

REINSPECTION REPORT

HMP Full Sutton Reinspection

04 March 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. 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
- 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.

REINSPECTION REPORT

HMP Full Sutton Reinspection

Contents

Summary

| | |
|-----------------------------|---|
| Description of the provider | 1 |
| Scope of provision | 2 |
| About the reinspection | 4 |
| Overall judgement | 4 |
| Key findings | 4 |

Detailed reinspection findings

| | |
|---|----|
| Leadership and management | 10 |
| Equality of opportunity | 12 |
| Quality assurance | 13 |
| Construction | 16 |
| Engineering, technology & manufacturing | 18 |
| Hospitality, sport, leisure & travel | 21 |
| Humanities | 25 |
| Foundation programmes | 29 |

REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. 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 holds 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, 599 prisoners were held at the prison, which has an operating capacity of 607. Two hundred and seventy-two are life sentence prisoners. Three hundred and twelve prisoners are classified as vulnerable prisoners, which means that their accommodation, education and work are separated from the other prisoners (known as main location prisoners) at all times. The prison has duplicate facilities in most areas so the education and training opportunities are the same for both groups. The prison education unit is provided through a contract with a local college. All education is part time. Approximately 350 prisoners attend the education provision each week. The range of courses includes foundation studies, art, humanities and information technology (IT). There are also classes in industrial cleaning, sociology, cookery and support for open learning courses. The prison has training workshops where prisoners can gain qualifications in engineering, construction and Braille translation. There are 112 places in these workshops. Prisoners also work in textile workshops and electrical or mechanical assembly shops. No accredited training is offered to the 100 prisoners who work in these workshops, though they are able to attend education part time. The prison has recently started to offer a national vocational qualification (NVQ) programme scheme for prisoners who work in the kitchens. Prisoners are also employed as orderlies and wing cleaners. A range of sports qualifications, and courses in nutrition and first aid, are provided by the physical education (PE) department.

2. The prison management consists of the governor and deputy governor and nine function heads, one of whom is head of learning and skills (HLS). The HLS manages the education and library contracts and has recently also taken responsibility for the workshops, industries and PE department. The education department is contracted to deliver just over 15,000 hours of teaching a year, which has increased from 14,000 hours at the time of the previous inspection. It is managed by a contract manager, education manager and deputy, a curriculum quality leader and a literacy, numeracy and language skills co-ordinator. There are six full-time and 14 part-time teachers, five cover staff, two full-time administration assistants and a part-time technician. The training and production workshops are managed by an industries manager, who now reports to the HLS. Twelve instructors work in the training workshops. The PE department is managed by a senior PE officer, and there are eight instructors. The library is managed by the East Riding library service. It is open for four hours each day for prisoners who make arrangements to use it for legal or educational studies. It is open to other prisoners for 75 minutes each week day evening. The library has recently appointed a full-time librarian, and there is also a library officer and two prisoner orderlies.

SCOPE OF PROVISION

Construction

3. There are 49 learners working towards an introductory multi-skills construction award. Learners spend up to 52 weeks in the workshops, and train in the crafts of bricklaying, carpentry and joinery, electrical installation, painting and decorating, plastering, and plumbing. Their work is planned to enable them to experience all six trades during their time in the workshop. There are six full-time instructors who are occupationally qualified in most of the trades offered in the workshops.

Engineering, technology & manufacturing

4. Since the previous inspection the prison has opened an additional motor vehicle workshop to enable vulnerable prisoners to participate in this area of work. The workshops have a total capacity of 45. At the time of the reinspection, there were 21 main location learners and 18 vulnerable prisoner learners. All are working towards an entry level 3 award in either motorcycle maintenance or car maintenance. Learners take approximately a year to achieve awards for both types of vehicle. They develop skills well beyond those required for the award offered. There are two full-time instructors in each workshop. Three of the four instructors are qualified assessors and one is working towards an assessor award. Learners can request release from the workshops to attend education or the gym for two half-day sessions each week. Those learners with literacy, numeracy and language needs can attend four half-day sessions.

Hospitality, sport, leisure & travel

5. Training in sport and recreation is provided by the PE department. Five learners are working towards an NVQ at level 1 in sport and recreation and six are working towards an NVQ at level 2 in activity leadership. Seventeen main location prisoners and 11 vulnerable prisoners are following an intensive course which they attend five times a week for half a day over a six-month period. A range of awards are offered as part of the intensive course. The PE department provides on-the-job training and employment for 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 and an all-weather area. Training in hospitality is provided by the catering department. Eighteen vulnerable prisoners work in the kitchens helping prepare 600 meals a day. They have all achieved the certificate in basic food hygiene at level 1 and stage 1 certificate in cleaning premises for the preparation of food. Five learners are working towards an NVQ at level 2 in food preparation and cooking. The catering team consists of a principal officer, two senior officers, four officer caterers and three officer support grades. At the previous inspection sport and recreation was judged to be good. Hospitality was not inspected. Separate self-assessment reports were produced for hospitality, and sport and recreation.

Humanities

6. Two hundred and twenty prisoners are following programmes in humanities and general education. These programmes include Spanish, French, sociology, art, art history, practical craft, design and technology and cookery. Six prisoners are following a general certificate in secondary education (GCSE) programme in design and technology and 25 are working towards Open College Network (OCN) practical craft certificates at entry level and levels 1 and 2. Twenty-two prisoners are working towards a recently introduced OCN accreditation in the history of art and 68 prisoners are working towards A levels, GCSEs and OCN awards at entry level, level 1 and level 2 in art. In cookery, 28 learners are working towards OCN programmes at entry level and level 1 and 2 are working towards a food hygiene certificate. Twenty-three learners are following GCSE programmes in either sociology or Spanish and 36 are working towards OCN certificates at level 1 in either French or Spanish. In addition, there are 12 learners working on a distance learning university course and a further nine are on other distance learning programmes. Since April 2004, 429 prisoners have started these programmes and 146 have achieved qualifications.

Foundation programmes

7. Foundation programmes form part of the education provision which a local college provides under a contract with the prison. The provision is staffed by two full-time and seven part-time teachers. They are responsible for teaching on a range of foundation programmes including basic literacy and numeracy up to level 2, courses in English for speakers of other languages (ESOL) and an introduction to IT. They also teach learners on the social and life skills courses. These courses include assertiveness training, cookery, healthy living and practical craft classes. A full-time member of staff is responsible for the management of literacy, numeracy and language courses. Programmes take place during weekdays. Vulnerable prisoners attend classes for half a week and main location prisoners for the other half. Induction into education forms part of the prison induction programme. Prisoners receive an introduction to the courses available and are told how they can apply for them. They are also invited to take a test of their literacy, numeracy and language skills using a nationally recognised test. Currently 150 learners follow foundation programmes. Of these, 141 are working towards qualifications in literacy, numeracy or ESOL up to level 2. Learners on other programmes work towards qualifications at entry level.

ABOUT THE REINSPECTION

| | |
|--------------------------------|----|
| Number of inspectors | 5 |
| Number of inspection days | 16 |
| Number of learners interviewed | 69 |
| Number of staff interviewed | 49 |

OVERALL JUDGEMENT

8. At the time of the previous inspection, training in engineering, technology and manufacturing, and hospitality, sport, leisure and travel was good and in humanities it was satisfactory. Provision in construction and foundation programmes was unsatisfactory. Leadership and management, equality of opportunity, and quality assurance were unsatisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better, with the exception of training in foundation programmes which is still unsatisfactory.

KEY FINDINGS

Achievement and standards

9. **Prisoners in vocational training achieve good standards of work.** Many have long sentences to serve and use the time productively to develop their practical skills in areas such as motor vehicle maintenance, Braille translation and construction. However, the range of qualifications offered by the prison is not adequate to fully accredit this work. Many prisoners only achieve introductory level qualifications when they are actually working at an advanced level. In catering, the only qualification available is at level 2. This does not provide access for those learners who need to progress from a lower starting point.

10. **In PE, retention and achievement rates are good.** This represents a considerable improvement since the previous inspection. Learners are enthusiastic about their courses and most achieve their award. PE learners develop numeracy and communication skills, for example, using percentages, multiplication and division, and benefit from increased levels of fitness and self-confidence. Achievement is also good in the vocational training workshops.

11. **Learners on humanities and sport and recreation courses also achieve good results.** Many learners are producing project work of a high standard and are developing and extending their skills.

12. **In foundation programmes, achievement in literacy at entry level is unsatisfactory.** In the past year, only 25 per cent of learners starting the programme have achieved an award at this level. In numeracy, achievement is also low at entry level and level 1.

Achievements at other levels are satisfactory or better.

Quality of education and training

13. Across the prison there are **good relationships between staff and learners**. Prisoners are treated with respect. Teaching and training staff often show sensitivity to the needs of learners who may find it difficult to request and receive help in areas such as literacy and numeracy. The good rapport between teachers and learners is very helpful in assisting the learning process.

14. The prison **workshops' accommodation and facilities for education and training are good**. The number of workshop facilities has significantly increased since the previous inspection. Workshops are spacious, well equipped and are well looked after. Some courses, such as motor vehicle maintenance, have good paper-based resources to guide learners in carrying out their projects. However, one new workshop has not yet acquired all the consumable items it requires, and another has inadequate heating. Teaching rooms in education are satisfactory for the number of learners using them. Resources for literacy, numeracy and language teaching have improved since the previous inspection.

15. There is **good teaching** at the prison. Inspectors saw only one unsatisfactory session out of 19 graded during the reinspection. Teachers have a good rapport with learners. Theory and practical sessions are generally well paced, appropriately challenging, and use a good variety of teaching methods. Most are well planned, with clear objectives which are understood by the learners. Classroom management is effective and learners work in a calm and productive environment.

16. There is a **good range of courses and progression routes** in PE and foundation studies. Since the previous inspection the range of PE qualifications available has increased and now includes the qualifications most appropriate to employment in the industry. On foundation programme there is a good range of provision for learners in discrete literacy and numeracy classes, spanning pre-entry level to level 2 with accredited outcomes in literacy and numeracy at all levels between entry level 1 and level 2. This is also an improvement since the previous inspection.

17. Internal verification is generally satisfactory. Some areas, such as PE, have weak systems which inadequately record assessment and verification, but in most cases the process is well established. In hospitality and catering internal verification is particularly well done. Learners' work is thoroughly scrutinized, and helpful and supportive feedback is provided.

18. **The range of education courses is insufficient**. There is very little provision beyond level 2. Prisoners serving long sentences have the time to progress but there is insufficient taught provision. The department has attempted to remedy this by offering support with distance learning courses. This provides good progression for those who are able to learn effectively in this way, but it is not suitable for all learners.

19. **Progress reviews in education are inadequate**. There has been some improvement since the previous inspection. New systems for tutorials and progress reviews have been

introduced but are not yet well established. Some learners often follow several courses simultaneously and have individual learning plans for each, but the plans are not linked. Some learners are still not receiving the required personal tutorials. Target-setting and recording of learners' views and progress are inconsistent.

20. There is **insufficient support for learners' literacy, numeracy and language skills in workshops**. The education department used to provide outreach to workshops and PE but this is no longer the case. Prisoners can be released from work to attend education for up to two days a week, but there is no provision to engage those prisoners who are reluctant to visit the education unit.

21. In foundation programmes, **insufficient emphasis is placed on the development of literacy and numeracy skills in some sessions**. Classes which aim to deliver literacy and numeracy training through subjects such as art or cookery are insufficiently planned to ensure that these skills are delivered effectively.

22. **Provision for ESOL learners is poor**. The department does not offer appropriate accreditation for ESOL training, and specific ESOL classes are only available to learners once a week. There are insufficient staff and specialist resources to deliver an effective ESOL programme.

Leadership and management

23. The prison management has developed a **clear strategic direction** for education and training, which fits within a wider strategy of constructive engagement with prisoners to promote and sustain positive attitudes, self-esteem, and a sense of purpose. This strategy caters for the specific needs of long-term prisoners.

24. **There is a good and expanding range of vocational training opportunities**, which match the interests of prisoners and the likely areas of skill shortages. The prison has almost doubled the number of vocational training places at the prison since the previous inspection. This will be further extended when a new ICT workshop commences operation shortly.

25. HMP Full Sutton has **good management arrangements for ensuring equality of opportunity and respect for diversity**. There is a race relations management group, which is well supported by a race relations liaison officer and effective arrangements for monitoring and reporting on participation by minority groups in all aspects of the prison regime. Prison policies in this area are well publicised to prisoners and staff. Positive action is taken to deal with complaints and issues raised by learners.

26. **Arrangements for quality assurance of education and training are incomplete**. Since the previous inspection, improvements have been made. The prison has improved procedures for obtaining the views of learners, and has developed its self-assessment process. However, introduction of the new arrangements has been slow and they have so far had too little impact on the provision. The new quality assurance policy sets out a framework for quality assurance, and covers most aspects of the learning experience, but

clear procedures have yet to be developed and implemented in several areas.

27. There is **insufficient use of data to monitor the performance of education and training provision**. Performance data is not used to set targets for improvement. Learners' performance is not yet sufficiently analysed to identify areas where improvements are required. There is too little discussion of performance statistics at management meetings. The prison is only just beginning to obtain standard data about the education and training provision.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- clear strategic direction for the education and training provision
- good and expanding range of vocational training opportunities
- good management arrangements for ensuring equality of opportunity and respect for diversity

Weaknesses

- insufficient links between education and training provision
- incomplete quality assurance arrangements
- insufficient use of data to analyse and monitor performance

Construction

Strengths

- good relationships between staff and learners
- good workshop accommodation and facilities
- good standard of practical work by learners

Weaknesses

- restricted range of qualifications
- insufficient literacy and numeracy support in workshops
- inadequate heating in the newly developed workshop

Engineering, technology & manufacturing

Strengths

- good retention and achievement rates by main location prisoners
- good work produced by learners
- good resources

Weaknesses

- limited range of qualifications
- some shortages of consumables in new workshop
- insufficient support for literacy and numeracy skills

Hospitality, sport, leisure & travel

Strengths

- good retention and achievement rates
- good teaching
- good range of courses and progression opportunities in sport and recreation
- very thorough and supportive internal verification in hospitality

Weaknesses

- insufficient literacy, numeracy and language support
- limited progression routes in hospitality

Humanities

Strengths

- good standard of work
- good teaching and learning

Weaknesses

- insufficient range of subjects and progression opportunities beyond level 2
- inadequate progress reviews

Foundation programmes

Strengths

- good relationships encouraging learning
- good range of progression opportunities

Weaknesses

- poor achievement in literacy at entry level
- insufficient emphasis on literacy and numeracy outcomes in established skills for life provision
- incomplete arrangements for planning and review of individual learning
- poor provision for ESOL learners

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

28. Leadership and management of the education and training provision are satisfactory. Management of equality of opportunity at the prison is good, but quality assurance is unsatisfactory.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- clear strategic direction for the education and training provision
- good and expanding range of vocational training opportunities
- good management arrangements for ensuring equality of opportunity and respect for diversity

Weaknesses

- insufficient links between education and training provision
- incomplete quality assurance arrangements
- insufficient use of data to analyse and monitor performance

29. The education and training provision is managed by the HLS who has a place on the prison's senior management team and reports to the deputy governor. The HLS has recently become responsible for PE and industries as well as education and training workshops. Education is delivered by a college contractor.

30. At the previous inspection, the commitment of prison managers to the development of education and training was a strength of the provision, and this commitment has continued. There is a clear strategy for dealing with the particular needs of learners at HMP Full Sutton, many of whom have long sentences to serve. In these circumstances, education and training are seen as part of the wider strategy of constructive engagement with prisoners. They are delivered alongside other work activities which promote and sustain positive attitudes, self-esteem, and a sense of purpose. Another element of this engagement strategy is a new programme of officer training to extend the role of personal officers at the prison. Pay rates at the prison used to discourage participation in education and training. This has now been rectified and, from April 2005, prisoners will receive the same pay whether they are in education or production workshops. The management strategy has been well communicated to staff at the prison, who are aware of the broad objectives and support them. There has been a significant increase in the number of prisoners participating in education or training. Of the 599 prisoners at HMP Full Sutton during the reinspection week, 489 were taking education or training courses

for at least part of the week.

31. Since the previous inspection, the range of training opportunities has been significantly increased. The workshop facilities for construction skills, Braille translation and motor vehicle maintenance have each been doubled, so that both main location and vulnerable prisoners can access these training programmes. The prison kitchens have introduced an NVQ course in catering. Five learners are currently on this programme. The number of learners in vocational training has risen from 70 at the previous inspection to over 130. The decisions about which areas of learning to offer have been made on the basis of sound evidence. The prison has conducted a detailed survey of prisoners in high-security establishments to determine their interests, and it has also investigated areas of labour market skill shortages. The HLS has successfully bid for a Prisons ICT Academy workshop at the prison. This workshop, supported by a leading IT manufacturer, will provide more advanced training in networking and computer maintenance for up to 48 learners. This workshop is nearly complete. Despite these improvements, the programmes of vocational training currently offer very limited qualification outcomes. Many prisoners demonstrate high skill levels but are deprived of the opportunity to have these skills properly accredited because the prison offers only introductory-level qualifications.

32. Procedures for sentence planning in relation to education and training are sound. There are now enough places for all men at the prison to take part in purposeful activity, and waiting lists for most activities are short. The sentence planning board receives reports from education and training based on a prisoner's performance in diagnostic assessment, and strongly encourages men to attend education if they have literacy or numeracy needs. Subsequently the board receives reports from education or training departments which it uses to monitor each prisoner's progress. Prisoners within two years of their release date enter a resettlement programme which provides assistance with finding accommodation, employment and managing their lives in society after a long period in prison. Prisoners in the resettlement programme are given priority in allocation to education courses if they are prepared to attend. Few prisoners are in this situation because most will be re-categorised and transferred to a training prison before release. However, the education department has developed a pre-release course for prisoners in this situation, which is to be delivered for the first time in March 2005.

33. Management of the education unit is satisfactory. Since the previous inspection, a new co-ordinator has been appointed for literacy and numeracy teaching, which has improved communication and encouraged a greater variety of approaches to learning. However, there is a continuing shortage of qualified literacy, numeracy and language teachers. All department teachers meet regularly and have made improvements in curriculum planning and delivery. There are satisfactory arrangements for appraisal and staff development. The prison holds a staff development day every month which provides opportunities for meetings and curriculum planning as well as formal training courses. In addition, 12 part-time teachers are enrolled on in-service teacher training programmes. The education department has widened its range of programmes, for example through the Family Man course which incorporates drama. Music and drama courses are to be introduced over the next few months. However, the range of subjects

HMP FULL SUTTON REINSPECTION

and levels of qualification, which were weak at the previous inspection, are still insufficient to meet the needs of prisoners. There has been an increase in support for distance learning programmes at level 3 and above, but the number of prisoners taking these remains small.

34. The prison workshops are well resourced. There have been improvements to the computer equipment in the Braille workshop, which provides a Braille translation service, and the new craft workshops have tools, equipment and materials to match the good standard of the first workshops. The number of instructional staff has been increased. Workshops no longer have to close when an instructor is absent.

35. There are insufficient links between the different centres of education and training at the prison. At the previous inspection, teachers from education visited the gym and training workshops to offer literacy and numeracy skills development. This is no longer provided. The regime is now more flexible in that it allows prisoners who work in the workshops to attend classes for two education sessions a week, or four sessions if they have particular literacy and numeracy difficulties. However, for prisoners who need help but are reluctant to attend the education unit there is no longer any outreach provision. There is no support from education for the delivery of background knowledge in training workshops, and key skills such as communications, application of number, or working with others are not delivered in vocational training programmes or production workshops. Good practice is not sufficiently shared between departments. For example, internal verification procedures are very good in one section but comparatively poor in another. The prison has recognised the need to bring departments together and increase collaboration between them. The quality improvement group includes managers from all areas, and there has been some joint staff development. However, these have, so far, produced little effect on the way programmes function.

Equality of opportunity

36. Management of equality and diversity at HMP Full Sutton is good. The prison's diversity management structure provides effective means for identifying and taking action on diversity issues. There is a range of policies and procedures which set out the prison's approach to equal opportunities. These include policies on race relations, anti-bullying, and equal opportunities statements for each of the regime activities. All areas of the prison are currently updating their race equality action plans. The prison's race relations management team is chaired by the deputy governor, and includes prisoner representatives. It meets every three months and considers a wide range of issues relating to race and diversity. Some of these come to the group through the prisoner forums which are run at wing level, and provide a voice for minority ethnic and foreign national prisoners to raise concerns. Forum minutes are also considered by the race relations advisory group, which acts as a policy development and executive subcommittee of the race relations management team. The prison's race relations liaison officer is active in engaging with prisoners and staff, for example by holding regular clinics in the prison chapel where prisoners can see him to discuss their concerns informally. Prisoners are aware of the complaints and other procedures available to them. A wide range of posters explaining their rights and responsibilities is clearly

displayed around the prison. The number of complaints regarding discrimination or race relations has fallen significantly in the past year.

37. Participation in education and training activities by learners from different ethnic groups is closely monitored. A report is generated for each race relations management team showing clearly where particular groups are over or under represented, and investigative action is taken in each case. For example, an investigation was recently carried out into a report that there were fewer than expected prisoners from minority ethnic groups gaining posts as wing cleaners. This has now been resolved.

38. There is a culture of respect at the prison, and efforts have been made to make all aspects of the education and training provision available to as many prisoners as possible. At the previous inspection, workshops were for either main location or vulnerable prisoners. Since then, each vocational area has opened a new workshop to provide equal access to both groups. The education and training provision is flexible enough to allow all the opportunity to attend some education sessions, as well as work. The PE department offers courses for learners with disabilities which could discourage them from taking exercise. Work at the prison has been categorised in terms of its suitability for learners with disabilities. However, routes around the prison are not suitable for people with restricted mobility, and no adjustments have been made for this. The prison induction includes an assessment to identify dyslexia, but there is no comprehensive screening service and too little specialist help available. The prison has conducted surveys among the increasing number of older prisoners who have reached retirement age, to determine their needs, and has made some facilities available for them, such as a morning library group.

39. The prison promotes respect for cultural diversity by marking national events such as black history month, St Patrick's day, and Commonwealth week. These events are celebrated with poetry readings, painting competitions and exhibitions, and drama performances. The prison has engaged a consultant to work with staff and prisoners on understanding each others' cultural expectations and behaviour. This work was initiated as part of black history month but has now been extended to a long-term project. Additional resources have been provided for the library to better meet the needs of minority groups at the prison. However, access to the library is insufficient. The location of the library and the limited hours of opening mean that the prisoners' minimum entitlement of 20 minutes a week each in the library cannot be provided.

Quality assurance

40. At the previous inspection quality assurance of the education and training provision was unsatisfactory. Quality assurance procedures were not established in either education or training and there was insufficient monitoring of these processes. Since then improvements have been made, but the introduction of the new arrangements has been slow and they have not yet had any effect on the provision. Quality assurance remains unsatisfactory.

41. The new quality assurance policy and manual was introduced in December 2004. It

sets out a clear and well-designed framework for delivering and monitoring quality in both education and training, building on some of the contracting colleges' policies which were introduced two years ago. The policy covers most aspects of the learning experience from initial induction to accreditation, but in many cases there are no associated procedures to show how the policy is implemented. Some procedures, such as that covering lesson observations, are clear, detailed and comprehensive, but others are vague or not yet in place. For example, the procedures for internal verification set out sampling requirements but do not refer to other aspects of the verifiers' role, such as setting standards. Too few of the procedures are yet operational.

42. Since the arrival of the HLS in October 2003, a quality improvement group has been established. The group includes representation from all areas providing education and training, and meets regularly. It has worked on the production of the quality manual, and agreed a quality cycle of annual activities leading to the production of a self-assessment report. These include regular sampling of learners' views through questionnaires and course reviews. Questionnaires have been circulated to learners, but the analysis of the results is inadequate to provide useful action plans. Procedures for course reviews are well designed and incorporate detailed questions for learners about the teaching styles they have experienced. However, these procedures have yet to be implemented. The quality improvement group provides an opportunity for sharing good practice but this is not always fully realised. For example, they do not receive and discuss verifier reports, and they do not have good data on the performance of programmes. In general, the progress with developing quality systems has been slow.

43. In education, a curriculum quality manager has been appointed and quality assurance processes are better established. Teachers now regularly conduct course reviews, and develop action plans for remedying the weaknesses identified. However, there is insufficient monitoring of compliance with planning and recording systems. For example, the use of individual learning plans to record long-term learning goals is inconsistent. Regular observations of teaching are carried out, and constructive and helpful feedback is given. However, the observation records are not integrated with other quality monitoring processes or with the appraisal system. Observations of vocational training activities are planned but have not yet started.

44. There is insufficient use of data to monitor the performance of education and training provision, and performance data is not used to set targets for improvement. The prison is now working to a standard data format. This has improved awareness of the performance of learners, particularly in training workshops, but it is not yet sufficiently analysed to identify areas where improvements are required. There is too little discussion of performance statistics by the quality improvement group or during education contract meetings, with the exception of those relating to the prison's key performance targets that are set externally. The education department maintains a database which it has developed itself. It records learners' activity but not their results. These are recorded separately. The department is seeking to bring the two data sets together but has experienced difficulties in generating reliable statistics.

45. The prison conducted a satisfactory self-assessment process in 2004-05. The report

was in draft form at the time of the inspection, and was due to be published in April 2005. Most staff attended a one-day workshop to explain the process and to prepare them to take part in self-assessment. The resulting document identified some, but not all of the strengths and weaknesses identified by inspectors. It includes an action plan which is regularly monitored. For example, the industrial manager discusses progress with workshop managers at their weekly meetings.

46. Procedures for verification of assessments are satisfactory. The prison has sufficient trained verifiers in all areas and its procedures meet the requirements of awarding bodies. However, there is insufficient sharing of good practice across the different areas of the prison. In some departments there is far more support for assessors than in others. The prison's policy on verification does not contain sufficient detail and does not ensure consistent practice. Verification in PE was unsatisfactory at the previous inspection and remains insufficiently planned and recorded.

AREAS OF LEARNING

Construction

47. Training in construction is satisfactory.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good relationships between staff and learners
- good workshop accommodation and facilities
- good standard of practical work by learners

Weaknesses

- restricted range of qualifications
- insufficient literacy and numeracy support in workshops
- inadequate heating in the newly developed workshop

Achievement and standards

48. Achievement rates in construction are satisfactory. In the two workshops, 63 learners started programmes between April and December 2004. Of these, 15 left without achieving all the targets on their individual learning plan. Of the other 48, nine have achieved their target qualification and the rest are still on programme. Practical work produced by learners is good, most of which is to an industrial standard. Learners' work is accurate. They take great care in accurately marking out their work, and in the use of hand and machine tools. The instructors have high expectations of the learners, and much of the work considerably exceeds the standard required by the qualification the learners are working towards.

Quality of education and training

49. The good relationships between learners and instructors, which were identified as a strength at the previous inspection, have been maintained. Instructors interact very well with learners while demonstrating particular skills and techniques. Learners are very positive about their experience in the workshop. They display a strong sense of purpose and a pride in their practical work. There are good standards of behaviour and discipline in the workshops. Since the previous inspection, instructors have developed a record book for assessments and reviews. There is a copy for the learners and one for the instructors. The book provides a detailed record of progress and includes target-setting.

50. Workshop accommodation and facilities are good. Each workshop provides facilities for all six construction trades. There is sufficient space for some full-size work. For

example, learners were engaged in constructing a garden gazebo in the week of the inspection. There is a good range of craft work on display which stimulates the interest of learners. The workshops are clean and well managed. Learners have the opportunity to work on a wide range of interesting projects using a variety of materials. Instructors and learners have used their skills to construct features such as training bays and a classroom in the new workshop.

51. The range of qualifications is very restricted. Currently only one qualification is on offer. This is an introductory level, multi-skills award. Most learners demonstrate skills which are beyond the standard this qualification requires. Their achievements are not being formally recognised by the qualifications they receive. This weakness was identified at the previous inspection. An application to the awarding body has been made to offer a broader and higher-level range of construction qualifications, and the workshops have been equipped to meet the requirements of these qualifications.

52. There is insufficient specialist literacy, numeracy and language support in the workshops. Most of the learners require some literacy, numeracy, or key skills support during their practical activities in the workshop. The craft instructors meet some of these needs, but there is no specialist support available. Learners have the opportunity to attend education part time, but few do so.

53. The heating in the new workshop is inadequate. Classes have been cancelled because the temperature was below the legal requirements. This restricts access to training and slows learners' progress.

Leadership and management

54. The management of the curriculum delivery is satisfactory. Courses are well planned and good records are kept of learners' progress. Learners are set realistic targets at the regular reviews. Assessments are carried out well. The self-assessment report was compiled by the two workshop managers, with participation from other instructors. It was generally accurate in its description of the provision, and identified some of the weaknesses identified by inspectors.

Engineering, technology & manufacturing

55. Provision in engineering is good.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good retention and achievement rates by main location prisoners
- good work produced by learners
- good resources

Weaknesses

- limited range of qualifications
- some shortages of consumables in new workshop
- insufficient support for literacy and numeracy skills

Achievement and standards

56. Retention and achievement rates are good for learners in the main location workshop. In 2003-04, the retention rate was 81 per cent and in the nine months to December 2004 it was 100 per cent. Out of 26 learners to start programmes in 2003-04, 17 have achieved their target qualification and another four are still in learning. So far, there has been no achievement in the workshop for vulnerable prisoners, which only opened in November 2004. Learners' work is particularly good. Most learners work on individual projects which progressively increase in complexity. For example, one learner had just finished stripping and refurbishing an engine. The work was carried out with care and attention to detail, with parts restored and polished before reassembly. Other learners are creating a rig to demonstrate the operation of car suspension systems. While achievement of qualifications is important for learners, the sense of pride and achievement gained from such work is also a significant factor motivating them to attend the workshop.

Quality of education and training

57. Teaching in the main location workshop is good. Tutors set high standards for learners, and have developed an approach based on individual projects. Each project is based on a job card similar to what would be used in a commercial vehicle maintenance garage. The card gives details of the job to be carried out. Learners then refer to workshop manuals and instruction sheets to carry out the work, receiving help and support from tutors as required. Learners are encouraged to help each other, and the less experienced benefit from working alongside more experienced learners. At the end of the task the learner lists the work carried out on the job card and returns it to the tutor. In some cases they are also required to include a costing for the parts and labour

used. Completed job cards form part of the learners' portfolio. The approach encourages learners to take responsibility for their own progress through the programme, and to aspire to the standards set by more experienced learners.

58. The workshops are well resourced, with a wide range of equipment and a good stock of motorcycles, cars, and vehicle components on which learners can work. Specialist equipment meets the standards found in industry and includes hydraulic platforms, a carburettor synchroniser, and tyre fitting and wheel balancing machinery. There is a good range of hand tools. In the established workshop, supplies of consumables are good, but these are still being built up in the new workshop for vulnerable prisoners. There are long delays between ordering materials such as oil and its delivery to the workshop. This has so far restricted the range of tasks which can be carried out in the new workshop. There are too few opportunities for assessment of learners in the new workshop. At the previous inspection, there were too few staff working in this area, with only one tutor in a workshop with 18 learners. Staff numbers have since increased. There are now two tutors in each workshop. In cases of sickness or holidays, instructors are able to cover for each other and provide improved continuity of operation.

59. The range of qualifications which learners can work towards is very limited. Since the previous inspection, the department has started to offer motor car and motorcycle maintenance, instead of the motorcycle restoration course which was offered previously. The course has wider interest and greater vocational relevance than before. However, the only qualification currently offered is a basic introductory certificate. Most learners are achieving standards of work which go well beyond those required by this qualification. Learners are happy to be gaining these additional skills but they are not being properly accredited for them. The workshop has applied for centre approval to run a higher level award, but this is not available yet.

60. Assessment is satisfactory. Learners cover each assessment outcome three times before they are assessed. The job sheets they complete provide a useful source of evidence alongside observation by the assessor. They also complete worksheets which demonstrate their understanding of the background knowledge. Learners who have difficulty writing their answers are questioned verbally. Assessments are recorded on a monitoring sheet. Learners have a good understanding of their progress and are clear about the short- and medium-term targets which they are working towards. The targets are reviewed every month in a meeting with the workshop tutor.

61. There is insufficient support for prisoners who have literacy or numeracy needs. Support staff from the education department do not provide outreach provision in the workshops. Prisoners do have the option of attending education classes for up to four sessions a week, but few participate in this. In one workshop there were eight men whose initial assessment indicated that they would benefit from this help, but only one of them was attending the education unit.

Leadership and management

62. The operational management of the workshops is good. The delivery of the curriculum is well managed. Tutors create a calm and orderly environment in which learners are motivated to achieve good results. Procedures for assessment and verification are sound. All staff participated in the production of the current self-assessment report, which includes data on learners' achievements, but is otherwise rather brief. However, the report does identify some of the strengths and weaknesses identified during the inspection.

Hospitality, sport, leisure & travel

63. The quality of provision in hospitality, sport, leisure and travel is good.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good retention and achievement rates
- good teaching
- good range of courses and progression opportunities in sport and recreation
- very thorough and supportive internal verification in hospitality

Weaknesses

- insufficient literacy, numeracy and language support
- limited progression routes in hospitality

Achievement and standards

64. Retention and achievement rates are good for local and nationally accredited awards. For example, all four sport and recreation learners who started an NVQ in 2003-04 achieved it. Three learners who started key skills in communication at level 2 also achieved their qualification. Of the 13 learners who took the community sports leaders award, 85 per cent achieved it and of the 15 who took badminton skills award 87 per cent achieved it. In hospitality, all 17 learners who have taken a basic food hygiene certificate at level 1 and a certificate in cleaning premises for the preparation of food at level 1 in the past two years have passed. Learners make good progress and have to pass a basic food hygiene certificate in three months of starting work in the kitchens. Attainment in sport and recreation programmes is good. For example, most learners use percentages, multiplication and division comfortably to work out components of diets. Learners work well on their own during sessions and in their own time. They take great pride in their written and practical work. All sport and recreation learners benefit from increased fitness levels and self-confidence. Learners in both areas who complete their courses receive financial bonuses. Attendance is now closely monitored. Concerns arising from learners' performance are recorded and dealt with swiftly.

Quality of education and training

65. Training is good. This was identified at the previous inspection. The PE team is highly motivated and the staff have a good rapport with learners. Background knowledge and practical sessions are well paced and challenge learners. Good team spirit is quickly built between learners and there is good peer support in sessions. All learners contribute well to sessions. In practical sessions team teaching is used well to ensure learners carry out exercises correctly and to give relevant coaching points.

HMP FULL SUTTON REINSPECTION

Practical sessions include a wide range of exercises and learners see a good range of coaching styles. There are good working relationships between hospitality staff and learners. The high ratio of assessors to learners ensures learners are well supported.

66. A good range of courses and progression routes are available in sport and recreation. This strength was identified at the previous inspection and has been further developed. Learners can now work towards an externally accredited qualification for fitness instructors and a distance learning certificate in nutrition. Both qualifications are valued by employers and offer good progression routes for more able learners. Special courses are offered to prisoners who, owing to the nature of their offences, cannot take externally accredited qualifications. Staff have a wide range of commercial experience and their development is carefully planned to expand the skills of the PE team. Learners benefit from the increased range and level of courses the team can offer. Achieving qualifications in sport and recreation boosts learners' self-confidence and some of them progress to education. For example, eight learners from the last full-time course went on to take level 1 literacy and numeracy qualifications.

67. Assessment is satisfactory in both areas. It is clearly recorded and learners' progress can easily be monitored. Assessment is well planned between learners and assessors to ensure learners can gather evidence for several units at the same time.

68. Progress reviews are satisfactory. Since the previous inspection, learners' progress has started to be reviewed every two weeks. These are discussed with the learner and recorded. Individual learning plans and their use is satisfactory.

69. Staff in both areas are appropriately qualified. In hospitality there are two qualified internal verifiers and five assessors who are either qualified or working towards their qualification. In sport and recreation there are two qualified internal verifiers and five qualified assessors. One member of the catering department holds an adult teaching award. Five PE staff are working towards the same award.

70. Resources and facilities are satisfactory. The classroom used by hospitality learners is very small, but as most training is given individually or to small groups, it meets the current learners' needs. More books have been ordered for catering. Since the previous inspection, the sports field has been closed due to security issues. However, learners are still able to take football qualifications using the sports hall.

71. Although the NVQ at level 2 in food preparation and cooking is a useful qualification which learners can use on transfer and release, progression routes in hospitality are limited. NVQs at level 1 are not available and there is no progression from level 2. Learners who need entry-level hospitality qualifications can take them in the education department, but there is no provision in the workplace for lower-level qualifications. Key skills training and assessment are not available.

72. Literacy, numeracy and language support is insufficient in both sport and recreation and hospitality programmes. This was identified as a key weakness in the hospitality self-assessment report. Initial assessment carried out by the education department shows

many learners on sport and recreation, and hospitality programmes have literacy, numeracy and language support needs. However, these needs are not being met by the education department in the learners' workplace. In sport and recreation sessions, tutors try to give individual support during sessions and more able learners try to support their peers. In one session, several learners may need support for different reasons and this is hard for tutors to manage. Where numeracy learning takes place as part of the sport and recreation course it is not accredited. Learners' written work is neatly presented but spelling and grammatical errors are not corrected. Tutors and assessors are not confident that they have the necessary skills or ability to support learners' literacy, numeracy and language needs or their communication key skills. At the previous inspection, links with the education department were good but they have not been maintained. There are plans to re-establish these links and to support learners who are doing their main qualifications.

Leadership and management

73. There is good teamworking in both areas and managers support staff well. Staff appraisal is satisfactory and is linked to staff development. Data is easily accessible and used to monitor learners' progress and reasons for leaving the programme without achieving all the targets on their individual learning plan. There is good internal communication within departments about learners' progress.

74. Staff and learners treat each other with respect. A wide range of posters explaining learners' rights and responsibilities is clearly displayed in learners' areas. Promotional material produced by the PE department makes good use of visual images of athletes from different minority ethnic groups and shows non-traditional images, for example female power lifters. Learners who have low fitness levels participate in the full-time sport and recreation course. Usually, only vulnerable prisoners work in catering and main location prisoners cannot work alongside them for security reasons. There are opportunities for main location prisoners to work in catering during religious and cultural festivals.

75. Internal verification in hospitality is extremely thorough and supports assessors well. Internal verifiers are based in the catering department and are always available to support assessors. They can also easily monitor the quality of assessment and ensure standardisation through their proximity to assessors and learners. Very detailed written records are kept. The catering department trains and assesses its own assessors.

76. Internal verification in sport and recreation does not sufficiently focus on the assessor's work. Internal verification does not include observation of practical workplace assessment. The sample plan is not completed. The internal verifier for sport and recreation has recently attended updating training and recognises these issues. This problem was identified at the previous inspection.

77. Staff are involved in the self-assessment process and given tasks to help prepare for inspection. The self-assessment report for this area of learning identified most of the strengths and weaknesses identified by inspectors. Inspectors identified most of the

HMP FULL SUTTON REINSPECTION

other strengths and weaknesses which were identified through self-assessment. Action plans are used and updated, but some actions do not relate to the self-assessment report and sometimes are carried on for a long time without any progress being made. There has been some slow action to deal with some quality assurance issues identified at the previous inspection. For example, the previous inspection identified that there was no formal system for observing teaching. Although this takes place informally, it is still not recorded and it is not clear how feedback is used to improve performance or share good practice among the team. Good policies for quality improvement have been developed but they are not yet used. There is insufficient sharing of good practice among departments. The grade awarded to the area of learning through self-assessment was lower than the grade given by inspectors.

Humanities

78. Provision in humanities is satisfactory.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good standard of work
- good teaching and learning

Weaknesses

- insufficient range of subjects and progression opportunities beyond level 2
- inadequate progress reviews

Achievement and standards

79. The work produced in most classes is good. At the previous inspection, work produced in art and design was good. These good standards have been maintained and improvements have been made in other subject areas. New learners are quickly engaged in learning programmes and soon begin to develop basic subject knowledge. Many of the more established learners are producing project work of a high standard and are developing and extending their initial knowledge and skills. For example, in an art history class, all learners were engaged in practical projects of their own choice to develop their knowledge of Leonardo da Vinci. One learner who had only very recently joined the class was already working on an anatomy project and others were developing more sophisticated themes connected with mechanical invention and flight. Several had been inspired to join the practical art class through their work on the history of art. In a Spanish class, new learners were quickly involved in learning about the weather and practising reading, writing, listening and speaking skills. The more established learners were extending their reading and writing skills with additional materials which encouraged them to use new vocabulary in sentence construction. Achievement of qualifications is satisfactory. However, there is a variation in achievement across different subject areas. For example, 75 per cent of those who started Spanish from April to December 2004 achieved an OCN qualification at level 1 and 74 per cent of those who started practical craft received an OCN accreditation at entry level or level 1. While only 22 per cent of those who started art classes during the same period achieved a qualification, six of these were at GCSE and above and many prisoners chose to follow art programmes to develop their skills and knowledge rather than to achieve a qualification.

Quality of education and training

80. Teaching is good. Four out of the seven sessions observed were good and there was no unsatisfactory teaching. Since the previous inspection, the good planning of teaching and the clear lesson structure have been maintained. Most lessons are well delivered with clear objectives which are understood by the learners. Classroom management is effective and prisoners work in a calm and productive environment. Tutors' course files are well prepared. While there is still some variation in their content across different subject areas, most contain the essential records and information to allow for effective cover if a member of staff is absent or leaves. For example, a replacement tutor in a practical cookery class was able to maintain continuity of learning by referring to the file. Learners are engaged in their learning by the use of a good variety of teaching methods. These include group and paired work, individual study, workbooks and visual materials. While tape recorders and television and video are routinely used in lessons, too little use is made of computers. Good relationships between tutors and learners promote and encourage learning. Learners' understanding is regularly monitored through question and answer and by reviewing written and project work in class. Most learners are motivated and respond well to the learning challenges set. Learners are given effective individual support in lessons. In some mixed-ability classes learners offer good support and constructive criticism to each other. For example, in a mixed Spanish class more able and longer-established learners helped newer learners with vocabulary and translation. In a practical art class, learners took a keen interest in each other's work and offered helpful suggestions about subject matter and technique.

81. Resources are satisfactory. Since the previous inspection, accommodation and resources for teaching have improved. Most classes are accommodated in rooms which have suitable equipment and space for working. Rooms are appropriately arranged according to the needs of the subject. For example, the practical art class had suitable table space for those learners carrying out written projects or working on pen and ink drawings and sufficient space for learners to work on larger easel-based paintings. However, the ceramics area is currently out of use due to the kiln being located in another area of the prison. Tutors are appropriately qualified. Most classes are satisfactorily equipped with a range of materials necessary for teaching. Appropriate textbooks are available for learners and in some subjects these can be borrowed for prisoners to use in their cells. Prisoners in language classes are able to purchase additional dictionaries and revision texts and, in some cases, take textbooks back to cells. In practical classes, learners have access to required materials. In some background knowledge classes, well-designed workbooks are used to support learning in the classroom. Most learners have satisfactory access to the library and are provided with appropriate support materials for their programme of study. Since the previous inspection there has been an improvement in the materials available in the library to support programmes of study. However, in some subject areas, tutors and learners still report that there is an insufficient range of materials.

82. Assessment and monitoring is satisfactory in most subjects. Learning is regularly

checked in most teaching and learning sessions. Written work is satisfactorily marked and in practical and project-based sessions a comprehensive tracking system is used to monitor learners' progress. However, the results of this monitoring are not routinely used in progress reviews.

83. The range of programmes and opportunities for progression beyond level 2 are insufficient. Since the previous inspection, the prison has made efforts to review the range of programmes offered by collecting and analysing data on prisoners' needs. A new family man programme was recently offered and a personal development course has been added to the timetable. Discussions about the possibility of introducing a business programme are also in their early stages. However, the psychology programme is now no longer available as a taught class. While the education department adopts a flexible approach to combining appropriate qualification levels such as the OCN at levels 1 and 2 in Spanish to enable learners to attend at times when they are free, there are still no taught classes in this subject beyond level 2. The art department effectively combines a wide-ranging qualification offer from OCN at entry level to A level, but there are insufficient opportunities to progress beyond this level. Many prisoners serve long sentences and enter the prison with qualifications which are significantly above level 2. For these, the progression opportunities are insufficient. Twelve prisoners are currently following modular university programmes. They receive good support from their university tutors and from the prison's education staff. However, they are often frustrated by delays in their applications for courses or in their receipt of required course materials. Those prisoners in full-time work who are also following university courses often have to choose between education or the gym for their two session entitlement and sometimes find it difficult to complete assignments in this time period.

84. Progress reviews are inadequate. Significant progress has been made since the previous inspection in setting up a tutorial system, appointing a personal tutor for each learner and identifying rooms for private tutorials. All subject tutors now include regular tutorials in their schemes of work and an annual personal tutor week is now established. However, these new systems have only very recently been introduced. Some learners have yet to receive their personal tutorials. Short-term targets set in the three-monthly subject tutorials are not specific enough and are usually related to the achievement of whole qualifications rather than specific learning outcomes. The information recorded on the review form and the thoroughness of the review vary from one subject to another. Many progress review forms are incomplete and have no recorded learner comments. While most learners know their personal tutor and value the support they receive from them, many learners have not yet received an overall review of their progress.

Leadership and management

85. While there is no curriculum co-ordinator for this area of learning, staff work well as a team and both informal and formal communication is effective. Staff meetings take place every week and are used to update staff and to share concerns about individual learners or to celebrate their successes. However, some hourly paid teachers are not able to attend these meetings. Courses are reviewed every year. The thoroughness of

HMP FULL SUTTON REINSPECTION

reviews and follow up on action points vary between subjects. Recently, there has been too little review of the education programmes offered but recent prisoner needs analysis surveys have gone some way to improving curriculum planning and management. Satisfactory data on retention and achievement rates is produced which is used for contract management purposes and to keep tutors informed. Relationships between learners and tutors are good and learners work in an atmosphere of mutual respect. Tutors are sensitive to learners' individual needs and problems faced by their learners. While some learners participate in education department diversity initiatives, there is too little use of teaching materials to promote diversity. The prison satisfactorily monitors participation in education and training by minority ethnic group and additional learning needs. However, the information produced is not yet routinely used to analyse the appropriateness of the courses chosen in relation to a prisoner's current ability and qualification levels.

86. Opportunities for staff development are satisfactory. Training provided by the subcontracted college and the prison are available to education staff. However, there is a shortage of staff available to cover for those taking part in continuous professional development. Most of the staff development activity takes place during the monthly lock-down periods. Regular observations of teaching are carried out. Comments are recorded in writing against set headings and a grade is given. Many observation records are detailed with constructive and helpful comments and realistic grades. However, some do not contain sufficient detail, award a grade which is not consistent with the written comments and concentrate much more on the teaching than the learning outcomes. Teaching observation records are not routinely used in annual appraisals and their results do not form part of the targets set for the next year. Internal verification is satisfactory. The process of self-assessment is thorough and it involves most staff. Inspectors identified some of the judgements in the self-assessment report but some of the strengths were regarded as normal practice. Some of the strengths and weaknesses identified at the previous inspection were not included in the self-assessment report.

Foundation programmes

87. The quality of provision in foundation programmes is unsatisfactory.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good relationships encouraging learning
- good range of progression opportunities

Weaknesses

- poor achievement in literacy at entry level
- insufficient emphasis on literacy and numeracy outcomes in established skills for life provision
- incomplete arrangements for planning and review of individual learning
- poor provision for ESOL learners

Achievement and standards

88. The proportion of learners leaving programmes without achieving all the targets on their individual learning plans has reduced since the previous inspection. In the first nine months of the year beginning April 2004, the proportion of learners leaving without achieving all the targets on their individual learning plan was 26 per cent, compared with 42 per cent in the previous year. The education department maintains thorough records of the reasons why learners leave their programmes.

89. The education department met key performance targets set by the prison service for qualifications at entry level and level 1 in the year ending March 2004. In the current year it is making appropriate progress towards meeting higher targets at entry level and levels 1 and 2.

90. Attainment by learners in sessions leading towards level 2 qualifications in mathematics and levels 1 and 2 in English is high. Learners in discrete literacy and numeracy sessions increase their confidence in reading and writing, and in carrying out numerical calculations. In lessons where skills for life, (the government's strategy on training in literacy, numeracy and language), form an integral part of the training in another topic area such as art, attainment in the topic area is good, but development of literacy and numeracy skills is often weak.

91. Achievement at entry level in literacy is poor. Learners working towards entry level qualifications in literacy make up a third of the provision. For the period April 2004-February 2005, only 25 per cent of learners who left entry-level literacy programmes achieved a qualification. Achievement in numeracy at entry level and level 1 has

improved but remains unsatisfactory. More than 40 per cent of learners have failed to achieve a qualification. This comprises a nearly a third of the provision. Achievement rates for literacy and numeracy at level 2 are satisfactory, and excellent in literacy at level 1. No learners achieved ESOL qualifications.

Quality of education and training

92. Relationships between teaching staff and learners are good. Teachers and learners work together well in an atmosphere of mutual respect effective in promoting learning. Teachers often offer good individual support to learners working independently. In class, learners treat each other with consideration, listening with interest to contributions from others. In some classes learners act as peer partners to support a specific individual's learning. Peer partner support was a strength recognised at the previous inspection.

93. Progression opportunities are good. The education department offers a good range of discrete literacy and numeracy workshop provision, spanning pre-entry level to level 2 with accredited outcomes in literacy and numeracy at all levels between entry level 1 and level 2. This is an improvement since the previous inspection when such outcomes were only available in numeracy. Programmes in cookery, IT and art allow progression through three levels from entry level to level 2. Progression from entry level to level 1 is possible in most other programmes.

94. Teaching is satisfactory. However, the proportion of learning sessions graded good or better was low, at 37.5 per cent. Half the sessions observed during the reinspection were satisfactory. One session was judged to be unsatisfactory. In most learning sessions learners worked with application and concentration, and were interested and engaged by their studies. In the better sessions teachers were skilled in ensuring that learners participated in settings where they worked as part of a group or individually. In weaker sessions, learning objectives were unclear or incomplete. The needs of individual learners were not sufficiently catered for in these sessions.

95. Resources for literacy and numeracy are satisfactory. This is an improvement on the previous inspection when they were inadequate. Staff now have good access to specialist materials through the college contractor. The education department has purchased additional up-to-date paper and ICT-based materials. However, progress to improve ICT facilities is slow. For example, computers await proper installation. The department has introduced limits on class sizes and these are no longer too large.

96. Most staff are adequately qualified and have sufficient expertise in providing literacy and numeracy support. Levels of staff development are satisfactory. However, staff turnover remains high, and the department experiences significant difficulties in staff recruitment.

97. The department runs a number of courses offering entry-level accreditation in topics such as art and healthy living skills which have the primary purpose of significantly improving learners' literacy and numeracy skills. However, the emphasis on literacy and

numeracy outcomes in this provision is insufficient. The specification of literacy and numeracy outcomes in schemes of work and lesson plans is inadequate. Lesson plans rarely specify clear literacy and numeracy objectives for groups or individuals. Activities in lessons do not sufficiently focus on developing literacy or numeracy skills. Teachers do not routinely monitor literacy or numeracy learning. Learners following these courses only enter for accreditation of their literacy or numeracy skills if they are also following discrete provision. Teachers' understanding of the role of these programmes in developing learners' literacy and numeracy skills is sometimes weak.

98. Arrangements for the planning and review of individual learning have improved since the previous inspection but remain incomplete. At the previous inspection target-setting for learners following literacy and numeracy programmes was insufficiently precise. This has improved significantly. Teachers now set clear and specific short-term targets on learners' individual learning plans and regularly review and record their achievement. At the previous inspection, education staff did not have sufficient involvement in sentence planning. The department has improved communication in this area. Recent recommendations from sentence planning meetings recorded on learners' individual learning plans are more detailed. However, staff involvement remains limited. Practice in recording long-term learning goals, previous education and current aspirations on individual learning plans is inconsistent. Too few plans contain sufficient detail. Learners often follow several courses simultaneously and have individual plans for each. Although learners now have a personal tutor whose role is to co-ordinate and advise on their learning, these arrangements do not adequately ensure the coherence or appropriateness of the learners' studies as a whole. Some learners attend courses from which they derive little value.

99. Provision for ESOL learning is poor. Arrangements to screen new arrivals to the prison are very recent and it is too soon to judge their effectiveness. Specific ESOL classes are only available to learners once a week. The department does not provide adequate ESOL support for individuals or groups following other programmes. Learners requiring ESOL support often work towards inappropriate goals. The department does not offer appropriate accreditation for ESOL learning. Insufficient specialist resources are available. The department has recently appointed a qualified ESOL teacher but they have not yet started work.

Leadership and management

100. At the previous inspection, links between the literacy and numeracy provision was poor. This has improved. A manager was appointed 18 months ago with responsibility for the provision. Communication between literacy and numeracy staff is better. Regular, minuted monthly team meetings now take place at which staff share good practice and discuss issues concerning individual learners.

101. The availability and accuracy of data on rates of retention and achievement have improved. However the department does not routinely analyse data to clearly identify current levels of achievement by year group or to set targets for improvement.

HMP FULL SUTTON REINSPECTION

102. Quality assurance has improved. Since the previous inspection the department has given a member of staff responsibility for quality assurance. It now has a timetabled cycle of quality assurance activities including regular audits of documents such as individual learning plans. However, where audit identifies a need for action, this action does not routinely take place.