

HMP and YOI New Hall

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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' quality monitoring or annual assessment 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 New Hall is a women's prison situated near Wakefield in West Yorkshire. The establishment accommodates adults and young offenders. It has specialist substance misuse and mother and baby units. In addition, a self-contained facility accommodates a small number of juveniles. While the prison has an operational capacity of 446, the population average is approximately 400. It caters for remanded and sentenced prisoners, as well as 18 starting the first stages of a life sentence. The average length of stay is 28 weeks. A quarter of the prisoners stay for less than a month and half for less than three months. Around 20% of the women are from minority ethnic groups and 9% are foreign nationals.
2. Both prison staff and external contractors provide the learning and skills provision. The Offender Learning and Skills Service (OLASS) contractor is The Manchester College. It provides a range of full- and part-time programmes including arts and crafts, introduction to work, kitchen preparation, industrial cleaning, information and communication technology (ICT), business administration, hairdressing, key skills and literacy and numeracy.
3. The prison service provides accredited programmes in horticulture, catering and physical education (PE). A manufacturing workshop produces ceiling lights and packages cleaning and household items for external contractors. Three workshops produce clothing and bed sheets for the prison service. Accreditation is available in all workshops. Information, advice and guidance are provided by The Manchester College, SOVA, Connexions, nextstep and Jobcentre Plus. The programmes unit delivers offending behaviour programmes, including those to enhance thinking skills, tackle substance misuse and resettlement. The chapel hosts bereavement and parenting groups.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade: 3
Capacity to improve	Good: Grade: 2
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: Satisfactory: Grade: 3
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: Satisfactory: Grade: 3

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 satisfactory. This includes employability training, literacy, numeracy and English for speakers of other languages (ESOL) and personal development and social integration. The provision meets the needs of most learners. Leadership and management are satisfactory as is the prison's approach to equality of opportunity.

Capacity to improve

Good: Grade 2

5. HMP and YOI New Hall has a good capacity to improve. The prison has a clear strategy for learning and skills. The associated development plan identifies some of the areas for improvement highlighted at inspection. Since the previous reinspection in 2006, the prison has made effective progress to introduce new programmes that meet identified needs. Education provision for learners serving long sentences has improved. Achievement rates remain good. The prison has secured funding to support developments. It has well advanced plans to introduce call centre training and Train to Gain programmes. Links between learning and skills and the providers of education and training are good. Staff development is good. However, in all strands a need exists to further improve the range and level of available provision above level 2. The prison has very few links with employers. Some accommodation is unsuitable and restricts effective learning. Currently no appropriate pre-release course is available to support an agenda dedicated to improving prisoners' resettlement and reduce offending.
6. The self-assessment process is satisfactory. Managers and staff from learning and skills providers were effectively involved in the compilation of the self-assessment report. Its compilation made good use of learners' and staff's views. The report was generally evaluative but contained insufficient detail. The prison's self-assessment is an established tool for improving the quality of provision. The report included a detailed development plan. The head of learning and skills monitors the plan to drive improvements effectively. Managers are actively involved in monitoring and implementing actions for improvement. However, the report did not use a detailed range of relevant data to support judgements. Some key strengths identified by the self-assessment process were assessed at inspection as satisfactory.

Key strengths

- Good achievement
- Clear strategy for learning and skills

- Good staff development
- Good arrangements to support literacy and numeracy across the prison

Key areas for improvement

- The provision of language support to meet learners' needs
- The provision of resettlement courses to meet prisoners' needs before release
- The recording of learners' progress and achievement
- The rate of progress of continuous improvement

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

7. Achievement rates are high in almost all areas. Most accreditation is at level 1. Short course unit accreditation in PE and the workshops is almost 100%. However, in horticulture no learner achieved a full qualification. All learners participate enthusiastically and make good contributions to discussions and learning activities. Hairdressing learners show accurate use of technical vocabulary. Business administration learners gain good 'real work' vocational skills. Some learners in information technology have made very rapid progress from a low base, achieving multiple units over a short period, and moving from level 1 to level 2. A learner in industrial cleaning has progressed to become an assessor for the course. Standards of practical work in cookery are good.
8. The quality of learners' portfolio work is satisfactory overall. Some portfolios are organised well, neat and show clear links to learning outcomes. However, in others, completed work is not organised in a meaningful way to enhance learning and links with the qualification.
9. Attendance and punctuality are good in education. However, some workshop sessions start late and prisoners were slow to settle down to work.

Quality of provision

Contributory grade: Satisfactory: Grade 3

10. Teaching and learning are satisfactory. Tutors are supportive and actively encourage learners to participate. The best sessions are well planned and paced, using a good balance of teaching and learning strategies to meet the range of identified learning styles. In one session, the tutor delivered clearly differentiated activities for each learner, allowing them to work at their own pace and level. Good use of experiential learning in some sessions supports the development of knowledge and understanding. Some tutors integrate key skills and *Every Child Matters* themes well into their teaching, especially being healthy. All classrooms visited have access to computers. In the less effective sessions, the range of teaching strategies is narrow and focused too much on desk-based learning. An overuse of worksheet completion exists as a teaching strategy. Space in some rooms is cramped and impedes learning.
11. Tutors do not record the quality of learning achievement effectively. A number of different styles of individual learning or training plans are used. Some are just checklists. The design of others shows the potential to provide a comprehensive record of learning and progress. However, they are simply used as a tick box list of tasks completed for the qualification. They do not identify the standard of skills and knowledge gained and demonstrated in sessions and workshops. Tutors do not systematically receive initial assessment scores to contribute to lesson planning. Tutors are often unaware of the individual support needs of learners

until they arrive in class. Learning targets are frequently too broad and based on whole qualification units and tasks. Few tutors set personalised targets or give detailed written feedback about progress and achievement.

12. The range of vocationally related provision is broadly satisfactory. Most is at level 1, but some programmes offer the potential for progression through the levels, to level 2 and some provision at level 3. Recent revisions of the programme offer provide greater flexibility and balance in programme choice and attendance. Many qualifications are unitised providing learners on short sentences with the opportunity for some accreditation of their learning. However, a few programmes are only available to those who have longer sentences. Consultation takes place with staff during the sentence planning process to help allocation to programmes that are achievable within the length of stay. The range of workshops is adequate. However, opportunities in this provision to equip learners with relevant vocational skills that will enhance their employment potential on release are insufficient. Employer links for vocational provision are poor. The introduction to work course provides good background knowledge about work, but is largely desk-based, and does not give enough opportunity to practise skills.
13. Learner support is satisfactory. All tutors provide good in-class support, for example, providing encouragement and practical support with reading and spelling. They are supportive and patient with specific support needs of learners. Learners are without exception supportive of each other. Some act as peer mentors to others in their sessions, helping them to learn skills they have already achieved. Early plans to develop this role through accredited training are in place. The prison has course information displayed well in the education department and course leaflets are available on residential wings. Learners have satisfactory access to information, advice and guidance.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Good: Grade 2

14. Learners achieve well in literacy and numeracy. This contributed to a strength at the previous inspection and the further improvement noted at the subsequent reinspection is being maintained. During 2007/08, 84 qualifications were gained in literacy, with a further 24 still in learning. In numeracy, learners' gained 99 qualifications, with 25 still in learning. Very few learners who remained at the prison for a sufficient length of time failed to finish and achieve their programme. However, prison control restricted achievement on some programmes.
15. Progression has improved since the previous inspection, with learners now achieving at level 3. During 2007/08, 5 of the 11 starters achieved level 3 in communications key skills, with four remaining in learning. Of the two starters in key skills application of number, both were still in learning at the end of 2007/08.

16. The standard of learners' work is good. Most learners are engaged effectively in their learning programme. They are well motivated to learn and aware of progress achieved. Class attendance and punctuality is good.

Quality of provision

Contributory grade: Satisfactory: Grade 3

17. Teaching and learning are satisfactory. All sessions observed were satisfactory or good. Most learners remain task focused throughout the long, 3.5 hour teaching sessions. Experienced, well qualified tutors respond effectively to their individual needs. In better sessions, tutors vary activities and approaches, maintaining interest and encouraging learning. The monitoring of learners' progress is satisfactory. Very recently, a new individual learning plan has been introduced to standardise the process across Skills for Life provision. However, not all tutors are working effectively with learners' to identify and record short-term targets that are sufficiently precise and challenging.

18. Resources to support learning are satisfactory. Access to paper-based resources within the education area is appropriate. Learners are encouraged to carry out group and individual projects within and beyond class time that make use of resources in the library. Learners have access to computers in all classrooms. However, tutors' do not make sufficient use of information and learning technology in the classroom to enhance learning. Accommodation is well kept and respected by learners. However, in many cases it is too cramped for the number of learners attending, inhibiting learning.

19. Good flexible arrangements are in place to support and meet literacy and numeracy needs across the prison. In addition to the availability of designated sessions, arrangements are in place to effectively embed literacy and numeracy across programmes and to support literacy and numeracy development within the workshops. Outreach work takes place on the wings to support those women who are unable or unwilling to attend sessions, as well as within the segregation unit and within healthcare.

20. Arrangements to ensure effective leadership of Skills for Life provision over a period of staff absence are insufficient. Interim arrangements have been in place to cover the absence and subsequent resignation of the Skills for Life co-ordinator. However, there has been a lack of direction for staff to secure curriculum development and consistency of procedures. The prison has identified this and taken very recent steps to improve the situation. These actions have yet to have a measurable impact.

21. Insufficient provision is specifically designed to meet the language needs of the growing, though fluctuating, cohort of learners for whom English is not a first language. The two existing ESOL sessions each week give insufficient continuity for those with very little English. The current accreditation scheme does not adequately cater for their level, and is more appropriate for a greater length of stay than is experienced by learners.

22. Support for learners is satisfactory. At induction, staff carry out an initial assessment. In addition, all prisoners receive an individual information, advice and guidance interview which contributes to decisions on the appropriate learning or work activity for each individual. Movement onto an appropriate programme is usually timely, thus increasing opportunities for those on short sentences to achieve. However, waiting lists for the most popular programmes sometimes limit choice. Once on programme, learners receive constructive support and encouragement from their tutors.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

23. Achievement and standards are good. Achievement rates in externally accredited qualifications for most areas are good. In 2007/08, the overall achievement rate for personal development and social integration programme was high at 90%. A relatively low proportion of learners, below 10%, do not achieve because of early release or transfer. Achievement rates in offending behaviour programmes are good.

24. Standards of work in sessions are good. All learners participate and concentrate well. The range of two and three-dimensional work in art and craft is of a good scale and demonstrates the use of a range of wet and dry media. Work is presented and displayed well. Learners take a pride in their work. In personal, social and health education (PSHE) programmes, learners' participate well in discussions and experiential learning activities. Learners in creative key skills take a great pride in improving their writing and spelling skills on individually selected projects that have personal relevance.

25. Many learners on vocational programmes develop personal and social skills. They demonstrate good team work skills or increased confidence that helps raise their goals.

Quality of provision

Contributory grade: Satisfactory: Grade 3

26. Teaching and learning are satisfactory. Tutors place a good focus on meeting individual needs. Planned learning usually offers opportunities for making choices and decisions. Most sessions involve a balance of activity, including experiential learning, practical tasks and opportunities for discussion. In most sessions observed, learners were carrying out personalised projects that had particular relevance for them. However, although most lesson planning documentation is detailed, it is generic, and does not record the differentiated learning activities seen in practice. In some sessions, clear links are made to the themes of *Every Child Matters* and in particular reference to the importance of healthy eating from childhood. Activities often offer the potential for personal development. However, tutors do not always recognise this in session planning.

27. Resources are generally satisfactory and some are good. Use of an interactive 'virtual baby' in PSHE raised learners' awareness of the demands of a young baby effectively. In art, good quality paper is used, but other consumables have become depleted and worn. The prison provides well lit classrooms that have access to a computer and printer. However, some accommodation is cramped and restricts the range of learning activity. Tutors do not sufficiently exploit some learning activities to draw out the learning points.
28. The recognition and recording of personal development across the provision is insufficient. Many examples exist where learners develop personally, but this is not recognised. The design of individual learning plans varies. Targets are task and accreditation focused, often too broad and based on completion of a whole project or unit. Short-term personal development and skill-based targets are not set, nor do records capture formative development and progress. Tutors do not effectively record learners' personal development and improvements in attitude and interpersonal skills. Separate systems are used to recognise individual achievements within the education department and the prison as a whole, but these are not co-ordinated effectively.
29. The range of provision is satisfactory. The programme offers a satisfactory range of accredited provision from entry level to level 2, covering PSHE and many aspects of art and craft. The social and life skills programme offers varied topics and flexible learning opportunities. The design of the recently revised PSHE programme appropriately allows delivery and supports achievement for those with short sentences. The programme content is relevant to learners and includes citizenship, parent craft, healthy living and sessions on drug and alcohol misuse. It is too soon to assess whether timetabling will enable offenders on short sentences to attend the sessions they need. Links between the accredited substance and drugs programme and PSHE healthy living sessions support those on intensive detoxification programmes. However, little evening provision is available. The range of art provision has declined and is identified as in need of development. No pre-release programme is available.
30. Support for learners is satisfactory. Tutors and learners are supportive and encouraging during sessions. The substance and drugs programme linked with PSHE is sensitive to the emotional needs of learners who return to a supportive environment rather than a mainstream activity or workshop afterwards. Tutors pay close attention to the needs of learners with high-level support needs, from the health care centre, when in education. Learners have satisfactory access to information, advice and guidance.

Leadership and management

Satisfactory: Grade: 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

31. The prison has a clear strategy for learning and skills. An annual development plan identifies key areas for development effectively. Monitoring of the plan is used well to drive forward improvements. It successfully links education and training activity and the prison's approach to resettlement. Strategies and targets to increase the range and levels of available learning and skills have been based on sound analysis of the prison population and relevant occupational employment data. Since the previous reinspection the prison has provided relevant accredited programmes in hairdressing, business administration and ICT. In addition, it has introduced provision for individuals with learning difficulties. Non-accredited workshop places are now a significantly lower proportion of total available activities. The prison has well advanced plans to introduce call centre training and Train to Gain programmes. It has identified the need to further improve the range and level of provision. It has also identified the need to improve links with employers. Working links between learning and skills and the providers of education and training are good. Managers meet regularly to review progress in achieving operational targets and take effective action to rectify problems. A key weakness at the previous inspection in February 2006 was the insufficient availability of education provision for learners serving longer sentences. This has improved and is now satisfactory.
32. Staff development is good. Generally tutors are well qualified, with many having considerable experience in delivering education within a prison context. They hold relevant teaching qualifications or are working towards an appropriate award. Mentoring arrangements effectively support established staff as well as those new to teaching. Good use is made of professional development opportunities to improve the quality of teaching and assessment. The prison has appropriate quality assurance processes that deliver improvement. Quality assurance of teaching and learning through observation effectively monitors and secures performance improvement. Moderation judgements do not include an effective validation by an external moderator. The prison has not carried out the observation of non-OLASS tutors within the timescale required by its procedure.
33. Resources are satisfactory. Accommodation in education is modern and well furnished. However, some accommodation is too cramped for the planned activities. Space within the library for individual study is limited and unsatisfactory for group activities. An appropriate range of equipment and teaching materials is available to support learning. Access to computers in the workshops and library is inadequate. The number of work activities is inadequate to meet the needs of the prison population.
34. Equality of opportunity is satisfactory. The prison has an adequate range of policies and procedures that focus on protecting learners and reducing risk. Staff

adequately promote equality of opportunity during induction and learning programmes. Prisoners have a satisfactory or better awareness and understanding of their rights and responsibilities. Tutors and learners work within a mutually respectful culture that effectively supports achievement. Prisoners participate in a suitable variety of events that celebrate diversity. Following an audit of the prison adjustments have been made to improve physical access. All areas of the prison are now accessible to individuals with impaired mobility, except the assembly workshop.

35. Safeguarding arrangements are satisfactory. The procedures for safeguarding learners meet current government requirements. The prison makes background checks on staff who also receive appropriate training and updating in equality and diversity. However, the prison has identified the need to improve training to include the effective challenging of unacceptable behaviour. The allocation process for education, vocational training and work is fair. Rates of pay for different activities are equitable.
36. Arrangements for information, advice and guidance are satisfactory. Co-ordination and sharing of information between the five organisations who deliver information, advice and guidance within the prison is satisfactory. Advisers are suitably qualified. At induction all prisoners receive an individual information, advice and guidance session and assessment of their Skills for Life. Staff appropriately use the outcome of this and follow-up sessions to guide and support prisoners. The prison ensures information, advice and guidance sessions are available for all prisoners before release or transfer to another establishment. The education provider has recently employed an information, advice and guidance co-ordinator to create better links between learning programmes and potential employment opportunities. Very recently it has introduced a resettlement programme for prisoners sentenced for one to four years and due for release on licence. However, most prisoners do not participate in a pre-release course. Provision is inadequate to ensure all prisoners participate in training to develop and practise their job application skills before release. Prisoners have insufficient access to the range of employment opportunities available within commuting distance of their home.
37. Quality improvement processes are satisfactory. Programmes meet awarding body requirements. The prison collects and analyses an appropriate range of learning and skills data. Managers use programme data appropriately to monitor pass rates and retention. However, the prison does not use data to identify trends that contribute to management actions sufficiently. Not all programme reviews analyse achievement data effectively, identify trends and set targets to contribute to an action planning process for improvement. Comprehensive analysis and use of data does not effectively identify patterns of different groups' achievement. The quality improvement group does not fully focus on evaluating the quality of learning and implementing actions to improve the learners' experience. Internal audit processes do not fully identify the quality of completed documentation.

What learners like:

- The tutors - 'It's fab. Tutors are nice'
- The opportunity to learn - 'I want to get as many qualifications as I can, to make as good a job as possible out of a bad situation'
- 'This is a nice class. Everyone is friendly and we help each other'
- The opportunity to learn skills useful on release - 'This will help me start a business of my own'
- The chance to improve numeracy - 'I've learnt a lot in mathematics'
- The respect they experience - 'Education staff speak to you like you are a human being'
- The education provision - 'Education is about the best thing in the prison'
- The opportunity to gain a qualification - 'Getting qualifications to use on release'
- The use of learning to improve self-esteem - 'Learning makes me feel more positive'
- The experience of learning as an agent of change - 'Learning has worked for me. It's turned my life around'

What learners think could improve:

- The access to beauty programmes – 'I wish they had a beauty salon'
- The available places in some sessions - 'Not enough spaces in hairdressing'
- The range of provision - 'More practical programmes to help with home and work, like woodwork'
- The duration of sessions - 'They are too long'