

# INSPECTION REPORT

## **HMP Foston Hall**

**14 May 2004**



ADULT LEARNING  
INSPECTORATE

## Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

## 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
- **learndirect** provision
- Adult and Community Learning
- training 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

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 Foston Hall

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Foston Hall (the prison) is a closed female prison, situated in South Derbyshire and opened in July 1997. The prison has an operational capacity of 235 and is almost fully occupied. All convicted and sentenced prisoners are required to work or attend education or training. At the time of inspection approximately 1 per cent of prisoners were without work or education. Employed prisoners work in the prison workshops, kitchens and grounds, or as orderlies performing various duties around the prison.

2. Education and training are managed by the head of learning and skills who reports to the governor of the prison. The current annual contract for education services is for 7,836 teaching hours. It is held by a local college of further education that also provides education in one other prison. The education department is headed by a full-time manager and employs five full-time and nine part-time teaching staff and two administrative assistants, of whom one is full time. There are courses in motor vehicle engineering, business administration, information and communications technology (ICT), hairdressing, art, social and life skills, and literacy and numeracy. Other courses are also provided and include Spanish, initial teacher training and distance learning courses. These courses were not inspected as there were too few learners. There are eight prison staff involved in the provision of training. The prison provides vocational training in textiles, horticulture and physical education. Work without accredited training is provided for prisoners in contract services workshops where prisoners carry out light assembly work. Prisoners also work in the prison kitchens and prison grounds and a small number are involved in the care of small animals. There are no training programmes currently associated with these jobs, although arrangements are being made to do so. The library provision is provided by Derbyshire County library services. The library is located in a small room on the ground floor of the education building. There are currently two part-time librarians and two orderlies working in the library. The library has opening hours covering five mornings and two afternoons each week. There are policies and procedures for equality of opportunity and quality assurance. The prison completed its first self-assessment report in February 2003. An updated report was produced in April 2004.

## **SCOPE OF PROVISION**

### **Land-based provision**

3. There are 13 learners working towards horticultural qualifications in the prison gardens. Twelve learners are currently undertaking the national vocational qualification (NVQ) level 1 in horticulture and a further learner is working towards the NVQ at level 2. In addition to these learners, a further 24 prisoners work in the gardens but are not currently studying for any qualifications in horticulture. Two staff are involved in horticulture training and assessment.

### **Information & communications technology**

4. ICT classes take place during the day and in the evenings and learners attend on a full- or part-time basis. There are 39 learners attending the daytime provision and a further 20 learners attending the evening classes each week during their association time. Courses include a basic computer literacy course, a level 1 general ICT course, a level 2 computer literacy course, and OCR qualifications in text processing and legal text processing. ICT provision is taught by two members of staff.

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

5. Training is provided in sport and recreation coaching activity. There are currently 12 learners working towards a community sports leadership award. A range of sports coaching courses take place on an ongoing cycle and include first aid, weight training, fitness instruction and specific sports coaching awards. Sports courses use the sports hall, fitness room and outdoor playing fields. Support for literacy and numeracy is provided to learners who require assistance with their work. A recreational physical education programme takes place during the evenings and at weekends and is attended by approximately 40 per cent of the prison's population. All learners receive an induction to the physical education programme to ensure safe participation and learners can achieve emergency first aid and manual handling certificates through this process. A senior prison officer and three physical education instructors organise and provide the physical education activities.

### **Visual & performing arts & media**

6. There are currently 28 learners on art and craft training programmes of whom nine are working towards Open College Network (OCN) level 1 programmes in textiles and 17 towards OCN level 1 and 2 programmes in painting and drawing. In addition, one learner is on an OCN level 2 programme in sculpture and one learner is following an OCN level 2 programme in graphic art. Programmes are planned for periods of up to 50 weeks with learners attending training on either a part- or full-time basis. Two part-time staff teach the arts and craft courses.

## Foundation programmes

7. Learners study different part-time elements of foundation programmes according to their needs and requirements. In total there are 50 learners, of whom 47 are on literacy courses, 30 on numeracy courses, two on English for speakers of other languages (ESOL) courses and 26 on life skills courses. Learners on numeracy, literacy and ESOL courses take nationally accredited qualifications. The social and life skills programme is accredited through OCN. Learners are tested for their basic skills at entry to the prison.

Approximately 74 per cent of the learners are identified at below level 1 numeracy and 46 per cent are identified at below level 1 literacy. Approximately 25 per cent of the learners identified as requiring numeracy support and 30 per cent of the learners identified as requiring literacy support are on relevant courses. Six staff are involved in the teaching of foundation programmes.

## ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	16
Number of learner interviews	67
Number of staff interviews	14

## OVERALL JUDGEMENT

8. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the prison's leadership and management and its approach to equality of opportunity and quality assurance is good. Training provision in land-based provision, ICT, hospitality, sport, leisure and travel, visual and performing arts and media, and foundation programmes is also good.

## GRADES

*grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak*

<b>Leadership and management</b>	<b>2</b>
Contributory grades:	
Equality of opportunity	2
Quality assurance	2

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Land-based provision		2
Contributory areas:	Number of learners	Contributory grade
<b><i>Horticulture and agriculture</i></b> - Other government-funded provision	13	2

Information & communications technology		2
Contributory areas:	Number of learners	Contributory grade
<b><i>Using IT</i></b> - Other government-funded provision	39	2

Hospitality, sport, leisure & travel		2
Contributory areas:	Number of learners	Contributory grade
<b><i>Leisure, sport and recreation</i></b> - Other government-funded provision	12	2

Visual & performing arts & media		2
Contributory areas:	Number of learners	Contributory grade
<b><i>Arts</i></b> - Other government-funded provision	28	2

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
<b><i>Other contributory areas</i></b> - Other government-funded provision	50	2



## KEY FINDINGS

### Achievement and standards

9. **Learners produce good work in horticulture.** All of the first intake of learners who remained in the prison for the duration of their NVQ successfully completed their NVQ level 1. Learners maintain the prison's grounds to a very high standard and gain awards in national competitions.

10. **Retention and achievement rates are high in ICT.** Most courses have achievement rates of over 90 per cent and very few learners leave the courses before achieving the qualification. Learners improve their skills considerably and also develop good self-confidence.

11. **Achievement rates on the introductory level 1 courses in sport and recreation courses are good,** with 88 per cent of learners successfully achieving their qualifications. Learners develop a good knowledge of the principles of coaching and improve their self-confidence and organisational skills in group leadership activities.

12. **Achievement rates on arts and design courses are good.** Pass rates on OCN courses for 2002-03 were 98 per cent. Retention rates are good on all art and design programmes. Learners develop a good range of skills in painting and drawing. Learners' self-confidence improves and they make good use of learning materials and techniques.

13. **Good progress is made by learners on foundation programmes and retention and achievement rates on these courses are very good** with over 90 per cent of learners gaining qualifications. Learners significantly improve their skills and self-confidence.

### Quality of education and training

14. **Training in horticulture is good.** There are good checks of learners' understanding. Effective support is provided to learners who require help with literacy and numeracy. Resources are good. The grounds have been used well to cover the requirements for the NVQ. Assessment practice is thorough. Practical assessment is well planned and recorded. The oral assessments are thorough and are effective in assessing background knowledge.

15. **Training in ICT is good.** Teaching is effective and inclusive. Learners work effectively and consistently throughout each session. Staff skilfully develop the confidence and skills of the learners to achieve the required standard of work and personal development. New equipment has been purchased to improve the provision.

16. **Training is good in sport and recreation.** Sessions are well planned and well taught.

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Learners improve their understanding and competence and receive good support from staff.

**17. Training in art and crafts is good.** Teaching and learning are good and significantly progress the competence of learners. Staff have good working relationships with learners and fully understand their individual learning needs. There is good interaction of skills and ideas between new and experienced learners.

**18. Training is good in foundation programmes.** Learners make significant progress in developing their literacy, numeracy, language, and life and social skills. Support from staff develops learners' self-confidence.

**19. Teaching accommodation for most education and training programmes is poor.** Rooms are small and are unsuitable for many of the activities for which they are used.

**20. The range of courses and progression available is inadequate in ICT, and sport and recreation.** In ICT there are few level 3 options and there is no access to the internet. In sport and recreation the courses comprise only level 1 provision and focus on a narrow range of sports.

### Leadership and management

**21. Strategic leadership of education and training at the prison is strong.** There is a clear vision for the development of very good provision at the prison that will develop learners' skills and confidence, and help them prepare for resettlement. The intention is to have all work at the prison accredited for nationally recognised qualifications by the end of 2004.

**22. Management of education and training is good.** It is well organised and well co-ordinated and meets learners' needs. There are high levels of achievement and good standards of teaching and learning. Data is used well to aid the management of the provision.

**23. Communications within the management and staff teams are very effective.** Frequent informal communications is supplemented with formal minuted meetings. Staff have frequent opportunities to share good practice.

**24. Staff development is good.** Performance of staff is reviewed effectively in appraisals and there is good support given to staff to update and further develop their skills and competence.

**25. The self-assessment process is well developed.** All staff contribute to the process. The prison produced a self-critical and accurate report that identified many of the strengths and weaknesses found during the inspection.

**26. Equality of opportunity is promoted well.** Policies and procedures are promoted well to learners and staff through induction and on-going re-inforcement.

27. **Some quality assurance arrangements are incomplete.** The monitoring of teaching is relatively new and is not established across all aspects of training and education. Some procedures for completing documentation are not fully understood or applied by all staff.

28. **There are insufficient financial incentives to promote participation in education.** Pay for attending education is less than that given for undertaking work at the prison.

## **Leadership and management**

### **Strengths**

- good strategic leadership
- good management of education and training
- very effective communications
- good staff development strategy
- good promotion of equality of opportunity
- particularly detailed and thorough self-assessment process

### **Weaknesses**

- incomplete quality assurance arrangements

## **Land-based provision**

### ***Horticulture and agriculture***

#### *Strengths*

- very good work produced by learners
- good learning resources
- thorough assessment practice

#### *Weaknesses*

- no significant weaknesses identified

## **Information & communications technology**

### ***Using IT***

#### *Strengths*

- very high retention and achievement rates on all courses
- effective and inclusive teaching and learning

#### *Weaknesses*

- insufficient range of courses

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

### ***Leisure, sport and recreation***

#### *Strengths*

- good achievement of qualifications
- good teaching
- good learner support

#### *Weaknesses*

- some poor accommodation
- insufficient range of accredited courses

## **Visual & performing arts & media**

### ***Arts***

#### *Strengths*

- good retention and achievement rates
- good standard of learners' work
- very effective teaching

#### *Weaknesses*

- poor classroom accommodation

## **Foundation programmes**

### ***Other contributory areas***

#### *Strengths*

- very good retention and achievement rates
- good learner progress
- good teaching and learning

#### *Weaknesses*

- some poor accommodation

### **WHAT LEARNERS LIKE ABOUT HMP FOSTON HALL:**

- feeling safe
- the supportive and helpful staff
- gaining qualifications, often for the first time
- developing new skills and confidence
- improving their literacy and numeracy skills
- improving their employment potential
- playing sport and keeping fit
- the good information technology (IT) equipment

### **WHAT LEARNERS THINK HMP FOSTON HALL COULD IMPROVE:**

- the rates of pay for education
- the classroom accommodation
- the sports and fitness facilities

## **KEY CHALLENGES FOR HMP FOSTON HALL:**

- maintain the good provision through the future development and expansion of the training education programmes
- further develop the availability of accredited qualifications for learners in work
- complete and implement all quality assurance procedures
- improve and further develop accommodation in education and training environments

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 2

#### Strengths

- good strategic leadership
- good management of education and training
- very effective communications
- good staff development strategy
- good promotion of equality of opportunity
- particularly detailed and thorough self-assessment process

#### Weaknesses

- incomplete quality assurance arrangements

29. There is good strategic leadership of education and training at the prison and all staff are fully committed to developing and enhancing the abilities, skills and qualifications of learners. The newly appointed head of learning and skills is co-ordinating effectively the education and training and all work at the prison is to have related accredited qualifications. The prison's quality assurance improvement group has a wide membership and a clear agenda for improvement. A three-year strategic plan is now in place to expand the provision through the development and growth of the prison. The management team has improved the structure of meetings in the prison to ensure effective communication with all staff. Staff fully understand the prisons' strategic plans and work well to resettle prisoners through training and individual support. A high priority is given to promoting participation in education or training. All new arrivals receive an individual interview with a member of education staff during their induction week to help them identify suitable courses. Requests for education are given priority within the prison's job allocation procedure.

30. Management of education and training at the prison is good, a strength identified in the self-assessment report. They are now managed together and joint staff development events are held to share good practice and develop common materials for planning and recording training. Education and training staff are represented on the prison's sentence planning board. The training workshops and grounds are managed well and provide an appropriate environment in which to develop work skills. Training given by prison staff is good and learners develop highly competent skills to an industrial level. This is particularly evident in horticulture, sport and recreation, catering and cleaning. Learners clearly benefit from this work and the skills and competences they develop improves their employability. In education the range of course options is good. In both education and training, the range of courses leading to qualifications above level 2 is not adequate. There is a flexible approach to attendance on courses that allows learners to study full or part time and combine study with work. The quality of education and training received



by learners is good. It is well planned, structured, recorded and progresses the competence and aspirations of the learners. When planning training, particular attention is given to meeting the specific needs of individual learners. Learners' progress and welfare are given high priority.

31. Communications within education and training are very 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 with resulting action points. Staff are well informed of work issues and developments and are encouraged to contribute to improvements, initiatives and in the sharing of good practice. Staff who work on a sessional basis do not always have the opportunity to attend staff meetings although alternative arrangements are made to ensure these staff are kept informed.

32. The staff development strategy is good. There is a very well-documented and applied staff induction, appraisal and development system, a strength identified in the self-assessment report. All new staff receive a detailed and thorough induction, covering general procedures and information in addition to the requirements of the specific job role. Formal staff appraisals take place on an annual basis and these are very effective in analysing staff performance and in identifying individual training and development needs. Less formal frequent reviews of staff help identify issues of concern at an early stage. Staff are individually responsible for personal action and development plans, the monitoring of their own progress and agreeing with managers realistic and achievable targets. There is a strong commitment towards the development of staff who are particularly effective at building a culture of personal improvement and development. Staff are supported through appropriate in-house training or by providing financial assistance or time for employees to attend external courses.

33. The management information systems used by the prison are satisfactory. Data on the attendance, progress, and achievement of learners is systematically recorded and analysed to provide information on good and poor practice.

34. There is a satisfactory approach to the identification of and support for learners' literacy, numeracy and language needs. All learners have these skills assessed and appropriate support is provided.

35. The prison manages its resources efficiently. Staff are well qualified and carry out their job roles competently. Staffing levels in education and training environments are satisfactory. Much of the teaching accommodation is inadequate but is scheduled to be replaced as part of the new building development currently taking place at the prison.

### **Equality of opportunity**

### **Contributory grade 2**

36. Equality of opportunity is good. There are appropriate written equal opportunities, policies and procedures that cover a range of issues including harassment, complaints and appeals. Copies are displayed throughout the prison and prisoners understand them. Re-inforcement of equal opportunities is an ongoing process that builds upon the

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information and training given during induction sessions. The prison has a range of effective strategies and procedures to ensure that prisoners are not subjected to bullying. Complaints are dealt with effectively, although there is sometimes a time delay in tackling issues of concern. Staff have a good awareness of equal opportunities and diversity issues and most have undertaken specific relevant training.

37. Learners attending education and training are treated with appropriate respect and dignity. Staff have a good understanding of learners' progress and provide effective help and guidance to allow learners to overcome barriers to learning and the achievement of the qualification. Learning and training facilities provide a safe and appropriate environment for learners to carry out their work. Learners have good working relationships with each other and work well together, providing good peer support.

38. Information regarding the profile and needs of learners is collated and this is used to plan and provide the range of vocational study and training programmes. For example, the recreational physical education programme is used well to attract previous non-participants and widen participation. In addition, the flexibility of education and training programmes allows learners to attend a variety of subjects.

39. Workshop activities provide higher pay rates than education and vocational training. Physical access to education is unsatisfactory for learners with mobility difficulties as the classrooms are located on a first-floor level that is accessed only by the use of a staircase.

### **Quality assurance**

### **Contributory grade 2**

40. Quality assurance of education and training is good. There are detailed policies and procedures covering most aspects of education and training activities. The procedures are clearly written and are shared effectively with all staff. There is good monitoring of the provision and staff work effectively to ensure continuous improvement. Effective systems are established to ensure procedures are followed and that issues of concern are identified at an early stage and promptly resolved.

41. The self-assessment process is particularly detailed and thorough. Self-assessment within education and training is now part of an on-going quality assurance process. Analysis of all aspects of the programme has improved the provision. The prison produced their most recent self-assessment report in April 2004. All staff involved in the management and provision of education and training contributed to this process. The report and accompanying development plan highlighted many of the issues identified at inspection. There are developing procedures in place to monitor and improve the training. There is some good use of feedback to plan improvements to the training provision. Learner feedback is collected throughout the training programme. The responses are collated, analysed and actioned to improve the provision for both individual and groups of learners. Responses are followed up by meetings and careful consideration of identified issues to implement appropriate action. Staff are encouraged through surveys, meetings and reviews to contribute suggestions to improve the provision and share good practice.

42. Retention and achievement data is analysed to form action plans designed to improve the provision. Targets are set for learners' achievement and development, allowing the prison to measure progress as part of a strategy of continuous improvement.

43. Assessment practice is satisfactory. It is planned and encourages learners to make progress towards achieving their qualifications. There are procedures in place for the effective administration of internal verification. Most areas have appropriately qualified and competent staff who co-ordinate internal verification activity and liaise with awarding bodies. There is a documented system for monitoring learners' completion of units and appropriate procedures for sampling learners' work.

44. There is a procedure for monitoring learning, although this is not currently taking place in all areas of the provision. Where the observation of staff is an established process, this is used to give feedback on performance that can be used to improve effectiveness and practice. In some areas, however, no formal monitoring takes place and not enough feedback is given to staff. Some procedures for completing documentation are not fully understood or applied by staff.

## AREAS OF LEARNING

### Land-based provision

Land-based provision		2
Contributory areas:	Number of learners	Contributory grade
<b>Horticulture and agriculture</b> - Other government-funded provision	13	2

### ***Horticulture and agriculture***

#### *Strengths*

- very good work produced by learners
- good learning resources
- thorough assessment practice

#### *Weaknesses*

- no significant weaknesses identified

### **Achievement and standards**

45. Learners produce very good work. Learners and tutors make good use of the resources available to carry out a range of work and develop skills relevant to their NVQ and to the improvement of the prison's site. Many projects have been completed within the grounds such as developing areas into formal gardens, laying paths and making trellises. The grounds are maintained to a high standard. Learners work well and are confident in their tasks. Although the NVQ training programme in horticulture is relatively new to the prison, all of the first intake of learners who remained in the prison for the duration of their NVQ successfully completed the NVQ at level 1. Two learners who have left the prison have started at agricultural colleges to progress with their training and skills.

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

46. Resources are good. The grounds have been used well to cover the requirements of the NVQ. They contain a good range of areas such as the kitchen gardens, the formal gardens, the chapel area and a small lake. A shop, staffed by learners, sells learners' work such as jigsaw puzzles, cards and flower displays. A new glasshouse has been built. There are sufficient small garden tools. Learners are issued with appropriate personal and protective equipment such as safety shoes and waterproofs. The current classroom is small but suitable for its purpose. A new classroom with its own computer will soon be available. Staff have an appropriate background in horticultural work and are developing

their skills and qualifications as trainers, assessors and internal verifiers.

47. Assessment practice is thorough. Oral assessments are thorough and effective in assessing background knowledge. Questions are based on the required performance elements and these are methodically checked. Extra information supplied by learners is recorded accurately. Learners answer most questions confidently and display good knowledge of the subjects. The practical work and tuition has prepared learners well for assessments. For example, one learner was assessed starting a small tractor. The appropriate start-up checks were assessed. The learner had a good understanding of start up procedures, relevant health and safety checks and the related knowledge aspects.

48. A well-written scheme of work is in place to cover all aspects of training and the requirements of the qualification. It is comprehensive and identifies suitable teaching styles and resources to be used. Theory and background knowledge is appropriately taught on an individual basis or in a small group. There are good checks of learners' understanding. Effective support is provided to learners who require help with literacy and numeracy. Appropriate teaching materials are available and include suitable handouts and videos. Each morning, learners are assigned tasks relevant to the NVQ and to the needs of the gardens. Learners' portfolios clearly cross-reference evidence to the qualification standards.

49. Internal verification is currently carried out by a verifier from the college. Staff have assessor qualifications and will soon achieve their internal verifier qualifications. Regular meetings are held between trainers, assessors and the internal verifier to discuss issues relating to the course and standardise procedures. Induction to the work in the gardens includes a short introductory video which also covers relevant aspects of health and safety. The information on the video is presented by learners who are currently on the training programme. Learners who work in the grounds can apply to take the NVQ. They have to complete an application form that requires supporting statements from prison staff. Unsuccessful applicants receive written feedback on why their application was unsuccessful. Successful candidates can choose relevant optional units to suit their needs. Plans to introduce an NVQ at level 2 in horticulture are well advanced.

## **Leadership and management**

50. There is good management and co-ordination of horticulture. The training programmes progress learners' skills at an appropriate pace and are well structured. The linking of the NVQ to the grounds work at the prison is organised well. Learners have achieved their NVQ while improving the prison's environment. The collection of learners' evidence has been reorganised and reduced following a recent review by the external verifier. The implementation of the level 1 NVQ has been successful and the level 2 NVQ is now being introduced. Learner feedback is used to improve practice in the training programmes.

**Information & communications technology**

<b>Information &amp; communications technology</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Other government-funded provision	39	2

**Using IT***Strengths*

- very high retention and achievement rates on all courses
- effective and inclusive teaching and learning

*Weaknesses*

- insufficient range of courses

**Achievement and standards**

51. Retention and achievement rates are high on all courses. The retention rate for September 2003 to March 2004 was 88 per cent. The other 12 per cent left their programme solely due to transfer or release from prison. Figures for previous years are similar in that almost all early leavers are due to transfer or release. Attendance levels are very high at over 95 per cent. There are very few absences and minimal loss of training time for operational reasons. There is good achievement, with qualification achievement figures consistently higher than 90 per cent. Learners work well and achieve good standards of work. Many learners have not used computers before starting their course. They improve in ability and in confidence at using computers. Many learners are making good progress towards their qualifications. Most learners progress to other IT courses or onto other higher levels of work.

**Quality of education and training**

52. Teaching is effective and inclusive. All observed sessions were satisfactory or better, with 84 per cent being good or better. Most lessons are workshop activity. However, each learner is treated according to their individual needs. In all sessions, learners work well and consistently at their tasks. Learner support is good and appropriate to learners' needs. Staff have a detailed knowledge of each learners' needs and there are good working relationships between staff and learners. Staff develop clear and individual goals with learners. Although these are not always recorded, learners are fully aware of what they are aiming for both in terms of units and qualifications.

53. Resources are satisfactory. Staff are well qualified and have both vocational and

training qualifications. The department has recently installed new computers with up-to-date operating systems. Furniture is satisfactory although the workspaces are not adequately sized for some work. Training materials are generally obtained from awarding bodies and external sources. There are some locally produced exercises and a range of user guidance sheets that are clear and informative. However, there is not enough use of screen shots to show learners what they should see on the screen. There is no internet access for staff or learners.

54. There is satisfactory monitoring of learners' progress. There are monitoring sheets for learners on an individual, weekly and monthly basis. These are clear and filled out in detail. They provide a good record of learners' progress. Learners are given regular practise tests to monitor their preparation for exam entries. Staff and learners are aware of their targets for completion. However, these are not always recorded effectively centrally. Learners fully understand their progress towards their qualification. Learners' work is accurately marked in good time, but sometimes does not provide sufficient detailed feedback.

55. Initial assessment is satisfactory. Learners are assessed at general induction for basic skills needs. After applying for education learners receive a more detail induction and, if relevant, a diagnostic test for basic skills' needs. Staff are aware of learners' literacy, numeracy and language needs and learners receive satisfactory support.

56. There is an insufficient range of courses. No level 3 options are provided. There is a plan to introduce an advanced computer literacy course. There are currently no courses provided in other aspect of IT, such as web development. There has been a pause in the purchase of new software, due to the changes in the contractual arrangements across the whole prison service. The department is now producing a plan to buy a range of software for the new computers. For example, it is soon to purchase some image manipulation software.

## **Leadership and management**

57. Leadership and management are satisfactory. There are regular meetings between the two ICT tutors. There is satisfactory use of learners' feedback to monitor provision. Documentation held by class tutors is satisfactorily completed. Some learner documentation held centrally is not fully complete and some learner files are generally poorly organised. Individual learning plans are not always fully completed. There has been insufficient observation of staff. Access to ICT training is good and there are no waiting lists for places.

**Hospitality, sport, leisure & travel**

<b>Hospitality, sport, leisure &amp; travel</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b><i>Leisure, sport and recreation</i></b> - Other government-funded provision	12	2

***Leisure, sport and recreation****Strengths*

- good achievement of qualifications
- good teaching
- good learner support

*Weaknesses*

- some poor accommodation
- insufficient range of accredited courses

**Achievement and standards**

58. Achievement of qualifications is good. There are good pass rates achieved by learners on the short sport and recreation courses. In 2003-04, 88 per cent of learners who started on a course achieved the qualification. Many learners have little previous experience of sport and recreation coaching and make good progress in developing their self-confidence, organisational ability and communication skills. Learners improve their understanding of how the body responds to exercise and produce well-planned training programmes. The commitment of learners to the courses is good and they are well motivated.

**Quality of education and training**

59. There is good teaching and training on the sports courses. Sessions are well prepared and structured. Teaching on sports courses is taught in an informative and motivational style at a level and pace appropriate to learners' needs. Learners complete a detailed training programme and produce good standards of work. There is good evidence in learners' portfolios. This is enhanced by learners organising and leading activity sessions and in providing practical sports coaching for other prisoners.

60. There is particularly good learner support, a strength identified in the self-assessment report. Working relationships between staff and learners are very good. Staff display good levels of competence, enthusiasm and a commitment towards providing good training. Learners work well at their tasks and with each other. Effective basic skills



support is given to learners to help them overcome difficulties with their theory work or in collecting appropriate evidence for their portfolios.

61. Before starting a training programme, all learners receive an appropriate initial assessment to their suitability for the course and identify any additional support that may be required. Assessment of learners' work is satisfactory and is carried out throughout the programme. Work that is assessed and returned to learners is accompanied by useful and supportive feedback and guidance.

62. There is some poor accommodation. The sports hall and fitness suite are small, although good use is made of an outdoor area. Changing rooms are small and the sports area has insufficient storage and office space. There is no classroom available for theory work and learners currently have to sit on benches and write while kneeling on the floor. New facilities are currently being built. Equipment is generally satisfactory.

63. Although recreational physical education provides a good range of activity, there are not enough certificated courses available for learners to study. There are no courses above level 1 and the short courses that are provided focus on a narrow area of sport and recreation activity.

### **Leadership and management**

64. The recreational physical education programme and accredited short courses are well planned and appropriately resourced. Administration arrangements for all programmes are satisfactory and there are effective procedures established with awarding bodies to ensure prompt verification and certification for the courses. Communications between staff are effective and there are good working relationships within the staff team. Staff can develop their expertise and competence by attending in-house training courses or external training programmes. Good use is made of learners' feedback to improve the provision and monitoring of teaching has recently started to take place.

**Visual & performing arts & media**

Visual & performing arts & media		2
Contributory areas:	Number of learners	Contributory grade
<b>Arts</b>		
- Other government-funded provision	28	2

**Arts***Strengths*

- good retention and achievement rates
- good standard of learners' work
- very effective teaching

*Weaknesses*

- poor classroom accommodation

**Achievement and standards**

65. Retention and achievement rates on arts and design courses are good. Pass rates on OCN courses for 2002-03 were 98 per cent. Retention rates at approximately 90 per cent are good on all art and design programmes. Learners generally do not miss planned training sessions due to operational requirements.

66. Learners produce a good standard of work. Learners develop a good range of skills in painting and drawing. Learners' self-confidence improves and they make good use of learning materials and techniques. They develop a good appreciation of art. Learners in a painting and drawing class produce good work on the use of perspective. Still life drawing and painting is good with learners utilising a variety of creative techniques. Learners have good basic visual language skills. Learners in a dressmaking class design and produce garments to a high standard. Learners' portfolios are well presented with a wide range of evidence. Learners frequently work on their qualification during their own time. Attendance and punctuality are good and learners demonstrate good study skills.

**Quality of education and training**

67. Teaching is very effective. Staff are well qualified and have relevant teaching qualifications and experience. Teaching and learning session observed were judged to be good. Tutors use standardised lesson plans, set learners objectives and evaluate learning. Teaching materials are satisfactory. Learners use adequate support materials, most of which are well produced. There are good working relationships between learners and tutors. All tutors have good working relationships with learners and

understand their individual learning and support needs. There is emphasis on independent and collaborative learning which is adapted to the abilities of each learner. Where appropriate, learners are encouraged to display and discuss their work. There is good interaction of skills and ideas between new and experienced learners. Learners receive their own paint brushes and art portfolio in which to keep their work. A wide range of learning materials are often provided by tutors such as books about artists. Learners are encouraged and supported to enter national art competitions. The tutor visits exhibitions where learners' work is displayed to photograph the exhibits to enable the learner to see their work on public display. Learners' progress is monitored and recorded effectively on sheets that identify areas where extra support is needed. However, in some cases the documents are incomplete.

68. Assessment is satisfactory. Learners receive an initial assessment of their literacy and numeracy during their prison induction. Learners requiring support with their literacy and numeracy receive support outside their vocational area. Tutors understand learners' additional learning needs and frequently support learners with their vocational written work. Learners submitting work for assessment are given good individual feedback. Internal verification is satisfactory. Frequently sampling of a wide range of different evidence takes place. Internal verifiers observe assessors to standardise assessment procedures. There is a long-term sampling plan and an overall monitoring document.

69. Learners have a personal tutor who reviews their progress every 12 weeks. A personal development plan is completed during this review. Targets set for learners are not sufficiently clear and do not focus on specific tasks to be completed, or over what time period. Some long-term targets are set that inform learners of when they are expected to complete their qualification. Learners understand their targets, but in some cases the targets are not sufficiently demanding to drive learners' progress. Learners have a good understanding of when they are expected to achieve their qualification.

70. Induction is satisfactory. Learners receive an induction into the arts and design programme at the start of their training. They are provided with an induction pack that includes information on health and safety, equal opportunities and the structure of their qualification. Learners are also made aware of the appeals procedure. Learners also have a good understanding of the OCN process and how they are assessed, and are aware of the complaints procedure.

71. There is a satisfactory range of basic and introductory courses in visual arts, allowing learners to get involved in specialist and more advanced classes. The textiles programme has recently introduced cross-stitch and knitting. There are current plans to introduce an interior design programme.

72. The teaching accommodation for art and design is poor and is not large enough for the number of learners using it. There is not enough table space and insufficient storage. Learners find it difficult to produce larger pieces of work. There are enough tools such as irons, sewing machines and dressmaking tools and these are well maintained. There are plans for the art and design room to be relocated in a larger room. The art room is currently situated on the first floor and does not provide access to learners with mobility

difficulties.

### **Leadership and management**

73. Data on retention and achievement is collected, analysed and used as a basis for decisions on the management of programmes and to set targets for achievement. Staff are aware of their targets for retention and achievement and how these could be met. All staff have a development plan and are encouraged to update and extend their skills. Learners' views are sampled and reveal a high level of learner satisfaction. The self-assessment report for art identified all of the weaknesses and most of the strengths found during inspection. All curriculum staff were involved in the self-assessment process. Learners' understanding of equality of opportunity is satisfactory. They receive training on a range of equal opportunity issues during their induction and these are re-inforced throughout the programme.

## Foundation programmes

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
<b>Other contributory areas</b> - Other government-funded provision	50	2

### **Other contributory areas**

#### *Strengths*

- very good retention and achievement rates
- good learner progress
- good teaching and learning

#### *Weaknesses*

- some poor accommodation

## Achievement and standards

74. Retention rates on literacy, numeracy and social and life skills courses are very good, a strength identified in the self-assessment report. From September 2003 to April 2004, of those learners who remained in the prison for the full duration of their programme, the retention rates were 99 per cent on literacy courses, 91 per cent on numeracy courses and 100 per cent on OCN social and life skills courses. Achievement rates on numeracy courses are very good. From September 2003 to April 2004, 87 per cent of those who completed their course successfully achieved their qualification. Achievement rates on entry level 3 and level 1 courses were 92 per cent and 90 per cent respectively but no entry level 1 learners achieved a qualification. On literacy courses, 65 per cent of those who completed their course successfully achieved their qualification. On entry levels 1 to 3 courses, the achievement rate was 100 per cent but on level 1 to level 3 courses it was 60 per cent, 65 per cent and 67 per cent respectively.

75. Many learners progress successfully through a number of different levels of literacy and numeracy courses. Many have been successful in both literacy and numeracy qualifications. Attendance is good. Learners work very well during lessons to succeed in their studies.

## Quality of education and training

76. Teaching and learning are good. Tutors plan carefully the work of individual learners for each lesson. The work is appropriate to the level and understanding of the learner. For example, on entry-level literacy courses work is taught relating to the identification of

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nouns and adjectives while on higher-level courses more detailed work is developed such as the use of synonyms and the recording of messages. Appropriate work sheets are used that meet the learning needs of a wide range of learners and cover topics relevant to learners. Many have been adapted or newly written to take account of the learners' work and personal circumstances. Tutors manage effectively a wide range of learners' abilities in each lesson. During lessons, tutors effectively meet the needs of learners and monitor their progress well. As identified in the self-assessment report, tutors regularly check learners' understanding and correct and mark work quickly to help them improve their understanding. Additional work is set and marked for learners who request it.

77. Monitoring of learners' progress is satisfactory. Detailed records are kept of work undertaken in individual lessons. This enables learners to be taught by more than one tutor and still make good progress. Initial assessment results are used well to help formulate learning plans. Individual learning plans record learning objectives and set some detailed targets. However, they often do not have a set achievement date. Regular progress reviews take place but new targets are not always set. The achievement of previously identified targets is not always recorded and there is some inconsistency in the way forms are completed.

78. Material resources include suitable worksheets at various levels covering a wide range of topics. They are carefully cross-referenced to make them easily accessible. Other resources such as dictionaries are available in some of the classrooms. Some classrooms are small for the number of learners, as identified in the self-assessment report. The rooms do not allow for different teaching layouts. In some rooms it is difficult for tutors to work with individual learners. Computers are not readily accessible in the rooms. Tutors are suitably qualified and experienced. Most have completed awareness training for dyslexia support.

79. The range of courses available is satisfactory. Literacy and numeracy lessons are provided on most days of the week. Learners can generally start courses immediately. Learners can attend full time, part time or attend individual lessons. Attendance patterns are agreed with learners and are arranged to fit in with other work and training commitments.

## **Leadership and management**

80. Staff work well together as a team and they monitor learners' progress well. Learners' success is celebrated through a newsletter that records their achievements, and by displaying their work. The self-assessment report was a good and accurate analysis of the provision. Suitable action points were identified and are now being tackled.