

# INSPECTION REPORT

## **HMP Full Sutton**

**06 January 2003**



ADULT LEARNING  
INSPECTORATE

## Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

## Overall judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

## SUMMARY

### The provider

HMP Full Sutton is a high security prison for Category A and Category B male prisoners, situated 11 miles outside the city of York. The prison's primary mission is to hold some of the most difficult and dangerous criminals in the country. Most of the prisoners are serving long sentences. At the time of the inspection, 597 prisoners were held at the prison, which has an operational capacity of 607. The prison education unit offers a range of courses, including foundation studies, art, humanities and information technology. There are also classes in industrial cleaning, sociology and psychology. The prison has training workshops where learners can gain qualifications in engineering (motorcycle maintenance and restoration), construction, and Braille translation. Prisoners also work in textile workshops and electrical and mechanical assembly shops. No accredited training is offered in these workshops. The prison has recently begun to offer an national vocational qualification (NVQ) scheme for prisoners who work in the kitchens. A range of sports qualifications, and courses in nutrition and first aid, are provided by the physical education department. Inspectors visited the prison as part of an inspection by Her Majesty's Chief Inspector of Prisons. They inspected the provision in education, physical education, engineering and construction.

### Overall judgement

The quality of education and training is not adequate to meet the reasonable needs of those receiving it. Training is good in physical education and in engineering, but is unsatisfactory in foundation studies and construction. Education classes in arts and humanities are satisfactory. The leadership and management of education and training at the prison is unsatisfactory. Equality of opportunity is unsatisfactory and quality assurance is unsatisfactory.

### KEY STRENGTHS

- strong support for education and training from prison managers
- good self-assessment process

### KEY WEAKNESSES

- narrow range of training opportunities
- inadequate quality assurance arrangements
- poor recording of assessment in construction
- ineffective planning and reviewing of learners' progress in construction
- poor co-ordination of basic skills provision

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- insufficient basic skills resources

## THE INSPECTION

1. Five inspectors spent a total of 17 days at HMP Full Sutton (Full Sutton) prison in January 2003, as part of an inspection carried out by Her Majesty's Chief Inspector of Prisons inspectorate. They visited all prison workshops, the physical education unit, and education and training facilities. They observed 22 learning sessions, interviewed 83 learners, and held 37 interviews with members of staff. Inspectors examined a range of documents, including 50 individual learning plans, minutes of meetings, verifiers' reports, schemes of work, the student handbook, and education manager's reports. They also used the prison's self-assessment report, which was produced in November 2002.

## THE PROVIDER AS A WHOLE

### Context

2. Full Sutton is a high security prison for Category A and Category B male prisoners, situated 11 miles outside the city of York. The prison states in its mission that it exists primarily to hold some of the most difficult and dangerous criminals in the country. Most of the prisoners are serving long sentences. At the time of the inspection, 597 prisoners were held at the prison, which has an operating capacity of 607. Slightly over half of these prisoners are classified as vulnerable, which means their accommodation, education and work are separate from those of the main location prisoners. Education at the prison is provided through a contract with a local college, which also holds a contract at another high security prison. A total of 34 staff are employed in education, including a full-time manager and deputy manager, four full-time teachers, four permanent part-time teachers and 17 hourly-paid teachers. The college is required to provide 14,000 hours of teaching a year. All education is provided on a half-time basis. Vulnerable prisoners attend education for the first half of each week, and main location prisoners attend for the second half. Many prisoners spend the other half of the week in work or training activity. Workshops are managed by an industries manager. There are four production workshops, offering Braille translation, light assembly, and sewing tasks. There is no accredited training in these work facilities except in Braille translation, where learners achieve an accredited qualification. In addition there are three training workshops. A multi-skills construction workshop provides training in a range of construction skills for up to 30 vulnerable prisoners. A motorcycle repair and renovation workshop has spaces for up to 24 main location prisoners, though only 18 were attending at the time of the inspection owing to staff being on sick leave. Another workshop, operated by the education department, offers training in industrial cleaning. Eighteen prisoners work in the prison's kitchen, four of whom are working towards a NVQ in catering. In each of these facilities there are up to two supervisory staff. There are 23 learners on full-time physical education courses. Some basic skills provision is delivered in the training workshops, and in the gymnasium. Teachers visit each week to assist workers with their basic or key skills. The prison does not have a large resettlement programme, but a recent initiative in the education department provides some additional education and training aimed at prisoners approaching their release date. The total number of half-time places available on all education courses is 417. Work and training offer 260 places altogether, most of which are full time.

## Education and training in prison

3. Education and training departments have, in recent years, met the achievement targets for learners set for them by the prison service, and achievements are satisfactory overall. In the past two years, 868 accreditations have been achieved by learners in the education department. Because of the way the data are collected it is not possible to distinguish how many are full qualifications and how many are unit achievements. The number of accreditations in foundation programmes has increased in the last year, from 69 in 2001 to 294 in 2002. However, in other areas achievement has declined. For example, in mathematics, learners achieved 26 units in 2001, compared with one in 2002. The construction workshop has not been in operation long enough to generate any achievements. Achievements in the Braille workshop are good, and in engineering they are satisfactory.

4. The quality of teaching provided in arts and humanities subjects is satisfactory. Teachers develop a good relationship with learners, and work hard to encourage those who are reluctant to take part, while maintaining class discipline. There is some well-planned teaching and learning. Lessons are clearly structured and have realistic learning objectives. However, the range of courses is not adequate for the learners in the prison. Though many are in prison for a long time, and many learners have achieved level 2 qualifications, there are few opportunities to progress beyond level 2. There is insufficient support for learners on open and flexible learning programmes.

5. Provision for prisoners with basic skills needs is inadequate. Although most learners take a basic skills test when they enter the prison, the test results are not fully analysed or used as a basis for compiling initial individual learning plans. There are insufficient teachers and some classes are too large to be effective. There is a lack of resources for basic skills teaching. Accommodation for education is unsatisfactory in some cases. There are 13 rooms in the education unit, of which six have a specialist function, such as cookery, art, or practical craft. There are insufficient general teaching rooms, and some are poorly designed for teaching. There are insufficient specialist IT facilities, and there are long waiting lists for classes in this area.

6. Facilities for training are generally satisfactory or good. The Braille workshop uses computers which are old, but adequate for the software needed for Braille translation. The prison has recently invested in expanding this area of work. The motorcycle workshop is particularly well equipped, and facilities for construction are satisfactory. Good links have been developed between education and training departments, enabling teachers to visit workshops to provide basic skills and key skills education to prisoners who work there. However, there is little linking of subject matter between education and training, so learners cannot use the experience they gain in their work to contribute to their educational achievements.

7. Links between the library and the education department are poor. The library is located within the prison's community centre, a long way from the education and training units. It is provided and run by East Yorkshire library service. The book stock is adequate,

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with over 8,300 volumes and is in good condition. There are small collections of foreign language books, large print titles, and books for learners with reading difficulties, but no audio books. Small library collections are maintained in the health care unit, and the segregation unit. New prisoners receive an introduction to the library as part of their prison induction. The library is open five evenings each week. The service provided is poor. The post of librarian has been vacant for the last 18 months. Prison officers open the library, but cannot provide the services of a librarian. There is no catalogue of books for them to consult when ordering from outside libraries. Books ordered from outside the prison take a particularly long time to arrive, several months in some cases. The library service has not achieved its contract target of replacing 20 per cent of the books each year to refresh the collection. Access to the library is insufficient for some prisoners. In theory all are allowed two sessions of 20 minutes each week, but in practice, some get less than this because the small library restricts the number allowed in to eight at a time. Library staff operate an application system for prisoners who need to use the library to pursue legal researches during the day. However, resources available to these prisoners are minimal. The library does not have a computer to provide access to material on CD-ROM.



## LEADERSHIP AND MANAGEMENT

8. The quality of leadership and management of education and training is unsatisfactory. Education and training are managed by a head of regimes and resettlement. Training is managed by an industrial manager who reports to the head of regimes and resettlement. Education is delivered by a college subcontractor, which also holds contracts at another prison. At the time of the inspection, 416 inmates were involved in some form of education, and there were 260 places available in workshops. The number participating has greatly increased since the governor's decision to make all education and much of the work part time. However, the range of education courses has declined. There are written policies and procedures for quality assurance in education, but these have not yet been fully put into practice. There are no policies to cover quality assurance arrangements in training. The prison produced its first self-assessment report in 2002. Inspectors found that it identified many of the weaknesses in the provision, and that many of the identified strengths were normal practice. The prison does not have a policy for equality of opportunity, though there is a policy for education, and there is careful monitoring of the ethnic composition of groups of participants in all activities.

### STRENGTHS

- strong support for education and training from prison managers
- good self-assessment process

### WEAKNESSES

- lack of clear strategy for education and training at the prison
- narrow range of training opportunities
- staff shortages in some areas
- poor analysis of achievement data
- little promotion of equality and diversity
- inadequate quality assurance arrangements

9. Prison managers have demonstrated a strong commitment to the development of education and training at the prison. They introduced significant changes to the structure of education and training provision in the year before the inspection. In order to increase participation in education, all work was made half-time, the other half of the week being given over to education or training activity. This measure has greatly increased prisoners' participation in education. At the same time, the prison kitchens have successfully gained validation to offer NVQs in catering. Resources provided include a small training room.

10. The self-assessment process has been well managed by the prison. All staff

received training to enable them to participate effectively. By bringing education and training staff together, the process has brought about a change in attitudes to training, and spread good practice in training and assessment between the education unit and the training workshops. The report identified most of the weaknesses in provision and has enabled the prison to develop action plans for improvement. A quality improvement group has been established to take the action points forward. Prison managers have developed a close contractual relationship with a local college of further education. Regular contract monitoring meetings are attended by senior staff on both sides, including the college's principal. This collaboration has enabled the prison to extend education activity into the workshops, in order to provide basic skills support for learners who are reluctant to attend education classes.

11. The strategy to increase participation in education and training has not yet been matched by strategies to improve the quality and quantity of provision. There is no overall strategy which tackles the particular needs of the long-term prisoners held at Full Sutton. No analysis of prisoners' needs has been conducted to form a basis for the planning of training and education. The range of training opportunities is narrow. Motorcycle maintenance is only available to main location prisoners, while Braille translation and construction are only for vulnerable prisoners. There is no training above level 1 NVQ, except in catering, where four vulnerable prisoners are on a level 2 programme. This is inappropriate for the many long-term prisoners, who have time to develop their skills further. Many are working at a level of skill much higher than that for which they are accredited. The prison has submitted a bid for funding for expanded training facilities which would enable it to address these issues. In education, the range of courses is particularly restricted at level 3. Learners who have achieved level 2 are unable to progress further, and many are frustrated by the need to repeat courses when they have already gained the qualification. A small number of learners do open learning courses at level 3, but there is no formal support from tutors for open learning in the education department.

12. There are staff shortages in some areas of education and training. The increase in the number of basic skills learners has not been matched by increased staffing. There are waiting lists and classes which are too large for effective teaching. There are too few staff with managerial responsibility in education. Processes such as quality assurance and curriculum development do not operate effectively. The college has recently appointed a quality assurance and curriculum manager to support the education manager, but this new role has yet to be clearly defined. In training, two of the workshops are managed by one or at most two staff, leading to cuts in provision if one of the instructors is sick or on leave.

13. The analysis and use of data to support management decisions is poor. Prison systems record only the progress made towards the achievement of prison service's key performance targets. These provide a poor basis for decision-making about the needs of the prisoners at Full Sutton, who have much longer sentences than those in most prison establishments. The college has developed its own database of prisoners in order to record their progress, but this is not fully updated and cannot provide an accurate

record of retention and achievement rates. The training workshops were unable to provide any information other than the total number of accreditations achieved. No analysis of retention rates for education or training has been carried out.

### **Equality of opportunity**

14. Equal opportunities in education and training is unsatisfactory. There is no prison policy, although there is an equal opportunities statement which is prominently displayed on noticeboards around the prison. The prison has particularly good procedures for identifying and combating racial inequality. A race relations management team regularly monitors participation in education and training to ensure that it reflects the prison population as a whole. The contracting college has an equal opportunities policy which is introduced to learners at their induction. However, this information is not emphasised, and is not reinforced at a later stage. Most learners did not recall it, and had a generally poor understanding of equality issues. There is no promotion of equality in either education or training.

15. Recent changes to the prison regime have achieved high levels of participation in work, training or education, but in a restricted range of activities. These are further restricted because each category of prisoner can only apply for around half of the total activities available. The prison has recognised this inequality.

16. There is no access to education and training for learners with mobility difficulties. Efforts are made to cater for hearing impaired learners, but there are few signers available and no induction loop. There are no facilities for those with a visual impairment. The education department makes efforts to help learners suffering with dyslexia, but there are no formal systems for diagnosis or providing them with help.

## Quality assurance

17. Quality assurance of the education and training provision at HMP Full Sutton is unsatisfactory. There is insufficient oversight and reporting of the quality of education and training. The education department conducts a programme of lesson observations in order to determine the quality of classroom delivery. Teachers receive feedback on the observations, and, where appropriate, an action plan for improvement is agreed through the appraisal system. The industrial manager conducts regular audits of the work in the workshops, which include consideration of the training provided. However, there is no overall framework for quality assurance. A quality assurance manual has recently been produced by the contracted college. It has not yet been fully introduced in the prison education department. Recently, new documents for action-planning and recording learners' achievements have been introduced in both education and training. Some staff have not yet been trained in the use of these forms, which in many cases are not being fully completed. Deficiencies in the monitoring of quality assurance have been recognised by the college, and a quality assurance and curriculum manager took up post in the week before the inspection. Prison managers do not receive reports on the quality of training. Discussions at contract meetings focus only on the number of qualification outcomes.

18. The conduct of assessment and verification in some areas is poor. In construction, assessors do not carry out assessments to a timescale in accordance with awarding body requirements. In physical education, the planning and recording of internal verification is unsatisfactory. There is good practice in assessment and verification on the NVQ catering programme.

### Good Practice

*The contracting college integrates its work in prisons with its own activities. The college's principal operates out of the prison department for one week each year, and frequently visits the prison on its main campus. Meetings of the senior management team are also held at the prison from time to time, to ensure all managers are familiar with this aspect of the college's work.*

## **AREAS OF LEARNING**

### **Construction**

19. Training in construction is unsatisfactory. There are 25 learners working towards an introductory multi-skills construction award. Learners complete a series of practical tests in bricklaying, carpentry and joinery, electrical installation and maintenance, painting and decorating, plastering and plumbing. Learners spend approximately 42 weeks in the workshop. Fourteen learners attend the multi-skills workshop for five full days a week. Six learners attend basic skills training for between one and two and a half days a week. There are three full-time instructors who are occupationally qualified in bricklaying, painting and decorating and plumbing. All instructors are qualified assessors and two hold internal verifier awards. The prison received scheme approval in October 2002. At the time of inspection, no learners had achieved the qualification. All learners have a basic skills assessment at entry. The results of the assessment are discussed by education staff and instructors to identify individual learning needs. A workshop induction is available to learners when they join the programme. The self-assessment report failed to identify any of the strengths and weaknesses found by inspectors. Many of the strengths in the report were normal practice.

### **STRENGTHS**

- effective relationships between staff and learners

### **WEAKNESSES**

- very restricted range of qualifications
- ineffective planning and reviewing of learners' progress
- poor recording of assessment

### **OTHER IMPROVEMENTS NEEDED**

- further expand workshop to provide project area

20. There is a good relationship between learners and instructors, which creates a positive atmosphere within the workshop. Learners enjoy their training and show respect towards instructors. They feel confident in discussing both personal and training-related issues with instructors and regularly seek their help and guidance. Instructors show a great deal of patience towards learners and constantly encourage them. Learners are helped to communicate with each other to support each other in developing personal and social skills. Inappropriate behaviour is challenged in a non-

threatening way.

21. There is only one qualification, at introductory level, available to construction learners. Learners who demonstrate the ability to progress and who are keen to further their skills and knowledge in a particular trade are unable to do so. The multi-skills workshop has recently been fitted out to provide the new qualification. The new facilities provide the opportunity for learners to carry out more complex project work, but this has not been developed.

22. Individual learning plans have recently been introduced. Information on the plans is not consistently recorded and many sections are left blank. Individual learning plans do not contain information on basic skills assessments, educational and training goals, personal targets or prior achievements. Targets set are often vague. In many cases, individual targets are merely to complete the modules required for the award. They make no reference to individual learning needs or to the development of personal effectiveness in timekeeping, attendance and attitude. There is little short-term target-setting and no formal review of learners' progress. Learners' achievements are prominently displayed on chart in the workshop. However, there is little use of written feedback to help learners remember the improvements they need to make. Records of initial stages of training, for example, induction, health and safety training and risk assessments have not been completed. In some cases, learning agreements have not been signed or dated by learners.

23. The recording of assessment is poor. Learners are required to complete individual tests within timescales set by the awarding body. However, the actual time taken has not been recorded on any tests marked to date. Learners have been informed of the successful completion of tests without this key piece of evidence. The validity of assessments carried out to date is unsatisfactory. Internal verification has failed to identify this poor practice. The poor recording of assessment also makes it difficult to identify learners who complete tests in less than the allocated time, and who could therefore work more quickly towards achieving the qualification.

## **Engineering, technology & manufacturing**

24. Training in engineering is good and the motorcycle repair and maintenance programme effectively meets the expectations and needs of learners. There are 18 learners on the programme. All learners work towards a level 1 qualification. On completion, learners then progress to a level 2 qualification. Learners spend approximately one to one and a half years in the workshop. Four learners attend basic skills training for between one and two and a half days a week. There are two full-time instructors who are both qualified assessors. At the time of inspection, one instructor had been on sick leave for approximately six months. Another instructor who was not occupationally qualified was providing cover. All learners have a basic skills assessment on entry. Learners are given a vocational induction, which is based primarily on health and safety and includes the completion of a health and safety questionnaire. During 2001-02, 29 learners achieved a qualification. The self-assessment report failed to identify any of the strengths and weaknesses found by inspectors. Many of the strengths in the report were normal practice.

### **STRENGTHS**

- well-resourced training workshop
- high standard of learners' work
- highly motivated learners

### **WEAKNESSES**

- inappropriate staffing levels

25. The motorcycle repair and maintenance workshop is well resourced, with a wide range of equipment and 28 motorcycles. They include new and old machines with different types and sizes of engine. There is a good range of consumables and hand tools are well maintained. Specialist equipment is modern and meets current industry standards. These include hydraulic platforms, a rolling road, a wheel-balancing machine, a carburettor synchroniser and a sandblasting machine. Up-to-date trade publications are readily available.

26. The quality of learners' work is particularly good. Many learners work on restoring old motorcycles to a high specification. The workshop has won many awards for the quality of its workmanship. Many of the restored motorcycles are sold for considerable amounts of money to classic motorcycle enthusiasts who have a high regard for the quality of workmanship produced by the learners. Training is effectively structured and a training manual is issued to each learner. The manual contains three copies of job sheets through which learners work before being assessed. The manual is also used as



the basis for reviewing learners' progress. The results of each assessment are recorded on a master-tracking sheet. Learners have a good understanding of their progress and are clear about the short-term targets towards which they are working. The targets are reviewed every month.

27. Learners are highly motivated and take great pride in their work. Photographs of the motorcycles on which they have worked are displayed around the workshop. Learners work with little supervision, and those with more experience are keen to use their skills and knowledge to help others.

28. Staffing levels are inappropriate. The ratio of one motorcycle instructor to 18 learners is too low. The instructor spends too much time allocating and recalling tools. Learners wait too long to gain the instructor's attention, particularly those who have recently started the course and require more instruction than experienced learners.

## **Hospitality, sport, leisure & travel**

29. Sport and recreation provision at Full Sutton is good. Seven learners are following a sports nutrition course and nine learners a basic lifestyle programme, both of which last for 12 weeks. Seven learners have recently completed an NVQ at level 1 in sport and recreation. Sport and recreation qualifications are offered by the physical education team, which consists of one senior physical education officer and seven physical education officers. The physical education team also provides nationally recognised cardio-pulmonary resuscitation training and manual handling training as part of the induction of all prisoners. All prisoners are entitled to a maximum of two sessions for recreational physical education each week, although many receive more. There are six gym orderlies, who learn how to clean, prepare and maintain the facilities. The facilities include a classroom, sports hall, a cardiovascular room, a weight-training room, an outdoor grass soccer pitch and an all weather area. The Full Sutton physical education department has its own centre approval to offer NVQs.

### **STRENGTHS**

- good range of courses and progression routes
- well-planned training
- good standards of learners' work
- effective self-assessment

### **WEAKNESSES**

- insufficient recording of information on learners' progress and assessment

30. A good range of courses is offered to all prisoners. Courses are planned ahead for the year and publicised well. In the current year, learners are being offered a range of local and nationally accredited awards. Special courses are offered to prisoners who, owing to the nature of their offences, cannot take national governing body awards. A two-week induction to the NVQ at level 1 is used to help learners decide if the qualification is right for them. There are good progression routes between courses. Staff development is carefully planned to expand the skills of the physical education team. Learners benefit from the increased range and levels of courses the team can offer.

31. Teaching is good. The physical education team is highly motivated and its members have a very good rapport with learners. They have good links with the education department. A recent joint initiative has led to the development of a basic lifestyle programme. This course targets learners who have been identified as having poor basic skills and effectively combines literacy and numeracy work with learning about health, exercise, anatomy and physiology. The staff who run this course have had some basic

skills training and work closely with education department staff on the course. Two learners with dyslexia have received effective support and achieved an NVQ. The sports nutrition course includes the key skill of communication and develops self-confidence. Course material, such as handouts and overhead transparencies, are well produced. Learners' views are sought during and at the end of the programme through questionnaires and discussions.

32. Learners take pride in their work. Evidence in portfolios is of a high standard and shows good levels of self-evaluation and critical analysis of others work. They are clearly structured and contain a document which makes it easy to see when learners completed work and when it was assessed and internally verified. The level of work produced in the NVQ level 1 portfolios is above the level required for the award. This is now being cross-referenced to level 2, so learners will be accredited at the level they have achieved. Attainment on the nutrition course is good. Learners ask searching questions and are able to apply the basic principles of sports nutrition to themselves. Learners who have previously taken qualifications are encouraged to explain to potential learners what is involved and to support current learners in their work. Learners who complete courses receive financial bonuses, which are linked to the amount of effort they have put into their course work.

33. Self-assessment has been used effectively to improve the quality of the provision. The self-assessment report produced in June 2002 is honest and self-critical. Most of the weaknesses identified had been tackled by the time of inspection. For example, self-assessment identified the need to keep learners' records of achievement updated. This is now being done and information can easily be shared with other departments and other establishments if the learner is transferred. A development plan is in place to improve further the quality of training and education.

34. Some progress and assessment information is not recorded. For example, although the internal verifier observes workplace assessment, only records of portfolio sampling are kept. There is no written internal verification sample plan. There are no written records of training being observed. Some mid-programme reviews of learners' progress and views are not recorded. Some documents in learners' portfolios are not completed accurately.

#### **Good Practice**

*One physical education officer joined a group of learners to take a communication qualification. This helped him to establish a very good relationship with the prisoners.*

## **Humanities**

35. Training in humanities and general education is satisfactory. The inspection covered classes in art and design as well as humanities. There are 278 learners on these programmes. Sixty-six learners are working towards general certificates of secondary education (GCSEs) open college qualifications at levels 1 and 2 in art and design. There are 39 learners working towards qualifications in practical craft. Forty-six learners are working towards a variety of qualifications in English and English literature and 32 learners are working towards qualifications in French and Spanish. There are 23 learners working towards GCSE psychology and 22 towards GCSE sociology. Twenty-six learners are working towards a unit of a qualification in assertiveness studies and 24 towards a unit in oral communications. Since April 2002, 473 learners have started these programmes and 134 have achieved qualifications. The programmes are offered to vulnerable prisoners during the first half of the week and to main location prisoners for the rest of the time. There is no evening provision. Four full-time, one fractional and nine part-time staff are involved this work.

### **STRENGTHS**

- well-planned teaching and learning
- good standards of work in art and design

### **WEAKNESSES**

- lack of formal tutorial system
- poor progression opportunities beyond level 2
- inadequate accommodation and resources for some programmes

### **OTHER IMPROVEMENTS NEEDED**

- better use of data for curriculum development

36. There is some well-planned teaching and learning. All lessons are clearly structured and have realistic learning objectives which are shared with learners. Most learners understand the qualification they are taking and their progress through the programme. There are course files for each subject which include a range of information, but they vary in content, detail and quality. There is no written procedure for their management or checklist for their content. Course reviews are carried out annually and include action plans to rectify weaknesses. In some subjects, progress on action plans is not reviewed across years and some weaknesses are not tackled.

37. Teachers and managers in the education department have good relationships with learners. Staff work hard to maintain these and to balance support for individual learners with the need to maintain classroom discipline. Learners and staff generally treat one another with respect and courtesy. Most learners are enthusiastic about their learning programmes. Some talk about how much they have gained from their involvement in education and describe how they have grown in self-awareness and self-respect. Many praise the effort of the staff who teach them.

38. A number of learners in art and design produce very good work. These learners are very well motivated and proud of what they have achieved. Learners make effective use of the restricted amount of materials available in art and design classes. For example, one learner, who was not able to use metal in his design, constructed wooden hinges to make a portable display rack for literacy materials in the education department. Many learners successfully enter their work for awards designed to recognise achievement in the arts in prisons. Learners in art, design and English poetry achieved 14 awards in 2002.

39. The contracted college has developed a comprehensive system for recording activity and monitoring learners' progress. This is effectively used, particularly in art and design workshops. However there is no formal tutorial system. Targets set for learners in progress reviews are vague and generally refer to the achievement of qualifications. There are no short-term targets to support motivation and encourage learners to progress. This weakness was not identified in the self-assessment report. Learners' files include a range of materials, but the content is neither standardised nor consistently monitored and managed. The information in the files does not appear to feed into the monitoring and review of targets.

40. There are poor progression opportunities for learners beyond level 2. Many learners have already achieved level 2 qualifications. Some are repeating these to obtain better grades, and others are attending classes without any further personal qualification goal. One sociology group taking a GCSE qualification was clearly working at a higher level in the class. Currently, the only provision at level 3 is through open learning. There is insufficient support for learners who study flexibly. These learners can use the information technology (IT) workshop but there is no dedicated or supported facility or staff to provide guidance and advice. The library service cannot support work, at and above level 3, as book stock and the ordering service are not adequate. The library is not available for learners to use for academic study. The education department offers the opportunity for learners to progress to study with the Open University, but restricted funds mean that learners must largely support themselves financially. Many learners' however, receive additional financial support from a prison charity set up for this purpose.

41. A proportion of the accommodation is inadequate or unsuitable. The acoustics in some rooms are very poor. Other rooms are poorly arranged. Resources for some classes are insufficient. Learners in art classes do not always have appropriate or sufficient materials. In some subjects there are not enough books to allow learners to

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take them away to complete assignments. These weaknesses were recognised in the self-assessment report.

## Foundation programmes

42. The provision of foundation studies at Full Sutton is unsatisfactory. The prison subcontracts its education provision to a local college which employs 12 part-time foundation programme tutors. These staff are responsible for teaching on a range of foundation programmes, including basic literacy and numeracy, English for speakers of other languages (ESOL) and IT. They also teach learners on the social and life skills courses. These courses include assertiveness training, cookery, healthy living, and practical craft classes. Programmes take place during the day. There are no evening classes. Vulnerable prisoners attend classes for half a week and main location prisoners for the other half. Induction into education is included in the prison induction programme. Prisoners are introduced to the courses available and are told how they can apply for them. They are informed about what they can expect to receive if they join the classes and what will be expected of them. They are also given an opportunity to take a basic skills test. There are currently 202 learners on foundation programmes. Some learners are working towards qualifications in literacy, numeracy and ESOL. There are long waiting lists for many classes. However, when prisoners are considered to have a pressing need to join classes, they are given priority when vacancies arise.

## STRENGTHS

- effective peer support

## WEAKNESSES

- insufficient involvement of education staff in sentence planning
- poor co-ordination of basic skills provision
- insufficient basic skills resources
- inadequate target-setting

## OTHER IMPROVEMENTS NEEDED

- better development of learners' keyboarding skills

43. Selected prisoners are trained as peer partners to give support to other learners. There are presently two peer partners assisting in basic skills classes. They hold an initial certificate in teaching basic literacy. One of the partners supports learners in three sessions and the other in five sessions each week. They give good tutoring to learners who require assistance. The peer partners are very enthusiastic about their role and they enjoy supporting other inmates and assisting tutors. They also give some support to basic skills learners who are in their wing, some of whom have not been able to enrol in

basic skills classes.

44. There is insufficient involvement of education staff in sentence planning. Although there are six sentence planning meetings each week, provision is made for education staff to attend only 40 meetings a year. This has an adverse impact on prisoners. Although education staff submit a report on each prisoner's progress to the sentence planning board, inappropriate education classes may be recommended and unrealistic education targets may be set for prisoners in the absence of staff from the education department. Education staff are not well informed about prisoners' sentence plans and about the time they are expected to be at Full Sutton. Consequently, prisoners may be moved, and their education disrupted, without education staff being warned. Some prisoners feel they are compelled to attend education classes when it may be inappropriate for them to do so. Insufficient attention is given to identifying prisoners' educational needs and to ensuring that sentence plans include courses that meet those needs.

45. The basic skills provision is poorly co-ordinated. There is no basic skills co-ordinator employed within the prison. There are staff shortages and too many learners in some classes. This prevents learners having sufficient individual tuition and attention. Frequent changes of teachers in some classes cause learners to feel frustration. They make slow progress. There is insufficient communication between staff, with too few opportunities for them to meet formally to plan and evaluate the effectiveness of their teaching. Staff have too little time for essential non-teaching duties, such as attending sentence planning meetings and writing reports. Many learners attend more than one literacy or numeracy class with different tutors. There are insufficient links between related topics that are taught in different classes. The new teaching week is unsuitable for basic skills learners. Vulnerable prisoners attend basic skills classes from Monday morning to Wednesday lunchtime and the other prisoners from Wednesday afternoon until Friday afternoon. This prevents prisoners from having evenly spaced basic skills tuition throughout the week. Their learning is impeded because in many cases they forget what they have learned when they return to education the following week. Learning sessions are too long. Some learners become restless, difficult to manage and they lose interest in what they are doing. There is inadequate provision for basic skills tuition on the residential wings.

46. Basic skills resources are inadequate. There are too few textbooks to help learners to develop their literacy and numeracy skills. There is no IT equipment in basic skills classrooms. There are no basic skills computer-based learning resources, such as interactive CDs, which can be used in the IT workshops. The equipment in the IT workshops is out-of-date. There is a need for learners to develop correct keyboarding techniques to improve their IT competence. There is a lack of audio tapes and playback facilities to help learners to read and write. There are too few audio tapes for ESOL learners. The main basic skills resources are photocopied handouts extracted from textbooks. Many of these lack variety and learners find them boring. There are few overhead projectors for use in classrooms and there is no provision for tutors to give computer-based presentations. In some vocational areas there is also a shortage of



resources. For instance, in the cookery workshop, there is a shortage of up-to-date recipe books.

47. Targets are insufficiently precise and are not used to guide learners' progress. Although most learners take a basic skills test when they enter the prison, the test results are not fully analysed and used as a basis for compiling learners' initial individual learning plans. Inadequate use is made of initial assessment for grouping learners of a similar standard together. The individual learning targets that are set for every learner for each lesson lack detail. They are not carefully negotiated with learners and learners are often unclear about the targets they are attempting to achieve. Because targets are imprecise, they form a poor basis against which to measure learners' progress. Individual learning plans are incomplete. They do not indicate the resources that learners need to meet the targets although a column is available in which to note the required resources for each learning period. Insufficient attention is given to identifying what learners will be working on during the next lesson although a column is also provided for this to be recorded.

#### Good Practice

*Some prisoners who join basic skills classes continue with their studies and achieve higher level qualifications. For instance, a prisoner who is just beginning an Open University course was a basic skills learner. He has already achieved an A grade in an English language/literature AS module he sat last year. Another learner, with poor basic skills, has continued with his studies and has achieved a level 2 key skills qualification in communication and application of number.*