

# HMP Littlehey

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**Inspection date**

6 July 2007

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**Inspection number**

317563

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## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

#### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Preparation for life and work programmes:
  - employability training
  - literacy, numeracy and ESOL
  - personal development and social integration

## Description of the provider

1. HMP Littlehey (the prison) is an adult category C training prison for men near Huntingdon, Cambridgeshire. The prison has a capacity of 706 and at the time of the inspection it held 696 offenders. There are no remand offenders and there are approximately 120 foreign nationals. About 80% of offenders stay for over six months, the remainder stay between one and six months. HMP Littlehey offers sex offender treatment programmes and currently some 75% of the population are serving sentences for sex related offences. All offenders are integrated with the life of the prison. The education contract allocated to A4e is for 15370 hours.
2. The prison offers education for approximately 60 part-time places each morning and afternoon, and training or work activity for most other offenders. Accredited vocational training is offered in horticulture, catering, physical education (PE), motor mechanics, motor vehicle body repair, carpentry and joinery, business and management, lift-truck driving and information and communication technology (ICT). Industrial workshops provide work opportunities in recycling, electrical assembly and packaging and processing. The Foundation Training Company (FTC) offers pre-release courses. The prison also has a **learndirect** centre and offers open and distance learning courses for those who need higher-level learning. A range of evening classes are available two evenings each week. Library services are provided by Cambridgeshire County Council. The prison is piloting an in-cell television-based learning facility.

## Summary of grades awarded

<b>Effectiveness of provision</b>	<b>Good: Grade 2</b>
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<b>Capacity to improve</b>	<b>Good: Grade 2</b>
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<b>Achievement and standards</b>	<b>Good: Grade 2</b>
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<b>Employability training</b>	<b>Contributory grade: Good: Grade 2</b>
<b>Literacy, numeracy and ESOL</b>	<b>Contributory grade: Good: Grade 2</b>
<b>Personal development and social integration</b>	<b>Contributory grade: Good: Grade 2</b>

<b>Quality of provision</b>	<b>Good: Grade 2</b>
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<b>Employability training</b>	<b>Contributory grade: Good: Grade 2</b>
<b>Literacy, numeracy and ESOL</b>	<b>Contributory grade: Good: Grade 2</b>
<b>Personal development and social integration</b>	<b>Contributory grade: Good: Grade 2</b>

<b>Leadership and management</b>	<b>Good: Grade 2</b>
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<b>Equality of opportunity</b>	<b>Contributory grade: Satisfactory: 3</b>
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## Overall judgement

### Effectiveness of provision

#### Good: Grade 2

3. The overall effectiveness of the provision is good. More specifically, the quality of provision including employability training, literacy, numeracy and ESOL and personal development and social integration programmes is good. Leadership and management are good. The prison's approach to equality of opportunity is satisfactory.

### Capacity to improve

#### Good: Grade 2

4. The capacity to make further improvements is good. The prison is committed to the use of learning and skills to reduce reoffending. It works well with its providers and external partners to improve access to learning and skills. Steps taken to promote improvements since the previous inspection are good. Most strengths identified in the previous inspection report have been maintained and the prison has made good progress to address most key weaknesses. The coordination of prison activities is much improved and the prison has made good progress in the accreditation of vocational skills. Although the quality assurance framework is in place and sharing of information is much improved some issues remain incomplete. Since the previous inspection achievements have improved in many areas and the prison has improved the range of provision and learning resources.
5. The inspection team is broadly confident in the self-assessment process. Both the prison and provider staff is effectively involved in the self-assessment process. Providers and each area of the prison produce their own self-assessment reports which are reviewed by the prison. The prison produces a consolidated report on leadership and management. Inspectors' findings match many of the strengths and areas for improvement identified in the self-assessment reports. The grades in the self-assessment report broadly match the inspection grades.
6. The learning and skills action plan effectively summarises actions and contains all relevant and critical information. The plan is appropriately reviewed by the prison every two months, and shared with the quality improvement group. Strategies to monitor action plans of providers are appropriate.

## Key strengths

- Good strategies to support the resettlement needs of learners
- Good partnership working
- Clear commitment to learning and skills
- Good achievement rates in many literacy and numeracy programmes
- Good development of employment skills in education and training workshops
- Good development of personal and social skills
- Good teaching in most areas
- Good range of provision

## Key areas for improvement

- Incomplete aspects of the quality assurance arrangements
- Insufficient development and recognition of employability skills in some industrial workshops
- Insufficient information, advice and guidance service
- Missed opportunities to recognize skills and personal development
- Insufficiently effective short term target-setting

## Main findings

### Employability training

#### Achievement and standards

Contributory grade: Good: Grade 2

7. Learners develop good skills in education and training workshops. The standard of learners' practical work is high, particularly in the vehicle body repair workshop. Motor vehicle maintenance learners demonstrate confidence in the use of tools and the repair and maintenance of vehicles. In carpentry, learners produce joints and structures to a high standard and are confident in the use of tools and equipment. Learners work safely and effectively. Horticulture learners keep the grounds well kept and attractive. ICT learners demonstrate good keyboard skills and have a good understanding of their subject.
8. Success rates are generally good, however, the low number of learners in many areas and the lack of consistent centralised data make judgements on success rates difficult.
9. Attendance at classes and in workshops is good. A very high proportion of offenders are engaged in activities and learners attend well. Programmes are well managed allowing learners to join a course as soon as a vacancy is available.

#### Quality of provision

Contributory grade: Good: Grade 2

10. Teaching and learning are good. The best lessons are lively and interesting and learners take an active part. Teachers are firm, maintaining good control and ensuring that key aims are met and learning objectives are achieved. Learners' understanding is regularly checked and reinforced. Good use is made of learning aids such as model ladders to explain and demonstrate safe working practices in carpentry. In ICT, good use is made of additional materials to extend learners' knowledge and understanding. Good links are made between practical work and theory. In many lessons, there is good development of wider skills including verbal skills, ICT skills and interpersonal skills, however, there is not sufficient formal recognition of these wider skills. There was no unsatisfactory teaching.
11. There is a good range of qualifications available including catering, motor vehicle maintenance, motor vehicle body repair and paint, horticulture, ICT, customer services, accounting, business and lift-truck driving. Learners in the kitchen can achieve an NVQ and those not working in the kitchen can achieve a diploma in catering. In the gardens, in addition to a certificate in horticulture the prison is also approved to offer a NVQ programme. Learners can undertake a course through **learndirect**, distance learning or the Open University. The PE department offers an appropriate range of training and awards for the prison population.
12. There are good resources for employability training. Motor vehicle workshops are well equipped and learners have access to a good range of modern vehicles to work on. The prison has very good facilities for vehicle paint and finishing. ICT workshops are well equipped and spacious. Catering learners have access to good learning resources on the intranet which are effectively used to develop their understanding. The carpentry workshop has an appropriate range of well maintained tools and equipment.



13. The various partners involved in delivering education and training work well together. The education department works closely with kitchen staff to support learners on the NVQ. **learndirect** and the ICT workshop are able to cater for a variety of learners' needs and learning styles. FTC and **learndirect** offer a combined pre-release course and learners wishing to take the lift-truck training are able to take the learn direct course before starting.
14. All learners have an individual learning plan. This includes the outcomes of any initial assessment although too few teachers and instructors make use of this in planning learning. Targets on individual learning plans vary considerably and some are weak, however, most are adequate for the programmes being followed.
15. Assessment is well managed and robust. Portfolios and records of assessment are mostly good. However, the verification of assessment practice in the kitchen is weak.
16. There is insufficient development and recognition of skills in many industrial workshops. In some the work is mundane and opportunities to develop or accredit skills are missed. In the electronics workshop there are inadequate arrangements to recognise the good skills learners gain or to accredit these. There are no opportunities for cleaners to gain qualifications, although this is now planned. Many offenders work as orderlies or in responsible jobs within the prison and there are insufficient arrangements to recognise or accredit their skills.

## Literacy, numeracy and ESOL

### Achievement and standards

Contributory grade: Good: Grade 2

17. Achievement rates for entry level numeracy programmes are good. In the last nine months, 80% of learners who started an entry level programme achieved it. Similarly the achievement rate for learners following a Level 2 numeracy programme was good at 72%. During the same period, the achievement rate of learners who started the Level 2 literacy programme was also good at 84%. Achievement rates for English for speakers of other languages (ESOL) and key skills are satisfactory.
18. Learners' self-worth and self-esteem is significantly improved. Some learners have significantly improved their interpersonal skills and have applied this well in helping fellow learners in class. Learners progress at a suitable rate from one qualification to another. Attendance and punctuality rates are generally satisfactory. However, attendance in some classes is adversely affected by the demands of the regime.

### Quality of provision

Contributory grade: Good: Grade 2

19. There is much good teaching. All sessions are well planned and usually include a good range of teaching strategies relevant to the needs of learners. Tutors are enthusiastic and work hard to motivate learners to improve their skills and knowledge. Most mixed ability groups are effectively managed. Learners contribute effectively to class activity. There is good use of topic-based teaching sessions to stimulate learning. Many tutors effectively link discussion of the topic to wider contexts relevant to resettlement on release. For example, one numeracy session effectively explored the range of career opportunities that required the use of weight estimation and measuring skills. Exercises are well constructed

to take into account a variety of relevant learning styles. Classrooms are well maintained though they are sometimes cramped for space. In a minority of sessions learners are not sufficiently involved in learning and there is insufficient use of question and answer to test and reinforce understanding. Where relevant, sessions effectively use computer projection as an interactive teaching aid. However, there is limited computer-based learning material. Handouts are of a satisfactory standard but do not include use of colour to aid understanding.

20. There are good progression opportunities from entry Level 1 to Level 3 in literacy and numeracy, and for ESOL learners from entry Level 1 to Level 2. Key skills are available in literacy and numeracy at Level 1 and Level 2. An adequate range of distance learning opportunities are available. However, ESOL learners do not benefit from the opportunity of practising their language skills on a full-time basis.
21. There is satisfactory promotion to increase participation in literacy, numeracy and ESOL. A recently-appointed 'writer in residence' facilitates the development of skills in reading and writing. In addition, learners are encouraged to participate in an internal writing competition. A small number of learners receive reading support through the Toe-by-Toe scheme, however, there are insufficient mentors and self-study resources to allow learners to carry out individual learning in literacy and numeracy.
22. Tutors usually receive and record the overall assessment score and level derived from the initial assessment process. However, there is insufficient use of diagnostic assessment to inform actions and strategies for future learner development.
23. During induction all learners receive useful information and advice on the range of available learning programmes and work within the prison. Subsequently, tutors provide some additional and relevant support, particularly in relation to prison programmes. However, there is inadequate provision of an ongoing information and advice service to learners as they progress through their programme.
24. Short-term target-setting is insufficiently effective. Targets are not always time bound or specific enough to guide learners' actions. Many targets do not include time constrained milestones to allow learners to monitor their progress. Target-setting in progress reviews does not effectively focus on learners' social and personal development. Learners have individual learning plans for each of the programmes they are following. However, there are inadequate processes to ensure effective coordination between targets set on different learning plans.

## **Personal development and social integration**

### **Achievement and standards**

Contributory grade: Good: Grade 2

25. The standard of learners' work is good. Many learners show a good aptitude to learning a new skill and are able to progress through and across the levels. Learners develop a good understanding of the impact of their behaviours. They develop good social skills and demonstrate improvement in social integration.
26. The overall success rate for qualifications is satisfactory. In the 12 months before the inspection there were 488 enrolments on 18 different personal and social development

courses of which 14 are accredited. Many learners are enrolled on more than one activity. Of these enrolments, 200 learners have resulted in a full qualification.

## **Quality of provision**

Contributory grade: Good: Grade 2

27. Teaching is effective in meeting the wide range of needs and abilities of learners. A good range of teaching methods is used to take account of learners' varying learning styles and abilities. Assignments and activities are set according to learners' ability and no one is disadvantaged if their reading, writing and comprehension skills are at a lower level. The standard of training is good across a wide range of subjects from practical activities at entry level to those of a higher level. Links with offender management programmes are good.
28. There is a good range of different activities to develop personal and social progression for offenders. There are 18 different social and life skill courses which include running your own business, confidence management, healthy living, alcohol awareness and art and craft. A comprehensive range of PE activities are available seven days a week and include dedicated programmes for the older offenders, those that are recovering from injury and those who wish to gain a greater level of personal fitness. Choir activities and bi-monthly concerts are supported by the chaplaincy. A small number of learners take advantage of distance and open learning programmes. Appropriate programmes and development opportunities are available for those who will have limited employment opportunities on release due to the nature of their offence. A summer school gives further opportunities to participate in a wide variety of different activities from card making to foreign languages. Further initiatives to expand the provision have taken place particularly including the piloting of in-cell television-based learning.
29. Learners are well supported and actively encouraged to participate in the activities that are offered. The older members of the community are effectively integrated with all activities. The library is well used, with a wide variety of texts to supplement learning. Twelve per cent of the prison population is aged over 60 and many appreciate being given the opportunity to develop a new skill and interest.
30. Although there is a good range of activities, there are missed opportunities to recognise the skills development and progression of some learners. Where learners are prominent in organising and developing activities such as concerts and animated films and making good progress in accepting work ethics they are not given any form of formal recognition.

## **Leadership and management**

**Good: Grade 2**

### **Equality of opportunity**

Contributory Satisfactory: Good: Grade 3

31. The prison has a clear commitment to learning and skills. The senior management team recognises the benefits that improvements in learning and development of skills brings to offenders. This is well reflected in the prison's business planning processes. Performance management are aware of the changes needed to improve opportunities for vocational training. Despite significant funding pressures, the prison has established accredited vocational training in the kitchens, gardening, gym and some industrial workshops. Key

skills in improving own learning have been successfully introduced into one of the workshops and is being cascaded into other workshops. The performance of learning and skills is regularly reviewed and risk assessed by the senior management team.

32. Partnership working between the providers and with the prison is effective. A4e's contracting arrangements have facilitated a modest but valued increase in the provision of learning and skills in the prison. They have made good progress to consolidate their provision of learning and skills and effectively meet learners' needs. Providers working in the prison are committed and keen to solve problems for the benefit of learners. They have worked well with the prison to help launch an in-cell television education channel for distance learning and to provide essential information about the prison. The prison has worked well with providers to deliver an integrated pre-release programme that avoids duplication and improves opportunities for differentiated learning. Providers work cooperatively where they share the same accommodation. In the absence of a full information advice and guidance service, the prison and A4e have worked jointly to provide sufficient interim guidance arrangements to learners on arrival in the prison. However, learners do not have opportunities to re-evaluate the advice and guidance unless they are preparing for release.
33. Strategies to support the resettlement needs of learners are good. The provision of learning and skills in the prison has been effectively mapped to the requirements of the national action plan to reduce reoffending. The prison adopts a coordinated approach to interventions. Work allocation is based on a detailed evaluation of each learner's offending behaviour, committed offence, initial assessment of literacy, numeracy and ESOL and their education, training and employment history and expectations. This information is used effectively to plan programmes of learning and work that best meets individual needs. Positive strategies are used to encourage reluctant learners back into learning. Learning provided by FTC and learn direct to prepare learners for release are also sequenced to meet individual needs. Both Apex and A4e have recently received contracts to provide post release support to learners seeking education, training or employment. The prison has an appropriate skills for life strategy.
34. The promotion of equality of opportunity is satisfactory. The prison works effectively to remove barriers to successful learning. For example, learners can attend education full-time to ensure they complete a course before their release date. Learners on an education or vocational training programme who need to attend offending behaviour programmes are given priority to either complete their course or to minimise any disruption this requirement might have. Teachers encourage learners to be sensitive to cultural differences. The prison places a strong emphasis on the celebration of successful learning achievements. Prison monitoring of the participation rate of different minority ethnic groups indicates variations in the attendance rates in many activities. Actions are being implemented to address this issue.
35. Membership of the prison race equality action team includes representation from learning and skills and learners. Recent meetings of this group have been poorly attended and the role of this team has been given insufficient priority. The prison has a suitable range of policies and procedures, however, not all policies sufficiently focus on the need of learners. Although staff receive training to raise their awareness of race relations issues and changes in recent legislation, insufficient action has been taken to raise staff awareness of cultural differences and religious needs.

36. The prison collects and analyses data on attendance, retention and achievement for most of the provision in the prison. This information is used to make improvements. However, it is not yet used effectively for well established programmes to show trends over time, set targets for improvements or to monitor the performance of different groups of learners. Plans are in place to improve the quality of data used to support quality improvements.
37. Service level agreements in place for A4e and Mymar Training suitably describe quality assurance arrangements. The prison has identified that the service level agreements for FTC does not fully meet their expectation to be assured of the quality of the provision. They have taken appropriate steps to rectify this. Regular partnership meetings with the different providers are chaired by the head of learning and skills and interventions. Performance measures and quality reports are appropriately reviewed at these meetings. Teaching and learning in the prison is good.
38. Providers have appropriate quality assurance arrangements. These set out dates to review an appropriate range of performance measures.
39. The prison's quality improvement manual is reviewed each year. The last review was completed in June 2007. Quality monitoring arrangements and roles and responsibilities for quality assurance are suitably described. The prison has not yet introduced a formal programme of lesson observations to assess the quality of provision delivered by the prison staff. This was identified in the previous inspection report.
40. The quality improvement group is not effective enough in fulfilling its role. This has been recognised by the prison. Action to improve overall effectiveness has resulted in the group being split into two groups. It is too early to judge how successful this strategy will be.

## What learners like:

- The helpful and approachable staff
- 'That you get what you are told you would'
- The flexibility to work and attend education
- The facilities in education and training workshops
- 'Great to be treated as a student rather than a prisoner'
- 'Good place to learn'
- 'For the first time I have a certificate'
- 'Good to use your brain — it helps to regain your self-respect'
- 'Makes you feel human, like an office environment'

## What learners think could improve:

- Limited choice of courses at higher levels
- The need for more time in the library
- Access to full time education rather than part time
- 'Mindless and dehumanising work in some workshops'
- Difficulty in getting hold of appropriate books for self-and distance study