

# REINSPECTION REPORT

## **HMP Pentonville Reinspection**

**13 July 2006**



ADULT LEARNING  
INSPECTORATE

## Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

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.*

## 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.
- adult information, advice and guidance services (**nextstep** )

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 Pentonville Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Pentonville (the prison) is a local closed category B prison for men. It is situated in North London and was built in 1842. There are currently 1,125 offenders at the prison, which has an operating capacity of 1,127. The proportion of sentenced offenders to remand offenders has reversed since the previous inspection and now consists of 365 sentenced offenders, 722 remand offenders, six civil offenders and 32 deport/detainee offenders. Twenty-five of the offenders are serving life sentences. Approximately 60 per cent of the offenders either work or attend education on a full- or part-time basis.

2. A new prison governor was appointed in February 2005. The head of learning and skills, who takes up his post in July 2006, is responsible for education and vocational training throughout the prison, the library, and training in the physical education (PE) department. Under the resettlement manager, the labour control team has responsibility for the organisation and allocation of work activities. The prison has three operational workshops, an industrial cleaning workshop, and one further workshop soon to be ready for use. There are 14 workshop staff comprising two civilian instructors and 10 full- and two part-time instructors. The PE department is managed by a senior officer supported by four prison officers.

3. The prison's education department is run by Amersham and Wycombe College (the college). The department is managed by the education manager who is supported by two full-time deputy managers. One is responsible for the resettlement programme and one for learners, induction and sentence planning. In addition, four curriculum co-ordinators oversee specific subject areas. The education department is not open during the evenings or at weekends. It offers courses in literacy, numeracy, English for speakers of other languages (ESOL), employability and employment skills, art, and information and communications technology (ICT). Attendance at education is voluntary, with 166 places available each day.

4. The library service is provided by Islington Council and has three part-time librarians, two of whom work 20 hours a week, and one for 17.5 hours a week.

5. Offenders are employed in the workshops, in cleaning, in the kitchens, on painting and decorating, and as orderlies in the gym and library. The prison offers accredited vocational training in cleaning and sports-related subjects.

### SCOPE OF PROVISION

#### Hospitality, sport, leisure & travel

6. Nine learners are working towards a weight lifting leaders award. Other courses offered include community sports leaders award, volleyball coach award, heart start, manual handling and level 1 fitness instructors course. These courses are offered on a

## HMP PENTONVILLE REINSPECTION

rotation basis with learners attending five mornings a week in the gym and four afternoons a week in education. The gym is staffed by a senior officer and four physical education officers. They are supported by eight orderlies. There are two qualified national vocational qualification (NVQ) assessors and one qualified internal verifier, although no NVQ programmes are offered. The staff are all qualified to deliver all of the courses with the exception of one new member of staff who is awaiting training.

## ABOUT THE REINSPECTION

Number of inspectors	2
Number of inspection days	8
Number of learners interviewed	16
Number of staff interviewed	25
Number of subcontractors interviewed	35
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	1
Number of visits	3

## OVERALL JUDGEMENT

7. The previous inspection in February 2005 found the provision to be satisfactory in ICT, visual and performing arts and media, and foundation programmes. Leadership and management, equality of opportunity and quality assurance were judged to be unsatisfactory. The reinspection confirmed the standards in the areas of learning are being at least maintained. Leadership and management, equality of opportunity and quality assurance are satisfactory. Provision in hospitality, sport, leisure and travel is satisfactory. This was not inspected at the previous inspection.

## GRADES

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

*Grades awarded at previous inspection*

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

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Other government-funded provision	59	3

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
<b>Arts</b> - Other government-funded provision	48	3

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<b>ESOL</b> - Other government-funded provision	50	4
<b>Employability/employment training</b> - Other government-funded provision	115	3
<b>Literacy and numeracy</b> - Other government-funded provision	67	3

#### Grades awarded at reinspection

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality assurance		3

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<b>Leisure, sport and recreation</b> - Other government-funded provision	9	3

## KEY FINDINGS

### Achievement and standards

8. **The standard of learners' work is good.** Learners demonstrated good practical skills in

cleaning, ICT, art and on PE courses. In art, standards of work are good. Learners' are well motivated and demonstrate high levels of confidence. The prison continues to have difficulty in accessing meaningful data to monitor achievement levels and has no system in place to monitor non-accredited learning.

## Quality of education and training

9. Learners on ESOL programmes participate well in lessons. ESOL provision has improved and is now satisfactory. This was a weakness at the previous inspection. Tutors are sufficiently qualified and learners are offered up-to-date ESOL qualifications.

10. **Effective individual learning plans have been developed to provide more structure to learners' planned programme.** They include clear details of learners' initial basic skills test results, and their additional learning needs. Other useful information is recorded on the plan. Targets are clear. Learners receive helpful and constructive feedback on their daily progress and achievements. Records of progress are good. Learners have good and regular individual progress reviews at which they agree well set out actions they need to complete to achieve their short- and longer-term targets.

11. Support for learners who have dyslexia is very effective and the prison's systems to identify them are very thorough. Teaching and prison staff have very high levels of awareness of dyslexia with a number of qualified dyslexia tutors.

12. Learning resources are satisfactory. Literacy, language and numeracy tutors have recently improved their learning resources with specialist subject-specific material. Learners on PE courses get detailed work books that allow them to continue their studies in their residential accommodation. New materials have replaced much of the paper-based resources, identified as a weakness at the previous inspection.

13. Learners in workshops and on PE courses have good access to literacy, numeracy and ICT classes. All learners who work in the workshops or attend PE courses access education classes for up to four afternoons a week to support their development of literacy, numeracy and ICT skills through relevant activities. The range of courses on offer in ICT and art has improved and is now satisfactory.

14. **Good information advice and guidance is available to all learners receiving education across the prison.** Learners are encouraged to develop realistic long-term goals for their education and employment plans. They identify the steps they need to take to achieve them. This support helps learners to understand the importance of improving their literacy and numeracy skills. Arrangements to identify learners who need support to improve their spoken or written English has improved and is now satisfactory. **Links between education and sentence planning is much improved and are now good.** Many of the sentenced offenders are having individual interviews to produce a learning plan linked to their sentence plans.



## Leadership and management

15. **The prison's progress to implement change is good.** The prison has rectified many of the weaknesses identified at the previous inspection. The management of learning and skills has improved and is now satisfactory.

16. **The prison has good links with external agencies and partners.** Referral arrangements to support offenders during their time in prison are effective. The prison is developing good links with employers to improve the employability prospects of learners. Learners' work has been well received and is helping to raise the profile of learning and skills.

17. **Participation rates in learning and skills are low.** This was a weakness identified at the previous inspection. Although many recent changes in the prison have been of benefit to learners attending education, their allocation to linked residential accommodation has not been well received. Participation in learning and skills has declined considerably. Actions are being implemented to resolve this issue.

## Leadership and management

### Strengths

- good progress to implement change
- good links with external agencies and partners

### Weaknesses

- low participation rates in learning and skills

## Hospitality, sport, leisure & travel

### *Leisure, sport and recreation*

#### *Strengths*

- particularly detailed individual learning plans
- good links with the education department
- good information, advice and guidance

#### *Weaknesses*

- insufficient planning of accredited training
- poor quality improvement arrangements

## DETAILED REINSPECTION FINDING

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### **Strengths**

- good progress to implement change
- good links with external agencies and partners

#### **Weaknesses**

- low participation rates in learning and skills

18. The prison's progress to implement change is good. The prison is fully aware of the challenges it faces to introduce further changes. During the last 18 months the prison has worked effectively to change its culture and to raise the status of learning and skills. The prison has made good progress in identifying and supporting the learning and skills needs of learners. Effective information, advice and guidance is now available to all learners. The introduction of a modular curriculum that better meets the needs of learners at the prison will be completed shortly. The prison has rectified many of the weaknesses identified at the previous inspection. The range of provision in art and ICT has improved. Literacy, numeracy and ICT support is now provided in the workshops. Learning resources have improved.

19. The prison has good links with external agencies and partners. This was identified as a strength at the previous inspection. The prison continues to work closely with partners and agencies to provide effective referral arrangements to support offenders during their time in prison. These links ensure new offenders receive support with problems in areas such as employment, benefit transfers, debt management and accommodation. Jobcentre Plus staff work well to ensure that released offenders have access to careers interviews. The prison has good working relationships with charities that provide housing support to ensure offenders have accommodation and benefits on release. The prison is working effectively to improve employer engagement. A number of recent initiatives have improved learners' employability prospects and led to better-quality workplaces in one workshop in the prison. A project on gun culture carried out by art learners with the British Museum education department has been well received and further projects are planned. Learners are involved in a number of other projects that have been well received and are helping to raise the profile of learning and skills.

20. Tutors and trainers are appropriately qualified and experienced. They are enthusiastic and work effectively to support learners. They have good access to relevant training. Performance management of prison and college staff is satisfactory. Staff appraisals and reviews are effective in improving the quality of provision. Since the previous inspection the facilities and resources to support learning and skills have much improved.

21. Participation rates in learning and skills are low. Since the previous inspection the prison has been through a number of substantial changes to tackle regime and other issues. Some of these changes were planned to improve participation in learning and skills, identified as a weakness at the previous inspection. Learners are now given sufficient time to deal with their domestic, health and other needs before moving to education. However, the residential wing in which learners are accommodated has not been well received by some learners. Participation in learning and skills has declined considerably. This problem has been identified by the prison and action is being taken to resolve this by reorganising the residential location of learners.

### **Equality of opportunity**

### **Contributory grade 3**

22. The commitment from senior managers to improve the arrangements for equality of opportunity and diversity are clear. The prison has an appropriate equal opportunities policy and related procedures that have been distributed to staff. A governor grade manager has responsibility for the equality and diversity arrangements. Additionally a principal officer has been appointed as race relations liaison officer. Senior officers have been given responsibility for foreign nationals and there is now a diversity and disability officer. A Disability Discrimination Act 1995 compliance audit was completed in March 2006. The prison is still awaiting feedback on its compliance so an action plan can be produced. Learners with restricted mobility have poor access to education and the library. The prison has written appropriate action plans for race equality and equality of opportunity. Staff training is ongoing. Currently 90 per cent of staff have received training in equality and diversity.

23. The prison has introduced new initiatives to encourage participation in education. The education department has developed good links with workshops and the PE department to offer education to more learners. All learners who attend the workshops or PE courses now access education in the afternoons. Improvements have been made to pay for learners attending education. This was identified as a weakness at the previous inspection. However, learners attending the resettlement programme receive less pay. The prison monitors closely the ethnicity of learners on all activities. A system has been developed to effectively measure the percentage of the population against the percentage of different ethnic groups attending activities. It automatically highlights areas of concerns and where action needs to be taken to rectify under-representation. Suitable actions are agreed at monthly diversity meetings and are allocated to appropriate staff members to complete. However, little monitoring of achievement by different ethnic groups takes place.

24. Promotion of equality and diversity is satisfactory. This was a weakness at the previous inspection. The prison holds a number of events to promote diversity and challenge stereotypical thinking. For example, a black history month was held. All religious festivals are promoted and information about their significance is published and distributed to all staff and offenders. A number of famous black sporting legends have attended the prison to provide role models for offenders. The prison provides a range of information materials available in over 20 different languages. Over 20 interpreters are

registered with the prison.

25. Policies and procedures covering safe custody, bullying and race relations are well displayed around the prison. Offenders' consultative committees on wings, workshops and education are valued by offenders. The equality and diversity group meet monthly and the meetings are attended by offender wing representatives, wing officers, the governor, and the equality and diversity team. The self-assessment process has not included aspects of equality and diversity, and the diversity team were not consulted in the production of the self-assessment report.

### **Quality assurance**

### **Contributory grade 3**

26. The prison's arrangements for quality assurance are satisfactory. Since the previous inspection, a formal quality improvement framework has been established for most of the learning and skills in the prison. Key elements of this framework include learner evaluations, lesson observations, use of performance measures and self-assessment. Evaluations are completed at the end of each course and information is used effectively to improve course content and delivery. A learners' forum meets every two months, with representatives from each course. It is well established and provides learners with an opportunity to express their views about learning and skills. The college has improved its programme for observing the quality of teaching and learning. The feedback helps staff improve their teaching. A detailed analysis of the outcome of the observation programme has been produced and reported on. The observation paperwork does not provide sufficient focus on learning and attainment. All teaching staff have an annual appraisal. Lesson observation outcomes and individual performance are appropriately linked to these appraisals. Staff development needs are identified through appraisals and aid the annual staff development plan. All college staff complete a suitably structured self-assessment of their provision that is discussed at their appraisal. Regular curriculum team meetings are used to share good practice. Visits by managers from the college are infrequent. For example, the last contract meeting was held in September 2005.

27. Since the previous inspection the prison has established a quality improvement group. It has good representation from across the prison and is attended by the prison governor. The group meet monthly and are beginning to tackle key issues associated with quality improvement and monitor the completion of the actions associated with the self-assessment report. The head of learning and skills receives monthly reports from education, library, PE and industries. These reports follow a similar format and provide useful information that enables the head of learning and skills, and the quality improvement group, to monitor performance. Reported performance data is linked to the prison's key performance targets. These reports do not identify recommendations or action plans. The prison makes inadequate use of management information to set and monitor demanding targets on attendance, retention and achievement rates or to support quality improvements.

28. The prison has produced a very detailed and lengthy updated self-assessment report. It covers all areas of education, training for work, the library and PE. Area of

learning self-assessments are insufficiently rigorous and do not sufficiently emphasise key findings. The sections for industrial cleaning and sport are in a different format and are not graded. The report does not contain contributory grades or a commentary for equality of opportunity or quality assurance. The self-assessment process involved all staff. A development action plan has been produced.

## AREAS OF LEARNING

### Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<b><i>Leisure, sport and recreation</i></b> - Other government-funded provision	9	3

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

#### *Strengths*

- particularly detailed individual learning plans
- good links with the education department
- good information, advice and guidance

#### *Weaknesses*

- insufficient planning of accredited training
- poor quality improvement arrangements

### Achievement and standards

29. Achievements of sports qualifications are satisfactory. Of the 10 learners who started the last volleyball course, all completed it. Nine learners started and completed a gym instructors course. Of the nine learners who started a community sports leaders award, only four remain on the course, and none have yet completed. Recently there have been problems with retention on programmes, with learners leaving early or being transferred to another prison. Some learners have left as they did not like the educational aspect of the programme. Staff now emphasise this aspect of the programme to all applicants and retention is starting to improve. Learners on the current programme demonstrated good skills levels beyond the expected level for the stage of the course. Learners also develop good self-confidence.

### Quality of education and training

30. Individual learning plans are particularly detailed. The plans are agreed at the start of the course and include details of learners' initial basic skills test results highlighting any learners' additional learning needs. Targets are clear. The learning plan records the learners' learning style, and confirms that they have been introduced to their tutor. The plan also ensures each learner understands when they can access the library, the course content, and relevant health and safety information. Recently the individual learning plans have been further developed to provide detailed monitoring of each learner's progress. Learners receive helpful and constructive feedback on their daily progress and

achievements. Records of progress are good. Learners have good regular individual progress reviews at which they agree well set out actions to help them achieve their short- and long-term targets. Learners are required to sign a code of conduct.

31. The PE department has good links with the education department. Accredited courses are run in partnership with the education department. All learners who apply for sports course are required to sign up for education classes in literacy and numeracy. Opportunities are available for learners to study at a level appropriate to their prior learning. Lessons in education provide good opportunities for learners to improve their levels of literacy and numeracy and provide good specialist support for learners with additional learning needs. The education department agrees workable timetables for all courses to ensure all learners get appropriate access to all aspects of the programme.

32. Learners receive good information, advice and guidance. A specialist adviser provides information, advice and guidance to help them plan their programme and link their development to career aspirations. Learners demonstrate a good understanding of their programme and how it fits into a range of programmes available to improve their chances of gaining employment after being released from prison. Learners receive good advice on what skills and knowledge they need in order to pursue a career in sport and recreation after release. Links with external partnerships have also been used well to help learners get interviews and community work to improve their prospects and to provide valuable work experience.

### **Leadership and management**

33. Accredited training is insufficiently planned. There is an appropriate range of courses but these are not linked well to employability skills. Programme timescales have recently been amended but schemes of work and lesson plans do not reflect these changes. For example, the weight training leaders course traditionally has been run full time for a three-week period. With the new links to education, learners only attend the course in the mornings. The scheme of work has not been amended to take account of this significant change. Learners on the last community sports leaders award were due to complete in April 2006. They are yet to complete the community element of the course as the community groups that usually attend the prison have been unable to do so. There is no clear plan of how these learners will complete their course.

34. Arrangements for quality improvement are poor. Tutors complete an end-of-course evaluation and the senior officer completes an end-of-course audit to check learning plans, course evaluations, awarding body records, and learner assessment records. Feedback is provided to the tutor. Learner evaluations are completed but there is no record of how these are analysed or how the views of learners are considered in course development. Staff are not fully involved in the self-assessment process. The team does not hold meetings specific to accredited training courses. There are no teaching observations completed or any standardisation activity to assure the quality of the courses.