are effectively deployed to meet the needs of all learners who use the education department. Staff's specialist skills are used effectively. Key performance targets for achievement are monitored closely and are met. Managers have good working relationships with prison staff. Tutors manage learners and classrooms in a satisfactory manner. Tutors are routinely observed teaching and these observations form part of their appraisals and individual development plans. The quality assurance systems for internal moderation of non-accredited courses are satisfactory. The self-assessment report did not categorise judgements into separate areas of learning, but it did include strengths and weaknesses.