

HMP and YOI Hollesley Bay

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

Preparation for life and work programmes:

- Employability training
- Literacy, numeracy and ESOL
- Personal development and social integration

Description of the provider

1. HMP and YOI Hollesley Bay is an open prison for adult male prisoners and young offenders. Situated near the village of Hollesley in Suffolk about a mile from the North Sea, the prison was developed as a borstal institution in 1938 on the site of a former colonial college. The previous buildings now house much of the administration and education centres and date back to 1887. HMP and YOI Hollesley Bay caters for category D adults and up to 50 Young Offender prisoners with a focus on resettlement. It has an operational capacity of 345 and currently there are 340 prisoners accommodated in five residential units. Prisoners are serving different lengths of sentence, including up to 30 life sentenced prisoners. A significantly increasing number of prisoners stay for only a few days.
2. A4e is the Offender Learning and Skills Service (OLASS) contracted provider for learning and skills since July 2006. A4e is also responsible for most of the employment and training activities in workshops. Prisoners participate in work and learning on a full-time or part-time basis. At the time of inspection, 54 men actively took part in education. Other courses are provided by the Physical Education (PE) department, by Aqulia for learndirect, and by Foundation Training Company (FTC) for resettlement courses. The St Giles Trust offers advice and guidance level 3 programmes, and Tribal provides advice and guidance to prisoners on resettlement. Library services are provided by Suffolk County Council.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Good: Grade 2
Employability training	Contributory grade: Good: Grade 2
Literacy, numeracy and ESOL	Contributory grade: Satisfactory: Grade 3
Personal development and social integration	Contributory grade: Good: Grade 2
Quality of provision	Good: Grade 2
Employability training	Contributory grade: Good: Grade 2
Literacy, numeracy and ESOL	Contributory grade: Satisfactory: Grade 3
Personal development and social integration	Contributory grade: Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Good: Grade 2

Overall judgement

Effectiveness of provision

Good: Grade 2

3. The overall effectiveness of the provision is good. Achievement and standards, the quality of provision including teaching and learning, the extent to which provision meets learners' needs, and guidance and support are good overall. More specifically, achievement and standards and the quality of provision are good in employability training, and in personal development and social integration. Achievement and standards and the quality of provision for programmes in literacy, numeracy and English for speakers of other languages (ESOL) are satisfactory. Leadership and management are good. The prison's approach to equality of opportunity is good.

Capacity to improve

Satisfactory: Grade 3

4. The prison has demonstrated it has sufficient capacity to make improvements. This is the second inspection of learning and skills. An action plan has dealt with some of the key challenges identified at the previous inspection. The prison has steadily introduced additional learning and training places to cater for the wide range of prisoners' needs. Systems and procedures to ensure the quality of the learning and skills in the OLASS provision are good but are not sufficiently thorough in all other areas. Observation of teaching and learning does not take place systemically in 30% of the provision.
5. The self-assessment process is satisfactory. Self-assessment has been carried out routinely within the whole prison since 2004. Most of the organisations involved in learning and skills contribute to the self-assessment report. The report is mainly descriptive with some judgements but there is very little mention of leadership and management, and nothing on equality and diversity. Actions in the accompanying development plan are mostly designed to take account of learners' needs but lack detailed targets to indicate improvement. Critical analysis of the data is not used adequately to identify trends in the overall performance of the prison as a whole. Learners' views are collected and used systematically to contribute to the self-assessment process. Grades awarded at inspection are the same as those in the self-assessment report.

Key strengths

- Good success rates
- Good development and acquisition of work and social skills
- Good integration of offenders back into work
- Overall ethos of decency throughout the prison
- Good collaborative working with agencies to drive forward the resettlement agenda

Key areas for improvement

- Increase the progression opportunities for learners
- Develop a flexible approach to the work preparation course
- Improve the recognition of non-accredited work skills
- Develop better critical analysis of data to improve the provision overall

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

6. Achievement rates are good for those learners who complete their course. Achievement is high on short courses such as PE, safety, food hygiene and some practical courses. However learners often fail to fully complete some of the longer duration courses mainly due to being transferred to other prisons. Over 80% of those completing their course in the last 12 months have been successful in gaining their intended goal qualification.
7. The standard of learners' work is very good. Learners gain work related skills through hands-on practical work carried out in well equipped vocational training workshops. They quickly acquire important work skills taught by well-qualified and competent instructors who run well-planned and structured courses. Vocational courses provide learners with good work skills that can help them find future employment. Good progressive assessment of learners' skills encourages them to achieve their goals and produce work evidence of a very good standard.

Quality of provision

Contributory grade: Good: Grade 2

8. The quality of employability training is good. Vocational training is available in catering, brickwork, plastering, painting and decorating, fork lift driving, horticulture, information technology and PE. Teaching and learning are good with well planned sessions that actively involve learners and incrementally develop their skills. Training sessions clearly state objectives and learning outcomes, and learners are set clear tasks to achieve. The standard of learners' work is good and they take pride in their work and achievement. Learners enjoy the vocational programmes and work hard to improve their skills. Learners' progress in vocational training workshops is well monitored with visual progress monitoring boards that show the achievement to date of each learner and what they are currently working on. All courses use individual learning plans to plan and monitor learning. These plans are well used on most courses although some of the information is duplicated in other monitoring documents. Resources are good, with classroom facilities available in the workshop areas. Teachers from the education department visit the vocational workshops to provide literacy and numeracy support for learners who require it. This support is, wherever possible, contextualised to the vocational area learners are working in.
9. The vocational programmes provide learners with good skills and knowledge that help to improve their future job prospects. Learners enjoy their courses and value the opportunity to gain important work skills and knowledge. However, the variety of vocational training opportunities is limited and opportunities to accredit work areas already operating in the prison are being missed. These areas include motor vehicle repair and maintenance, industrial cleaning and waste management. Progression opportunities are limited in brickwork and plastering as learners are only able to gain a level 1 qualification.

10. Integration of offenders back into the workplace is good. At the time of inspection 81 offenders were working outside the prison with local employers and 15 of these were in paid employment. Some offenders have their own vehicles to travel to and from work. Offenders also drive prison-owned mini buses to take and pick up other offenders from their work-placements. This provides offenders with the discipline of regular attendance, good time-keeping and physical work for sustained periods that they may not have experienced for a long time. Although prison staff often find the work experience placements, offenders have to find the paid work themselves, helping to develop their jobsearch skills.
11. Some offenders working for employers have not been provided with suitable work clothing such as waterproofs and warm work clothes. Some offenders have had to buy their own but not all can afford to do so.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Satisfactory: Grade 3

12. Achievement rates for literacy and numeracy programmes are satisfactory with lower overall achievement rates for literacy. Over the last 12 months the average achievement rates were 70%. All learners who started key skills qualifications completed them during this period. The standard of learners' written work is satisfactory with sufficient written and verbal feedback to enable learners to progress. Attendance overall is satisfactory with a number of learners on home leave or working in the community.

Quality of provision

Contributory grade: Satisfactory: Grade 3

13. Staff have developed a good strategy for integrating key skills into vocational training programmes. Learners benefit from good support in workshops to help them achieve qualifications in computing, team work and organising their own work in their vocational area. Some learners are also able to achieve key skills in communications and application of numbers. Learners highly value and appreciate the support they receive and the impact it has on their achievement. Some learners are able to effectively progress to key skills at level 3.
14. Learners receive good individual coaching and support to meet individual needs and achieve their literacy and numeracy qualifications. They are able to acquire the functional literacy and numeracy skills they need for improvement. Learners are positive about the support they receive and the impact on their achievements. Opportunities are also available for learners to progress to key skills in vocational workshops. Staff effectively refer learners to other partners such as learndirect to receive literacy and numeracy support where this suits the needs of individual learners to achieve national qualifications.
15. Resources are satisfactory with appropriate use of learning resources but with little emphasis on the use of information and communication technology to

support learning. Staff qualifications are satisfactory and one member of staff has relevant specialist qualifications in numeracy at level 4.

16. Learners are given a diagnostic assessment of their learning needs during their induction into education. The results are used to identify individual support requirements. Support for learners with dyslexia has recently been introduced and staff are now able to provide advice on supporting learners.
17. Assessment, verification and moderation procedures follow regulatory requirements and meet the needs of staff and learners.
18. Numbers in the unit are currently low as the prison intends to integrate literacy and numeracy into vocational areas and workshops. But learners who participate in programmes are able to study an appropriate range of literacy and numeracy courses from entry level to level 2 to meet their needs.
19. Information, advice and guidance are satisfactory. An external partner provides appropriate advice and guidance at the start of training programmes and staff liaise with other partners in the prison to take account of the personal needs of individual learners. Staff from other relevant agencies and partners are able to support offenders to find work and give advice and guidance on applying for benefits.
20. Induction programmes are satisfactory and enable learners to understand their rights and responsibilities, the complaints procedures and appropriate information on health and safety.
21. Literacy and numeracy are currently not yet formally established into vocational areas. Staff have developed a Skills for Life strategy but this has yet to impact on planning for improvement, particularly to integrate literacy and numeracy into vocational learning, such as cooking and health and nutrition, as a useful and more interesting context to develop skills.
22. Individual learning plans are insufficiently detailed and contain broad targets which are not specific, with few long-term goals negotiated with individual learners. They do not contain small, measurable targets which are frequently reviewed and updated to monitor learners' progress. Few individual learning plans contain personal and social targets to monitor progress and record improvement over a period of time.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

23. Achievement rates for learners on most of the six social and life skills programmes are good. Achievement rates were high over the past 12 months on short courses such as first aid and health and safety for learners on the construction skills certificate scheme. Over 88% of learners achieved national vocational qualifications (NVQs) at level 3 in advice and guidance. Attendance overall is satisfactory with some learners on home leave or at work in the community.
24. Development of skills and confidence is good. Many opportunities are provided to help learners improve their confidence through a range of activities including theatre studies, cooking, health and nutrition, and advice and guidance. Learners work well in teams, improve their self-esteem and develop good interpersonal skills. Learners' standard of work is satisfactory. Feedback to learners is sufficient to develop and improve their skills across all courses.
25. Achievement rates are poor for social and life skills programmes offered by FTC. Achievement rates are currently at 26%. A number of learners achieve individual units on the programme without completing the full qualification.

Quality of provision

Contributory grade: Good: Grade 2

26. Learners benefit from good opportunities to obtain accreditation from a range of courses. These courses are delivered by a variety of partners to effectively meet learners' needs. Partners work well together to ensure that courses are tailored to benefit individuals. In theatre studies learners are able to mix socially, and work well in groups and with external staff to plan and script a film. Learners who are working on the advice and guidance NVQ use these skills well, both in and outside of the prison when on work-placements or in employment. This has been particularly effective for one learner who is currently working in the library and giving advice to support other prisoners. Learners on first aid programmes are able to gain early accreditation. On cookery and health and nutrition programmes learners gain very useful practical skills and qualifications which they report will help them resettle in the community.
27. Learning sessions ensure that learners are able to work confidently and independently to prepare them for release and employment. In the better lessons tutors are very knowledgeable and make good links between theory and practical skills, particularly for cookery and health and nutrition.
28. Resources are satisfactory and most staff have the skills and resources needed to teach learners effectively.

29. Individual learning plans are used to set and monitor individual targets. The range of programmes offered is structured to ensure that learners are able to achieve units. Workbooks and supporting resources have been developed to support learners. Assessment, verification and moderation procedures follow regulatory requirements and meet the needs of staff and learners.
30. Learners are well supported by staff. Induction programmes are satisfactory and enable learners to settle into their programmes quickly and to understand their rights, responsibilities and health and safety guidance, particularly when working in cookery lessons and when using computers. Information, advice and guidance are satisfactory and staff work well with other partners in the prison to help learners choose the most suitable programme for them and to meet their needs.
31. The work preparation course is currently inflexible. The five week programme does not allow learners who are on short sentences or coming towards the end of their sentence to effectively update their skills. Learners do not have the opportunity to attend short workshops to help them update their curriculum vitae, obtain updated information on disclosures, or learn how to set up a bank account in the community.

Leadership and management

Good Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

32. Leadership and management of learning and skills are good. Operational planning for the development of learning and skills provision and resettlement is effective, through meetings with the key partners. Education and training are well managed. The promotion of learning through the resettlement agenda is good. Suitable vocational opportunities, particularly in workshops, have been improved. All offenders are engaged full time in a range of appropriate activities. Over 70 offenders are working in the community, in a wide range of positions both paid and voluntary.
33. Equality and diversity are good. The management of the prison has been effective in promoting decency throughout the prison. Promotion is high on the daily routine of the prison although there is no overarching diversity policy covering issues such as sexual orientation and age. Prisoners appreciate the respect shown by staff and the trust and responsibility given to them in some areas of work. Pay is equal through all activities. Fifteen prisoners are in full paid work in the community and many have their own cars to enable them to get to work. A successful cultural awareness day is held annually. The prison has successfully increased the number of young offenders working in the community of which there are currently 10. Specialist PE sessions are provided for different groups. The needs of those with disabilities are met but the prison lacks a strategic approach to ensure the needs of this group are appropriately met. Access to

learning and skills is adequate: the only area that is restricted for those with mobility difficulties is the upper floor of the education department

34. Young offenders feel safe and are integrated effectively within the prison with any issues immediately addressed. However the understanding of Every Child Matters within this vulnerable group is insufficient. No promotion or staff development has been carried out regarding Every Child Matters. The procedures for safeguarding learners meet current government requirements.
35. The curriculum on offer is satisfactory and the prison is active in reducing separate literacy and numeracy classes and embedding them in all vocational areas. Although no business start-up and financial planning courses are currently offered, negotiations are in place to provide these in the near future. Resources are satisfactory with a steady programme of improvement in line with the current economic climate.
36. Quality improvement is satisfactory. All partners involved in learning and skills of the prison have been involved in the self-assessment process. Although some data have been used, the self-assessment process lacks critical analysis to clearly identify where the prison is overall. The education contractor has a good process in place to monitor the provision. The quality of teaching has improved through good staff development to enable staff to be qualified teachers. The prison is part of the East of England test bed for reducing re-offending and has introduced an employability compact but this does not ensure all work skills developed in the prison are recognised. Although all community placements are visited monthly, progress made at work is not formally recognised or recorded and no targets are set in relation to their placements.

What learners like:

- The relaxed atmosphere
- Most officers and staff are very helpful
- Being found work outside the prison
- The good working regime
- There are lots of opportunities to improve yourself here
- Being treated like a human being again
- The amount of responsibility and trust given to do the job
- Home leave

What learners think could improve:

- Extend the 30 mile radius for outside working
- Use different accommodation wings for different risk prisoners
- Provide out of hours access to jobs
- The too strict way we are monitored – its like walking on eggshells here
- Less restrictions on movements to allow us to get fresh air in the winter
- Lack of progression in education
- No internet access
- Nothing to do at the weekend