

REINSPECTION REPORT

HMP Holme House Reinspection

29 March 2006



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 aged 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.

Grading

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

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

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DESCRIPTION OF THE PROVIDER

1. HMP Holme House is a category B local prison for convicted and unconvicted male adults, and unconvicted young male adults. The prison, which is located in Stockton-on Tees, was built in 1992 and serves the communities of Teesside, South Durham and North Yorkshire. The prison has an operational capacity of 998. The average length of stay is between three months and two years.

2. The education contract has recently been taken over by Stockton Adult Education, which is required to deliver 31,000 class hours. It does this by running 20 different courses for about 280 offenders at any one time. The offenders in education usually attend five half-day sessions a week. Courses offered in education include art, information and communications technology (ICT) and a range of foundation programmes. The responsibility for funding education and training at HMP Holme House has transferred to Tees Valley Learning and Skills Council.

3. The physical education (PE) department delivers a significant amount of recreational PE and offers offenders the opportunity to gain a range of nationally recognised work-related qualifications.

4. The painting and decorating vocational training area offers accredited qualifications, as does the industrial cleaning course. The prison has developed a dry lining training course in conjunction with Middlesbrough College.

5. A full-time education manager and assistant education manager take responsibility for provision in the education department, and the head of learning and skills takes overall responsibility for education, training and assessment and accreditation in industries.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Grades awarded at previous inspection

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality improvement		4

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Construction 3		
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i> Other government-funded provision	32	3

Information & communications technology 3		
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> Other government-funded provision	45	3

Hospitality, sport, leisure & travel 4		
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> Other government-funded provision	31	4

Visual & performing arts & media 3		
Contributory areas:	Number of learners	Contributory grade
<i>Arts</i> Other government-funded provision	41	3

Foundation programmes 3		
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i> Other government-funded provision	300	3

Grades awarded at reinspection

Hospitality, sport, leisure & travel 2		
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> Other government-funded provision	23	2

ABOUT THE REINSPECTION

6. Only hospitality, sport, leisure and travel was reinspected and graded. At the April 2005 inspection, leadership and management of education and training at HMP Holme House were satisfactory, as was equality of opportunity. Quality improvement was unsatisfactory. Provision in ICT, visual and performing arts and media, construction, and foundation programmes was satisfactory. Provision in hospitality, sport, leisure and travel

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was unsatisfactory. At the end of the reinspection, provision in hospitality, sport, leisure and travel is now good. The overall effectiveness of the provision is satisfactory.

Number of inspectors	2
Number of inspection days	7
Number of learners interviewed	14
Number of staff interviewed	10
Number of visits	3

AREAS OF LEARNING

Hospitality, sport, leisure & travel

Grade 2

Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i>		2
Other government-funded provision	23	2

7. Twenty-three learners are following sport and recreation programmes. Of these, 17 are following a full-time 16-week PE development programme. The programme is made up of externally accredited courses in first aid at work, exercise and fitness assistance and leadership, basketball and football coaching and refereeing, volleyball leadership, weightlifting, community sports leadership and key skills. The programme runs throughout the year and learners can join at any time. Six learners who are taking national vocational qualifications (NVQs) at level 1 in sport and recreation act as orderlies and learn how to carry out a range of operational duties. Learners can also take an NVQ at level 2 in exercise and fitness instructing. The PE department provides recreational activities for approximately 47 per cent of the prison population each month. Sports facilities include a sports hall, fitness suite, weights/gym room, all-weather playing surface, and teaching classroom. The department is staffed by one principal officer, three senior officers, eight prison officers and a key skills tutor.

Leisure, sport and recreation

Strengths

- very good achievement rates for vocational qualifications
- enjoyable and differentiated teaching and learning on sports courses
- innovative work with external agencies
- good action to effectively improve the quality of the provision

Weaknesses

- incomplete development of key skills

Achievement and standards

8. Achievement rates for vocational qualifications are very good and have further improved since the previous inspection. Ten of the 14 accredited programmes which took place in the past year have 100 per cent achievement rates. Attendance levels are very good. Learners improve their levels of confidence, leadership, coaching and communication skills. PE successfully engages learners in education and improves their employability skills.

9. Clear progression routes are available and learners can progress from participation awards to officiating and coaching awards. All orderlies are now enrolled on to NVQ programmes, to accredit their skills. They also benefit from achieving an accredited cleaning qualification. One orderly has achieved an NVQ at level 2. A level 2 qualification

in teaching exercise is planned to begin shortly. Two staff are attending a level 3 course in teaching exercise and fitness, which they will offer to learners. Offenders can take sports awards which are certificated by the prison, to increase their self-esteem and encourage them to return to learning. The prison is currently looking at how it can accredit the skills of learners who work with learners with additional needs.

10. Rates of achievement for key skills vary. In the past year, 82 per cent of level 1 learners, and 100 per cent of level 2 and 3 learners, achieved their awards. Sixty-four per cent of learners who started problem solving awards achieved them. However, of the learners who worked towards the key skill of improving own learning and performance, only 38 per cent achieved level 2 and 20 per cent achieved level 3. The number of learners who are entered for key skills in application of number, communication and information technology are low.

The quality of provision

11. Teaching and learning on sports courses are good and have improved since the previous inspection. Learners enjoy theory and practical sessions. In the better sessions tutors effectively plan for differentiated activities according to individual needs and abilities. Practical sessions are well paced and make good use of self- and peer-evaluation. Tutors have worked hard to improve their ICT skills and presentation software is now used effectively in most theory sessions. Courses are now well planned. Learner feedback and trends in achievement rates have been used to improve the programme.

12. Innovative work with external agencies was a strength at the previous inspection and has been further enhanced. The prison has developed a resettlement programme in conjunction with a local college, which provides learners with a link to training and employment when they leave the prison, through their interest in sport. In the prison, the learners follow a level 2 qualification in being fit and healthy. When they leave prison the project helps them maintain a healthy lifestyle by providing them with six months' free membership at a gym close to their home. Through the project, learners can access a range of employment enhancing qualifications, including lift truck training and site safety. Two successful community link days have been held, to raise local employers' awareness of learners' skills. Learners have found employment through these initiatives. Learners also benefit from developing their communication and coaching skills by working with learners with additional needs who use the prison's gym facilities each week.

13. Access to resources is now satisfactory and has improved since the previous inspection. Learners have a better-equipped classroom. They make good use of a range of books and videos to complement their programmes, copies of which are held in the library. Handouts and presentations are well planned and well prepared. Plans are in place to purchase computers and software resources, but learners have insufficient access to ICT resources to support learning.

14. Assessment is satisfactory and has been improved to include feedback on short-term goals. At the previous inspection, assessment practice was weak.

15. Recruitment, selection and induction have improved and are now satisfactory. All offenders who are interested in attending the programme attend a three-day taster session during which staff initially assess their aptitude and identify their support needs. Learners sign an agreement that they will adhere to the behaviour policy. A comprehensive booklet

has been developed to ensure that learners who join the programme later than other learners receive the same information.

16. The use of individual learning plans on PE courses is now satisfactory. Learners take pride in their individual learning plans and carefully identify their own targets which they and course tutors regularly review. Literacy and numeracy initial assessment results are not recorded on the individual learning plan.

17. Much work has been done to provide learners with the opportunity to take key skills and literacy and numeracy qualifications. However, as HMP Holme House has identified, the development of key skills is incomplete. The department has recognised its shortfall in resources, particularly ICT, to support key skills development. Opportunities are not taken for learners to gather naturally occurring key skills evidence in sports sessions. Most of the PE staff have little understanding of key skills and do not identify it as their responsibility to ensure learners capture evidence. The key skills tutor has insufficient opportunities to identify good practice from external institutions. Individual learning plans do not fully identify all of the key skills that learners are working towards. Individual learning plans in different formats are used for key skills and sports courses. Initial and diagnostic initial assessment results are not used sufficiently to identify the key skills levels that learners are working towards. The diagnostic assessment of some learners is slow. Learners' behaviour and punctuality are poor during key skills sessions.

Leadership and management

18. Staff take good action to effectively improve the quality of the provision. Responsibilities are clearly identified and closely monitored. Staff are set targets for the number of qualifications learners must achieve, and these are reviewed quarterly. A successful retention policy has been introduced to ensure that learners are not transferred out of the prison while on programme. Staff development has been well planned since the previous inspection, to improve learners' experiences. Data on sports courses is now used well to analyse trends in retention and achievement. Offenders who do not accept places on courses and learners who leave programmes early are interviewed to see if they need further support. A good quality improvement system has been developed for each sports course. Tutors produce short, meaningful reports based on evidence, to show how effectively courses meet the Common Inspection Framework criteria. These reports are used well in monthly standardisation meetings to bring about improvements and identify good practice. Observations of teaching and learning have raised tutors' ability to provide differentiated learning and varied activities. The weaknesses identified by the inspection have been satisfactorily resolved. Self-assessment is inclusive and ongoing and uses evidence well to support judgements. Staff share a clear and well-structured development plan to deal with identified weaknesses. The grade given by inspectors is the same as the self-assessment grade.

19. Internal verification is satisfactory and has improved since the previous inspection, when procedures had lapsed. Feedback from learners is now used well to improve programmes. Staff and learners treat each other with respect. However, some opportunities to reinforce equality and diversity are not taken in theory sessions. Key skills and literacy and numeracy data is not effectively used as a management tool and is not collected in the same format as on the sports courses.

