

# INSPECTION REPORT

## **HMP & YOI Hollesley Bay**

**12 December 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 **learnirect** 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 Hollesley Bay

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP and YOI Hollesley Bay is an open prison for male adult prisoners and young offenders. It is situated near the village of Hollesley in Suffolk about a mile from the North Sea. The prison was developed as a borstal institution in 1938 on the site of a former colonial college. The previous buildings now house much of the administration and education centres and date back to 1887. The prison is adjacent to the YOI Warren Hill which is a closed juvenile establishment. Up until April 2002 Hollesley Bay and Warren Hill were jointly managed. A separate governor was appointed to manage Hollesley Bay at this time, although there are still some shared services. HMP Hollesley Bay is situated in open countryside with a 1,750 acre farm. The prison caters for category D prisoners with a focus on resettlement. It has an operational capacity of 329 and currently there are 308 prisoners accommodated in five residential units. Most prisoners are serving sentences of between three and 10 years, although the prison does have some lifers who are nearing the end of their sentence, as well as some young offenders. Education is subcontracted to a college of further education which offers part-time courses with a focus on literacy and numeracy, and information and communications technology (ICT). Other subjects such as money management and graphic design are also offered. The education contract is jointly managed between Hollesley Bay and Warren Hill. A pre-release programme is run by an outside training provider which offers basic employability skills. The prison offers basic employment and teaches a range of skills on site. This includes work in the kitchen, industrial cleaning, painting and decorating, packaging workshop and farms and gardens. Other employment opportunities exist for prisoners in the community, and almost half of the prison population works outside of the prison. Not all of these areas formally accredit the training that takes place, although some prisoners are working towards qualifications in painting and decorating and industrial cleaning in addition to HGV and lift truck driving. The prison's gym accommodates recreational activities and has recently started offering accredited training courses.

2. The senior management team is led by the recently appointed governor who has responsibility for HMP Hollesley Bay. He is assisted by the deputy governor. The head of inmate activities is responsible for vocational training and employment, education and workshops. The day-to-day management of the education department is operated by the education co-ordinator. The education manager has joint responsibility for education at Hollesley Bay and Warren Hill. Eleven other education staff are employed either part time or on short-term contracts by the college. Education is provided for 146 prisoners, 10 of whom are on the pre-release programme. The education manager holds meetings every month with the head of inmate activities to review the education contract.

## SCOPE OF PROVISION

### Construction

3. There are 11 learners in the painting and decorating training workshop, 10 of whom are working towards accredited qualifications. Seven learners are working towards a qualification at level 1 in painting and decorating and there are three learners who have progressed from this onto the intermediate construction award at level 2. Achievements are monitored unit by unit and details are stencilled onto a board on the workshop wall. Approval has been gained to offer level 1 in signwriting skills and mobile tower testing, although these are not currently being taught. Teaching and assessments take place in 10 purpose-built work bays and background knowledge is taught in a classroom at the end of the workshop.

### Information & communications technology

4. There are 62 learners on ICT programmes in the education department. Learners in the education department are working towards either a basic information technology (IT) qualification or a second stage qualification. There is one classroom in the education department which is dedicated to computer training. The number of hours a learner spends each week in education varies to meet individual needs. There are five members of staff teaching ICT. Key skills are taught separately.

### Foundation programmes

5. The education department provides foundation training in literacy, numeracy and English for speakers of other languages (ESOL). A foundation pre-release programme is offered to prisoners by an external subcontracted training provider. There are 84 part-time learners across the range of foundation programmes. Learning takes place in the main education centre for most learners. Prisoners take part in an induction programme on arrival and during this process they are informed of the educational programmes, as well as taking an initial assessment. During this time they can make an application to take part in an educational programme.

## ABOUT THE INSPECTION

Number of inspectors	5
Number of inspection days	20
Number of learner interviews	53
Number of staff interviews	25
Number of subcontractor interviews	6

## OVERALL JUDGEMENT

6. The quality of the provision is adequate to meet the reasonable needs of those receiving it. HMP Hollesley Bay's leadership and management are satisfactory, as is the provision for quality assurance and equal opportunities. The quality of learning on foundation programmes and painting and decorating is good, and the quality of learning

on ICT programmes is satisfactory.

## KEY FINDINGS

### Achievement and standards

**7. The retention and achievement rates were difficult to calculate on most programmes as there was insufficient meaningful data.** Learners' work on foundation programmes and on painting and decorating is good. Learners in ICT are working to a satisfactory standard and work is being carried out on modern computers with up-to-date software. Data are held locally by the tutor in painting and decorating and learners on these courses achieve well and work to a very good standard. They demonstrate good skills across a wide range of painting and decorating techniques.

### Quality of education and training

8. The quality of education and training observed is satisfactory or better. On foundation programmes teaching is good, although technology is not used creatively to develop learning in this area. All learners make steady progress which is relative to their previous attainment. The self-esteem of most learners is considerably enhanced by the quality of teaching and support. Learners are respected by tutors. The quality of learners' work in portfolios and in practical painting and decorating is very good. However, there is a limited range of qualifications available for formal recognition of learners' skills, and few qualifications beyond level 2.

### Leadership and management

9. Leadership and management are satisfactory. The senior managers have a clear strategic focus and direction of education and training, and they have recognised most of the key issues identified by inspectors. There is good operational management in education and training which leads to good teaching, learning and achievement. Resources are well managed and there is adequate staff and curriculum development. There is a broad range of vocational skills being developed, although the prison is at the early stages of gaining awarding body approval for some areas. Accreditation of training has only recently started in others.

10. The prison carried out its first self-assessment of education and training in June 2003. The process involved all key staff who offer learning and skills training, including education. Learners' views were also incorporated into the report. The self-assessment report was self-critical in its approach and the outcome was an honest assessment of the quality of education and training in the prison. There is good management awareness of the changes needed to bring about improvements and there are clear action plans for departments and the prison overall. Many of the development needs have already started to be actioned and much has been put into place before inspection. There is a significant increase in the education budget and the provision is undergoing considerable change and expansion. A new learning and skills adviser has been appointed to co-ordinate education and training and will take up their post in April 2004.

11. **There is good management of literacy and numeracy**, but there is insufficient provision for ESOL. Initial assessment data are clearly communicated to teachers, instructors, and to others who support learning. There is also well-structured support for literacy and numeracy outside of the education department. This includes the use of prisoners who are trained to teach others to read. Quality assurance is satisfactory. The education department has clearly written quality assurance procedures and these are generally well used and understood by staff. Learners' views are routinely sought, although there has only been a small number of observations of teaching and learning in the past year. Assessment and verification are good. Internal verification in vocational training is thorough and external verification outcomes are shared with assessors.

12. **There is a good focus on the promotion of equality of opportunity in the prison.** A few posters are displayed throughout the prison and equality of opportunity is reinforced at induction. Retention and achievement data relating to ethnicity and disabilities are not routinely used to identify trends, although there is a fair allocation of education and work opportunities when a prisoner applies. Jobs in the workshops, farms, gardens and kitchen areas are fairly allocated with good progression opportunities from the simpler activities and tasks to the more complex.

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

## **Leadership and management**

### **Strengths**

- clear strategic direction to improve provision
- good initiatives to link with the community
- wide range of vocational skills developed

### **Weaknesses**

- inadequate management information system
- insufficient arrangements to cover staff absences
- inadequate formal monitoring of teaching and learning

## **Construction**

### **Strengths**

- good, well-used resources
- good standard of learners' work
- good teaching

### **Weaknesses**

- insufficient specialist support for key skills and literacy and numeracy

### **Information & communications technology**

#### **Strengths**

- effective monitoring and recording to support learners' progress
- good operational planning of ICT provision

#### **Weaknesses**

- narrow range of courses

### **Foundation programmes**

#### **Strengths**

- good individual support for learners
- good standard of learners' work
- good teaching

#### **Weaknesses**

- insufficient ESOL provision
- insufficient recording of learners' progress on individual learning plans



### **WHAT LEARNERS LIKE ABOUT HMP & YOI HOLLESLEY BAY:**

- the good support from staff
- the opportunities to learn new skills
- the chance to build confidence and self-esteem
- the opportunity to gain accreditation for skills already developed
- being able to learn in a safe and respectful environment
- the good careers advice

### **WHAT LEARNERS THINK HMP & YOI HOLLESLEY BAY COULD IMPROVE:**

- better information about the education and training provision
- better access to the physical education facilities
- better access to the internet
- better access to information technology

**KEY CHALLENGES FOR HMP & YOI HOLLESLEY BAY:**

- further develop ESOL provision
- provide more effective arrangements to cover staff absences
- provide a wider range of accredited programmes and courses
- formalise quality assurance arrangements across the provision
- improve the integration of key skills and literacy and numeracy into vocational training

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

13. Leadership and management are satisfactory.

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

#### Strengths

- clear strategic direction to improve provision
- good initiatives to link with the community
- wide range of vocational skills developed

#### Weaknesses

- inadequate management information system
- insufficient arrangements to cover staff absences
- inadequate formal monitoring of teaching and learning

14. There is a clear strategic direction to the planning and development of education and training to improve the range and quality of provision. The close and productive working relationship between the head of inmate activities and the education manager ensures a structured approach to the expansion of education and training opportunities. There is a good understanding of the strengths and weaknesses of current provision and an accurate identification of the future needs and developments. The significant increase in the education budget is creating the opportunity for a much wider range of provision to benefit the learners. Emphasis is placed on ensuring access to a broader range of accredited programmes and progression opportunities, and the appointment of more permanent full-time staff.

15. Many good initiatives take place to establish and develop very productive links with the community. This has a significant impact on the resettlement and reintegration of prisoners. The initiatives are carefully planned and co-ordinated and include visits by many school groups to view and interact with the training projects at the prison. Other community groups make frequent visits to the horticulture work, dairy farm and animal care activities. Members of the community who have learning difficulties visit the prison each week to participate in sports activities that are taught by learners who are working towards their sports leadership award. Further community links are established by the work of the painting and decorating learners who take on a wide range of refurbishment projects in the community.

16. The prison provides a wide range of training programmes to develop a good range of vocational skills. Training by prison staff is good and learners develop skills to industry

standards. This is particularly evident in the dairy unit, horticulture, animal care, catering and in packaging. Learners clearly benefit from this work and the skills and competences developed, greatly improve their employability.

17. There is a satisfactory approach to the identification and support for learners' literacy and numeracy needs. All learners have their literacy and numeracy skills assessed and appropriate support is provided. However, the support for learners who have language needs is inadequate with no specialist staff employed to meet this requirement. This has been recognised by the education manager and new staff are to be appointed. There is an established staff induction, appraisal and development system. All staff have a satisfactory induction which includes general procedures and information as well as the requirements of their job role. Staff appraisals take place annually and are used effectively to evaluate staff competence and to identify training needs. Staff training and development is satisfactory and is provided through in-house training or by providing financial assistance for employees to attend external courses.

18. Communications in education and training are effective. There is frequent and constructive informal communication between managers and staff that supports monthly formal management and staff meetings. All formal meetings are minuted and have action points. Staff are reasonably well informed of work issues and developments and they are encouraged to contribute to improvements and initiatives and to share good practice. Staff who work on a sessional basis do not always have the opportunity to attend staff meetings. The management information systems for education and training are ineffective and do not provide sufficient detail to allow the monitoring and management of the provision. Data are collected on the number of outcomes on particular education and training programmes. However, there is a limited amount of data available to analyse retention and success rates, and little information on how managers can measure the performance of programmes as part of a strategy for continuous improvement.

19. There are insufficient management arrangements for staff absence. Sessions are cancelled, often at short notice, if a member of staff is unable to attend. Although the education manager covers sessions when possible, inadequate staff cover in education and training causes an interruption to learning and assessments. There are no arrangements to ensure that vocational training sessions in painting and decorating and industrial cleaning are covered when staff are absent.

### **Equality of opportunity**

20. Equal opportunities is satisfactory. HMP Hollesley Bay has clearly written policies and procedures that cover a wide range of issues including harassment, complaints, appeals and bullying. Copies are clearly displayed throughout the prison and prisoners have a good understanding of them. Reinforcement of equal opportunities is ongoing and builds on the information and training given during induction.

21. Learners who attend education and training are treated with respect and dignity. They speak favourably about the help and support they receive from staff. Staff show an

active interest in the progress being made by learners. They provide effective help and guidance to allow learners to overcome barriers to learning and to help them achieve the qualification. Learning and training facilities provide a safe and suitable environment for learners to focus on their work. Learners have mutual respect for each other, which creates a positive environment for effective personal development.

22. Staff who are involved in training and education have a clear understanding of equality and diversity. The vocational programmes are run by particularly experienced instructors who are very well respected by the learners for their knowledge of the industry. New staff in the education department receive an induction from the prison and an induction from the college. However, the induction provided by the college subcontractor is not sufficiently customised to working in a prison environment. Good basic training is offered to staff in the education department on equality and diversity.

23. Prison guidance staff inform learners of their educational choices, but insufficient information is given on the scope of vocational training. Prisoners often have to learn of the opportunities from fellow inmates. The guidance team has recently introduced an effective monitoring system to ensure that all potential learners are informed of educational choices. Access for learners to the library is good. This facility is well stocked with learning materials, newspapers, videos, books and magazines of general interest. Approximately 30 per cent of the prison population participates in education. There is insufficient collection and analysis of equal opportunities data to use as a basis for making decisions about the range and suitability of provision.

### **Quality assurance**

24. Quality assurance is satisfactory. There are clearly written quality assurance policies and documents for the education provision, although they do not cover all of the vocational training programmes. All staff are well qualified for their roles. Vocational training staff are skilled and have appropriate qualifications. Staff co-ordinate the programmes and liaise effectively with awarding bodies. There is a clear process for the monitoring of learners and appropriate procedures for the sampling of learners' work. Internal verification is thorough and includes assessment observations and portfolio sampling. Learner surveys in the form of questionnaires and evaluation forms, help assess the quality of provision. Feedback is used well to improve provision. For example, recent learner feedback identified the insufficient occupational training and a wider range of provision has now been provided and there are plans for further expansion. Staff and learners' views contribute to the production of the self-assessment report. The report represents a good description of current provision, although it is limited to the educational provision. It recognised many of the strengths and weaknesses identified through inspection.

25. Learner data are used to satisfy contractual requirements. However, this information is not routinely used to influence and improve the performance of the organisation. This weakness is identified in the self-assessment report and the prison has recently looked at a variety of management information systems to trial. There is inadequate formal monitoring of teaching and learning. Training and review sessions are not monitored on

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a regular basis and although there is informal monitoring and close links with the vocational areas, this is not recorded.

## AREAS OF LEARNING

### Construction

26. Education and training on painting and decorating programmes are good.

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

#### Strengths

- good, well-used resources
- good standard of learners' work
- good teaching

#### Weaknesses

- insufficient specialist support for key skills and literacy and numeracy

### Achievement and standards

27. All learners gain exceptionally good levels of skills and knowledge, and good account is taken by the tutor of prior learning and attainment. Learners work at their own pace and demonstrate good painting skills using a range of techniques such as stippling and marbling. Learners who are papering show good skills in matching patterns and lining ceilings. Learners' progress is clearly monitored, both manually and on a stencilled wall chart. Overall data on retention and achievement are kept by the tutor, although they are not used to help identify trends and make improvements. Although data are recorded each month, it is unclear how many learners had started a programme. However, all learners who start the programmes achieve either modules of a recognised qualification at level 1 or units of the intermediate construction award at level 2. Most learners achieve several modules or units before leaving the prison and those who have longer sentences complete a full qualification. During October and November 2003, the 10 learners had achieved 42 modules at level 1 and two learners had completed the full level 1 and had started the level 2.

28. Attendance is good and learners arrive punctually and work hard. Background knowledge teaching is carried out in a well-equipped classroom at the end of the workshop. Learners have a good knowledge and understanding of health and safety requirements, maintenance and equipment, products and techniques. Portfolios are of a very good standard and are clearly cross-referenced to the units or modules. There is good product evidence such as wallpaper cuttings and diagrams, as well as good use of digital photographs of work they had completed. In some cases learners have drawn clear and detailed sketches of equipment they used, such as serrated and flagged-edged brushes. Learners are given projects to complete background knowledge and good use is made of photographs and articles from trade magazines to emphasise and highlight

written work. Learners' practical work is generally carried out in professionally laid out work bays, although some learners have completed projects in the community as well as painting and decorating work in the prison. This was completed to a very good standard.

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

29. The quality of teaching is good. The member of staff responsible for this area is professional and demonstrates good craft skills. The tutor uses a good range of teaching techniques and gives outstanding individual support in the practical lessons. He has an excellent rapport with the prisoners and learners show a high regard and respect for his professionalism. Learners are motivated and keen to learn. The courses are well planned and well structured and learners particularly like the fact that they can achieve certificates for each module or unit achieved. In some cases this was the first time they had achieved a qualification. Progress is monitored throughout and constructive feedback is given by the tutor at each stage. The tutor has a clear understanding of each prisoner's learning needs and gives additional support when needed.

30. Background knowledge teaching is carried out on an individual basis. The classroom has new computers, but they are not yet in use. Learners have good access to learning materials including a trade magazine and books in the library. The tutor gives good support to learners during background knowledge sessions, although there is no specialist support for those who have additional learning needs. Some learners have literacy and numeracy support which is provided separately in the education department. However, this was not integrated with their work on painting and decorating. This is an issue that has been identified by the prison, which is currently advertising for a literacy and numeracy tutor.

31. There is a wide range of craft materials for learners during practical lessons. This includes a good range of textured and plain wallpapers and a good variety of paints and brushes. Posters and pictures are clearly displayed on the workshop notice board, highlighting accidents or incidents in the industry. This helps to reinforce the importance of health and safety with the learners. Photographs of learners' work are also displayed here. Learners have access to a rest room and changing area that is of a satisfactory standard. The tutor supplies copies of trade magazines for the learners to read which helps to motivate them and allows them the opportunity to see what jobs are available on release.

32. Assessments are well planned and learners have a good understanding of what is expected of them and of the appeals procedures. Assessments are clearly recorded and learners keep copies of the results in their portfolios. Background knowledge work is clearly marked and appropriate feedback is given. Internal verification is thorough and all units and modules are included. Feedback to the assessor is given and action points are clearly noted. Learners progress well and are assessed regularly. The assessor and internal verifier discuss the results of the external verifier reports and actions are taken and recorded. Awarding body approval has recently been gained to run accredited level



1 courses in signwriting and mobile tower testing, although these are not currently offered to prisoners.

### **Leadership and management**

33. The painting and decorating courses are well managed. There are good systems to quality assure assessments and to gain feedback from learners. However, no formal monitoring of the quality of teaching takes place. Feedback from learners is used constructively to help make improvements to the provision. Learners' progress is clearly monitored and the importance of punctuality and health and safety is thoroughly reinforced. Good opportunities to widen the skills and knowledge of learners are taken and two learners recently painted and decorated a new local church. This received good reviews and an article was written in the local newspaper highlighting the good work done. The tutor is a well-qualified and highly skilled craftsman.

## **Information & communications technology**

34. Education and training on ICT programmes are satisfactory.

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

### **Strengths**

- effective monitoring and recording to support learners' progress
- good operational planning of ICT provision

### **Weaknesses**

- narrow range of courses

## **Achievement and standards**

35. Until June 2003, few learners were enrolled on courses leading to qualifications. The classes offered were non-vocational and taught computer skills. Courses leading to accreditation have been running from July 2003 and most learners have developed good levels of ICT skills. They use the software with confidence and the more advanced learners are able to use these skills in new situations. Some learners have very good levels of skills in the use of IT packages, and one prisoner is developing a complex database for use by the education department to monitor retention and achievements.

36. One hundred and twenty learners have enrolled on ICT courses within the education department since starting the programmes. Of these, 42 were either transferred to other prisons, released, started other work within the prison, or absconded. Eighty per cent of the remaining learners were retained and achieved a qualification. Learners gain satisfactory levels of skills and knowledge which are relative to their previous levels of knowledge of IT. Staff support and encourage learners in their work. Attendance at classes is generally good. Most learners arrive punctually and work diligently.

## **Quality of education and training**

37. Teaching is satisfactory or better. In the satisfactory lessons, learners are well supported, but teachers do not spend sufficient time checking the learners' progression. Learners make satisfactory progress, although they are insufficiently challenged to progress. In the better lessons the teacher ensured that all learners were spoken to in turn to ensure they had a clear understanding of the principles being taught. The teacher used good questioning techniques and on one occasion brought other learners into the discussion which had a beneficial effect on the whole class.

38. There are good systems to record and monitor learners' progress. Learners are often taught by different teachers on different days, and at the end of each lesson the teacher writes a detailed description of what each learner has done and what difficulties were encountered. The next teacher uses this information to assist in the planning of what the learner should do next. In addition, there is clear and detailed recording of completed elements of the course.

39. The resources in the education department for ICT are satisfactory. The ICT room is pleasant and well decorated with a good range of ICT-related posters. There is an appropriate range of books to support learning in the classroom and, in addition, the library has a good range of books, although some are out of date and are no longer relevant. The computers and software are modern, up to date and to industry standard. They are all connected to a network and learners are able to save their work on the network server. The education department has developed an intranet, but this is not yet installed. Learners do not have access to the internet either directly or by simulation. All staff are appropriately qualified and have, or are working towards, a teaching qualification.

40. The assessment practices for ICT are satisfactory and meet the requirements of the awarding body. The rules for learners taking exams are clearly and prominently displayed and all learners understand how they should behave. Internal verification is thorough, and the ICT co-ordinator checks the marking of all completed examination papers sent to the awarding body. Staff are attending additional training to allow them to cross-check each other's marking.

41. Support for literacy and numeracy is satisfactory, and learners receive individual support in class when needed. Literacy and numeracy needs are tested at the beginning of the course. Many learners have had no formal education for a long time and staff have a good awareness and empathy towards learners' individual needs. Learners are encouraged to work at their own pace, and those who have additional needs are given additional time to complete tasks.

42. There are only two qualifications available to learners in ICT. One is a basic introduction to word processing and the other is a basic IT qualification that has a number of modules that can be certificated separately. The topics include word processing, spreadsheets, databases, desktop publishing, and graphs. There are no other qualifications available. The facilities for ICT in education are good, with new computers and software packages that are to industry standards. This allows learners to reach good levels of competency in ICT. Learning sessions observed showed learners working to a satisfactory standard on different software packages at different stages.

### **Leadership and management**

43. The operational planning of the ICT programmes is good. A clear direction for the development of ICT has been determined and some progress has already been made. There is a plan for new qualifications to be introduced. This has been designed to give a broader range of provision and to ensure progression is possible between all levels. The

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self-assessment report has been a key document in this process of planning and it identified weaknesses that are now being resolved. The introduction of daytime classes has been particularly effective. New systems have been put place to manage data more effectively, although they are not yet fully operational.

## Foundation programmes

44. Education and training on foundation programmes are good.

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

### Strengths

- good individual support for learners
- good standard of learners' work
- good teaching

### Weaknesses

- insufficient ESOL provision
- insufficient recording of learners' progress on individual learning plans

## Achievement and standards

45. The learners' achievements are satisfactory, although data for this area are not collated in any meaningful format and it was difficult to establish outcomes. Of the 17 learners who started the level 1 in literacy, 59 per cent gained full accreditation. For level 2 literacy, 83 per cent of the 18 who started obtained full accreditation. Most learners who complete their programmes achieve their learning goals. In the period April to November 2003, 10 level 1 literacy passes were achieved. The pass rate at entry level 1 and level 2 numeracy for the same period is good. Of the 12 learners who started the programmes, all gained full accreditation at level 1 and eight gained full accreditation at level 2.

46. Individual learning needs are clearly diagnosed through initial assessment. Learners have access to an appropriate range of courses and programmes with good individual tuition in a supportive and respectful learning environment. Many of the learners who attend the programmes at entry level or below in literacy and numeracy have increased their confidence and self-esteem and have developed good interpersonal skills. Individual progress is monitored and the standard of most of the learners' work is good. Portfolios and folders are well organised and demonstrate a good range of skills and knowledge.

47. Clear written and verbal feedback is given to prisoners on the standard of their work and this helps to motivate them to progress. The education department has recently introduced a good peer mentoring programme which uses workbooks in partnership with a charitable trust.

## Quality of education and training

48. Teaching on foundation programmes is good or better. Lessons are well planned to meet individual needs and learners receive good individual support from staff. Learners have individual learning plans which are regularly reviewed and records of their work are retained for every session. Learning materials are generally well used and are good.

49. Staff are well qualified and enthusiastic in their approach. They use a good range of teaching methods, although there is little use of interactive computer programmes to help learners. Staff regularly reinforce equality of opportunity and promote effective independent study.

50. Assessment practices on the foundation programmes are satisfactory. Initial assessment is supported by a secondary diagnostic assessment of learning styles. The results are forwarded to resettlement for incorporation into sentence planning each month. Assessment, verification and moderation procedures follow regulatory body requirements and the rules for learners taking exams are clearly explained. There is a regular process of informal review to monitor learners' progress, although there is inadequate recording of achievements and future learning goals. There are no effective targets for retention and progression. There is insufficient ESOL provision to meet the needs of the prison which has nearly 100 foreign nationals. Some learners who have ESOL needs are placed in basic literacy groups which does not adequately meet their requirements.

51. Learners benefit from good pastoral support. There is a high level of mutual respect between tutors and learners which promotes learning. Some of the learners have had no formal education for many years and many have unpleasant experiences of learning. Learners are very positive about the support they receive and the impact on their achievements. Learners' work is of a very good standard. Portfolios contain work which demonstrates a very good level of attainment and clear progress. Tutors mark tasks and assignments thoroughly, and give effective and detailed feedback.

## Leadership and management

52. Day-to-day management of the foundation programmes is good. Teachers have a clear focus on helping learners to achieve. Explicit aims and values to promote equality are displayed, enforced and understood by all staff. Effective procedures for dealing with appeals and complaints are prominently displayed. Learners have good access to specialist support for dyslexia. The department liaises effectively with an outside organisation to facilitate learners' access to courses provided by two local colleges. Data are held on learners' initial assessment and qualifications on entry, and information is collected on progress towards key performance targets and on achievement of tests. However, these data are not collected in a way which is useful for evaluation of retention and achievement. The prison's key performance targets for literacy and numeracy and key skills have been met.