

HMP Hull

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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 Hull is a local category B male prison located on the outskirts of Hull city. The prison has an occupational capacity of 1,044. Currently HMP Hull has 1,051 prisoners of which approximately 30% are on remand and 40% are classed as vulnerable offenders. The remaining 30% of the population are sentenced and many only stay in the prison for a short time before being moved to another establishment.
2. The head of offender learning and development is responsible for learning and skills overall. The main education provision is contracted to The Manchester College. It offers training programmes in Skills for Life, social and life skills, art, preparation for work and information and communication technology (ICT). It also provides the information, advice and guidance service. Vocational training is provided in construction through a subcontract with East Riding College. Hull College provides assessment in engineering and manufacturing qualifications. The faculty for life-long learning at Hull University provides accreditation of modules in humanities that count towards credits for higher education qualifications. Currently 262 education places are available over four and a half days each week and approximately 36% of the population participate in education or vocational training. Of these approximately 1% are English for speakers of other languages (ESOL) learners and 8% are from minority ethnic groups. Some 285 workshop places are provided by both the education provider and the prison. In addition to these opportunities, work is available throughout the prison in kitchens, breakfast packing, waste management, textiles, cleaning and gardens. Much of this provision offers accredited qualifications.
3. The prison service, through the physical education (PE) department, offers recreational activities and a few accredited programmes. The library is provided by Hull Library Service.

Summary of grades awarded

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

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

4. The overall effectiveness of the provision is satisfactory. Achievement and standards are good. The quality of provision is good in employability and is satisfactory in personal development and social integration and in literacy, numeracy and ESOL. Leadership and management are satisfactory. Equality of opportunity is good.

Capacity to improve

Satisfactory: Grade 3

5. The prison has a satisfactory capacity to improve. Strategic planning for the development of learning and skills is clearly focused on improving the overall provision. Many of the actions to improve learning and skills provision have already been implemented.
6. Progress since the previous inspection has been satisfactory. Many of the identified weaknesses have now been resolved and strengths have mainly been maintained. However, the poor use of individual learning plans remains as an area for improvement. Since the previous inspection the education provider has changed. Staffing levels have increased. However, co-ordination at tutor level to develop the provision and share practice is insufficient. The overall quality assurance of learning and skills within the prison has been improved and aligned with the education provider's college quality calendar. The process for observing learning sessions has improved, with a strong focus on improving teaching. However, some observation records have insufficient emphasis on learning and contextualising subject content.
7. The collection of achievement data has improved significantly. The education provider and the prison have worked together well to improve the provision offer to best meet the needs and profile of the increasing number of prisoners. Information, advice and guidance have improved. The number of staff has increased and they have better links to the resettlement function of the prison. However, learners are not always reminded of the importance of initial assessment in literacy and numeracy by information, advice and guidance staff who manage the assessment process. The results of initial assessment are sometimes unreliable and learners are placed in sessions that are unsuitable for them. Access to education and work for vulnerable offenders has been improved significantly with workshops being adapted to improve the vocational offer to this group. Improvements to many of the furnishings within the education accommodation are planned but have not yet taken place.

8. The self-assessment report is broadly accurate and the process is a central part of the quality improvement strategy for the prison. Most staff have been involved in producing a self-assessment of their own area. The self-assessment process is linked to a quality calendar and is carried out systematically. Staff training has taken place to support staff in completing their reports. The resulting report is clear, takes good account of subject area self-assessment reports and has evidence to support the key strengths and areas for improvement. Data was used to support some of the strengths but was not used to identify some of the underperforming programmes. Strengths and areas for improvement identified broadly reflected inspection findings.

Key strengths

- Good achievement on many programmes
- Good outreach in Skills for Life provision
- Clear strategic direction of learning and skills
- Effective recent initiatives to improve provision
- Strong focus on developing an inclusive provision

Key areas for improvement

- Insufficient range of teaching and learning activities in some sessions
- Inadequate use of initial assessment results to plan learning
- Insufficient management structure to support development of education provision

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

9. Achievement and standards are good, a strength identified in the self-assessment report. In 2007/08, learners in hospitality have achieved 82 out of a possible 100 units over a range of National Vocational Qualification (NVQ) levels. In the recently introduced scaffolding qualification, 65 out of a total 70 learners have achieved the full award. In the newly developed waste management programme, two learners have achieved an NVQ level 2 qualification, and others are close to achievement. Confidence levels amongst learners on this course are high, with those nearing release clear on the work options available with the local authority and private contractors working in waste management.
10. In 2006/07, unit achievements for Computer Literacy and Information Technology (CLAIT) and CLAIT Plus were high as were the unit achievements for an elementary computing qualification. Overall achievements on the European Computer Driving License modules were satisfactory.
11. Standards of work are good in vocational training. Learners in food production develop good skills quickly. Learners in construction learn to use tools and develop trade skills soon after starting in the workshops. In ICT, learners acquire and develop a satisfactory range of skills.
12. Attendance is satisfactory. Learners' generally arrive punctually with prison staff working well to get learners to their workplace on time. In waste management, some delays in moving learners at the end of sessions means they have to eat in their cells before showering.

Quality of provision

Contributory grade: Good: Grade 2

13. The quality of the provision is good. Training in vocational workshops is good. Recent initiatives to personalise learning objectives and evaluate each learners' achievements at the end of each session are working well. Feedback from tutors is helpful in guiding learners to make improvements. Learners are clear on their progress. Good questioning techniques explore learners' understanding well and encourage them to research information. On occasions, tutors gave learners answers without encouraging them to think through problems. In ICT, tutors give insufficient attention to the development of correct inputting techniques and to the importance of good posture when working at computer terminals.
14. New learners are supported well by more experienced learners in the workshops and kitchens. The hospitality kitchen for vulnerable learners is vibrant with a good range of activities involving food production for the prison population and visitors. Achievement is celebrated and many learners are keen to progress to higher level qualifications. In construction, good quality tools and equipment assist learners in their skills development. In the business skills programme, tutors effectively help

learners explore the advantages and disadvantages of limited or sole trading companies. Learners develop a good awareness of non-verbal communication and presentation skills.

15. Resources to support learning are generally good. Workshops and kitchens are well equipped. Most workshops and kitchens have small classrooms where learners are able to complete paperwork and receive individual learning support.
16. Assessment practices meet learners' and the awarding bodies' needs. In manufacturing workshops, frequent visits by the assessor from Hull College helps learners collect evidence and maintain motivation. Work and achievement has motivated many near to release to consider applying to local authorities to work in waste management.
17. Programmes effectively meet the needs of a wide range of learners, a strength identified in the self-assessment report. Provision has been developed to take account of the needs of learners being released or moving to other prisons. Access to training and work is fair and equitable. Construction, hospitality, waste management, textiles and cleaning all offer accredited qualifications. Learners in construction are able to achieve the Construction Skills Certification Scheme card. The prison has worked well, with consideration to security, to offer industry recognised qualifications in scaffolding. Some work in the prison does not offer accredited qualifications. Learners in horticulture and packaging do not have their work accredited despite qualifications being available.
18. Personal support for learners is satisfactory. Tutors have a good understanding of learners' circumstances which may affect learning. Issues over bereavement, illness or events outside the prison, for example, are dealt with sensitively and learners appreciate the support provided by staff. Some aspects of guidance and support are unsatisfactory. Tutors and trainers do not have easy access to the results of initial assessment to help plan individual learning or to measure and review progress. Learners complete a learning log, but the quality of information recorded is variable. This area for improvement was identified in the self-assessment report.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Good: Grade 2

19. Achievement and standards are good. Overall, achievements for literacy and numeracy in 2006/07 and 2007/08 are high. In 2006/07, they were consistently high for all levels. At entry levels 1, 2 and 3 they were 85%, 78% and 88% respectively and at levels 1 and 2 they were 86% and 89%. In numeracy, achievement was also high and ranged from 73% and 80% for entry levels 1 to 3 and from 79% to 87% for levels 1 and 2. Achievements at entry level 2 in ESOL were particularly low at 25% and 20% over two years. This area for improvement was not identified in the self-assessment report.

20. The standard of learners' work in literacy, numeracy and ESOL is satisfactory. Punctuality is good and sessions begin promptly. Learners' applied themselves purposefully to their work. Attendance in a minority of sessions was low.

Quality of provision

Contributory grade: Satisfactory: Grade 3

21. The quality of provision is satisfactory. Teaching and learning are satisfactory. In the best sessions, activities are planned well, effectively implemented and applied to real life situations. Learners are motivated well and fully engaged in their learning. When literacy and numeracy are delivered alongside workshop activities, such as bricklaying, joinery, and painting and decorating their relevance is immediately apparent to learners and is effective. However, in too many literacy, numeracy and language sessions, which run for two and a half hours without a break, the range of activities to motivate learners is insufficient. Too few learning resources are available and learners spend too much time completing exercises on photocopied handouts. The exercises are not contextualised and some of them are unsuitable for adult learners. Computers have recently been installed in classrooms, but they are underused as no suitable Skills for Life software is available. The results of initial assessment are used insufficiently to plan individual learning. Short- and medium-term targets are insufficiently detailed and they do not provide enough information to guide learning and enable tutors to measure learners' progress. Tutors complete many monitoring records but most contain identical information and are unhelpful. Schemes of work and lesson plans are available but do not take account of individual learners' needs. Classroom wall displays are colourful and informative. However, many of the classrooms contain tables and chairs in a poor state of repair.
22. The range of literacy, numeracy and ESOL provision is satisfactory. Good provision is made for learners who cannot attend education sessions because of physical illness, mental health problems, security risks or segregation. They are regularly visited on their accommodation wings or in the healthcare centre by tutors who give good individual support for literacy, numeracy and other areas of learning in which they are interested. Learners have good opportunities to prepare for, and obtain, national literacy and numeracy awards at levels 1 and 2. They progress to study subjects in which they are interested, such as famous people, Scottish history and business studies into which literacy and numeracy are successfully established. This strength was identified in the self-assessment report. In bricklaying, joinery, and painting and decorating, learners have good opportunities to improve their literacy and numeracy in the context of their chosen occupation. This support is valued by learners who have often resisted this literacy and numeracy support when offered in a more formal education setting.
23. Learning support is satisfactory. Peer tutors provide satisfactory support to other learners. They are qualified to level 2 in literacy and numeracy but do not yet have opportunities for preparing for, and obtaining, peer support accreditation. Initial assessment takes place routinely at induction. The results of initial assessment are sometimes unreliable and learners are placed in sessions that are

unsuitable for them. Diagnostic assessment is satisfactorily implemented and learners' strengths and areas for development are indicated. Dyslexia assessment is not routinely carried out and too few staff are qualified to screen, test and support learners who have dyslexia.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

24. Achievement and standards are good. As identified in the self-assessment report, achievements are high on many programmes. In 2007/08, the overall achievement rate was 89%, an improvement of approximately 20% from the previous year. Retention rates are satisfactory at 71%. However, this figure masks some high and some particularly low retention rates on some programmes due to transfer and release.
25. Learners' make satisfactory progress and of those who stay on the programme, most complete within the planned length of time. Learners in art produce a high standard of work. Skill development is particularly good in these sessions. Many learners who start these programmes with no prior knowledge develop good techniques in a short period of time. Learners speak confidently about their work and the techniques they are using. Good work is displayed in the education blocks.
26. Attendance and punctuality are good, and the prison moves high numbers of different types of prisoners to get to their place of work efficiently. A strong culture of mutual respect exists between learners, and between learners and tutors.

Quality of provision

Contributory grade: Satisfactory: Grade 3

27. The quality of teaching and learning is satisfactory overall. In the better sessions, staff link with other areas to create projects that developed a range of learners' skills. For example, when planning for a family day at the prison, the art, library and education staff supported learners to prepare for the event. However, this involved only a few learners. In art, tutors plan individual learning well. Good coaching effectively inspires learners to develop new and to further improve existing skills. Learners work on a range of pieces concurrently to maintain their interest and enjoyment. In life skills sessions too much teaching is dull. Tutors rely too heavily on workbooks to guide the learning. All programmes have developed schemes of work and lesson plans. However, the range of teaching and learning methods is repetitive and relies on question and answer and discussion at every session as the main delivery methods. Few tutors use their skills and knowledge to introduce more interactive and interesting activities to motivate learners and create enjoyable learning sessions. Handouts are generally of good quality.

28. Initial assessment results do not contribute to individual learning plans sufficiently. Learners are not set challenging targets on individual learning plans to help them progress. Most tutors keep a diary of work which states what learners have achieved in sessions but do not measure progress or set future development targets for learners. This area for improvement was partially identified in the self-assessment report.
29. The range of programmes is good. A wide range of humanities programmes from levels 2 to 4 are available which lead to credit accumulation points for degree level university programmes. The life skills programme offers a broad range of units including citizenship, family relationships, parenting and stress management. In art, a wide variety of programmes are available that cover a range of different media from beginners to advanced level. A small number of art and drama programmes are offered in the evening, but these are only offered to vulnerable offenders. The prison offers a good range of programmes to promote health. The gym provides a wide range of recreational programmes designed to meet the individual needs of disabled and older offenders. Art staff provide therapeutic art sessions in healthcare. Programmes such as healthy living and healthy eating support the drugs misuse programme. Many learners are referred to the gym by healthcare and programmes are developed on an individual basis and integrated with the main gym activities. The chaplaincy provides a range of programmes to a range of faiths and discussion groups that promote life style change and self-esteem. The library provides a programme of visiting speakers and reading and music appreciation groups, although these are mainly attended by vulnerable offenders. 'Toe-by-Toe' is not an established part of the prison's provision. The employability programme is incomplete. The first session ran during inspection with only a few learners in attendance. Tutors have plans to link with other areas in the prison such as resettlement, but these are at an early stage of development.
30. Pastoral support is good. Tutors support learners well and use other agencies in the prison effectively to provide appropriate support and help quickly.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Good: Grade 2

31. The prison has a clear strategic direction for learning and skills that links well to the overall objectives of the prison and to the regional reducing re-offending action plan. This strength was identified in the self-assessment report. The strategic plan is linked to a development plan which has realistic objectives that are clear and time bound with responsibilities assigned to key staff. The head of offender learning and development is a member of the senior management team and reports directly to the governor. The senior management team have a clear understanding of the crucial role that learning and skills plays in helping the

prison achieve its overall objectives and regularly monitor progress against targets.

32. Recent actions to improve the provision are good. Quality assurance processes have improved since the previous inspection. The quality improvement group has a clear agenda for improvement with clear terms of reference. Links between the prison and the education provider are good and they work together effectively to introduce provision developments and improve the range and quality of provision. The process for lesson observations has improved with a better focus on improving the quality of teaching overall. Staff development has taken place to improve teaching. Observations of sessions have increased. However, it is too early to assess the impact of this. Positive changes have been made to the provision to better reflect the changing and increasing prison population. Staffing in education and vocational training has increased with additional staff being employed to provide cover for staff absence. Individual learning plans are used inconsistently and in most cases do not record learners progress satisfactorily.
33. Good and productive internal links benefit learners. Internal links with resettlement have been strengthened since the previous inspection. The quality of information, advice and guidance has been improved and the team expanded. Information, advice and guidance have been relocated to work within the resettlement department of the prison. Resettlement and information, advice and guidance staff have jointly developed a programme with a specific focus on providing learners with valuable employability skills through coaching them to deal with disclosure, complete job applications and improve interview techniques. Links with external agencies provide support for offenders upon release. Good links had been made with other prisons in the North East to begin to develop a consistent provision offer, giving those learners who move to another prison in the region the opportunity to continue with their development of skills. However, links between learning and skills and sentence planning are weak. Initial assessment and information, advice and guidance are not sufficiently part of the sentence planning process. This area for improvement was not identified in the self-assessment report.
34. Equality of opportunity is good. The prison places a strong focus on delivering and further developing an inclusive provision. In the gym, programmes are designed specifically to meet a range of individual needs of disabled, older or retired users. Provision has been designed to ensure that vulnerable offenders, who do not mix with mainstream prisoners, have equal access to both work and education. Outreach provision is available on the accommodation wings to provide and encourage offenders who do not attend formal education sessions to participate in education. Under-represented groups participating in education are monitored to ensure their achievement is at least comparable with other learners. Access to education and work is monitored closely to ensure that barriers to learning are not preventing groups of learners accessing programmes appropriately. The prison is sensitive to the cultural needs of different groups within the prison and appropriate arrangements are in place to ensure that cultural practices can be accommodated without prejudicing access to learning

and skills. Standards of behaviour are good with a high degree of mutual respect between learners and staff. Staff are good role models and provide good pastoral support.

35. The procedures for safeguarding learners meet current government requirements. Processes are in place to ensure that vulnerable adults are protected. A range of policies outline the way discrimination will be dealt with within learning and skills.
36. In education, the current management structure to support and develop provision areas is inadequate. Tutors mainly work in isolation with little or no co-ordination of specific subject areas. Some tutors are insufficiently qualified to deliver Skills for Life. Most tutors hold or are working towards a recognised teaching qualification. However, too few continuing professional development opportunities exist for Skills for Life staff. Few opportunities are in place for tutors within a provision area to share good practice or have a clear view of the strategic development of their particular area. Many tutors in their self-assessment of their subject areas found leadership and management to be inadequate. This is identified in the current self-assessment report. The prison has an overall Skills for Life strategy in place. Tutors work to the national standards but do not have an overall plan in place to co-ordinate and evaluate the overall provision.
37. Accommodation overall is satisfactory. Although classroom accommodation is satisfactory, fittings such as desks and chairs are in a poor state of repair. This issue is being tackled by the prison and new classroom furniture is due to arrive by the end of the month.

What learners like:

- Doing qualifications that will help me get a job
- Speed of progress
- 'I can work at my own pace'
- 'I wouldn't have the money to do these programmes outside prison'
- Peer mentors' help
- Tutors treat you well
- 'Art helps to keep me sane'
- Help is usually available when you need it
- Helpful mathematics and English support in the workshops
- Good tools and equipment in the construction workshops

What learners think could improve:

- Access to the internet
- 'We need a break in the sessions as they are long'
- No opportunity to get a drink during education sessions
- Not enough time in the library
- Low pay in education
- In waste management, sometimes we cannot take a shower after work before we eat
- Problems of continuity of study when having a lot of different tutors