

INSPECTION REPORT

HMP Hull

19 March 2004



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 **learndirect** 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.

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Hull (the prison) is a local prison for men which serves the courts in East and North Yorkshire and North Lincolnshire. It is situated two miles east of Hull city centre. All categories of prisoners are held at the prison, often before dispersal to other prisons more appropriate to their needs. The occupational capacity of the prison has been almost doubled over the past 15 months and was increased again just a week before inspection. The occupational capacity is now 1,071. The prison has certified normal accommodation for 812 prisoners. Prisoner numbers fluctuated considerably during the inspection with the large number of remand prisoners and the increase in the prison's occupational capacity, but averaged at 1,044 prisoners. Approximately a third of the population are categorised as vulnerable prisoners which includes sex offenders. The prison also holds 114 young offenders as well as the general prisoner population. The prison has a significant number of prisoners aged 65 and over. The average length of stay for prisoners is 14 and a half weeks. Less than 1 per cent of prisoners are from a minority ethnic group, which reflects the proportion in the local population.

2. The senior management team is led by the governor, who has overall responsibility for the prison. Education is subcontracted to the local city council and is managed by the education manager. The recently appointed head of learning and skills has responsibility for the operational management of both education and vocational training at the prison. Most vocational courses are taught by full-time prison staff, although some are also taught by education department staff. A range of part-time courses is offered, predominately in literacy and numeracy, social and life skills, information and communications technology (ICT), construction, art, catering and sport. Other courses on offer include business studies qualifications and university degrees. Education and accredited vocational training is currently provided for 231 prisoners, although some of these were on higher education or degree courses and did not come into the scope of the inspection. The prison offers basic employment opportunities in a number of areas. These include cleaning, painting and decoration, kitchenwork, breakfast packaging and gardening. Prisoners engaged in these activities receive appropriate basic health and safety training when needed. The prison has plans to increase the accredited learning opportunities significantly once the nearly completed workshops are in operation. This is planned to take place in the next few weeks.

SCOPE OF PROVISION

Construction

3. Twenty-six learners are training in construction. All learners are working towards a level 1 multi-skills qualification accredited by an external organisation. This includes training and assessment in basic plastering, plumbing and carpentry, and joinery skills. Learners attend training workshops for 10 half-day sessions a week, over 36 weeks. Learners' attendance depends on prison regime priorities and staffing levels. All learners

complete a key work skills programme of two to four weeks' duration before starting the multi-skills course, to ensure that they all have the numeracy skills required for construction work. In addition to the multi-skills course, all learners receive training in manual handling, and basic health and safety awareness. Learners are trained and assessed by occupationally competent staff, all of whom hold or are working towards appropriate training and assessment qualifications. Most learners receive additional literacy and numeracy skills support, which is delivered by education department staff in the workshop area.

Information & communications technology

4. Thirty-four learners are taking ICT qualifications at levels 1 and 2, including an introductory computer literacy course, a computer literacy and business technology course, and an examination-based qualification in information technology (IT). Learning sessions are run for two and a half hours each morning, and again in the afternoons, for five days a week. Learners can choose to attend three sessions per week either in the morning or in the afternoon. This gives prisoners of all categories the opportunity to attend. Classes are taught in one of two classrooms, equipped with 54 computers with up-to-date software packages. ICT is taught by three full-time and six part-time teaching staff.

Hospitality, sport, leisure & travel

5. Nineteen learners are on sports programmes and 24 catering learners have recently started level 2 national vocational qualifications (NVQs) in food preparation and cooking. The sports programme is made up of several short courses including manual handling, emergency aid and heart start, leaders' awards from a British weightlifters association, awards for community sports leaders and a range of non-accredited coaching courses. These short courses are combined to form to an eight-week sports programme. One senior officer, six physical education officers, three orderlies and a visiting yoga tutor staff the gym. Training in physical education is currently delivered for two mornings a week. The sports course includes both practical and theory sessions and is taught in the new, purpose-built sports hall. Catering background knowledge is taught by two staff in the education department and practical training is taught by senior prison officers in the main kitchen. Other practical kitchen training is provided by external contracted staff in the recently opened staff fast-food restaurant.

Visual & performing arts & media

6. Twenty-eight learners are currently taking classes in art although this number can fluctuate daily with the changing population of the prison. All learners work towards units of art qualifications developed by the prison and accredited by a national awarding body. Fourteen units in total are available, ranging from beginners' to advanced level. The higher-level units are appropriate for those who wish to apply for foundation courses in higher education. Learners attend classes either in the morning or afternoon. Learning sessions are allocated for all classifications of prisoners and all prisoners have access to art classes if they wish to attend. The art department is run by one full-time and five part-time tutors. All tutors assess learners' work. The purpose of the provision is to give prisoners the opportunity to achieve units of an accredited qualification while at the same time providing them with a creative outlet and enabling them to develop new skills in art. The provision is delivered in two art rooms in the education department.

Foundation programmes

7. Foundation programmes are taught by staff from the education department, although additional support is sometimes given by prison staff. Most courses are part-time and include externally accredited qualifications in literacy and numeracy at entry level 1,2 and 3, adult literacy and numeracy at level 1 and 2, courses in English for speakers of other languages (ESOL), and entry level Open College Network social and life skills courses. Eighty learners are following foundation courses in the education department. Some prisoners are taught literacy and numeracy, citizenship and life skills in classrooms on the wing accommodation or in the workshops. The prison's basic skills tutors also provide individual support throughout the prison where needed.

8. A team of 15 tutors report to a basic skills co-ordinator and the education manager. A team of a further 14 basic skills officers, who are full-time prison staff, report to the prison's basic skills co-ordinator. Most tutors and basic skills officers have appropriate training qualifications, and the remainder are working towards appropriate qualifications. Structured learning sessions and classes take place five days a week for six hours each day. Classes are also offered two evenings a week for 50 weeks of the year. All foundation learners are given an initial assessment which is additional to the literacy, numeracy and language skills assessment delivered at induction.

ABOUT THE INSPECTION

Number of inspectors	7
Number of inspection days	30
Number of learner interviews	123
Number of staff interviews	39

OVERALL JUDGEMENT

9. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the prison's leadership and management are satisfactory,

as is its approach to equality of opportunity. Its arrangements for quality assurance are unsatisfactory. The quality of learning is good in construction and art, and satisfactory in ICT, hospitality, sport, leisure and travel, and foundation programmes.

KEY FINDINGS

Achievement and standards

10. Retention and achievement rates are difficult to calculate in most areas because of inadequate data. **Meaningful data was available in sports and construction, and achievement rates are good in these areas.** Learners on ICT, sport and foundation programmes work to a satisfactory standard using good-quality resources. **Learners on construction and art programmes produce very good standards of work.** Most learners on the catering NVQ have good product knowledge. The standard of health, safety and hygiene practices demonstrated by catering learners in the main production kitchen is poor.

Quality of education and training

11. Most group learning sessions observed were satisfactory or better, and the standard of individual coaching and training was good in most areas. **Reinforcement of health, safety and hygiene practices was insufficient in practical catering and some workshop areas.** The self-esteem of most learners interviewed is considerably enhanced by the quality of training and support. Literacy, numeracy and language skills support is particularly good in most areas. However, few qualifications or accreditation opportunities are available to enable formal recognition of the good standard of skills being learnt at level 3 or above. In most areas of learning, individual learning plans are poorly recorded and do not include short-term targets.

12. **Education and training on programmes in art, construction and catering background theory are good.** Learners are effectively supported by staff who give good individual coaching. Literacy, numeracy and language skills are effectively taught in the construction workshop areas.

13. Education and training are satisfactory in sport, ICT and foundation programmes. Training in groups is satisfactory or better and most learners' work is of a satisfactory standard. **Learning programmes in sport and practical catering are not planned well.**

Leadership and management

14. **The prison's operational management and strategic planning of education and training are good.** Resources are managed well. Although training is delivered to a very good standard in a broad range of vocational skills, **accreditation of the higher-level skills being learnt is insufficient.**

15. The prison has established good links with a number of external organisations. These are used to help prisoners gain employment on release, or to help them to

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progress into further education or training courses.

16. The prison has a good staff development programme in place. Tutors and training staff are well qualified and keep their skills and experience up to date.

17. The prison's first self-assessment of education and training, carried out in March 2003, involved all relevant departments and was comprehensive and self-critical in its approach. The self-assessment report was an honest assessment of the quality of provision. Management have good awareness of the changes needed to bring about improvements, and clear action plans have been produced for departments and the prison overall.

18. The prison does not have a comprehensive management information system. It does not routinely collate and analyse information to help contribute to improvements.

19. **The prison's quality assurance is unsatisfactory.** No overall quality assurance framework exists, although procedures are in place for some areas. Learners' views are routinely sought and a few observations of training and learning have recently been carried out, although the effect of these cannot yet be judged. The prison identifies these problems in its self-assessment report.

20. Assessment and verification are satisfactory. Internal verification in vocational training is generally good and the results of external verification have been shared with assessors. The prison focuses strongly on the promotion of equality of opportunity, and learners' awareness is reinforced at induction. Data on learners' age, nationality and ethnicity are used satisfactorily, and education and work opportunities are allocated fairly when a prisoner applies. Jobs in the workshop areas have 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 and planning
- effective links with external agencies
- good staff training and development

Weaknesses

- inadequate management information
- insufficient accreditation of training
- inadequate quality assurance of training

Construction

Strengths

- very good standard of learners' work
- good craft training
- good achievement rates for additional qualifications

Weaknesses

- insufficient accreditation of higher-level skills
- insufficiently detailed individual learning plans

Information & communications technology

Strengths

- good individual coaching and support
- good use of industry-standard resources
- effective peer mentoring

Weaknesses

- ineffective individual learning plans
- poor attendance on examination-based IT programme

Hospitality, sport, leisure & travel

Strengths

- good achievement rates on sports programmes
- good training and learning in catering background knowledge
- outstanding resources for sports programmes
- good collaboration with partner organisations

Weaknesses

- inadequate planning of practical catering training
- poor reinforcement of health, safety and hygiene practices in practical catering
- poor structure of sports programmes

Visual & performing arts & media

Strengths

- very good standard of learners' work
- good individual coaching and learning
- good literacy, numeracy and language skills support

Weaknesses

- inadequate classroom accommodation in some areas
- ineffective individual learning plans

Foundation programmes

Strengths

- good achievement rates for literacy, numeracy and life skills qualifications
- good training and learning in life skills
- effective literacy, numeracy and language skills support in training and wing accommodation areas

Weaknesses

- insufficient use of IT in literacy, numeracy and language skills training
- ineffective individual learning plans
- inadequate specialist support for additional needs

WHAT LEARNERS LIKE ABOUT HMP HULL:

- the helpful and supportive tutors
- having targets and some structure to their lives
- learning new things
- the good computer resources in ICT
- the respectful way they are treated in the education department
- getting a qualification

WHAT LEARNERS THINK HMP HULL COULD IMPROVE:

- the amount of opportunities to publicly display work
- the amount of time learners can spend in education and the library
- the quality of the food, and the amount of vegetarian and healthy eating choices
- the provision of some longer courses in education and training

KEY CHALLENGES FOR HMP HULL:

- develop and implement a coherent and comprehensive quality assurance strategy and procedures
- collect and analyse meaningful data across the provision to support decision-making
- improve communications to ensure resources are used fully to the benefit of learners
- improve reinforcement of good health and safety practices across all areas
- improve recording and use of individual learning plans

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

21. The leadership and management of training are satisfactory, as are the arrangements for equality of opportunity. The approach to quality assurance is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- clear strategic direction and planning
- effective links with external agencies
- good staff training and development

Weaknesses

- inadequate management information
- insufficient accreditation of training
- inadequate quality assurance of training

22. Senior managers have a clear vision for the provision of education and training in the prison. The recently appointed head of learning and skills has developed a draft three-year plan which clearly identifies the prison's immediate and future priorities. Staff have a strong commitment to the education and training of prisoners to prepare them for employment and to ensure they play a positive role in society on release. The prison has correctly identified its need for reliable data about the performance of programmes. Initial plans are in place to appoint a new member of staff responsible for management information. The prison selected the range of industry and training programmes it offers after viewing local and regional employment data. Its objective is to equip learners with the skills and knowledge appropriate to employment opportunities in the area.

23. The prison is in the final stages of a large expansion programme. This will provide additional work and training opportunities in newly refurbished workshops, including an engineering workshop and new construction training areas. New equipment has been purchased to support programmes that are planned for these areas. The prison has recently begun offering lift truck training to prisoners, although it is still waiting for some additional equipment before learners can gain full accreditation. The refurbished education centre was reopened in 2003 and has a good number of classrooms with appropriate access. The prison offers a recognised health and safety qualification for prisoners who wish to work in the construction industry when they leave. This helps to remove a significant barrier to employment in the construction industry that learners faced.

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24. The prison has effective links with external agencies to support learning. The provision of courses is supported well by local and regional agencies including the local Learning and Skills Council and Jobcentre Plus. Learners who have trained in construction skills in the prison can apply to join work-based learning programmes with a local training company upon release. This provides a good opportunity for learners to enter the construction industry. The prison operates a good initiative to train dock workers, which is partly funded by Jobcentre Plus. This has helped some prisoners gain access to jobs that they would have otherwise found difficult. The prison has investigated appropriate qualifications for people working in the sports industry locally and has used this information to decide which courses and programmes to offer. Learners taking degrees receive good support to find a part- or full-time place at university upon release.

25. The development and training of staff is good. All staff have an annual formal appraisal of their performance, which is reviewed every six months. Appropriate performance targets are set and monitored. Targets for training of staff in the workshops and education departments are well thought through and relevant to the job. Staff regularly attend training courses to ensure they have the appropriate up-to-date knowledge and skills to train prisoners effectively. Staff members' training needs are clearly identified and an individual development plan created. Most education and training staff are either qualified teachers or trainers, or are training towards appropriate qualifications. All staff have a good range of qualifications relevant to the education and training of prisoners. One day each month is dedicated to staff training, and guest speakers are sometimes invited to attend.

26. The education department has an effective system for recruiting training staff. The education manager maintains a comprehensive list of potential staff who have already been interviewed or have taught in other areas for the city council. When a new or additional tutor is required, this system means that appropriate staff can be found quickly.

27. Literacy and numeracy skills support is effective and managed well. Many of the learners who receive additional support make good progress with literacy and numeracy. Effective teaching is provided in dedicated areas or classrooms which are integrated with the industrial workshops and other learning areas. Learners are initially taught the skills essential to support their job role, enabling them to quickly start work. Good literacy and numeracy training and support are also provided on the accommodation wings for those prisoners who cannot access education or training.

28. The prison does not have adequate data to effectively monitor the quality of provision and to guide improvements. Little information is available about the achievement rates of learners. Some basic data are available on pass rates but these are not held centrally or used to support management decisions. The prison maintains simple data on the number of qualifications achieved, to demonstrate compliance with its key performance targets. The prison is successful in achieving these targets. The numbers of prisoners in education and training is not easily identifiable from existing data systems.

29. Despite the good range of opportunities for employment and education in the prison, many of the skills which learners gain are not sufficiently accredited. For example, cleaners are able to achieve some qualifications, such as in manual handling, but not an appropriate industrial cleaning qualification. In the construction workshops many learners demonstrate skills above the level of the qualification available, but these are not formally recognised. No qualifications or other forms of accreditation or skills recognition are available to prisoners in some workshops, such as in textiles. The prison identified this as a weakness in its self-assessment report and is considering further accreditation in some areas, but not all.

30. No clear arrangements exist for ensuring that appropriate stocks of books are available in the library to support the education and training programmes. The librarian contacts tutors, informally and only when funds are available, to ask for a list of books to support the programmes offered. Adequate supplies of learning materials are available in each area of learning although these are not centrally available in the library. A good range of books to support literacy, numeracy and language skills are available in the library, but these are not organised well and learners interviewed find it confusing and difficult to find books at the appropriate levels.

Equality of opportunity

31. The prison has a positive approach to equality of opportunity. It has established a diversity team to manage and monitor the prison's equal opportunities and race relations policies effectively. The policies are displayed throughout the prison, and most prisoners have a good understanding of equality of opportunity. The diversity team meets once every two months. An equal opportunities subgroup includes two prisoners from each wing. The prison has a clearly written complaints procedure. The prison administrators collect all complaints, and those relating to race relations are logged and passed to the diversity officer. These complaints receive prompt and carefully monitored attention.

32. The prison's diversity officer has recently launched a good initiative with the local police and other external organisations to establish a diversity panel which includes a diverse representation of the local community. The panel plans to raise awareness of diversity in the prison and in the local community. Members from the panel will also be used where appropriate to assist with staff recruitment at the prison. Most staff have received recent updated equality and diversity training. The prison takes problems with bullying seriously and has a range of effective strategies and procedures to ensure prisoners, staff and visitors are not subjected to intimidation.

33. The prison has three staff trained in sign language, and six more have been identified to receive the training. The diversity officer has also identified 14 staff members who, between them, speak a wide range of foreign languages. These staff are called on at induction or other occasions, if needed, to help prisoners who cannot speak English. Important information is available on the staff intranet in 22 different languages, and can be printed out for those prisoners who require it. Data are collected on learners' age, nationality, and ethnicity. Monitoring is good. The diversity officer has a clear

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understanding of the importance of fair access and receives a weekly report of who attends education, broken down by minority ethnic group and disability. However, the achievement of the different groups of learners is not monitored. Access to education and training is satisfactory, and any waiting lists that exist are managed well by a recently formed labour board, which meets weekly. Prisoners have adequate opportunities to worship their chosen faith. The new purpose-built multi-faith centre provides good facilities. Access to the prison's gym and library are satisfactory. Access for prisoners with restricted mobility is satisfactory. Prisoners aged over 65 have good access to education or training if they want to attend. The gym has recently purchased crown green bowling equipment for prisoners as an alternative to the more physical sports. This is particularly popular with the older prisoners interviewed.

Quality assurance

34. The prison does not have an overall quality assurance policy or procedures for education and training. The quality of the education and training is monitored through the quality improvement group and through self-assessment. Some improvements have been instigated as a result of the quality improvement group, although the quality of education and training is not systematically monitored. Performance data and other information about the quality of the provision are not routinely used to identify and make improvements. Some aspects of quality assurance operate in isolation. For example, in the education department training teams meet regularly to discuss programmes, but little consideration is given to the performance of individual learners by programme. Quality assurance is not adequately considered in the prison's development plans for education and training, and too much reliance is placed on external validation and monitoring on many programmes.

35. The prison produced its first self-assessment report in 2003. Many of the strengths identified for education programmes are no more than normal practice. However, the report does identify a number of the key weaknesses in the provision. Separate action plan exists for each area of learning. These are clearly written in most cases, although some actions are vague and not time-bound.

36. Learning session observations have begun in the past three months in the education centre and some workshops, although training away from the centre has not yet been observed. The criteria against which sessions are observed are clearly written. Feedback to tutors is recorded and some helpful comments and recommendations for improvement are made. New tutors have not yet been observed, and the process has not identified the small amount of unsatisfactory training observed by inspectors. Observations carried out in the workshops are less accurate than those carried out in the education centre.

37. The prison collects feedback from prisoners on some programmes. This feedback is not sufficiently used to guide the development of programmes in all areas. The assistant head of learning and skills issues a very useful quiz to all prisoners every 12 weeks. This combines a range of general knowledge questions with specific questions about the provision of education and training in the prison. A prize is offered to the prisoner with

the best score. The results are used effectively to inform the department about the prisoners' awareness of education and training and the effectiveness of induction.

38. The prison does not set targets or standards for its provision in terms of achievement, attendance and pass rates. Data are not available to identify the achievement rates of learners or the performance of programmes. Individual programme teams meet to discuss their programmes, but these meetings do not routinely consider the performance of programmes and rarely consider data relating to programme performance. Internal verification in the workshop areas is adequate to meet the requirements of the awarding body, but is not sufficiently planned. Verification and moderation in other areas are adequate.

AREAS OF LEARNING

Construction

39. The quality of learning on the construction programme is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- very good standard of learners' work
- good craft training
- good achievement rates for additional qualifications

Weaknesses

- insufficient accreditation of higher-level skills
- insufficiently detailed individual learning plans

Achievement and standards

40. Learners produce a very good standard of practical work. In many instances the standard of work is well above the requirements of the level 1 qualification being offered.

41. Intricate and detailed work is carried out well and to a good finish. This is evident in all of the occupational areas. After only five weeks on programme, some plastering learners are producing finishing coats to ceilings which satisfy industry requirements. One learner has been given additional workshop responsibility as a 'peer mentor' based on his practical ability and particularly good standards of work. He assists the instructor to develop the basic practical plastering skills of other learners. This learner has produced good-quality decorative plasterwork using traditional methods of construction including coving, cornice, dado and picture rails. Most carpentry learners are producing good basic woodwork joints after very short periods on the programme. In some instances this is evident a few days after starting on programme, despite learners having had no previous experience in the occupational area. One learner has been given the role of 'peer mentor' based on his ability and standards of work. Learners interviewed take great pride in the work they produce and are motivated by the positive feedback they receive from instructors. Many learners photograph their work to use when making future applications for employment opportunities. Many examples of good-quality work produced by past and present learners are displayed in the workshops.

42. Learners have to complete units towards three individual qualifications in each of the areas of carpentry, plumbing and plastering to gain a full multi-skills qualification. Although few learners remain in the prison for long enough to gain a full multi-skills

qualification, 44 of the 48 learners starting programmes in the past 12 months have achieved one or more individual qualifications. Learners achieving all the required units in a specific occupational area are accredited with a record of achievement from the awarding body. Attendance on the multi-skills programme for the past six months is good, at 75 per cent, although attendance is often affected by security and prison regime requirements.

Quality of education and training

43. The standard of individual craft training is good. Most coaching and training sessions are carried out individually with the learner. Instructors have a good awareness of the individual needs of learners and are able to structure the sessions to ensure the learners' needs are met. Aims and objectives of the sessions are made clear to the learner and their understanding is checked through oral questioning. Before sessions start, learners receive health and safety training relating to the materials, tools and equipment to be used. Training and learning resources are used effectively and a wide variety of training methods are used to stimulate learners. Tutors provide good support with skills such as measurement, calculations and literacy, and learners are encouraged to work to levels of fine detail. The three workshop environments are industrious, and tutors and learners have a mutual respect.

44. Learners also receive good literacy, numeracy and language skills support from education staff who work in a classroom adjacent to the workshops. Learners requiring skills support work towards literacy and numeracy qualifications up to level 1, and these are closely linked to the occupational areas. Learners carry out tasks relating to calculating materials, areas and volumes. Learners interviewed speak highly of the support they receive. All learners are given the opportunity to achieve additional industry-specific qualifications. These include certificates in manual handling and an industry-recognised contractor/client national safety qualification. Qualified prison staff provide training for both qualifications. The safety qualification was developed in conjunction with external organisations. The course provides learners with awareness training in relation to access to construction sites outside of the normal site environment, such as power stations, docks and steelyards. The manual handling course provides learners with essential awareness and training in the safe lifting of loads encountered during their daily work activities.

45. Resources and facilities are satisfactory for the qualifications being delivered. The library holds a good range of books on construction although this facility is not used well by learners. The prison is currently in the process of expanding the training workshop facilities, and additional workshops are near to completion. These new facilities are spacious, and lit and designed well. Good-quality industry-standard equipment is ready to be installed, and the prison plans to open these facilities in the next few weeks. This will create additional places on construction programmes and enable the prison to offer training in engineering, bricklaying and electrical installation. Tutors take health and safety in the workshops seriously, although inspectors observed one learner smoking in

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the carpentry workshop close to timber-based materials. Prompt action was taken to stop this. Appropriate personal protective equipment is provided for learners, but learners do not always wear this when required and often have to be reminded by staff. Assessments are fair and carried out regularly. However, individual learning plans are not detailed enough, with no information recorded on additional support given and insufficient short-term target-setting.

46. The higher-level skills which many learners develop are not sufficiently accredited. Most learners work to and attain a standard well above that required for the qualification they are following. Although a small number of learners are given additional responsibility and financial incentives, many learners do not receive formal recognition of their achievements. Learners who are serving long sentences have little opportunity to further develop their skills and knowledge, and to gain higher-level qualifications.

Leadership and management

47. A clear planning and development strategy is in place for construction. The prison is currently involved in a large expansion project to improve training facilities. This will increase both the number of occupational areas and the number of training places available to learners. Internal verification is satisfactory, although insufficient forward planning takes place in relation to sampling. A new quality assurance co-ordinator has been appointed by the department to monitor the quality of assessment and verification. Although the current multi-skills qualification does not require quality assurance monitoring to be carried out by a recognised internal verifier, the department's quality assurance co-ordinator is working towards the internal verifiers' award.

Information & communications technology

48. The quality of learning on ICT programmes is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good individual coaching and support
- good use of industry-standard resources
- effective peer mentoring

Weaknesses

- ineffective individual learning plans
- poor attendance on examination-based IT programme

Achievement and standards

49. Data are available on the number of learners that have obtained either a unit or a full qualification. However, no reliable data are available to determine the number of learners who have started on programmes. Absenteeism is high on the examination-based qualification in IT, which almost half of the ICT learners are taking, averaging 58 per cent over the past six months. Attendance on other courses is satisfactory, at 84 per cent on introductory computer literacy courses and 88 per cent overall. The standard of learners' work is satisfactory. Two learners who are more able were given extra assignments. They produced good standards of work, importing images to a picture to create an informative and attractive poster.

Quality of education and training

50. Learners interviewed speak well of the coaching and the support they receive from their tutors, who are approachable and non-judgemental. Tutors provide constructive advice and guidance and demonstrate a wide variety of applications and computing functions to learners. Tutors give good practical demonstrations and explain clearly as they illustrate the different functions. Learners receive a good level of individual supervision when they are practising their computing skills. Learners who remain in the prison for some time and have completed level 1 courses can take a basic mentoring qualification which enables them to support their peers in classroom sessions. Peer tutors interviewed speak well of the challenge and variety offered by tutoring. They provide valuable role models for learners and give effective support to those new to computing. Overall training and learning is satisfactory, although keyboard skills are not taught well and no software is available to support this.

51. The computers provided are modern and meet industry standards. A large number of high-specification computers, able to run up-to-date software packages, are available. Software resources are good, although not enough software to support awarding body materials is available for a small number of programmes, and only three computers run the software required for desktop publishing. Rooms are lit and ventilated well, with informative and interesting posters on the walls and plenty of extra space for learners to work away from the computers. All workstations have modern adjustable chairs. Training staff are well qualified. Health and safety in classrooms is not reinforced enough, with learners not being reminded of how often they should to take a break from computing or how to sit correctly.

52. Assessment is satisfactory. All assessments are internally validated by tutors before being sent for external marking. Assessments are regularly carried out in the classroom. Learners are able to practise modules until they feel they are ready to take an assessment. When the learner feels ready, a decision is made with the tutor for an assessment to take place.

53. The range of qualifications on offer is satisfactory. No qualifications are offered at level 3. However, the nature of the prison population is transient and very few learners reach this standard. All learners have access to all qualifications. Nationally accredited qualifications are offered, which include web design and desktop publishing. Over half of the prisoners stay at the prison for six months or more, which gives them time to achieve a level 2 qualification if appropriate.

54. Individual learning plans are ineffective. Clients are given the overall target of achieving their qualifications, but no short-term targets are set for unit achievement. No short-term targets are set at progress reviews. Learners' additional learning needs are not always recorded on their individual learning plan, and tutors are unaware of these additional needs. In one case, a learner who has dyslexia and literacy problems is struggling with his introductory computer literacy course. The tutors are not able to offer him the appropriate level of support required. This learner is demotivated and not progressing well. Results from initial assessment are not used to support learners' assessments or individual learning plans.

Leadership and management

55. Learning is adequately managed and planned to meet the needs of most learners. An annual staff appraisal system identifies staff members' training needs. Equality of opportunity is approached satisfactorily. Learners understand their rights and responsibilities and are aware of how to complain. Quality assurance is unsatisfactory. No analysis of trends takes place to identify the reasons for the significant rates of absenteeism in examination-based qualifications in IT. Tutors are observed annually, but no proper checks are made on individual learning plans. Learners' feedback is thoroughly analysed, but not by programme or level. No clear monitoring of learners' progress towards their qualification takes place.

Hospitality, sport, leisure & travel

56. The quality of learning on programmes in catering and sport is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement rates on sports programmes
- good training and learning in catering background knowledge
- outstanding resources for sports programmes
- good collaboration with partner organisations

Weaknesses

- inadequate planning of practical catering training
- poor reinforcement of health, safety and hygiene practices in practical catering
- poor structure of sports programmes

Achievement and standards

57. Achievement rates on sports programmes are good. Of the 49 learners who started the leaders' award accredited by a British weightlifters' association, 71 per cent were retained and 69 per cent achieved the award. All 40 learners who started the first aid course in the past year achieved the qualification. Seventy-one per cent of the 40 learners starting the kinetic lifting course in the past year successfully achieved the qualification. Eight learners started awards for community sports leaders, and all are still on programme. The prison introduced the NVQ in catering in January 2004, and no learners have yet achieved the full qualification. Progress for most learners on this programme is slow. All learners achieved their basic food hygiene certificate before starting the programme, and six learners are currently taking the intermediate food hygiene certificate course.

Quality of education and training

58. Training on the sports programme is satisfactory. A scheme of work exists for all the different elements of the course, but no learning session plans are used. The sports programmes have outstanding resources. A new purpose-built gym facility includes a sports hall, an outdoor floodlit artificial sports surface, and a dedicated classroom for theory training. The prison also provides a treatment room and facilities for those who are physically disabled, which include a purpose-built shower and toilet. Training staff in sport have good relevant occupational qualifications and most have training qualifications. One member of staff has a qualification in literacy, numeracy and

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language skills support. Each wing has an appointed physical education instructor to work with prisoners and establish their preferences for recreational and educational physical education.

59. Training in catering background knowledge is good, and is delivered by well-qualified staff from the education department. Training facilities for catering in the education department are good. These have been recently refurbished and include a small practical area where learners can practise basic cooking skills, which are then clearly related to the relevant background knowledge. Learners on the catering programme receive good individual literacy, numeracy and language skills support where appropriate.

60. Catering learners attend background knowledge training for two and a half days each week in the education department and then work in the main production kitchen for a further two and a half days. Training in practical catering is delivered by prison staff in the main kitchen. This practical training is poorly planned, and learners are given tasks at random with insufficient consideration of the NVQ's requirements. Observed learners demonstrated an appropriate level of craft skills and product awareness. Hygiene and safety training in the kitchen is poor, and training delivered in the education department is not reinforced. For example, the learners' changing area was dirty and learners' chefs' whites were grey. Halal meats were stored inappropriately and the floors were wet and dangerous. The kitchen floors and walls were in a generally poor state of repair. This was pointed out during inspection and immediate action was taken to rectify many of the errors.

61. The structure of the sports programme is poor. The course was previously run for 15 weeks, but prisoners were leaving before they had finished, so the course now runs for eight weeks. Prisoners can join the course at any stage, and insufficient attention has been given to the delivery of training to learners at different stages of the programme. Plans have been made to introduce a modular approach to the programme to provide clear progression routes and enable learners to attend specific courses.

62. Individual learning plans have recently been introduced for all learners. These are not detailed enough and take no account of individuals' training needs, or any additional support needs. All prisoners complete a literacy, numeracy and language skills test at induction into the prison, but the test results and appropriate actions are not included on the individual learning plans for the tutors' information. However, prisoners receive good additional support from the tutors if a need is identified. The sports and catering programmes are quality assured by a senior officer, who has carried out observations of learning sessions and moderation and verification of assessments. However, the prison relies too much on external bodies to moderate courses and coursework. The quality assurance processes did not identify the problems with practical training in the main kitchen identified by inspectors.

Leadership and management

63. The prison collaborates well with partner organisations. It has a good working relationship with a national catering organisation which has invested in a newly opened fast-food restaurant for the prison's staff. Learners are trained in this area towards their level 1 NVQ, although the prison has not yet been given approval by the awarding body to award the qualification. All level 2 NVQ catering learners regularly work in the main production kitchen to gain experience, although this is not planned and most learners are making insufficient progress towards unit completion. The physical education staff have carried out research to establish the qualifications demanded by local industry. Good links have been established with local sports organisations and representatives which have led to some prisoners gaining employment or continuing in education upon release. The senior physical education officer sits on local committees, which provides good networking opportunities. The prison's self-assessment report includes most of the key topics identified during inspection.

Visual & performing arts & media

64. The quality of learning on art programmes is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- very good standard of learners' work
- good individual coaching and learning
- good literacy, numeracy and language skills support

Weaknesses

- inadequate classroom accommodation in some areas
- ineffective individual learning plans

Achievement and standards

65. Learners' achievement rates for nationally accredited qualification units are satisfactory. Of the 107 learners who joined the art programme from March 2003 to February 2004, 82 per cent achieved one or more units. Learners produce very good standards of work for their portfolios. Meaningful data for those who move onto advanced courses were difficult to obtain and validate.

66. Learners produce a good standard of creative work. The ranges of painting and drawing, and of techniques and styles used, are good. Learners' work shows progressive skills development. Learners show good development in illustration and painting techniques and move from basic approaches to more subtle and developed creative work. Learners interviewed recognise their own achievements and are proud of these new abilities. They are critical of their own and others' work, and peer discussion is encouraged. Learners encourage each other and are supportive of the first attempts of new learners. Some artwork is displayed in the visitors' centre for others to see and appreciate.

Quality of education and training

67. Good training and coaching on art programmes meets the different learning needs of individuals. Tutors support learners in a wide range of projects in the same learning session, and give clear instruction and direction in the styles being used. Good use is made of a variety of materials, such as pastels, watercolours and acrylics. All tutors are experienced and well-qualified practitioners and trainers. They have a good awareness of learners' aims and encourage them to pursue their creative projects to achieve units for

accreditation. Learners at an advanced level are encouraged to develop their skills further, and have produced good-quality work for their portfolios. Learners are encouraged to follow projects which lead to qualifications, although they can also work on projects that develop their creative practice and enhance their personal and emotional development. Tutors adapt their training styles to accommodate these needs. Tutors also ensure that they spend time with individuals, carrying out clear evaluations of their work and discussing the next steps. Learners in the advanced group have frequent opportunities for group discussion, where they work together to provide effective assessment of each others' work. Literacy, numeracy and language skills support is good and learners have access to individual support where appropriate.

68. An adequate range of art materials is available to staff and learners. Tutors work hard to make the best use of the resources available to them and are very creative in extending the possible projects that can be achieved with what is on hand. Satisfactory reviews of learners' progress are regularly carried out. The assessment and verification process is adequate. Assessment records contain sufficient detail of learners' understanding of the knowledge required to achieve the units. Learners' work is assessed against the qualification criteria and discussed with the learners. Learners select the order in which units are achieved at the appropriate level.

69. The 14 units of accreditation available are appropriate to meet the needs of learners across the three levels of ability. They include four recently developed higher-level units to prepare learners for a foundation course in higher education. From September, the prison plans to offer these units to ex-offenders through adult and community learning after their release.

70. The art accommodation is based in two classrooms. The beginners' classroom is often kept untidily. Chairs are badly damaged and the room is uninviting and not conducive to good learning. Some beginners have a short attention span and are easily distracted by outside noise and movement. Learners who use this room are often in withdrawal following substance misuse, and often are not very motivated. They sometimes leave the classroom for long periods of time, creating a security risk. The classroom for the advanced group of learners is upstairs and, although the lighting is poor, the accommodation is satisfactory with plenty of space and little distraction.

71. Individual learning plans record insufficient information effectively to plan the learning programme and identify any specialist learning support needs. Learners joining an art class receive a brief interview and an introduction to the qualification units available. Specific learning goals are recorded in the learners' files as the units to be achieved. However, no target dates are set for achievement. Tutors and learners are aware of learners' progress, and learners have open access to reviews and information about their progress and units achieved. Individual tutorials have recently been introduced, at which monthly reviews are carried out. Additional arrangements for those learners with physical disabilities are not adequately identified on their individual learning plans. Not enough communication takes place between the various prison departments to ensure that appropriate resources are made available when required. The prison has adequate resources to meet these requirements, such as wheelchairs and staff with sign

language skills, but training staff are not fully aware of the specialist support available.

Leadership and management

72. The prison has a clear planning and development strategy in place for art programmes. Art department staff have many good ideas and much enthusiasm. The processes for gathering these ideas and using them to develop the programme are informal but managed well. The self-assessment report for art is satisfactory. However, not enough data on retention, achievement or completion rates are available to help guide the provision. All staff contribute to the process of self-assessment through individual discussions with the education manager. The report accurately identifies the good standards of learners' work, and the weakness relating to resources.

Foundation programmes

73. The quality of learning on foundation programmes is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement rates for literacy, numeracy and life skills qualifications
- good training and learning in life skills
- effective literacy, numeracy and language skills support in training and wing accommodation areas

Weaknesses

- insufficient use of IT in literacy, numeracy and language skills training
- ineffective individual learning plans
- inadequate specialist support for additional needs

Achievement and standards

74. Achievement rates are good in literacy, numeracy, and social and life skills qualifications. Most learners who stay on courses achieve their qualifications. For example, 73 per cent of the 60 learners taking nationally accredited level 1 adult literacy courses in 2003-04 so far achieved their qualification, as did 68 per cent of the 42 learners taking level 2 courses. In adult numeracy courses, 69 per cent of the 60 level 1 learners successfully achieved their qualification, as did 62 per cent of the 40 learners at level 2. All social and life skills learners in the past year achieved their entry-level qualification.

75. The standard of work produced by learners is satisfactory, and most learners have demonstrated good improvement in their learning skills. Portfolios in literacy, numeracy and language skills are satisfactory, with an adequate range of evidence relating to learning sessions and project work. A few learners have progressed well from entry level 1 through to level 1 in a matter of months. Several learners progress onto more advanced study on courses in business and ICT, and up to degree level in humanities.

Quality of education and training

76. Training in social and life skills is good, with the wide range of training methods used including individual coaching and group and class discussions. Learners' work is displayed well around the classrooms on colourful posters that are cheerful and informative. For example, one learner who is very good at art produced a sectioned

drawing of a human body that can be used in anatomy and for class discussions. Tutors and learners have excellent working relationships. The debate in discussion sessions is of a good standard and enjoyable for learners, which helps them engage in the learning process. In one session activity, the learners had to turn over cards and respond to the statements written on the back. Most literacy and numeracy learning sessions observed were satisfactory or good. In most cases, session plans and schemes of work are clearly cross-referenced to the appropriate qualifications being followed. Individual learning styles are carefully accounted for. Learners take a learning style profile test at induction, and tutors take good account of this in their session delivery. Some learners prefer individual study and others prefer working in pairs or groups. However, insufficient use is made in some classes of audiotapes and video.

77. Literacy, numeracy and language classrooms have insufficient IT resources. The only areas where computers are available are the industries workshop classroom and the library. Learners do not have enough opportunity to learn and be tested in word-processing skills, or to develop their skills by using literacy, numeracy, language and ESOL training software. Learners interviewed in social and life skills classes stated that they would like to use computers to research group projects.

78. Assessment is satisfactory, with plenty of good examples of written comments on learners' marked work. Comments are detailed and provide useful feedback to the learner. Progress reviews take place every two weeks, during which targets for work are discussed. These targets tend to come from work record sheets rather than individual learning plans. Individual learning plans are ineffective, being without short-term targets in most cases. Action plans do not always include dates. No diagnostic testing for dyslexia and other learning disorders is done, and no support is given when learners openly state that they have a history of dyslexia. The prison's specialised support for additional needs is inadequate. Although staff do their best, provision is poor for learners with dyslexia, visual or hearing impairment, and behavioural and disability problems.

79. Effective literacy, numeracy and language skills learning support is provided in vocational training and accommodation wing areas. Basic skills officers provide individual support in the accommodation wings, to prepare learners for entry level exams or help them with writing letters or completing forms. This is useful for learners who have poor self-esteem who do not have the confidence to attend classroom sessions in the education centre. Interviewed learners value this support.

Leadership and management

80. Staff meetings are recorded well and thorough appraisals are linked to staff members' development plans. Programmes are managed effectively on a day-to-day basis by staff. Prisoners have good access to foundation programmes and literacy, numeracy and language skills support. However, data management is inadequate and no clear monitoring of achievement and retention rates takes place. Analysis of the available data is poor, with insufficient use made of the results for continuous improvement. Quality assurance is unsatisfactory, with no observations of training taking place outside of the education department. No adequate procedures are in place to

ensure that the results of initial assessment are linked to the provision of support for additional needs. The provision and range of literacy, numeracy and language programmes is satisfactory, and programmes are delivered well.