

HMP Full Sutton

Inspection date:

23 November 2007

Inspection number

302876

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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 English for speakers of other languages
 - personal development and social integration

Description of the provider

1. HM Prison Full Sutton is a high security prison for Category A and Category B male offenders, situated 11 miles outside the city of York. The prison holds some of the most difficult and dangerous offenders in the country. The prison was opened in 1987 and includes a Protected Witness Unit and a Special Secure Unit for Exceptional Risk Category A offenders which is opened as required. Some 580 offenders are in the main prison, of whom 56% are classified as vulnerable offenders.
2. Currently 57% of the population are sentenced to life imprisonment. The remainder have determinate sentences ranging from 4-30 years, and of these 54% are sentences of over 10 years. The age range is from 18-79, with 29% of the population under 30 years of age, 55% under 40, 45% over 40 and 8% retired and not obliged to attend work or education. Some 73.8% of the population is classified as white and 23.59% of the population are from minority ethnic groups.
3. The average length of stay at HMP Full Sutton depends on individual circumstances but the annual turnover is at 43%. Offenders are rarely received from courts and many stay at Full Sutton for long periods before being moved onto other establishments. Only 20 offenders have been released in the last twelve months.
4. Most education programmes are contracted to City College Manchester. The college is also responsible for the information, advice and guidance service. Multi skills construction training vocational course is subcontracted by City College Manchester to East Riding College. A range of education and training courses are offered on a part-time basis and some 85% of the population regularly participate in learning and skills training. Accredited vocational training programmes include the Prison Information and Technology Academy (PICTA), construction multi skills, Braille work, physical education (PE), and catering at national vocational qualification (NVQ) level 1 and 2. The chaplaincy provides restorative justice courses. Drugs and alcohol awareness and assertiveness programmes are offered by City College Manchester. Contract workshops offer employment, for example, in textiles, Braille work, cycle repair and light fitting assembly. The library is provided by East Riding library services.

Summary of grades awarded

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

Overall judgement

Effectiveness of provision

Good: Grade 2

5. The overall effectiveness of the provision is good. Achievement and standards are good. The overall quality of provision is also good. More specifically the quality of provision for employability training, and literacy, numeracy and English for speakers of other languages (ESOL) is good but satisfactory for personal development and social integration. The provision meets the needs of learners who are supported well. Leadership and management are good as is the prison's approach to equality of opportunity.

Capacity to improve

Good: Grade 2

6. The prison has demonstrated that it is in a good position to make improvements. The strategic planning process is thorough and makes good use of self-assessment and an annual needs analysis to ensure that plans meet the needs of the prison. Since the previous inspection significant improvements have been made in the operation of learning and skills provision, which have led to a large increase in the number of learners engaged in activities. Success rates have risen to 87% overall. The range of activities has been developed to include a PICTA workshop and classes in business studies, music theory, history, diversity, alcohol and drug awareness and family literacy and numeracy, though some vocational training has been closed due to security concerns. Improvements to facilities include the opening of a large multi-purpose function room and a study centre for offenders and staff, equipped with computers and an appropriate range of software. The strengths of leadership and management identified at the previous inspection have been maintained and weaknesses resolved. In particular, the links between education and training have improved, and quality assurance arrangements are now in place in all areas.
7. The self-assessment process is effective and working well. The report is based on self-assessments carried out at programme or course level in all learning and skills areas. Staff contribute to the self-assessment report by participating in course reviews, although some do not have further involvement in the process, though they each receive a copy of the report. The report provides an accurate picture of the provision, and includes both an account of progress made since the last self-assessment and a detailed action plan. The quality improvement group meets regularly and is well established in its role, which includes monitoring progress with the action plan.

Key strengths

- High achievement of learning plans and qualifications on most programmes
- Particularly high standard of learners' work
- Good teaching, training and learning
- Very effective management of learning and skills

- High proportion of offenders participating in purposeful learning activities
- Effective involvement of education in the sentence planning and review process
- Good internal and external partnership working to develop learning and skills programmes

Key areas for improvement

- The monitoring of teaching, training and learning to support continuous improvement
- Insufficient monitoring, recording and review of learners' progress in some areas
- Insufficient staffing resources in music, literacy, and the information, advice and guidance provision

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

8. Learners achieve well on most courses. Overall success rates at 79% are good and on some courses very good. However, in some courses such as business administration overall success rates are low at 47%. Retention overall is satisfactory. Just under half of the vocational training is accredited with 48% of the prison population taking part in employability and vocational training. Most learners are making good progress towards achieving their qualification or their learning goals.
9. Learners are developing good skills to improve their confidence, self-esteem and employment opportunities. In information technology (IT) learners work well and develop good practical computer skills and produce work of a good standard. Learners in construction achieve high standards of work in a range of construction crafts such as joinery, plumbing, painting and decorating, electrical installation and brickwork. Work produced in construction is of a good commercial standard. Learners in the Braille workshop work on commercially commissioned projects. One learner is highly skilled at transcribing music into Braille and is commissioned from many different countries. In the kitchen, learners work competently and safely in food preparation. Attendance is satisfactory although on some occasions classes start late.

Quality of provision

Contributory grade: Good: Grade 2

10. The quality of the provision is good. Teaching and training overall are good. Teachers are skilled at working with learners who have specific needs to help them learn. They use a wide range of techniques to help learners including effective use of demonstrations. Learning and training sessions are well planned and supported by detailed lesson plans. Learning materials are of a good standard. Teachers and trainers have a good rapport with learners and work hard at creating a good learning environment. They encourage learners to participate in discussion and are skilled at drawing on learners' experiences to illustrate key learning points.
11. In the gym and the PICTA workshop instructors link the study programme to key skills as an additional qualification. Staff are skilled at identifying individual learners support needs. This is effective in helping learners develop a good range of work related skills. Workshops, classroom equipment and resources are of a satisfactory standard but the classroom in the gym is too small for some of the groups. The welcoming environment in classrooms attracts new learners regularly. The kitchen is well planned with good resources that help create a positive training environment. Equipment is of a high commercial standard with a strong emphasis on maintaining professional standards.
12. Progression opportunities in IT are good. The PICTA prison workshop gives offenders the opportunity to develop computer skills from level 1 through to level 4. Learners are able to work towards courses in computer construction and networking. Learners also have the opportunity to work with simulated internet access. Some good links between the prison based PICTA workshop and the IT courses delivered in education have been made. Many learners progress from entry level courses to advanced levels which are clearly linked to a high industrial standard. The range of programmes overall is broadly meeting the needs of learners. However, no opportunities are available in construction to progress to higher

levels and learners' skills development which is above that required for the level of qualification is not recognised. Information, advice and guidance are satisfactory with learners accessing the most appropriate courses to meet their needs.

13. Literacy and numeracy support is broadly satisfactory. However, it is not available in some of the workshops. In most workshops learners are supported by staff who help learners improve their literacy and numeracy to complete practical and written tests. The results of learners' initial assessment of literacy and numeracy are recorded electronically on a system which all teachers have access to. However, this is not routinely used to plan, monitor and develop training programmes.
14. Individual learning plans are not systematically used in many of the workshops where accredited training is taking place. They record the content of learning sessions taking place but do not specify which areas need to be improved by learners to achieve their qualification. Most teachers have a system which does record learners' progress and in most cases this is used but staff do not routinely review learners' progress.

Literacy, numeracy and English for speakers of other languages

Achievement and standards

Contributory grade: Good: Grade 2

15. Pass rates on most literacy, numeracy and ESOL courses are high. Most learners who complete their courses gain a qualification. In the last year pass rates for literacy have been over 80%, and 95% for numeracy. Learners who fail are often successful on re-sit of the tests. This was recognised as a strength in the prisons' self-assessment report. Retention rates on ESOL are particularly good although numbers of students are low. Retention on literacy and numeracy courses are satisfactory. Class attendance is generally good.
16. The standard of learners' work is good. Learners make good progress in lessons and attainment levels are high. They are well motivated and show a keen interest in completing set tasks and assignments. Learners in literacy classes demonstrate good use of grammar and punctuation. Essays and poetry are often of a high standard and proudly displayed. Some learners have been successful in competitions. ESOL learners increase their vocabulary and levels of confidence. Some learners unable to read on entry to the prison are now able to read their sentence licence conditions and communicate effectively.

Quality of provision

Contributory grade: Good: Grade 2

17. Teaching and learning are good. This was also identified by the prison through self-assessment. Lessons are well planned and particularly good emphasis is placed on meeting individual learners' needs. Classrooms are spacious, bright and generally well-equipped, with a good range of colourful and useful posters and displays. Mixed ability classes are well catered for and learners are given appropriately challenging work to complete. Teachers are highly experienced and well qualified. Students are given frequent and accurate feedback during lessons to reinforce learning and emphasise concepts and rules. A wide range of learning materials is well used to guide learning. However, some lessons are disrupted when teachers have to unlock and lock the doors to allow learners to leave or enter the room.

18. Learners receive good individual support in learning sessions. Teachers have a clear understanding of learners' strengths and weaknesses and use this information well to provide support and plan learning activities. Offenders as peer support workers are sometimes used in classes to help coach and mentor learners. However, the use of this support is new and not yet fully implemented.
19. A good range of provision for language and numeracy is in place. Most learners are well catered for across the prison. In numeracy, many learners progress well from entry level 1 or 2 to 'A' level or degrees in mathematics. The prison and City College Manchester have responded well to the government's initiative on training in literacy, numeracy and the use of language. A detailed skills for life strategy clearly identifies the key areas for implementation. Progression in literacy is limited due to the lack of staff in this area. The provider and prison has identified this deficiency and is working to recruit additional staff.
20. Good support is given in literacy and numeracy to those learners who have difficulty getting to the education department due to work commitments. This includes NVQ learners in the kitchen. A small number of offenders experiencing difficulty with reading are actively engaged with the recently introduced Toe by Toe scheme and have made good progress. In the few workshops unable to provide the appropriate literacy and numeracy support due to insufficient staff numbers, most learners are able to access support through the education unit. Discreet additional support in literacy and numeracy is also provided for a small number of learners by staff from Hull City Council.
21. Information, advice and guidance are satisfactory although this is poorly resourced. Initial assessment is thorough and readily identifies learners' additional needs including appropriate dyslexia screening. The results are well used to identify and plan clear and appropriate individual learner timetables.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

22. Learners achieve well on social and life skills courses such as the accredited cookery programmes at entry and level 1. The few learners on level 2 programmes have yet to achieve. Achievement on the art courses is high. Achievement on GCSE courses such as history and mathematics is also high. Achievement on courses such as alcohol and drugs awareness, music theory and leisure courses is satisfactory. The popular Sycamore Restorative Justice programme is particularly successful. Of 68 learners who started on the programme over the last year, only three left due to prison regimes. The remainder achieved a qualification. However, some 80 prisoners who have elected to undertake the programme are on a waiting list.
23. Learners' work is of a particularly high standard on the practical courses such as craft and art. Many have been entered for national awards and learners' regularly win awards. The woodwork produced by learners is imaginative and well presented. Many learners have never handled wood or used machines and tools for craftwork. With good support from teaching staff, learners create very good quality pieces. The work is accredited to an Open College Network award and learners' develop confidence and self-esteem well through the course. In other areas such as foreign language development learners are quickly able to

converse, sometimes in the first lesson, having never spoken the language before. Learners' portfolios and records of work are of a good standard.

Quality of provision

Contributory grade: Satisfactory: Grade 3

24. A good range of courses meets the needs of learners and provide good opportunities for personal development and social integration. The well planned curriculum provides courses from entry level to higher level learning. Some 21 learners are studying Open University courses ranging from pre-foundation to level 4. Ten learners are studying courses such as GCSE and A level through distance learning. Some 84% of learners on Open University programmes receive visits from external tutors. In wood craft studies the only progression beyond level 2 is to higher level degree courses. The provider has identified level 3 progression awards, but is not yet offering the provision. The range of music courses is restricted to music theory, due to the current lack of staff. The provider has recruited staff but they are not yet in post. Good quality practical resources, such as instruments and recording equipment have been obtained and are stored ready for use.
25. Teaching and learning on many courses are satisfactory and on a few programmes are good. Lessons are well planned with detailed work schemes. In the better lessons teachers use a range of teaching and learning resources including keyboards for music theory and language tapes to support Spanish lessons. An effective range of teaching and learning styles are used including group discussions and role-play. Teachers use demonstrations well to encourage learning. Learners work well and confidently with teaching staff and peer mentors acting as classroom assistants, who enjoy the responsibility of helping others. Peer mentors benefit from attending a recent nationally accredited programme for learning support tutors. Where staff are absent the education provider tries to ensure that cover teachers have the necessary background knowledge to support learners. In one instance a teacher has prepared a lesson complete with learning activities for substitute teaching staff. This is entitled an 'emergency lesson'.
26. Learners have individual activity timetables and attendance is good with many classes full. Teaching staff monitor learners' progress through qualifications well. However, individual learning in many instances is recorded on several documents which fail to adequately reflect the development and acquisition of interpersonal skills, such as confidence and self-esteem and do not clearly identify targets for improvement. Reviews are insufficiently thorough and are not always completed on a timely basis.
27. Resources are generally adequate to meet the needs of learners. However, in the cookery room resources are poor. Paint is peeling off the ceiling and worktops are stained and chipped. Cupboards are broken and some of the ovens and grills are in need of repair. The classroom used for music theory is next to a room used for distance learning, Open University support and theory classes. The level of music emanating from the keyboard used by the teacher distracts teaching and learning in other rooms.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

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28. Leadership and management of learning and skills are good. Strategic planning of learning and skills is fully integrated with other prison planning processes. The provision is well matched to the needs of offenders serving long sentences. Co-operation between the education contractor, City College Manchester, the subcontractor East Riding College, the prison, and other agencies such as Hull City Council in planning and developing new provision is good. The Braille translation workshops have expanded and new workshops have been developed. Vocational training in the gym includes qualifications recognised by the fitness industry. Recent initiatives such as the nationally accredited 'peer workers' programme provide training to enable offenders to assist education staff.
29. A high proportion of offenders engage in purposeful learning and work activity. Since the previous inspection the prison has been very successful in reducing unemployment. During the inspection, only eight offenders were unemployed, and 88% of offenders were engaged full-time in purposeful activity. Induction and allocation procedures are now very good. Induction is shorter, more interactive and more informative. Good use is made of a computer-based induction programme which provides prisoners with the information they need, and collects information from them about their abilities and needs. On the third day of induction new entrants to the prison start work in the manufacturing workshop, where they normally remain until they apply successfully for a place on another activity. Allocation procedures are fair and efficient. Each offender has an individual timetable to match, as far as possible, the activities requested. All timetables can be accessed on the prison intranet, and are updated daily.
30. Arrangements for ensuring equality of opportunity and access to learning and skills provision are good. Allocation processes are fair. For those who cannot attend courses, outreach provision is available in areas such as the health unit, segregation unit and the special units for high-risk offenders. The prison induction takes a multi-disciplinary approach to identifying additional needs, which are carefully followed-up. A course for people with mental health difficulties is well planned. Education staff are trained in sign language for hearing impaired learners, and dyslexia screening leads to adaptations to teaching materials where appropriate. The Chaplaincy provides study and meeting groups for a wide range of community needs. The PE department provides sessions for older offenders and drug users. The prison recognises the need to consider the needs of elderly or disabled learners when considering further course developments.
31. Systems for monitoring the participation rates of different ethnic groups are well established. They have been reviewed recently through a detailed race equality impact assessment and action plan. All staff complete regular diversity training and the prison induction includes a module on diversity and equality issues. Many courses also include engaging activities and discussions about cultural diversity, including a diversity course offered within the social and life skills programme. Some 18 offenders have been trained as members of the race equality action team. They now make a strong contribution to the monitoring of respect for diversity throughout the prison. The prison has developed links with the Humberside Diversity Panel, whose members are able to offer advice and commentary on the impact of procedures on particular groups, for example visitors to the prison who are wheelchair users. The library supports offenders' cultural needs particularly well.
32. The induction process has also been improved through an information, advice and guidance service which offers help in choosing the activities which best meet offenders'

needs. The service is good for those who receive it but there is only one information, advice and guidance co-ordinator, which is insufficient to deal with prison population of 580. Links between education and sentence planning are effective. Staff from the education department or from the information, advice and guidance team now attend all sentence planning boards. Their presence encourages participation in education and training, and helps the board to agree targets.

33. Communications within the prison are satisfactory. Regular staff meetings take place in both the education department and in the prison service provision. Managers from both sectors work well together to share information on uptake of classes, attendance, and achievement of learners. Where problems are identified they are quickly addressed. The different departments collaborate well to organise celebrations of learner success and special events such as Adult Learners' Week in April 2007. This included a full programme of events and activities for staff and offenders, celebrating cultural diversity, and offering taster activities in many learning areas.
34. In some areas resources and facilities are inadequate. For example, the shortage of qualified staff prevents delivery of literacy outreach provision in most workshop areas. The college is addressing this through a recruitment drive and by offering training to insufficiently qualified applicants. Some facilities are poor. For example the cookery classroom is in poor condition with defective equipment and unhygienic surfaces. The recycling workshop lacks the range of equipment and facilities required for a full recycling service.
35. Since the previous inspection quality improvement arrangements have progressed and are now satisfactory. The education department now has clear systems and procedures which are monitored by the curriculum and quality manager. In other areas the head of learning and skills carries out monitoring activities. However, the process for observation of teaching and learning is insufficiently developed. In education a shortage of trained observers meant that only 60% of teachers were observed in 2006/07. In other areas observation is informal and infrequent. Arrangements for staff development are satisfactory. Many workshop tutors have completed introductory teacher training and plans are in place for all instructors to gain qualified teacher status. In the prison, staff development needs are identified through performance reviews and availability of technical updating and teacher or instructor training is good.

What learners like:

- The opportunities for practical work, especially the construction and woodcraft courses and PE
- Supportive tutors and teachers
- The opportunities to work with computers
- 'The support with reading so that I can read my licence conditions'
- The quiet environment of the PICTA workshop
- Preparing food on the residential units
- Learning new skills
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What learners think could improve:

- More advanced courses
- Courses on web design
- Opportunities to study in my cell
- Better access to laptop computers
- 'Music courses have too much focus on classical music and nowhere to play instruments'
- Opportunities for full-time education