

HMP Lewes

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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. Built in 1853, HMP Lewes (the prison) is a category B local prison. It houses 520 mainly short-term male offenders and remands, 5% of whom are young offenders. Approximately 25% of offenders are on remand. White British and Irish offenders account for approximately 77% of the prison population. 80% of offenders come from Sussex. Some 75 foreign nationals are housed in the prison. Approximately 50% of offenders have literacy skills below level 1 and 58% have numeracy skills below level 1. Most offenders stay for less than six months and, overall, about half of those stay for less than one month. The number of indeterminate and lifers in the prison has increased from eight in 2006 to 45 currently and are generally in the prison for 2-3 years.
2. HMP Lewes is currently going through a £39m redevelopment programme. One third of the prison is fenced off. The prison has approximately 310 work activity places and apart for some key work areas most work is part time. Some activities are not accessible including recycling. The accredited provision within the gym has been temporarily suspended while major building work is carried out in this area. As refurbished buildings come back into use, offenders have access to improved facilities. The prison has an information and communications technology (ICT) academy (PICTA) offering ICT courses and computer networking programmes, and cleaning science workshops. The prison also provides a small amount of vocational training in a plastic products assembly contract workshop and its gardens and kitchens. Some 96 learners are currently on employability programmes.
3. The main education provider is Sussex Downs College (the college) which is contracted by North East Surrey College of Technology. Some 77 part-time education places are provided each morning and afternoon. Currently 49 learners are enrolled on literacy, numeracy programmes, 20 on ESOL courses and 67 on outreach basic skills programmes. Some 108 learners are enrolled on accredited courses in personal development and social integration including: parenting skills; drug and alcohol awareness; money management; preparation for work; art and craft; creative writing, reading for children, and peer mentoring. Other activities include outreach on the vulnerable offenders unit, distance learning and support for offenders with mental health issues.
4. The information, advice and guidance provider is Creating Futures. The library is managed under contract to East Sussex library service.

Summary of grades awarded

Effectiveness of provision	Inadequate: Grade 4
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Employability training	Contributory grade: Satisfactory: Grade 3
Literacy, numeracy and ESOL	Contributory grade: Inadequate: Grade 4
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: Inadequate: Grade 4
Personal development and social integration	Contributory grade: Satisfactory: Grade 3
Leadership and management	Inadequate: Grade 4
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Inadequate: Grade 4

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

Capacity to improve

Satisfactory: Grade 3

6. The prison has demonstrated that it has a satisfactory capacity to improve. Newly appointed senior managers are improving collaborative working to introduce and develop offender management and improve the provision. Some of the current difficulties in maintaining a purposeful regime have been caused by the extensive rebuilding programme. This is set to run for another eighteen months. Several planned changes have been postponed because of the building programme.
7. The self-assessment process is not sufficiently inclusive. Due to changes in contracting arrangements in the prison, the college self-assessment report is now out of date. All quality processes are being brought in line with the prison quality cycle. Leadership and management is not included in the report as a separate section. The quality of the contributions from different areas of learning and skills is not consistent. The PICTA self-assessment and development plan is detailed, relevant, largely accurate, and helpful. Some of the other contributions are insufficiently thorough and the action plans place too much emphasis on longer term outcomes linked to the completion of the building programme. Progress since the previous inspection has been slow. Few of the weaknesses identified in the report have been addressed and not all strengths have been maintained.

Key strengths

- Good development of personal and social skills
- Good support for learning in lessons
- Good management of learning in the PICTA workshop
- Effective partnerships to support learning and skills
- Good range of ICT provision

Key areas for improvement

- Low achievement of individual learning goals
- Inadequate target-setting and monitoring and recording of learners' progress
- Slow development of ESOL provision
- Inappropriate provision for short stay offenders
- Incomplete strategic and operational plans for managing learning and skills
- Under-developed arrangements to monitor and improve the quality of provision

Main findings

Employability training

Achievement and standards

Contributory grade: Satisfactory: Grade 3

8. The standard of learners' work is satisfactory. They develop satisfactory practical skills and understand their progress in improving their employability skills.
9. Learners' achievements in the PICTA workshop are good. In 2006/07, all 112 learners complete at least on unit of an ICT qualification. All learners who complete their programme achieve a full award at level 1, 2 or 3. In 2007/08, all learners who completed their training at NVQ level 1 in polymer processing assembly achieved the qualification. Achievements on the key skills IT programme are low. In 2006/07, of 110 learners who registered, 24% achieved this award at level 1, 2 or 3. The provider has identified this as an area for improvement, but progress has been slow. Many learners are transferred or released before they can complete their learning goal. In 2006/07, 44% of 222 learners on cleaning science courses did not complete their training and on newly introduced short vocational programmes 32% of learners did not complete their learning.

Quality of provision

Contributory grade: Satisfactory: Grade 3

10. Tutors provide good support for learning on ICT courses. On PICTA programmes learners work confidently and independently on their chosen tasks and receive good support from tutors. Learners receive regular monthly reviews and assessments of their progress. They complete reflective journals of their progress which contain helpful and supportive comments from tutors. Learners on IT key skills programmes are well motivated and receive good individual support with their learning.
11. Learners have access to a good range of ICT provision. Learners with no computer skills work through a non-accredited programme before moving to courses at level 1. More experienced learners can access a range of unit based ICT courses at levels 1 to 3. The BICSc provision is satisfactory. Learners can complete the cleaning operatives cleaning certificate stages 1-3 and the trainer and assessor qualifications. A range of shorter more suitable employability courses including health and safety, the construction site operative's certificate and first aid have been recently introduced. The prison is developing good links with employers. Learners who complete their training in the polymer processing assembly workshop are guaranteed a conditional job interview when they leave the prison. Local employer involvement with the PICTA workshop is improving job prospects and learners continue to receive support with their progress on leaving the prison. The range of BICSc provision is satisfactory, other vocational training is limited.
12. Tutors and trainers make insufficient use of individual learning plans. Although long-term targets are set, insufficient use is made of medium- and short-term targets to effectively challenge learners or to monitor and assess their progress. Some tutors and trainers make insufficient use of action plans to ensure learners know what they need to do to achieve their targets. In some workshops trainers make insufficient reference to learners' initial assessment of additional learning needs. In the PICTA workshop learners are required to repeat an initial assessment of their literacy and numeracy skills. Overall, assessment

practice is satisfactory, although implementation of action plans to improve internal verification arrangements in catering is slow.

13. The range of resources to support ICT provision is good. The PICTA workshop is well equipped and has the necessary hardware and software to support the provision. Learning resources for individual study outside the workshop are satisfactory. The resources in the ICT classroom in the education department are good and include two computer systems donated by Glynbourne. Facilities for cleaning science and short course training are good and are well resourced.
14. Each week new offenders attend a prison induction that includes an induction into learning and skills. Current arrangements do not ensure all offenders have an induction. A useful prospectus is available for all offenders clearly setting out the different learning and skills programmes available in the prison. Information, advice and guidance on education, training and employment linked to resettlement is available, on referral, to all offenders. This is targeted at a specific group of learners and only 20% of learners access this service. Learners attending the workshops receive a further induction that includes a suitable explanation of linked vocational qualifications. A work history assessment is being piloted by the work-based learning co-ordinator, but it is too early to assess its effectiveness. A Jobcentre Plus worker provides support for learners to develop their jobsearch skills and to attend Freshstart interviews.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Inadequate: Grade 4

15. Many learners at levels 1 and 2 develop their literacy and numeracy skills well. Learners fully understand the importance of developing these skills. Learners work effectively in the educational environment to complete exercises and activities they previously found difficult. For example, some learners successfully tackle exercises involving ratio and percentages. However, some learners at entry level are slow to develop their skills.
16. Many learners on ESOL courses make slow progress in developing their speaking and listening skills and are unable to communicate effectively with other people in the prison. Too much time is spent teaching these learners written rather than spoken English, with learning often focusing on vocabulary and grammar rather than verbal communication.
17. In 2006/07, about two thirds of learners on literacy and/or numeracy programmes were transferred, released or moved to other work activities before they achieved their learning goal. Learners' incremental progress towards achieving their qualifications is not adequately measured or recorded. Overall pass rates for literacy and numeracy are satisfactory and range from 65% to 86%.
18. In the education department attendance and punctuality are satisfactory. However, attendance for individual sessions in the wings is inadequate, with approximately half of the learners attending the appointments. Many of these learners are working below entry level and making slow progress.

Quality of provision

Contributory grade: Inadequate: Grade 4

19. Teaching and learning is inadequate overall. Many learning sessions involve a narrow range of learning activities. Many of the literacy and numeracy learning activities are based on worksheets and test practice papers. In a few better lessons tutors provide clear explanations and useful practical tips to help learners complete activities and develop their skills. The college does not provide sufficient opportunities for learners to use computers to support their learning. Some well planned short courses, which help learners develop their skills in interesting contexts, only take place two or three times a year and are not available to many learners.
20. Tutors provide good and responsive support for learners and mentors. They quickly develop an understanding of learners' individual ways of working and are skilled at providing effective and appropriate support. Peer mentors make good use of the training they receive to support learners in classes and on the wings. Learners develop good working relationships with mentors and make good use of any advice given. Mentors have good opportunities to share ideas, experiences and issues during weekly group support sessions and the visits to the wings by the mentor scheme tutors. The college has made good use of a recent ESF-funded project on dyslexia and has successfully increased understanding by staff of many of the issues and frustrations faced by people with dyslexia.
21. Target-setting is not effective. Tutors make systematic use of initial assessments to identify learners' skills levels and select appropriate targets from the national core curriculum. Learners do not receive sufficiently clear or meaningful information on the priorities for their development. Few learners have challenging individualised short-term targets that set out what they need to achieve, or have action plans setting out the steps they need to take to achieve their targets in realistic timescales.
22. Most of the literacy and numeracy sessions are daily learning workshops led by different tutors. Tutors keep systematic records of the learning activities completed during each session and all tutors use this information effectively to provide well co-ordinated programmes for each learner.
23. To widen participation in literacy and numeracy, and to target reluctant learners, the college has recently increased its outreach provision. Individual support and small group sessions are successfully attracting offenders new to learning.
24. Development of ESOL provision is slow. Learners do not have an assessment of their listening and speaking skills. Tutors do not have sufficient information on learners' educational and cultural backgrounds and skill levels to plan provision. The range of ESOL learning resources is narrow.
25. Arrangements to ensure all new offenders receive a prison induction, which includes an introduction to learning and skills and an initial assessment of their needs, are insufficiently thorough.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

26. Learners produce good work in arts courses. For example, learners in the healthcare wing produce some good quality clay work and learners in the care and support unit are actively engaged in producing a mural for the main prison. They are enthusiastic about, and proud of, their work, which is displayed in their wings. The quality of the art work produced in the education department is also good and covers a range of work in drawing, craft work, pottery, print-making and painting. The standard of work in creative writing is high with the work of several learners attracting commendations through the Koestler prize, an annual award for art produced by offenders.
27. Development of learners' personal and social skills is good. Learners in the healthcare centre and the care and support unit have particular personal and social needs and staff work well with them to develop their practical skills. Learners also develop their literacy skills through completing reflective notebooks after each session. Learners develop presentation skills and gain self-confidence through group discussion of project work and working alongside other learners.
28. Achievement rates for most personal development and social integration courses are low. Many learners are released or transferred before they can complete their learning goal. In 2006/07, the achievement rate for art, which has the largest number of learners, is on average 25% and for creative writing is 10%. The achievement rate for the course on drug and alcohol awareness is 47% and for the family relationships course is 63%. Achievement on the shorter summer school courses are better and are often at 100%.

Quality of provision

Contributory grade: Satisfactory: Grade 3

29. Tutors respond well to learners' needs. Tutors work well with learners and make sure that appropriate individual support is provided. All learners are actively engaged and there is clear evidence of learners' new practical, personal and social skills. Schemes of work and lesson plans are sufficiently detailed. Resources are satisfactory with well qualified and experienced staff. Tutors use orderlies effectively in some lessons to provide learners with peer support.
30. Learners are provided with some good enrichment activities. Learners on the Glyndebourne project, which involves learners in music writing, design, art drama and performance, improve their confidence and group working skills. A good range of other music and drama workshops is also provided including a music in prisons workshop, a public performance, and music and dance events celebrating cultural diversity. A number of these and other planned projects, linking the prison with the community, provide a good focus on diversity issues and preventing offending behaviour. One project involved the donation of musical instruments to promote music in prison and a workshop provided by a celebrity chef.
31. Education representatives on each wing provide offenders with sufficient information on courses as well as effective support with reading and writing, for example, to complete application forms for basic skills classes. An effective consultative group meets with the governor and officer representatives on a monthly basis to discuss education in detail.
32. Tutors do not make adequate use of target-setting to identify what learners need to do to meet their overall course objectives. Individual learning plans are used only to record what learners have completed rather than to set targets. Reflective diaries kept by learners,

which contain some comments by tutors, are overly descriptive and contain little critical evaluation of work activity, evidence of progress, or targets to be achieved.

33. The range of provision for personal development and social integration is satisfactory. The social and life skills courses consists of a sequential programme of drug and alcohol awareness, budgeting and money management and family relationships courses. A good range of art and crafts activities is available at different levels. An outreach worker is available to deliver the preparation for work modules in the workshops and on the wings. The chaplaincy offers a number of events such as a singing event and an accredited victim awareness programme run three times a year. Access to programmes on the wing for vulnerable offenders comprises outreach provision only.

Leadership and management

Inadequate: Grade 4

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

34. The prison has developed effective partnerships with employers and other outside agencies. Open days are held for local employers. Learners in the polymer assembly workshop are guaranteed a conditional job interview with one local employer. To meet local construction employment needs the BICS workshop plans to add a construction site operative's qualification, in partnership with City College Brighton. Partnerships have enabled ESF-funded projects to increase the amount of information, advice and guidance available to offenders, to support the development of work-based learning, and to develop staff skills in dyslexia support.
35. Strategic and operational plans for managing learning and skills are neither complete nor sufficiently clear. The head of learning and skills started in January 2007 and other senior manager appointments have only recently been made. The evaluation of the learning and skills provision, including its suitability for the prison population, is ineffective. Many learners leave the prison without a permanent record of their learning. Not all learners complete an induction to learning and skills or an initial assessment of their needs. Information advice and guidance is not sufficiently accessible to all offenders.
36. Insufficient arrangements have been made to deliver learning and skills provision to young offenders. Guidelines on their care and how they should access learning and skills are insufficient. It is not clear how the prison plans for the needs of young offenders or how they are safeguarded. The self-assessment report for the physical education department makes no mention of young offenders' specific needs.
37. Equality of opportunity is satisfactory. The prison promotes diversity well through activities such as its music programme in black history month and a wide range of events and workshops available to offenders, staff and partners. Some projects are aimed specifically at young offenders. Policies and procedures are well established. The prison makes good use of offender's representatives. Data is analysed to assess the representation of minority ethnic groups in different learning activities. This analysis does not extend to whether different groups of learners from such groups have different learning outcomes. Similar monitoring takes place for offenders with disabilities and for those over 60 years of age. Training to raise staff awareness of diversity issues is insufficient. The library

holds copies of the prison handbook in some 25 languages. However, the induction pack is only available in English.

38. Arrangements to monitor and improve the quality of provision are under-developed. The prison does not have sufficient strategies to assess the quality of the provision. College arrangements to observe the quality of teaching and learning are in place but the observations place insufficient emphasis on progress and attainment. Assessments of the quality of teaching and learning have not been fully extended to the provision at the prison. The college's arrangements for sharing good practice are inadequate, as are arrangements to share good practice across the prison. Large amounts of data are collected but not all are analysed well. Managers make insufficient use of this data to set targets for improvement or to monitor standards.

What learners like:

- ‘Very helpful tutors’
- ‘Doing something worthwhile by learning new skills’
- ‘Getting a chance to improve and develop my confidence’
- ‘Having the opportunity to help other learners through the mentoring schemes’
- ‘The IT skills I have developed’
- ‘The support I get with my learning’

What learners think could improve:

- Range of activities for people on longer courses
- Information on all the courses available in the prison – ‘at the moment you have to ask first’
- Provision of higher level courses for offenders on long sentences