

# INSPECTION REPORT

## **HMP Sudbury**

**14 January 2005**



ADULT LEARNING  
INSPECTORATE

## Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

## 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 learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training 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

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.

# INSPECTION REPORT

## HMP Sudbury

### Contents

#### Summary

Description of the provider	1
Scope of provision	2
About the inspection	3
Overall judgement	3
Grades	4
Key findings	5
What learners like about HMP Sudbury	11
What learners think HMP Sudbury could improve	11
Key challenges for HMP Sudbury	12

#### Detailed inspection findings

Leadership and management	13
Equality of opportunity	15
Quality assurance	16
Construction	18
Engineering, technology & manufacturing	21
Hospitality, sport, leisure & travel	24
Humanities	27
Foundation programmes	30

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Sudbury (the prison) is a category D open and resettlement prison for adult males, situated near the town of Uttoxeter in Derbyshire. Prisoners assessed as suitable for open prison conditions are transferred to the prison from other prisons, usually to serve the last period of their sentence. The prison population includes men from all over the North and Midlands. Most are serving sentences of more than four years. Only 12 of the current population are serving sentences of less than 12 months. All prisoners are over 21 years of age. The prison's certified normal accommodation is 563, and its operational capacity is 571. In the week of the inspection 515 prisoners were held at the prison. The proportion of the prison's population from minority ethnic groups is approximately 28 per cent.

2. The prison has workshop and other employment places for all prisoners. Nearly all of those who attend the education unit do so on a part-time basis. Within the prison there are production workshops for footwear manufacture, carpentry, metalwork and garden furniture manufacture. Prisoners are also employed in the gardens and market garden, the kitchen, and as orderlies and wing cleaners. Training programmes are offered in performing manufacturing operations and brickwork construction. A training workshop for painting and decorating was closed at the time of the inspection. Recently, courses have been introduced for horticulture and industrial cleaning. These were not included in the inspection because the cleaning course had only been running for four weeks and the number of learners in horticulture was too small. Prisoners who have been admitted to the prison's resettlement scheme are able to attend approved employment or training courses, which are held outside the prison during the day. At the time of the inspection over 100 prisoners were working outside the prison, of whom over 30 were attending education or training courses.

3. The head of learning and skills is responsible for the education, physical education (PE), and library provision, and for the development of training within industries. The education contractor is a local college. Classes are offered during the day, on three evenings a week, and on Saturday mornings. The education contract manager is carrying out the duties of the education manager post, which has been vacant for several months. There are five full-time and 15 contracted part-time teaching staff, and 14 casual part-time teachers for cover purposes. A full-time administrator and two part-time learning support assistants support the department.

4. The prison gym is managed by a PE principal officer, with four qualified PE officers. They are responsible for the programme of recreational activity for the prisoners as well as the vocational training in sport and leisure.

5. The prison's library is operated by a local library service and is managed by a librarian, a part-time library assistant, and two prisoner orderlies. The library is open in the afternoons and evenings from Monday to Friday. It has a large stock of books and also

loans audio CDs and tapes.

## **SCOPE OF PROVISION**

### **Construction**

6. There are 15 learners on the brickwork programme the prison. Learners are working towards a basic brickwork and the intermediate construction award. Some learners progress to the construction industry training board construction skills certificate scheme. All learners have an induction into brickwork and trowel trades when they join the programme. They attend for five days a week for practical activities and to gain background knowledge. There is one member of staff who is a qualified assessor and is an experienced and qualified bricklayer. A qualified construction person carries out internal verification. There is a waiting list of four to five months to gain a place on the course. At the time of inspection, 70 learners were waiting to join the programme.

### **Engineering, technology & manufacturing**

7. Manufacturing at the prison includes the production of footwear, and the manufacture of a range of furniture. All manufactured goods are produced for prison service use. There are currently 50 prisoners employed in the footwear workshop, of whom seven are taking an NVQ at level 2 in performing manufacturing operations. This qualification has recently been introduced as an alternative to a national vocational qualification (NVQ) in footwear manufacture. There are seven members of staff, of whom four are qualified assessors and two are internal verifiers. Woodwork and carpentry is the largest industrial unit at the prison and includes a machining workshop, a spraying and finishing area, and facilities for assembly and packing. Currently there are 46 prisoners employed in the area, seven of whom are taking NVQs. The qualifications offered are level 2 NVQs in making and installing furniture, and wood machining. There are eight members of staff, four of whom are qualified assessors and three are internal verifiers. Practical training and NVQ assessment are carried out on the job by the qualified instructors and assessors.

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

8. The physical education department provides opportunities for recreation for six one-hour sessions each day, and also during evenings and at weekends. It offers a full-time 14-week course working towards a level 2 course in professional and personal development. There are currently eight learners on this course. When the full-time course is not running, a range of personal development courses are offered, including development and leadership courses in various sports, manual lifting and handling, weight lifting and a first aid at work course. Over 200 of these awards were achieved by prisoners in 2004. The department is managed by a principal PE officer, with a staff of four qualified physical training instructors. In addition, there are three prisoners who have gained an Open College Network (OCN) award and are now working as gym assistants. PE facilities include a four-court sports hall, a fitness area for resistance and cardiovascular exercise, and a recreation room with five snooker tables, two pool tables and a table tennis table. Outside there is a large grassed area including a football pitch, a cricket pitch and a bowling green.

## Humanities

9. There are 165 learners in this area of learning, 30 of whom are full-time learners and 135 are part-time learners. The education department offers 18 different courses at differing levels, including English, computing, art and craft, drama, business management and professional courses, modern languages, and psychology. In addition, 21 learners are on outside college courses and most are on computing courses. Approximately 35 learners are following open learning courses with support from the education department. Learners attend education for up to 10 half-day sessions a week if they are full time. Part-time learners can attend any selection of half-day sessions that meets their needs and fits in with their work commitments. Education is housed in two classroom blocks. There are few classes outside these blocks.

## Foundation programmes

10. There are 108 learners, 19 of whom are full time and 89 are part time, attending literacy and numeracy courses. Accredited courses are offered at entry level 1 to 3, level 1 to 3 and English for speakers of other languages (ESOL) within a flexible timetable. Topics include English, computing, cookery and nutrition, parentcraft, and preparation for work. All learners are working towards recognised qualifications. Some learners attend evening classes in basic English and communication skills. There is a co-ordinator for literacy and numeracy who manages the work of part-time and casual teaching staff. The department uses training peers to mentor those with reading difficulties, and prisoners who have completed the initial teaching qualification provide additional support in the classroom.

## ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	25
Number of learner interviews	39
Number of staff interviews	36
Number of locations/sites/learning centres visited	1
Number of partner/external agency interviews	2

## OVERALL JUDGEMENT

11. The quality of the provision is adequate to meet the reasonable needs of those receiving it. Provision in engineering, technology and manufacturing, and hospitality, sport, leisure and travel is satisfactory, and in construction, humanities, and foundation programmes it is good. Leadership and management and equality of opportunity are satisfactory. However, the arrangements for quality assurance are unsatisfactory.

## GRADES

grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

<b>Leadership and management</b>		<b>3</b>
Contributory grades:		
Equality of opportunity		3
Quality assurance		4

<b>Construction</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Construction crafts</b> - Other government-funded provision	15	2

<b>Engineering, technology &amp; manufacturing</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Manufacturing</b> - Other government-funded provision	96	3

<b>Hospitality, sport, leisure &amp; travel</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Leisure, sport and recreation</b> - Other government-funded provision	8	3

<b>Humanities</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Other contributory areas</b> - Other government-funded provision	165	2

<b>Foundation programmes</b>		<b>2</b>
Contributory areas:	Number of learners	Contributory grade
<b>Literacy and numeracy</b> - Other government-funded provision	108	2



## KEY FINDINGS

### Achievement and standards

12. **Retention and achievement on brickwork training programmes are very good.** Over the past three years none of the learners have left the programme early, and achievement is very high. Learners rapidly develop good practical skills, such as in the use of hand tools, and levelling and plumbing devices. They also show good bricklaying skills and produce brickwork models of a very high standard.

13. **In manufacturing, learners produce work to a good standard** and make satisfactory progress in completing their qualifications. However, many learners leave the prison before they achieve their qualification. The achievements of those who remain long enough to complete are satisfactory. The range of evidence produced by learners in their NVQ portfolios is satisfactory, and in woodwork it is good. There is no accreditation of key skills in manufacturing workshops, and the number of prisoners registering for NVQs is low.

14. Achievement on sport and PE courses is satisfactory. Learners gain accreditation in a number of short courses as well as the full-time course. In 2004 learners gained 176 personal development awards and 35 leadership awards. Retention on the full-time OCN professional and personal development course is often low, mainly because men are discharged or move to the resettlement programme before they can complete it. On the two previous courses, the achievement was 100 per cent and 92 per cent respectively. Learners' portfolios are of a good standard. The range of work produced exceeds that required to meet the unit criteria. Learners develop the ability to lead PE sessions and they do this very well.

15. **The standard of learners' work in humanities and education is good.** Achievement rates of the learners who completed the course in 2003-04 was generally over 80 per cent and often 100 per cent. The standard of work produced by learners is good, as are the portfolios. Learners are confident of their ability to succeed and progress on to more advanced courses, in and outside the prison.

16. **There are good pass rates for completers on all literacy and numeracy courses.** For example, on entry level 1 to 3 in numeracy and ESOL courses, the pass rate for learners has been 100 per cent for the past two years. The standard of learners' work in relation to their learning targets is good, and often demonstrates substantial progress by the individual. Retention rates are poor as learners enter the resettlement programme or are released before completing their qualification.

### Quality of education and training

17. **Teaching in construction is very good.** Learners' progress is particularly well recorded and monitored. They are aware of their progress and know what still needs to

be done. This strongly motivates learners to achieve their intended goal. There are good progression routes for learners into vocational training, work experience and eventually sustainable employment.

18. Training in manufacturing is satisfactory. There are good opportunities for learners to participate in training and education while working in the carpentry and footwear manufacturing workshops, but the number of learners who are working towards NVQs is low. Equipment and processes used in manufacturing workshops reflect those used in industry, and learners develop skills which will enhance their prospects of gaining employment on release. Learners are fully aware of the NVQ structure and assessment requirements. Individual learners receive very effective support from instructors and assessors.

19. Training in PE is satisfactory. There are detailed teaching plans for the full-time OCN course. Handouts are well prepared and closely match the learning objectives of the course. Teaching is organised so as to enable learners to gain a good deal of background information alongside the practical elements of the course.

20. **There is some poor accommodation for PE.** The sports hall is satisfactory, but the fitness area is too small for the number of men who wish to use it. The classroom which is used for the theory element of the course is inadequate, and the office has only one desk and computer for five staff.

21. **The teaching and learning in humanities and general education is very good.** Teaching resources are well devised and there is effective differentiation in lesson planning and class teaching. Staff are well qualified and experienced in their subject. The accommodation for most courses, with the exception of art, is well resourced and well maintained.

22. **The level of individual support given to learners in the education department is good.** Much individual support takes place on a personal and academic level in teaching sessions. Learners' progress is monitored closely and additional help is given to learners with particular learning needs. There is effective referral to learning support for additional reading, writing and language help.

23. **Some of the resources are inadequate, insufficient in quantity or of poor quality.** For example, some of the handouts are poor and others are out of date. Some of the printers are slow, dated and produce poor-quality printouts.

24. **In literacy and numeracy, teaching is well planned** and makes use of a variety of teaching styles to engage learners. Learners are made aware of lesson objectives and participate well in classroom activities. A good range of learning materials are available to teachers. Procedures for assessment are good. Classes include cookery and information technology (IT) sessions, as well as English and mathematics. Progression opportunities are good because of the wide range of education courses at level 1 and 2.

25. Resources for foundation studies are adequate. All staff are qualified and participate

in ongoing training.

**26. Some teaching rooms have inadequate information and communications technology (ICT) equipment,** and some are uninspiring for the few displays of learners' work.

**27. The prison has not developed a skills for life strategy, the government's strategy on training in literacy, numeracy and the use of language, throughout the prison.** Literacy and numeracy are not an integral part of the vocational training. There is little communication between education and vocational training staff.

### **Leadership and management**

**28. The prison provides sufficient, good employment for all inmates.** The work is satisfying and most includes some preparation for employment after release.

**29. The prison has developed a flexible individual programme for each learner** to enable them to attend a pattern of education and training which suits them best. The prisoner's choice is reviewed by the resettlement board to ensure it is appropriate to resettlement objectives.

**30. The range of training and development opportunities available to prisoners who qualify for the resettlement programme is good.** It includes higher and further education, job-focused vocational training, and assistance with jobsearch and personal effectiveness skills.

**31. There are effective management strategies to promote equality and diversity.** Staff training is regular and the number of prisoners in each activity is monitored to identify under-represented groups. Access to most areas of the prison is satisfactory. Prisoners report that they are treated with respect.

**32. There is insufficient communication and co-operation between education, training, and resettlement functions.** Expertise is not well shared across the prison, and some areas do not have the confidence to implement assessment and verification systems. There is insufficient support from the education department to deliver key skills and literacy and numeracy skills to prisoners in the workshops.

**33. Some identified training needs are not being met.** Most areas of the prison do not yet offer accredited training, and, where it is offered, few are participating.

**34. There is insufficient use of target-setting in the learning and skills area.** Clear milestones and targets are not set for improvements to be made, and progress has been slow in some areas.

**35. Quality assurance of education is satisfactory,** but quality systems are not yet established in training areas. There is little use of data to monitor the effectiveness of provision, and many staff are not yet involved in the self-assessment process.

## **Leadership and management**

### **Strengths**

- flexible provision for education and training
- good access to training and development outside the prison in the resettlement programme
- good workplaces in the prison
- effective strategies to promote equality and diversity

### **Weaknesses**

- insufficient integration of education, training and resettlement
- some identified employment or resettlement needs are not met by training provision
- incomplete procedures for quality assurance
- weak target-setting

## **Construction**

### ***Construction crafts***

#### *Strengths*

- very good retention and achievement
- particularly effective recording and monitoring of progress
- rapid development of good practical skills
- good progression in training and into employment

#### *Weaknesses*

- unplanned delivery of background knowledge
- inadequate ICT resources in brickwork

## **Engineering, technology & manufacturing**

### ***Manufacturing***

#### *Strengths*

- good opportunities for training and education
- good learner awareness of NVQ structure and assessment requirements
- realistic working environment with industry-standard equipment
- very effective support for individual learners

#### *Weaknesses*

- insufficient monitoring of learners' performance and trends
- no accreditation of key skills in the manufacturing workshop
- incomplete self-assessment and action-planning process
- poor internal communications

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

### ***Leisure, sport and recreation***

#### *Strengths*

- good standards achieved by learners
- good progression opportunities
- good opportunities for recreational PE

#### *Weaknesses*

- some poor accommodation
- poor internal verification systems
- weak management of training

## **Humanities**

### ***Other contributory areas***

#### *Strengths*

- good standards of learners' work
- very good teaching and learning
- good individual support provided
- good range of courses to meet learners' needs

#### *Weaknesses*

- some poor resources

## **Foundation programmes**

### ***Literacy and numeracy***

#### *Strengths*

- good pass rates for those who complete the course
- effective teaching which meets the needs of individual learners
- good assessment procedures

#### *Weaknesses*

- no skills for life strategy throughout the prison

## **WHAT LEARNERS LIKE ABOUT HMP SUDBURY:**

- the learning programme - it sets us different challenges
- 'training gives us a chance to gain meaningful employment'
- the excellent brickwork tutor
- 'enables us to get a qualification that is recognised by the construction industry'
- the staff are all very approachable in education
- 'what I have done in here will give me far more options when I go out'
- never being told 'no' when asking for an education course
- doing education and employment together
- getting an NVQ and preparing for future employment
- the theory side works well, instructors break it down into small sessions

## **WHAT LEARNERS THINK HMP SUDBURY COULD IMPROVE:**

- the way in which the work is organised - some short-term prisoners go out before longer-term prisoners
- the information about which courses have waiting lists, and when they are going to run again in the future
- the information about courses that are not available to short-term prisoners
- the waiting list for brickwork training - it should be shorter
- the information on courses - it does not give you a very clear idea of what you will be doing

## **KEY CHALLENGES FOR HMP SUDBURY:**

- increase the number of prisoners taking NVQs in industries
- improve the monitoring of learner performance and trends
- introduce key skills and literacy and numeracy in manufacturing workshops
- develop self-assessment and action-planning processes
- improve internal communications and sharing of good practice
- improve the resources on some programmes
- widen participation in construction
- implement a skills for life strategy throughout the prison



## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- flexible provision for education and training
- good access to training and development outside the prison in the resettlement programme
- good workplaces in the prison
- effective strategies to promote equality and diversity

#### Weaknesses

- insufficient integration of education, training and resettlement
- some identified employment or resettlement needs are not met by training provision
- incomplete procedures for quality assurance
- weak target-setting

36. Over the past two years, managers have restructured the prison's regime in order to achieve better participation in education and training. The prison now has a flexible education and training provision which aims to meet individual needs and to encourage prisoners to improve their skills and qualifications before release. The prison induction has improved its focus on the need for resettlement from the outset. All learners are assessed on arrival to determine their level of literacy and numeracy. If their skills are insufficient they are strongly recommended to attend education. They may not be able to progress onto the resettlement programme unless they can show evidence that they have made progress in this area. After induction, all prisoners have their assessed needs and sentence plan reviewed by a resettlement board. Prisoners who are close to release are encouraged to attend full-time education. Others are offered a mixture of education and work. The regime allows prisoners to be released from work to attend education for several sessions each week if desired. Prisoners can take any combination of subjects to meet their individual requirements and interests, subject to the agreement of the resettlement board. This arrangement presents a logistical challenge for the workshops, which have production targets to meet. Workshop managers have to give consent for this release to education. In practice, a way to accommodate such requests is always found and each learner has an individual programme of learning and work activities.

37. There is good access to training and development outside the prison through the resettlement programme. Almost a third of the prisoners at the prison are engaged in this programme, which aims to prepare them for release. Many work with local employers, but there are also good opportunities for training and development. The choice of activity is well managed through the resettlement board. The prison has links with local Jobcentre Plus offices, and a member of Jobcentre Plus staff visits weekly to provide careers advice. External agencies are also well integrated with the prison's activities,

## HMP SUDBURY

providing advice and practical help in areas such as careers and housing for those approaching the end of their sentence. Learners attend a one-week course to prepare them for work outside. Those who are unsure of their career choice are advised to attend personal development programmes offered by a training company outside the prison, in order to improve their jobsearch and personal presentation skills. Twenty-seven learners were attending at the time of the inspection. Other training companies provide lift truck operator and goods vehicle driver training. Over 30 learners attended these courses in 2004. Twenty-three learners are attending courses at local colleges at level 3 and above which are not available in the prison. The PE department has developed a progression route to work placements in local sports centres for learners who complete its full-time course and are eligible for resettlement. Two learners are currently working outside the prison on this programme. There are good procedures for monitoring the activities of learners on the resettlement scheme. Employers and training providers are visited every two weeks to ensure that the learners are attending as required and are making satisfactory progress.

38. The work available to the prisoners at HMP Sudbury is good. There are sufficient workplaces for all prisoners. The workshops for footwear and furniture manufacture are well equipped with industry-standard machinery. Learners experience a work regime similar to that in industry and are able to attend training which leads to an NVQ. The prison has introduced the performing manufacturing operations NVQ which is more relevant to employment than specialist qualifications in subjects such as footwear production. Staff are well qualified and take a positive approach to developing the skills of learners. In metalwork and garden furniture workshops, learners gain good skills and produce products which find a ready market. However, these workshops do not provide any accreditation of the skills gained. Learners who work as wing cleaners are now offered a training programme in industrial cleaning. Over 70 learners are employed in the prison gardens, market garden, recycling plant and works department. All are well equipped and provide satisfying work with opportunities for skills development. However, at the time of the inspection only three learners were attending accredited training.

39. There is insufficient integration of education and training provision. Learners are able to attend part-time education as well as work, but, for those who do not, there is little outreach from the education department. The education department has assisted workshop staff by delivering assessor qualifications, but there is no formal sharing of good practice about teaching, assessment and verification, or support from the centre for those working in these areas. Some vocational assessors feel they do not have enough support to enable them to work with confidence. There are no arrangements for education staff to participate in the teaching of background knowledge for those who are taking vocational qualifications. Links between education, training and resettlement are also insufficient. Vocational trainers have knowledge of employment prospects and contacts in their industries, but this is not generally used to help learners to find work. The education department carries out an annual analysis of the skills needs of industry in the region, but this is not used to plan wider training provision. Opportunities to discuss these issues across education, PE, work and resettlement are very limited. There is a prison activities group meeting, but this does not have a remit to discuss learning and

skills, and the head of learning and skills does not attend.

40. The prison's training provision does not yet meet some of the identified employment and resettlement needs of prisoners. At present, over 200 prisoners are employed in workplaces which do not yet offer qualifications. Where training is offered, the number of prisoners taking it is low. For example, in footwear there are only seven learners out of 50 men employed. The number of prisoners taking accredited vocational training remains small at 52, out of a population of over 500. There are no short courses which provide rapid accreditation of skills, except in PE. Training departments do not regularly share good practice and staff are not always sure which qualifications will best suit the needs of their learners. The prison does not make sufficient use of labour market information or knowledge of skills gaps when deciding what training to offer. They have identified that construction is a popular area of learning, but there are only 18 places on the brickwork programme, and a waiting list of 70. There are insufficient links between the prison and employers. There has been little management action to encourage employers to come forward. The prison has recognised many of these issues and has a clear strategy to develop accreditation opportunities. Plans are in place to offer accredited training in the kitchens and metalwork shop over the coming months.

### **Equality of opportunity**

### **Contributory grade 3**

41. There is a strong commitment to equality and diversity from the governor and senior managers. The prison has policies and procedures for equal opportunities and disability, race relations, bullying and complaints. The race relations management committee meets every two months, and other groups, such as the diversity steering group, also meet on a regular basis. There is regular monitoring of minority ethnic groups of the prison population, including the take up of learning and skills opportunities available. However, there is insufficient promotion and awareness raising of equality and diversity on the prison site. General information notices around the prison are, with few exceptions, written only in English, and many do not comply with current guidelines for meeting the needs of the visually impaired.

42. All staff complete annual diversity awareness training. This takes place internally and is mandatory. The course lasts for three hours, and course groups are drawn from all sections of the prison. The profile of staff in the prison does not match that of prisoners and managers are endeavouring to recruit more staff from under-represented groups. Staff who have concerns on equality of opportunity can raise them, confidentially, with the equal opportunities officer.

43. Access to buildings in the prison is generally good as most are single storey. New buildings, and those where significant refurbishment has been carried out, are designed to give good access to wheelchair users, and colour schemes are chosen to aid the partially sighted. All new toilets fitted in the accommodation blocks will be suitable for prisoners with disabilities. Some important facilities are not yet accessible. Wheelchair users cannot easily access the dining hall, but plans are in place to remedy this.

44. An access audit was completed in 2001 by the health and safety and works

departments and a number of improvements were made. A further access audit was completed approximately 18 months ago which was designed to meet the requirements of the Disability Discrimination Act 1995. It was submitted to the prison service area office, but no action plan has yet been produced, nor priorities or funding agreed.

45. Risk assessments are carried out when prisoners enter the prison. These are comprehensive and changes to procedures, and other reasonable adjustments have been made. The prison makes appropriate personal and medical arrangements to support prisoners' involvement in sporting activities. The effectiveness of risk assessments is monitored by the head of personnel.

46. The library carries a good range of newspapers and magazines for minority ethnic groups, and there is a significant stock of books in Urdu and other languages. The stock of large print and audio books is satisfactory. Access to the library is poor, but a new and much larger library has just been built and this will be in operation in the very near future. Facilities for learners with restricted mobility and wheelchair users are good in the new building.

### **Quality assurance**

### **Contributory grade 4**

47. Quality assurance of education and training at the prison does not cover all aspects of learning and skills activity. A quality improvement group has met regularly over the past two years. All relevant departments are represented on the group, which is a good communication channel and forum for discussions on quality. Progress with its agenda for quality improvement has been slow. Minutes show that operational management occupies most of the discussion. There is little discussion of quality assurance, and no analysis of the outcomes from the quality assurance processes. For example, there has been no recorded discussion of feedback from prisoners, or the success rates of different programmes. The group has overseen the self-assessment process, but has not discussed the results. It meets four times a year. Action points from the meetings are often not dealt with and there is slow progress with projects such as the introduction of accredited training to more work areas.

48. In the education department, there are satisfactory systems to ensure the quality of provision. Feedback is collected from learners regularly throughout the year, and teaching observations take place across all subject areas. Internal verification systems are co-ordinated effectively and systematically. All teaching staff are involved in the production of the annual self-assessment report and the action plan. Improvements have been made in these processes, for example the co-ordination between teachers has improved, and changes have been made to the choice of courses available. However, there are inconsistencies in the quality of records and the use of documents such as feedback sheets and evaluations. Data from management information systems is not used sufficiently to analyse the performance of different courses or groups of learners.

49. There is insufficient communication between industries, vocational training and education. There is no overall framework for quality assurance, or for monitoring key processes such as assessment and verification. In some areas internal verification systems are poor. The

process is not planned and there is no record-keeping other than in learners' files. Feedback from verifiers is weak and does not identify gaps in work or errors by the assessor. In most areas there is no monitoring of training by observation. In the PE department observations are carried out but there are no formal records. Some areas have good records of learners' course evaluations, but little use is made of them. In most areas the self-assessment process is incomplete. Staff are aware of the self-assessment report but have limited input. The reports are written by workshop managers and are too descriptive and insufficiently evaluative. They make little use of data for judgements on the provision, and do not identify some of the strengths and weaknesses. Some of the action plans have insufficient detail to adequately deal with the weaknesses.

50. Target-setting at the prison is weak. It is limited to national targets which vary in their difficulty. The targets set for work skills accreditations are relatively easy for the prison to achieve, while those for literacy and numeracy qualifications present more of a challenge. The prison does not set or monitor its own targets for continuous improvement or for other quality and performance measures such as learner satisfaction or speed of progress. Management decisions, such as the introduction of new provision, are not supported with clear milestones and targets for individuals to achieve. Slow progress has been made with the introduction of new training opportunities.

## AREAS OF LEARNING

### Construction

Construction		2
Contributory areas:	Number of learners	Contributory grade
<b>Construction crafts</b> - Other government-funded provision	15	2

### **Construction crafts**

#### *Strengths*

- very good retention and achievement
- particularly effective recording and monitoring of progress
- rapid development of good practical skills
- good progression in training and into employment

#### *Weaknesses*

- unplanned delivery of background knowledge
- inadequate ICT resources in brickwork

### **Achievement and standards**

51. Retention and achievement in brickwork are very good. Over the past three years none of the learners have left the craft programme early. Achievement for the two years which data is available is 89 and 88 per cent respectively. Retention and achievement for the intermediate craft award is also very good, at almost 90 per cent between 2002 and 2004. Overall, average retention and achievement for all brickwork learners from 2001 to 2004 is 94 and 86 per cent respectively. Since 2000, 22 learners have achieved additional accreditation towards the construction certificate scheme.

52. Learners quickly develop good practical skills. Within four to five weeks of starting the programme learners demonstrate good use of hand tools and levelling and plumbing devices. They also show good bricklaying skills and produce brickwork models of a very high standard. Learners are able to progress at their own pace and practical examples are graded to challenge and extend their skills. For example, a number of learners have developed enough skills to work on archways and decorative brickwork patterns. These are above the requirements of the awarding body. Learners speak highly of the support and tuition they receive and are motivated to progress further.

## Quality of education and training

53. Learners' progress is very well recorded and monitored. Achievement for all individuals is recorded by the tutor and a copy is given to the learner and a duplicate copy is retained by the tutor. A third copy is prominently displayed in the workshop. Learners know what progress they have made and what needs to be done to progress.

54. The progression routes into vocational training and employment are good. Learners start by working towards a craft qualification in brickwork, and they can then transfer to the intermediate craft award. Some learners have taken the decision to postpone their resettlement programme in order to complete this course. In the last 12 months of their sentence, learners are able to progress to work experience and sustainable employment with local employers or employers in areas near to their normal place of residence. Although these programmes are initially supervised through the resettlement programme, the brickwork tutor has a close involvement in the programme. Learners are encouraged to maintain contact and report progress directly to the vocational course tutor. Learners value this support and the routes through which they can progress to meaningful and sustainable employment.

55. Workshop resources are satisfactory. The staff member is well qualified and has a wide range of experience in construction. He is a qualified trainer, assessor and internal verifier. There are sufficient numbers of hand tools and levelling equipment. There is no technical support or staff to cover holiday or periods of sickness. Classes have been suspended for these periods and private study carried out.

56. Assessment practice and procedures are satisfactory. Assessment is fair, accurate and planned. It is carried out in a formative manner and is well recorded. All assessment is agreed beforehand and feedback is given satisfactorily on completion of the task.

57. Internal verification is also satisfactory. It is well planned and covers all aspects of the assessment programme. Sampling is well recorded and feedback is given to assessors on their performance. Assessment and verification documents are detailed and comprehensive.

58. There is satisfactory support for learners in construction. The brickwork tutor gives effective pastoral support to learners and provides an introduction and induction to the brickwork programme. In the induction period and later in the practical sessions individual learning needs are determined. The instructor provides some support for learners who have literacy and numeracy needs. However, if further help is needed, then learners are referred to the education department. There is no peripatetic support from the education department for brickwork learners. There are no facilities in construction for learners to develop or enhance their IT skills.

59. There is no structured and planned provision for background knowledge to support practical brickwork activities. All background knowledge teaching takes place on an individual basis. This is time consuming and unproductive, and has to be repeated numerous times over the training period. It also means that some learners are in the



## HMP SUDBURY

workshop without immediate supervision while this teaching is taking place.

60. There are inadequate ICT resources in the brickwork area. There are no computing facilities for learners to produce portfolio work or develop their IT skills, or to support teaching and training. Computer-based construction materials can only be used by learners in the education department and this is disruptive to the training.

61. At the time of inspection, brickwork is the sole vocational training offered in construction. There is a waiting list of 70 potential learners for this area. Painting and decorating, which had been a previous option, has ceased to operate due to staff illness.

### **Leadership and management**

62. One tutor is responsible for brickwork and he reports directly to the head of learning and skills. Planned three-monthly meetings take place with the quality team. The data on achievement and retention is routinely collected and is analysed. There is insufficient quality assurance of the teaching and training process. Targets are not systematically set to predict trends and to encourage continuous improvement. Internal verification is planned and covers all aspects of the assessment procedure.



## Engineering, technology & manufacturing

Engineering, technology & manufacturing		3
Contributory areas:	Number of learners	Contributory grade
<b>Manufacturing</b> - Other government-funded provision	96	3

### Manufacturing

#### Strengths

- good opportunities for training and education
- good learner awareness of NVQ structure and assessment requirements
- realistic working environment with industry-standard equipment
- very effective support for individual learners

#### Weaknesses

- insufficient monitoring of learners' performance and trends
- no accreditation of key skills in the manufacturing workshop
- incomplete self-assessment and action-planning process
- poor internal communications

### Achievement and standards

63. Learners produce work to a good standard and make satisfactory progress towards achieving their qualifications. The range of evidence in portfolios in woodwork is good, but there is a limited range of evidence produced by learners on the footwear programme. However, all portfolios meet the requirements of awarding bodies and external verifiers. Until recently, learners on the footwear programme worked towards an NVQ for which assessors could not claim unit accreditation. This is being phased out in favour of an NVQ in performing manufacturing operations, and assessors are now able to claim unit accreditation for all learners in the manufacturing workshops.

64. As recognised in the self-assessment report, there is no accreditation of key skills in manufacturing workshops. The work completed by learners involved in quality control, could be used to gain accreditation towards key skills, but this is currently not the case. Managers and assessors are considering the introduction of key skills and other short courses into the manufacturing area. The prison service's key performance indicators for NVQ units are regularly exceeded by the manufacturing workshops, but the number of prisoners registering for NVQs is low, and targets do not allow for a significant increase in NVQ registrations over time.

## Quality of education and training

65. There are good opportunities for learners to participate in training and education. Learners who work in the manufacturing workshops at HMP Sudbury develop good practical skills and industrial experience. They also have the opportunity to gain an NVQ, and are encouraged to participate in a wide range of educational courses. Many learners are benefiting from this flexibility, and they are acquiring new knowledge and skills. The opportunity for learners to start part-time courses in education can be affected by production demands in the workshops, but learners are not withdrawn from education programmes once they have started.

66. Learners are fully aware of the NVQ structure and assessment requirements. They know which units they have completed and what work remains to be done. They understand the assessment requirements of their qualification, and also the role of the assessor, and the internal and external verifiers.

67. Assessment and verification are satisfactory. Assessment is well planned and appropriate for the qualification being followed. Answers to background knowledge questions are assessed rigorously, with assessors correcting spelling and grammar, as well as marking technical content. Assessors give learners written feedback, which includes the date for the next assessment. Appropriate internal verification reports are completed which include written feedback to assessors. However, a copy of this report is not given to the assessor. Verifiers do not adequately plan the sample of assessments they will observe. The self-assessment report claims that reciprocal arrangements are in place between internal verifiers, but any sharing of good practice is limited to the immediate vocational area.

68. The working environment is very realistic and equipment meets industrial standards. Equipment and processes used in manufacturing reflect those used in industry, and learners develop skills which will enhance their prospects of gaining employment on release. In footwear, the only components not manufactured in the workshop are steel toe caps and boot laces. All other components are produced from raw materials by the learners. The safety boots produced in this workshop comply with international standards. The furniture produced in the woodwork workshops also meets the requirements of international standards. Materials, processes and equipment used by woodwork learners meet current industrial standards, and a wide range of furniture is produced. A quiet area has been constructed in the spray area of the woodwork shop where learners can work on their portfolios, but there is no classroom available in footwear department. ICT facilities are poor in both workshops. Managers and staff in the footwear department do not have a printer, and have to walk to the adjacent workshop to collect printed material.

69. Individual learners receive very effective support from instructors and assessors. All learners are interviewed and receive an induction to their area of work. They are given advice and guidance on opportunities to work towards an NVQ. There is a very good ratio of assessors to learners. The individual needs and abilities of learners are taken into account when planning and carrying out assessments. Instructors have a very good

rapport with learners. However, the delivery of literacy and numeracy support is the responsibility of the prison's education department, and the take up and effect of this support is not adequately monitored by managers in the manufacturing areas. None of the manufacturing staff have received training in the delivery of key skills or literacy and numeracy.

## **Leadership and management**

70. There is insufficient monitoring of learners' performance and trends. Managers and staff keep data on NVQ registrations and certification, but they do not know what proportion of prisoners coming into their workshop register for an NVQ, how many of those recruited are retained, and what proportion achieve their qualifications. Trends in recruitment and completion cannot be monitored over time.

71. The self-assessment and action-planning processes are incomplete. The self-assessment report is too descriptive and insufficiently judgemental. It does not acknowledge many of the strengths and weaknesses identified by inspectors. Involvement in the self-assessment process is restricted to workshop managers, although they inform colleagues that a report has been produced. The self-assessment action plan is insufficiently detailed and shows little progress since it was compiled.

72. Internal communications and the sharing of good practice are poor. Although assessors and verifiers within vocational areas meet to discuss training and assessment, they do not liaise with colleagues who carry out similar tasks in adjacent workshops to identify common concerns and share good practice. There is insufficient communication between industries, vocational training and education, and managers in the manufacturing areas do not know how successful their learners are in gaining related employment.

**Hospitality, sport, leisure & travel**

<b>Hospitality, sport, leisure &amp; travel</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b><i>Leisure, sport and recreation</i></b> - Other government-funded provision	8	3

***Leisure, sport and recreation****Strengths*

- good standards achieved by learners
- good progression opportunities
- good opportunities for recreational PE

*Weaknesses*

- some poor accommodation
- poor internal verification systems
- weak management of training

**Achievement and standards**

73. Achievement on sport and PE courses is satisfactory. Learners are able to gain accreditation in a number of short courses as well as the full-time course. Short courses take between three hours and four weeks to complete. In 2003 learners gained 131 personal development awards and 25 leadership awards, and in 2004 they gained 176 personal development awards and 35 leadership awards. The OCN professional and personal development course is full time and lasts for 14 weeks. It was being delivered at the time of the inspection, which was the third time it had been offered. Retention on the course is often low, mainly because men are discharged or move to the resettlement programme before they can complete it. On the two previous courses there was excellent achievement at 100 per cent and 92 per cent respectively. On the current course, eight remain from 13 starters.

74. Learners' portfolios are good. The range of work produced exceeds that required by the awarding body. Learners develop confidence in preparing and presenting sessions in sports and weight training. They produce good lesson plans for the training sessions they lead. Written records of practical assessments show that learners are able to lead sessions to a high standard. Once they have completed the course they can become gym assistants, and are then fully involved in the delivery of the PE induction and individual training of new prisoners.

## Quality of education and training

75. There are good opportunities for everyone to take part in recreational PE. The gymnasium is open for 76 hours a week, including every evening and weekend. Specific groups are catered for through remedial and over 40's sessions. A wide range of different activities is offered on evenings and weekends alongside the weights and fitness area. These include badminton, football, volleyball, cricket, snooker, circuit training and aerobics. There are competitive teams playing in external football and badminton leagues and friendly matches in volleyball and cricket. All learners receive an induction to PE on entry to the prison. This includes health and safety, demonstration of fitness equipment and information about the recreational and educational courses offered by the department.

76. There are good opportunities for progression in PE. Learners who complete the OCN PE and fitness course then have the opportunity to become gym assistants. This involves cleaning, assisting with gym inductions, personal training and fitness testing for other prisoners, referring of recreational activities and helping with the external special needs groups. Once they have completed a minimum of four weeks as gym assistants, learners who meet the prison's criteria for resettlement can apply for voluntary or paid work in fitness centres. Learners who do this have good experience of dealing with the public and get constructive feedback from the manager. The PE officer is seeking new placements for employment.

77. There are detailed teaching plans for the full-time OCN course. Handouts are well prepared and closely match the learning objectives of the course. Teaching is organised so that learners can gain a good deal of background information alongside the practical elements of the course. The teaching practice observed was good and fully involved all learners. All four PE instructors contribute to the course. Learners speak positively about the tutors and courses and this is reinforced by written course evaluations.

78. There is some poor accommodation for PE. The sports hall is satisfactory, but the fitness area is now too small for the resistance and cardiovascular equipment. New equipment has been purchased but there is nowhere to place it. Learners have to shower in the accommodation wing, as there is no shower or changing room in the gym. The classroom used for theory is inadequate. It is in a different block, it is inadequately heated and has no desks. The staff room is too small for five staff to work with only one desk and computer.

## Leadership and management

79. Management of training is weak. Team meetings are rare with only two in 2004. Data is kept on completers but rarely on retention. It is not used to analyse trends in retention or achievement.

80. Internal verification systems are poor. It is not planned and there are no records other than in learners' files. Feedback is weak and does not identify gaps in learners'

## HMP SUDBURY

work or errors by the assessor.

81. There are good records of course evaluations at the end of courses, but little use is made of these. Staff appraisals take place on a regular basis and include targets. Staff have a wide range of sport-specific qualifications and attend courses to expand their range. However, none of the staff have a teaching qualification, although they are aware of the need to gain one in the future.

82. There is insufficient sharing of good practice in the prison. Teaching observations of staff take place in the PE department, but there are no formal records. One member of staff has written the new full-time PE and fitness instructor's course with little help from other areas of the prison. This has given learners a vocationally relevant qualification, although the title does not reflect the content and depth of the course. The self-assessment report did not fully involve all the staff. It highlights the key strengths but does not identify all the weaknesses identified by the inspectors.

83. Good links are in place with the local college for voluntary placements in the fitness centre. Other links are beginning to be established with local health and fitness providers for paid employment.

84. Staff have recognised the need for more space in the fitness areas and for a classroom, and this will be resolved by an extension to the gymnasium block.

## Humanities

Humanities		2
Contributory areas:	Number of learners	Contributory grade
<b><i>Other contributory areas</i></b> - Other government-funded provision	165	2

### ***Other contributory areas***

#### *Strengths*

- good standards of learners' work
- very good teaching and learning
- good individual support provided
- good range of courses to meet learners' needs

#### *Weaknesses*

- some poor resources

## Achievement and standards

85. The standard of learners' work is good. Achievement in 2003-04 was mostly over 80 per cent and often 100 per cent. The standard of work produced by learners on most courses is good at all levels. Presentations, oral work and communication skills are good particularly in business management courses, psychology and drama. Learners demonstrate a good level of interpersonal skills in group work. Portfolios are good overall. Learners are confident of their ability to achieve and are proud of their skills. Progression onto advanced courses, in and outside prison, is good.

## Quality of education and training

86. The teaching and learning are very good. Eighty-four per cent of the teaching sessions observed during the inspection were good or better. No unsatisfactory sessions were observed. Teaching resources are well devised and are tailored for particular groups of learners. There is effective differentiation in lesson planning and in teaching activities. Staff are well qualified and experienced in their subject. All learners engage in the learning sessions. Most staff are doing more than the syllabus requires and challenge learners to work to their own ability level. The accommodation for most courses, with the exception of art, is well resourced and well maintained. Wall displays include a selection of work and relevant subject material. Staff take care to relate their teaching to real life situations, and illustrations used in sessions are carefully chosen to be meaningful to the learners.

87. Much individual support is given on a personal and academic level in teaching sessions. Additional homework is given frequently. Learners' work is marked in a timely and thorough manner and feedback includes comments to indicate what is good and how it might be improved further. A wide range of references and sources is provided for learners, as well as assistance with study skills, essay writing, style and analysis. Many examples and illustrations are given to enhance the relevance of work to individual learners. Learners and their aims are treated with respect and staff respond to them in a positive and constructive manner. Progress is monitored closely and this information is shared with learners to increase their motivation. Staff give advice and guidance to learners on progression opportunities both in and outside the prison. Additional assistance is given to learners with particular learning needs such as the magnification of texts for those with impaired eyesight. Effective referrals are made for learning support for additional help with reading, writing and language.

88. The education department offers responsive and flexible provision to meet learners' requirements. An annual needs survey is carried out to provide information on the resettlement areas and the employment available there. Information is also gathered to find out what courses learners would like that are not currently on offer and to determine which are the most popular courses. New provision is introduced in response. For example, the website design course introduced 18 months ago, is now one of the most popular courses and is used in the workplace by several learners. The progression opportunities offered while in prison and after release are good. During 2003-04, 38 learners attended college courses outside the prison, including those in computing, access to nursing, bricklaying NVQ at level 3, electrical installation, and British Sign Language. Twenty-one learners were attending external college courses during the inspection. Eight learners went onto further education or higher education courses after their release during 2003-04. Nine are currently following distance learning university courses, and over 20 are working towards other open learning courses such as general plumbing and heating, garden landscape and drawing, transport management, and teacher training. Waiting lists for all courses are small. The waiting time to get on courses for most learners is a week.

89. Some of the resources are inadequate, insufficient in quantity or of poor quality. Some of the handouts used in teaching sessions and in learners' files are poor in quality and design. They are out of date, unattractive and do not engage the less literate learners or those whose learning style would favour more visual representations. Some of the printers in the computer teaching rooms are slow, dated and produce poor-quality work. Some source materials in areas such as psychology, management courses, and jobsearch are out of date. There are insufficient library study areas for learners to use in their free time, although this will be remedied when the new library building opens. Insufficient information is available to learners about some courses when they are making their education choices.

90. Monitoring and assessment of learners are satisfactory. Internal verification is fair, accurate, planned and well recorded for all courses in the education department. Documents are clear and cross-referenced to learners' portfolios for assessment purposes. Each subject has an appropriately qualified internal verifier who co-ordinates



the assessment process. New individual learning plans were introduced earlier this year and are now well established. They are shared with learners who contribute their own comments. Meaningful, short-term targets are set at regular progress reviews. Learners know how they are progressing on most courses and have the opportunity to increase their pace should they wish to do so.

## **Leadership and management**

91. The education department is well managed. Communication is satisfactory internally and with external education partners. Whole-staff meetings are held regularly and minuted formally smaller meetings, such as section meetings and literacy and numeracy meetings, are not always formally recorded. Some of the part-time teaching staff have a mentor who teaches or is also qualified in their subject. Procedures are generally simple and efficient. For example, staff communicate information on learners to one another daily through a book system which is read by all tutors. All full-time staff are appraised annually and an appraisal meeting is available to part timers on request. Staff development opportunities are communicated through memorandum and letters and staff are encouraged to attend relevant activities.

92. Quality assurance is effective. Feedback is collected from learners at regular points in the year and during courses to promote changes to the provision and the self-assessment process and development issues are fed into the appraisal process. Teaching observations are carried out systematically across all subject areas. Internal verification systems are co-ordinated effectively and systematically. All teaching staff are involved in the production of the annual self-assessment report and the action-planning, although to differing extents. Action plans are agreed through meetings, individual discussion and, if necessary, letters to part-time teachers who cannot attend meetings. However, there is little collective use of management information systems to produce and analyse comparative data on the performance and achievement of different courses or groups of learners.

## Foundation programmes

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
<b><i>Literacy and numeracy</i></b> - Other government-funded provision	108	2

### ***Literacy and numeracy***

#### *Strengths*

- good pass rates for those who complete the course
- effective teaching which meets the needs of individual learners
- good assessment procedures

#### *Weaknesses*

- no skills for life strategy throughout the prison

## Achievement and standards

93. The pass rates are good for completers on all literacy and numeracy courses. For example, on entry level 1 to 3 numeracy and ESOL courses, the pass rate for learners has been 100 per cent for the past two years. The standard of learners' work in relation to their learning targets is good, and often demonstrates substantial progress in the development of their learning skills. The work in portfolios is of a consistently high standard. Retention rates are poor, as learners enter the resettlement programme or are released before completing their qualification.

## Quality of education and training

94. Most teaching is effective and meets the needs of the learners. The best teaching sessions are well planned and include a variety of teaching styles. Learners are made aware of lesson objectives and participate well in classroom activities. In most lessons, tasks are broken down into sequential stages to allow achievement at each stage. A range of paper-based learning materials are available and teachers are able to select those which will best develop and reinforce individual skills. Learners clearly increase their confidence and make good progress towards literacy and numeracy development. This differentiation of teaching methods and materials contributes strongly to the learners' good achievements.

95. Procedures for the learners' assessment are good. All learners have rigorous initial diagnostic assessments. An interview ascertains prior learning and aims to identify the correct course. Individual learning plans are written with specific targets and are cross-referenced to the adult core curriculum. All progress is reviewed regularly and is

recorded in detail, usually at the end of each session. At each review the individual learning plan is updated, and an action plan includes realistic and appropriate targets for the learner.

96. Literacy and numeracy is delivered within a flexible curriculum to allow more choice for the learner. Classes include cookery and IT sessions as well as English and mathematics. Most literacy and numeracy learners are part time and are released from a workplace to attend education. In addition to their literacy and numeracy work they may also enrol on a vocational training course, or for other education classes such as Parentcraft. The design of the programmes meets the learners' needs. However, subjects such as numeracy are not an integral part of the courses. Progression opportunities are good as there is a wide range of education courses at levels 1 and 2. Many ESOL learners progress to English classes in the department.

97. Resources are adequate. All staff are qualified and participate in ongoing training, in-house and externally at a local college. All tutors demonstrate a good awareness of individual needs. Most of the staff attended a dyslexia awareness event which was organised and delivered by the education department in 2004. Tutors have developed a good range of learning materials to meet the needs of the learners. However, some rooms have inadequate ICT equipment, and some have little work displayed.

98. Guidance and support are satisfactory. All learners have a personal tutor, and duty tutors are available each day to deal with learners' needs. They provide good individual support, with clear explanations and appropriate challenges through questioning. Learning support sessions are timetabled in computer rooms and staff are available if learners need help. There is limited support for learners with additional needs and in some groups learners have to wait for individual help from the tutor. The prison offers the opportunity to participate in the 'link-up' scheme, which trains prisoners and staff in initial classroom assistant skills. Some prisoners who have completed this qualification offer support to learners in the classroom, however there are very few. Another initiative, known as 'toe by toe', encourages peer support by teaching prisoners to assist learners to develop their reading skills.

99. The prison has not developed a skills for life strategy throughout the prison. Prisoners can take literacy and numeracy courses in combination with training or work, but they are not an integral part of other courses. There is little communication between education and vocational training staff. There is very little outreach from the education department to support learners with additional needs, or to encourage reluctant learners to attend education. However, new vocational programmes, such as industrial cleaning, plan to integrate the certificate of adult literacy and numeracy qualifications into the vocational learning goals.

## **Leadership and management**

100. Communication is well managed and staff have very good working relationships. Meetings are held regularly and are well attended, and all part-time staff are involved in decision-making. Information on the learners' progress is well recorded and teachers are

#### HMP SUDBURY

aware of individual needs. However, links between departments are poor and there are few opportunities to share good practice. Equality of opportunity is promoted satisfactorily. All learners who have specific learning needs are assessed and receive appropriate support. Quality assurance procedures are generally satisfactory. Learners' views are regularly canvassed through surveys, and action is taken when possible. All staff were involved in the end-of-year self-assessment process.