

HMP Rye Hill

Summary report for the provision of learning and skills

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Type of establishment:	Category B adult male (21+ years)
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Information about the prison

HMP Rye Hill is a category B purpose-built training prison in Willoughby near Rugby, Warwickshire, for sentenced adult male prisoners aged 21 years and above. It is operated by G4S (Group 4 Securicor) under a 25-year private finance initiative. The prison opened in January 2001 and the current Director started in September 2010. It accepts prisoners who are sentenced to over 4 years, with at least 12 months left to serve. It has a normal capacity of 602. Currently there are 453 mainstream and 149 vulnerable prisoners. Of these, 110 are serving life sentences, 110 are foreign national prisoners and 80 are category C prisoners. Since June 2010, 47 prisoners have been released directly into the community.

The Manchester College (TMC) is contracted by the prison to deliver education provision, information, advice and guidance and the library service. TMC staff teach in mainstream education, classrooms on the two vulnerable prisoners' units and in learning pods in two workshops. They also support men on distance learning courses, coordinate Toe by Toe and StoryBook Dad provision, and provide in-cell support in healthcare and care and separation units.

The G4S head of learning and skills works strategically across their four prisons in England and Wales and monitors the contracts. Learning and skills day-to-day management is by Rye Hill's head of activities. Partnerships with N-ergy and Aramark provide accreditation of skills learnt, in the prison's industrial contract workshops and the kitchens, for 23 learners. No accredited physical education (PE) courses are offered.

Summary report of the inspection findings of the learning and skills provision at HMP Rye Hill

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<i>Common Inspection Framework (CIF) aspects</i>	Grade
Overall effectiveness	3
Capacity to improve	3
Outcomes for learners	2
Quality of provision	3
Leadership and management	3

Overall effectiveness

Grade 3

Learners completing accredited courses mostly achieve their qualifications, except in word processing where achievement is low. Learners acquire good personal and social skills in education. Standards of work are good for some awards. Punctuality is good and learners enjoy attending education. Teaching and learning sessions are satisfactory overall. Good sessions make effective use of a wide range of learning activities and materials. In weaker sessions planning is inadequate to meet the needs of those learners who need more support and/or those who require more challenge. Learning is not sufficiently supported by technology. TMC staff provide good support for the 46 men on distance learning courses, effectively co-ordinate the Toe by Toe scheme of 47 emerging readers and the StoryBook Dad activities involving the radio production staff and 37 men.

Prison workshop staff have introduced good processes of target setting and review to encourage the recognition and improvement of men's general employability skills. The range of learning and skills provision is limited in meeting learners' needs and interests. The information, advice and guidance service provides valued and useful information for planning of learning and/or maintaining learners' skills. Communications are insufficiently systematic for relevant information about prisoners to be effectively used planning their activities.

The 2011 learning and skills strategy has clear objectives, but is not adequately informed by a prison-wide learning and skills needs and data analysis and evaluation. Prison managers monitor learning and skills contracts well. Safeguarding arrangements are good and learners are involved in safer custody meetings. Learning and skills areas enjoy good, respectful and harmonious working. Safe working practices are promoted and reinforced. Equal opportunities are satisfactory overall. They are promoted and reinforced well in education and the library. Limited learning choices and inequalities in pay disadvantage learners who attend more than two education sessions a week.

Capacity to improve

Grade 3

Education accreditation data show an improving trend since the previous inspection; achievement is high at mostly over 90% for those learners not released or transferred before completing courses. TMC provision continues to be well managed. Further quality improvements have been made since the previous inspection: increased enrolments; the bright and welcoming main education department, with good displays of learners' work, including art murals, maps and flags showing learners' origins; punctuality has improved and is good; the information, advice and guidance service has improved; the library has re-located to a more easily accessible central site and its use has greatly increased. Classrooms on the vulnerable prisoners' units remain poorly ventilated. Too few learners develop their literacy, numeracy and language skills using the education sessions provided in workshops. Since late 2010, vocational provision has greatly decreased and only 23 learners in workshops and catering are now involved. At the previous inspection approximately 250 men were taking vocational qualifications. The self-assessment process is inclusive of learners and staff and is effectively supported by course and curriculum area reviews. A well-monitored quality improvement plan takes forward actions from the informative self-assessment report, although some learning and skills developments have been constrained by contracts.

Outcomes for learners

Grade 2

Strengths

- high achievement rates on the majority of education and vocational accredited courses in 2010/11
- good acquisition of personal and social skills in education
- good standards of learners' work in business, literacy, personal finance, peer-mentoring, warehousing and catering
- good punctuality and enjoyment by learners in education classes.

Areas for improvement

- low achievement rates in 2010/11 for the high numbers on word processing level 1 courses.
- limited development of literacy, numeracy and language skills in the workshops.

The quality of provision

Grade 3

Strengths

- good processes of target setting and review to encourage recognition and improvement of employability skills in industry workshops
- good range of learning activities and materials used effectively in better education classes
- good support for learners on distance learning courses
- useful and valued information, advice and guidance support for prisoners in planning their learning while in prison and in readiness for release
- much improved good, bright, informative and welcoming main education learning environment.

Areas for improvement

- inadequate planning and strategies used in weaker education classes to fully meet the needs of individual learners
- insufficient technology supporting learning in education sessions
- limited choice of accredited education, PE and vocational training provision
- insufficiently good, systematic communications across the prison areas to adequately inform planning of learning to meet men's needs and interests.

Leadership and management

Grade 3

Strengths

- well-managed education and PE provision
- effective learning and skills team work to monitor and review contracts
- good promotion and re-inforcement of equality and diversity in education and the library.

Areas for improvement

- inadequate learning and skills needs and data analysis and evaluation to inform strategy development and implementation
- inequality in access for those wanting to take qualifications, by the limited accredited learning choices and inequalities in pay for education attendance
- greatly reduced vocational training offer and low use of available capacity.

What does HMP Rye Hill need to do to improve further?

- Extend the good target setting and review processes introduced in prison workshops, to recognise and improve men's employability skills, to all prison work areas. Provide job descriptions and personal attributes for work areas to enable allocations to make good use of prisoners' knowledge and skills.
- Encourage greater participation in work-based literacy, numeracy and language support for prisoners assessed as below level 2, to improve their skills to use when engaging with the prison community, during interventions and for finding employment on release.
- Review the prison's full range of learning and skills opportunities to ensure all are used efficiently and effectively. Reintroduce accredited vocational training wherever possible by extending enterprise and partnership working.
- Complete a thorough learning and skills needs analysis and analyse and evaluate data thoroughly, to inform the development and implementation of an effective and detailed learning and skills strategy.
- Provide equitable access to activities for all prisoners by introducing part-time working and education to better share the limited range of activities. Give access to more equitable pay structures that do not disadvantage those men attending more than two education sessions a week.
- Implement effective systems for the efficient transfer of prisoner information to support allocations from: information, advice and guidance services; healthcare; PE; and security, to ensure that prisoners are allocated appropriately to participate fully in prison life and to prepare them for release.
- Improve the quality and consistency of teaching and learning sessions in education and the standards of learners' work so all are at least good, by better sharing of good practice and training and support for staff.

Record of Main Findings (RMF) – Young adult and adult prisons			
Prison Name:	HMP Rye Hill	Inspection No	367963

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall
Approximate number of p/t & f/t learners in training and work and education with or without qualification outcomes at the time of inspection	
Overall effectiveness	3
Capacity to improve	3
A. Outcomes for learners	2
A1. How well do learners achieve and enjoy their learning?	2
A1.a) How well do learners attain their learning goals?	2
A1.b) How well do learners progress?	3
A2. How well do learners improve their economic and social well-being through learning and development?	3
A3. How safe do learners feel?	2
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	-
A5. <i>How well do learners make a positive contribution to the community?*</i>	-
B. Quality of provision	3
B1. How effectively do teaching, training and assessment support learning and development?	3
B2. How effectively does the provision meet the needs and interests of users?	4
B3. How well do partnerships with employers, community groups and others lead to benefits for learners?	3
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	3
C. Leadership and management	3
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3
C3. How effectively does the prison promote the safeguarding of learners?	2
C4. How effectively does the prison actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3
C5. How effectively does the prison engage with users to support and promote improvement?	3
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3
C7. How efficiently and effectively does the prison use its available resources to secure value for money?	3

*if applicable to the type of prison

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