

# REINSPECTION REPORT

## **HMP and YOI New Hall Reinspection**

**09 February 2006**



ADULT LEARNING  
INSPECTORATE

## HMP AND YOI NEW HALL REINSPECTION

### Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. 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.*

## 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.
- adult information, advice and guidance services (**nextstep** )

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.

# **REINSPECTION REPORT**

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### **Contents**

#### **Summary**

Description of the provider	1
About the reinspection	2
Overall judgement	2
Grades	2
Key findings	3

#### **Detailed reinspection findings**

Leadership and management	8
Equality of opportunity	10
Quality assurance	10

## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP and YOI New Hall (the prison) was originally a military camp which was converted to hold female offenders in 1987 and is now a female local prison holding juveniles, young offenders, and adults. The governor has been in post since December 2002. The certified national accommodation is 345 with an operational capacity 395. The number of juveniles is approximately 26 and the rest of the population are young offenders and adults. The accommodation comprises two main residential units consisting of single and double rooms with some dormitories. Residential Unit 1 has accommodation for mainly remand offenders and some life sentence offenders. Residential unit 2 consists of accommodation for convicted offenders and includes a detoxification unit and a young offender wing. There is a segregation unit containing 12 cells and also a mother and baby unit which can accommodate nine mothers and 10 babies.

2. The average length of stay for adults and young offenders is eight weeks and ranges from a few days to several years. Fifty per cent stay less than one month. Sentence length varies from a few days to a life sentence. Forty per cent are serving sentences under six months, 35 per cent serving sentences from six months to three years, and 25 per cent over three years.

3. The facilities include a gymnasium, chapel, multi-faith room, a visits area and an outside visits centre. There is a library which has been relocated in the new education department. The education is provided by City College, Manchester with 66 full-time places and 59 part-time places. A new education block was completed in August 2005. Various courses are available in information and communications technology (ICT), hairdressing, preparation for work, life skills, and skills for life. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. There is some horticulture provision in the garden and it is planned to increase the provision.

4. Some offending behaviour programmes are available in enhanced thinking skills and substance misuse. Three sewing shops make prison service items. There is a manufacturing workshop which consists of repetitive assembly work producing umbrellas, greetings cards, necklaces and electrical components. Unit achievement awards are offered in all workshops.

5. The head of learning and skills has responsibility for workshops, catering, farms and gardens, education, the gymnasium, and the library. He is accountable to the head of resettlement and is in charge of the head of education, the physical education (PE) senior officer, the workshop manager, the catering manager and the librarian. There are seven permanent course tutors and 26 sessional tutors. There is a part-time guidance worker.

## ABOUT THE REINSPECTION

Number of inspectors	2
Number of inspection days	8
Number of learners interviewed	18
Number of staff interviewed	11
Number of locations/sites/learning centres visited	1
Number of visits	3

## OVERALL JUDGEMENT

6. The previous inspection in November 2003, judged the provision to be good in foundation programmes and hospitality, sports, leisure and tourism. Leadership and management were unsatisfactory. The arrangements for equality of opportunity were satisfactory, as were the arrangements for quality assurance. The reinspection confirmed that the standards in foundation and hospitality, sports, leisure and tourism are being at least maintained. Leadership and management are now good and the arrangements for equality of opportunity and quality assurance are satisfactory.

## GRADES

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

*Grades awarded at reinspection*

<b>Leadership and management</b>	<b>2</b>
Contributory grades:	
Equality of opportunity	3
Quality assurance	3

## KEY FINDINGS

### Achievement and standards

**7. Achievement of qualifications for short and unit-based foundation courses is very good.** At the previous inspection it was good. Between April 2005 and January 2006, there were 81 achievements in literacy and 96 in numeracy. In literacy, two entry-level, 43 level 1 and 36 level 2 certificates were awarded. In numeracy there were 42 entry level, 43 level 1 and 11 level 2 awards. Sixteen learners obtained a basic computer literacy qualification. Two hundred and fifty-seven introduction to work awards and 171 basic food hygiene and food safety qualifications were gained. Also three national vocational qualifications (NVQs) at level 1 and 19 level 2 units in hospitality and catering were gained. Two hundred and one PE qualifications and 161 work-based units for garment manufacture or product assembly were also obtained.

**8. There are now many more opportunities for learners to gain accreditation in areas such as catering, the production workshops, horticulture and painting.** Accreditation opportunities in PE, ICT and creative key skills for learners with learning difficulties and disabilities have also increased. Very good emphasis is placed on the delivery of short and unit-based courses to enable learners to complete their awards before they are discharged or transferred to other prisons. Learners have very good opportunities to develop a range of basic practical skills and background knowledge to prepare them for employment.

### Quality of education and training

**9. The standard of teaching in foundation programmes is still good.** Classes had between six and nine learners who were well motivated. Good emphasis is placed on practical work and on active approaches to learning. Literacy and numeracy training is insufficiently established in workshop activities.

**10.** Resources on foundation programmes are still satisfactory. However, in the new education building, some of the classrooms and workshops are small and desk space is cramped, especially in the ICT room. Learning support materials are appropriately matched to course modules and, in the case of literacy and numeracy, to the adult core curriculum. In numeracy sessions, there is an over-reliance on photocopied worksheets. Insufficient use is made of the computers that have recently been installed in classrooms.

**11.** As at the previous inspection, all learners take a literacy and numeracy test during their induction into the prison. When learners attend skills for life sessions, diagnostic assessments are carried out to highlight their strengths and weaknesses. All learners are offered two sessions of literacy and numeracy each week. When they are unable to attend classes, literacy and numeracy support is taken to learners' cells, the healthcare

unit and the segregation unit. All learners have the opportunity to take national tests at the appropriate levels. As some of the learners only stay for a short period of time, they are unable to progress from one level to the next in the time available. Insufficient attention is given to linking literacy and numeracy with workshop activities to enable offenders to carry out their work more efficiently.

12. Assessment and monitoring of learners' progress are still satisfactory. Literacy and numeracy is satisfactorily assessed at induction. At the start of the courses, diagnostic assessments are carried out to highlight specific strengths and weaknesses. Learners prepare for national literacy and numeracy tests at the appropriate levels. Each week two sessions of additional help are offered to learners who have literacy and numeracy needs. Satisfactory outreach provision is available for learners who cannot, or are reluctant to, attend timetabled sessions. Outreach tutors visit the mother and baby unit, the detoxification unit and individual learners who cannot leave their cells. Education is delivered full time on the healthcare wing and part time in the segregation unit. One afternoon each week there is still a support session for learners who are studying independently.

**13. There is insufficient education provision for learners who are serving longer sentences in the prison.** The hairdressing provision is inadequate. NVQs in hairdressing are not available. There is no business administration training and there are too few follow-on ICT courses. Open learning is insufficiently promoted to learners.

14. Support for learners is satisfactory. Learners are given satisfactory opportunities for personal development, training and assessment. There is a positive approach to the learners' development. Many learners are given individual support to help them understand the background knowledge element of their course. Learners are encouraged to have high aims, and good practical support and guidance are offered to help them progress.

15. Careers advice and guidance is satisfactory. The careers guidance counsellor has now moved with the juvenile population, but there is provision for a full-time careers guidance worker which is currently filled on a part-time basis. Each offender gets information, advice and guidance during their sentence from Prison Service Plus or Connexions, depending on their circumstances. Individual cases are reviewed at the monthly meetings. There are plans to develop a classroom as a drop-in jobcentre with a direct link to Jobcentre Plus.

**16. The standard of teaching in catering and sports is good.** The groups are small and well managed. The provision has been extended to provide evening access and some access at weekends. Staff are knowledgeable and enthusiastic and are skilled at working with learners with challenging behaviour.

**17. Resources in education have improved considerably since the previous inspection.** A new education block has been completed which has a variety of good rooms for education classes and some vocational training activities. The new accommodation is generally fit for purpose. The new library which is housed in the education block is small,



but provides a satisfactory level of service.

**18. The resources for catering and sport are good.** The large kitchen is fully equipped to industrial standards. The sports department has a wide range of equipment and has recently been extended to include more offices, a classroom and new equipment in the fitness suite.

### **Leadership and management**

19. The management of catering and sports is now better than it was at the previous inspection. The head of the sports department is accountable to the head of learning and skills, and there is better communication and co-ordination of the training and education.

20. The management of foundation programmes is satisfactory as it was at the previous inspection. Managers attend sentence planning, labour allocations board and review sessions with learners. Staff are effectively deployed to meet the needs of all learners who use the education department. The specialist skills of staff are used effectively. Key performance targets for achievement are closely monitored and met.

**21. Operational management was effective at the previous inspection and remains so.** Staff are committed and enthusiastic and have a clear understanding of their role in the prison. Communication has improved since the previous inspection. Information is now shared with education, PE, catering and vocational training. The problem of dual offender commitments has been resolved and purposeful activity is now more closely driven by the learners' needs rather than departmental key performance targets. The head of learning and skills now line manages the library, workshops, catering, education, gymnasium, and the farms and gardens.

**22. Support for staff was good at the previous inspection and it remains so.** Staff appraisals are completed annually and are up to date. Staff are well informed through a system of meetings between managers and teams. Appraisals identify development needs and there is a generous budget to provide continuing professional development.

**23. Strategic management is now good.** There was no evidence of strategic management at the time of the previous inspection. The three-year development plan is now in place. Targets are now set for education and training, and these are monitored to assure effective management. There are good links between strategic and operational management where learning and skills aims and principles are linked to resettlement. The education and skills provision has been maintained in the past year during significant changes in the prison.

24. The library resources were poor at the previous inspection. The library has now moved from inadequate accommodation to a purpose-built room in the new education block. The accommodation is slightly more spacious than the previous building, but the library service has improved significantly.

25. Poor use of data was identified as a weakness at the previous inspection. Data is now stored electronically to monitor course attendance, retention and achievement. The data is available in all areas and is now used to manage the provision.

26. Adults and young offenders had poor access to education and training programmes at the time of the previous inspection. This has improved through the relocation of the juvenile population to new accommodation.

27. Equality of opportunity was satisfactory at the previous inspection and remains so. Learners' understanding of equality of opportunity is generally satisfactory. All staff are aware of the importance of equality, and regularly and effectively promote it in their teaching. Fifty per cent of staff have now received formal diversity training and the rest of the staff are scheduled to attend.

28. **The new library has enabled better access for all learners.** The delivery of the education provision has been designed to be flexible enough to meet the needs of learners in the mother and baby unit, those learners in the hospital and those learners who are unable to leave their cells. The labour allocation board also ensures that offenders are allocated to education, training and work fairly.

29. **Since the previous inspection, good progress has been made with the development of the quality assurance arrangements.** A quality improvement group has been formed and very frequent meetings take place between the head of learning and skills, and heads of education, production workshops, catering, PE and horticulture. In all vocational areas and in the education department there are regular course team meetings and tutor meetings. In the education department, observations of full- and part-time teaching staff are systematically carried out each year. Staff training and development needs are fully discussed and clear staff development targets are set. Feedback is an integral part of the annual appraisal process. The teaching in the workshops is not yet observed and quality assured. Some of the quality assurance arrangements are not yet fully established.

30. As identified at the previous inspection, complaints procedures are effectively introduced and discussed during the induction. Learners are given a full explanation of the procedures for the prison and for the subcontracting college. Complaints are satisfactorily recorded and dealt with appropriately.

31. **The self-assessment process is thorough.** Staff in the education department and in catering, PE and the workshops are now fully involved in the self-assessment process and in the development of the self-assessment report. Strengths and weaknesses are identified and discussed and all areas of provision are graded.

## **Leadership and management**

### **Strengths**

- effective operational management
- good support for staff
- good strategic management
- good progress in developing quality assurance arrangements

### **Weaknesses**

- insufficient use of management information

## DETAILED REINSPECTION FINDING

### LEADERSHIP AND MANAGEMENT

### Grade 2

#### Strengths

- effective operational management
- good support for staff
- good strategic management
- good progress in developing quality assurance arrangements

#### Weaknesses

- insufficient use of management information

32. Operational management was effective at the previous inspection and remains so. Staff are committed and enthusiastic and have a clear understanding of their role in the prison. Communication within the education department continues to be good with regular team meetings every week. These are minuted with action points attributed to appropriate members of staff. Staff who miss meetings are briefed by team leaders and have the minutes sent to them. Communication has improved since the previous inspection. There is a greater sharing of information between education, PE, catering and vocational training. The problem of dual offender commitments has been resolved and purposeful activity is now more closely driven by the learners' need rather than departmental key performance targets. The head of learning and skills now line manages the library, workshops, catering, education, the gymnasium, and the farms and gardens. This has consolidated the management of purposeful activity and has focused the prison on learners' needs.

33. Support for staff was good at the previous inspection and remains so. Staff appraisals are completed annually and are up to date. Staff are well informed through a system of meetings between managers and teams. Appraisals identify development needs and there is a generous budget to provide continuing professional development. This is used to maintain appropriate professional qualifications. Other essential training such as diversity training, and health and safety training are offered within the prison.

34. Strategic management is now good. There was no evidence of strategic management at the time of the previous inspection. The three-year development plan is now in place and is based on an institutional needs analysis which was carried out in April 2004 and revised in December 2004. Data is collected, analysed and used in the development plan. Targets are now set for education and training and these are monitored to assure effective management. There are good links between strategic and operational management where learning and skills aims and principles are linked to resettlement. The education and skills provision has been maintained in the past year through significant changes in the prison. This includes the building of the new

## HMP AND YOI NEW HALL REINSPECTION

education block and the relocation of the juvenile population in a separate building.

35. There are five permanent staff and 27 sessional tutors, all of whom are well qualified and experienced. The learning support workers and the special educational needs co-ordinator have now moved with the juveniles. A full-time careers guidance worker is budgeted for and the role is currently filled part time. Resources are much improved in the new education block, although some of the new classrooms are still small. The inadequate staff offices and storage space noted at the previous inspection have now been resolved through imaginative use of the old education accommodation. There is adequate provision of learning materials and consumables with a budget sufficient for teaching resources. Budget management is satisfactory and the procurement of additional funding is very good.

36. The library resources were poor at the previous inspection. The library has now been moved to a purpose-built room in the new education block. The accommodation is slightly more spacious than the previous building but the library service has improved significantly. The book stock just meets the minimum recommended needs of the establishment. However, the working relationships with the local district library is much improved and requests for additional books are dealt with speedily and effectively. A broadband connection has now been established and the library is awaiting the necessary software to be able to link into the main library database. The library is staffed by two part-time librarians and a library assistant who works for 10 hours a week. The library now opens most mornings and afternoons and two evenings a week. All learners have access to the library and attendance has improved, although it is still not good. Library staff have commissioned some posters to be placed on the wings to encourage learners to come to the library. More non-fiction books are now available and there is better support for vocational training.

37. Poor use of data was identified at the previous inspection. Data is now stored electronically to monitor course attendance, retention and achievement. The data is available in all areas and is now used to manage the provision. Learners' progression and achievement can be monitored and trends in provision can be identified. Individual learning plans are now standardised and used across the provision to assure consistency for data collection.

38. Adults and young offenders had poor access to education and training programmes at the previous inspection. This has improved through the relocation of the juvenile population to new accommodation. There is now more and much better accommodation for adults and young offenders, as well as a greater capacity to offer education and training courses to these learners. Group work is now run by the psychology staff and this releases education staff to offer more courses. There are now more accredited courses on offer including hairdressing, horticulture, and some additional ICT.

**Equality of opportunity****Contributory grade 3**

39. Equality of opportunity was satisfactory at the previous inspection and remains so. Equality is still introduced effectively to learners at their induction. Group work enables learners to discuss equality, diversity and stereotyping. Learners are briefed about bullying and the complaints procedures. There is still no formal follow-up training for learners, but equality issues are regularly introduced and reinforced in learning sessions in all areas. Learners' understanding of equality of opportunity is generally satisfactory.

40. All staff are aware of the importance of equality, and regularly and effectively promote it in their teaching. Fifty per cent of staff have now received formal diversity training and the rest are scheduled to attend. A member of staff in the education department has responsibility for the promotion of diversity. Staff training has also taken place on dyslexia and special needs, behaviour management and self-harm. Staff regularly attend the prison diversity meetings. Several projects have promoted diversity issues. There is now a cultural awareness programme to promote diversity. Diversity issues are promoted well through posters in the prison and book displays in the library.

41. The new library has enabled better access for all learners. The delivery of the education provision has been designed to be flexible enough to meet the needs of the mother and baby unit, learners in the hospital, and those who are unable to leave their cells. The labour allocation board also ensures that offenders are allocated to education, training and work fairly.

42. Data relating to race and ethnicity on education and training programmes is collated and analysed. The labour allocation board can now ensure that there is equality relating to education, training and work by using the data. Data is now collected by the education department on achievement by different ethnic groups. It is now used effectively to contribute to planning and development.

43. The new education block has ramps and a lift to enable access for learners with restricted mobility. This was identified as a problem with the existing education block at the previous inspection.

**Quality assurance****Contributory grade 3**

44. Since the previous inspection, good progress has been made towards developing the quality assurance arrangements. A quality improvement group, consisting of staff from education, training and employment, now meets every three months. The quality of the training provision and solutions for identified problems are discussed. Very frequent meetings take place between the head of learning and skills and the heads of education, catering, horticulture, PE and the production workshops. These individual meetings enable provision to be critically reviewed and problems discussed and resolved. Learners' achievements are carefully measured against targets and reasons are sought for under-performance. Regular team meetings in the education department provide a good opportunity for staff to discuss learners' progress and to identify good practice. Monthly team meetings in other vocational areas provide good opportunities for staff to review the quality of their provision and to discuss ways of improving and

extending it.

45. New staff in the education department follow a well-structured and systematically implemented induction and mentoring programme. This enables them to settle into the department quickly and to become familiar with teaching in a custodial establishment.

46. Observations of full- and part-time teaching staff are carried out each year. Wherever possible, subject specialists carry out the observations. The observations are carefully planned and staff are given detailed oral and written feedback on their performance. Staff training and development needs are fully discussed and clear development targets are set. The feedback is an integral part of the annual appraisal process. Although the products made in the workshops are quality assured, the teaching in the workshops is not yet observed and quality assured.

47. Satisfactory arrangements have been made to subcontract the internal verification of NVQs in food preparation until the NVQ co-ordinator becomes a qualified internal verifier. However, frequent internal standardisation meetings give assessors good opportunities to compare the quality of assessment and to analyse any differences.

48. The complaints procedures are effectively introduced and discussed during the induction. Learners are given a full explanation of the procedures for the prison and for the subcontracting college. Complaints are satisfactorily recorded and dealt with appropriately.

49. The self-assessment process is thorough. All staff in the education department contribute to the self-assessment report by identifying the strengths and weaknesses in their courses and by discussing the outcomes with the head of education. Since the previous inspection, catering, horticulture, PE and the production workshops are fully included in the self-assessment process. Each area now produces a concise report including key strengths and weaknesses.

50. Management information is not yet fully used. For example, learners are asked to give their opinions about their courses through a questionnaire. Although most of the questionnaires are analysed, the information is not used effectively to improve the quality of the provision. Some of the questionnaires are too general and some do not allow learners to express their opinions fully. This has been recognised and action is being taken to improve them. There is insufficient internal checking and standardisation of assessments in the workshops to ensure that learners have met the learning and assessment objectives. Insufficient attention is given to calculating and comparing pass rates for different groups of learners over defined time periods. The skills for life provision is insufficiently linked to the literacy and numeracy requirements in the production workshops. Learners are not familiar with the specialist literacy and numeracy competences they require for effective working. Many of the new quality assurance arrangements have had insufficient time to affect the quality of the provision. This is acknowledged in the self-assessment report.