

HMP & YOI Downview

Inspection date

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Inspection number

320721

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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.

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), 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 and YOI Downview, near Sutton, opened in 1989 as a Category C male training prison. In 2001, the prison changed to a closed adult women's prison. At the time of inspection the prison accommodated 350 offenders, including some young offenders. On average, 46% are sentenced to under four years, 42% are sentenced between four and 10 years and 12% for 10 years and over. The average length of stay is six months. Some offenders have a history of prior drug misuse and/or mental health issues. Approximately 25% of offenders are identified as foreign nationals. Overall, 55% participate in learning and skills.
2. D Wing is a designated Resettlement Unit. Offenders here have the opportunity for resettlement day release, community work, and appropriate paid work. All offenders are employed and can access education on a part-time basis. They can work in the industrial contract workshops, mainly recycling waste, refurbishing headphones for the aircraft industry and packing small items. A number of women work in the Aramark shopping section. This is currently situated outside the prison but plans are in place to move it inside.
3. A full education programme is delivered through an Offender Learning and Skills Service (OLASS) contract with North East Surrey College of Technology (NESCOT). These include Open College Network (OCN) programmes in: literacy, numeracy and english for speakers of other languages (ESOL), cookery skills and healthy living, art, pottery, soft furnishings, hair and beauty, information and communication technology, drug and alcohol awareness, numeracy, parentcraft, customer service and money management. The provider also provides information, advice and guidance (IAG). The PE department has introduced some fully accredited courses, available up to level 2. The media production centre is supported by a partnership between the prison, a charity and a local college. The library is contracted to Surrey County Council and the resources are shared with the secure juvenile unit which is located within the grounds of the adult women's prison.

Summary of grades awarded

| | |
|--|--|
| Effectiveness of provision | Satisfactory: Grade 3 |
| Capacity to improve | Satisfactory: Grade 3 |
| Achievement and standards | Good: Grade 2 |
| Employability training | Contributory grade: Good: Grade 2 |
| Literacy, numeracy and ESOL | Contributory grade: Satisfactory: Grade 3 |
| Personal development and social integration | Contributory grade: Good: Grade 2 |
| Quality of provision | Good: Grade 2 |
| Employability training | Contributory grade: Good: Grade 2 |
| Literacy, numeracy and ESOL | Contributory grade: Satisfactory: Grade 3 |
| Personal development and social integration | Contributory grade: Good: Grade 2 |
| Leadership and management | Satisfactory: Grade 3 |
| Equality of opportunity | Contributory grade: Good: Grade 2 |

Overall judgement

Effectiveness of provision

Contributory grade satisfactory: Grade 3

4. The overall effectiveness of the provision is satisfactory. Overall achievement and standards and the quality of provision are good. While employability training and personal development and social integration are good, achievement and standards in literacy, numeracy and ESOL are satisfactory. The provision meets the needs of learners who are supported well. Leadership and management are satisfactory and the prison's approach to equality of opportunity is good.

Capacity to improve

Satisfactory: Grade 3

5. The prison has demonstrated that it is in a satisfactory position to make improvements. The prison has a clear and shared objective with its partners to provide education and training which supports the national strategy on reducing re-offending rates. The strategic planning process is satisfactory. A needs analysis was carried out in 2006 but this has not been updated to ensure plans meet the needs of the changing and developing prison population. Since the introduction of the OLASS contracting arrangements, improvements have been made to the learning and skills provision, for example, the introduction of offenders' entitlement to a minimum amount of education sessions. Roles and responsibilities for managing contracts are unclear. The links between education and training and prison staff are good. Some quality improvements have yet to be fully implemented. The management information system of the education contractor is not working effectively. Current data for analysing offenders achievements is unreliable and does not allow the prison to identify trends across the population. The resettlement function in the prison is working well.
6. The self-assessment process provides a basis for developing the learning and skills provision but is not co-ordinated well. This has been identified by the prison as an area for improvement. Self-assessment reports are written separately by the education contractor and the prison. The development plans of the prison and education provider are linked well. The prison identified many of the strengths and areas for improvement found by inspectors and grades in the self-assessment reports matched those awarded at the inspection.

Key strengths

- Particularly well managed media and production skills programme
- Highly effective chaplaincy programme to support offenders' individual needs
- Particularly effective partnership work to support work opportunities in the community
- Good support for equality and diversity

Key areas for improvement

- Under developed skills for life strategy
- Identification of learners' skills development in some areas

- Ineffective management information systems
- Uncoordinated self-assessment process

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

7. Achievement and standards are good. Success rates are good for the level 3 media and video production award at 91% and the sports leader award at 100%. In ICT success rates are satisfactory with about a half of learners achieving at least four units at level 1. Achievement is low at level 2 where just 21% achieve at least four units. Although about 70% of learners who complete a distance learning course are successful, around 20% of those who start do not complete it. A high number of learners achieve units in furnishing and preparation for work.
8. Most learners' work is of a high standard. Portfolios of learners' work in soft furnishings and fashion accessories are very good. ICT learners demonstrate confidence in the use of computers and computer applications and progress well with their course. Learners complete and produce programmes to a high standard and demonstrate a professional work ethic.
9. Attendance is satisfactory and well managed. However, a small number of learners arrive up to 25 minutes after the learning session is planned to start. In some learning sessions tutors manage this by using the time to review and set targets with those who are on time. In the media centre learners are expected to arrive and started work within 15 minutes of movement and this is effectively managed.

Quality of provision

Contributory grade: Good: Grade 2

10. Teaching and learning is satisfactory overall and good in some areas. Teachers give good individual support to learners. Most learning sessions are well planned with interesting projects and exercises which learners enjoy. Learners are clear about what is expected of them during the learning session. In some areas learners do not receive sufficient feedback on their work and progress to understand how they could improve. They are not set challenging targets that encourage them to improve.
11. Tutors make effective use of assistants in the classroom. In some areas learners who have completed the course become classroom assistants. They use the opportunity to enhance their own skills through supporting others as well as providing a valuable support role. However, the assistants do not have their skills formally recognised.
12. The teaching and development of skills in media and video production is good. The media centre is run in partnership between a not-for-profit media production company, a local college and the prison. The centre is well resourced and produces a fortnightly television channel for the prison. Learners achieve a national award at level 3 in media and video production in 16 weeks. Before learners begin staff ensure that they have sufficient time before release to complete their course. Once qualified, learners can work in the centre producing programmes for the prison television channel and on other video projects. Learners in the centre work on professional equipment and produce

work of a high standard. The centre has excellent links with the industry and learners have good opportunities to develop their skills.

13. The planning of learning is weak in some areas. Initial assessment of learners' literacy and numeracy skills are recorded on most learning plans but some tutors make insufficient use of this to plan learning and support. Assessment practice is satisfactory.
14. A good range of employability training and work opportunities is available. For example, offenders can work in the contract workshops, gardens, kitchens, video production and as orderlies. They can study for a range of vocational subjects including ICT, hairdressing and beauty therapy, sports leaders' awards, and bookkeeping. A variety of distance and open learning is available and learners study for qualifications such as video production and business studies. A few learners are released on temporary licence to study at local colleges. A good preparation for employment course is also available.
15. Good use is made of release on temporary licence to develop offenders' work ethic and skills. However, little of this is recorded or recognised. At the time of inspection 57 offenders worked outside the prison on temporary licence, some of whom worked in the prison service subcontracted shop section. Others were working with community projects on a voluntary basis or in paid employment. In many of these placements there is little formal skills development or opportunity to gain a qualification. Paid work is mostly of a high standard and includes working as advisers, receptionists, and as a bookkeeper. Resettlement was well managed and for some work-placements were strongly linked to the qualifications followed in the prison.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Satisfactory: Grade 3

16. Most learners' achievements are satisfactory. They make good progress in their learning plans and those that remain on the programmes achieve their qualifications at entry level, level 1 and level 2. Standards of work are good especially those who are assessed at level 1 on entry to the prison. Learners on the numeracy course progress quickly from basic numeracy to the higher level and show a good understanding of statistical mathematics. Many are able to retain knowledge and apply their skills in different contexts. Learners on ESOL courses, some of whom are illiterate in their own language, are quickly able to use everyday language in appropriate ways to enable them to speak and listen with confidence.
17. Attendance is satisfactory although classes are often small. Many learners attend supplementary courses and some attend interviews and other prison courses at short notice. Learners are normally punctual although regime constraints can disrupt classes. Most learners are motivated and enthusiastic and work hard during the learning sessions and clearly enjoy them.

Quality of provision

Contributory grade: Satisfactory: Grade 3

18. Teaching and learning are satisfactory with some good aspects of teaching in many of the learning sessions. All learning sessions are well prepared with objectives stated on the whiteboard. These are frequently referred to during learning sessions. Teaching plans and work schemes are comprehensive and show targets for individual learners which are shared at the start of each learning session. In the better learning sessions tutors use a variety of learning styles well. In one ESOL session the tutor allowed learners to identify and put on various items of external clothing such as a hat, jacket and shoes while others give verbal instructions. This was followed by a well designed picture quiz and flash cards to check understanding. In the weaker sessions where learners are at various levels of knowledge and understanding, insufficient time is spent with those with poor language skills and the work for those at a higher level is insufficiently challenging.
19. The literacy and numeracy and ESOL programmes meet the needs of the learners. They are able to attend learning sessions while working around the prison in the contract workshops or on other employment options. The prison has introduced a policy of entitlement to a minimum of two learning sessions a week for all offenders. Staff effectively promote this, with many offenders making good use of the provision. While there are suitable qualifications for those on literacy and numeracy courses, the ESOL qualification is limited to the adult literacy at level 1 and 2. No qualifications are available at entry level and no speaking and listening qualifications available to learners.
20. Resources are satisfactory. Classrooms are spacious, well lit and good use is made of wall space to display information. Good use is made of computer-based programmes to allow learners to access individual learning packages where appropriate. Staff are experienced and well qualified and the library provides a rich source of material to support learners. Books on different cultures are also available and many staff use these effectively to support their learning sessions.
21. Staff support learners well and they feel confident about approaching staff about improving their learning. Tutors use individual learning plans effectively to plan, monitor and review learners' progress. Targets are specific, written in small measurable steps, which clearly show what the learners have achieved and how to improve. In some learning sessions learning support assistants are used very effectively. They work well with tutors to help learners understand the subjects. Learners are encouraged to work together, particularly where there are language barriers.
22. Staff have not fully developed the skills for life strategy. While the strategy clearly identifies how to support learners through initial assessment, and the process of providing literacy and numeracy support, little information is provided on language support, staff development and how the needs of the wide range of learners are to be met.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

23. Achievement and standards are good on most programmes. Personal development, team work and social interaction are an underlying theme of many of the prison activities. Most learners on parenting, cookery, budgeting and alcohol and drugs awareness courses remain on and complete their programmes. Completion rates are low on some of the practical courses such as art, sculpture and pottery although those who complete achieve their learning aim. The garden work party provides a good and well supported therapeutic experience for those learners not ready to take more challenging work or education. Those on PE develop confidence and social skills through a range of recreational activity and many move onto more formal education or work.
24. Learners make good progress in the development of their practical and intellectual skills. Learners are well motivated and enjoy their classes. In the art class standards of work are high and learners make exceptional progress which for some has led to the achievement of national prizes. Art work is well displayed in corridors. When learners achieve certificates or complete courses there is good celebration of success.

Quality of provision

Contributory grade: Good: Grade 2

25. Teaching and learning are satisfactory. Resources are good and classrooms are bright, well lit and spacious. For example, in the cookery sessions, learning is well planned and good use is made of menu planning to discuss healthy living and exploring cultural dishes. Learners work through sessions which culminate in eating their cooked meal as a social activity. Good use is made of assistants in the classrooms for learners with language needs and they work effectively to help them integrate and progress. Working relationships between staff, tutors and learners are good with a very positive atmosphere towards learning. Learners frequently arrive late for some education classes, particularly those in the afternoon. There are often delays of up to 30 minutes after the learning session is planned to start. Learning sessions are disrupted and it takes considerable time for the class to settle down. Session planning does not ensure effective use of time is made for those learners who arrive promptly.
26. The prison provides a wide range of activities targeted to meet the personal, social and emotional needs of female offenders. They participate in recreational and educational activity that meets their individual needs. When women enter the prison they are encouraged to engage in activities that give them focus and help them cope with their time in custody. The chaplaincy offers a highly effective and innovative five-week programme to help women serving their first custodial sentence. Offenders make significant progress through a structured, well planned and well managed programme. This moves them from feeling isolated and often withdrawn in their early days in custody to developing social relationships and making the best use of development opportunities. A building outside the prison has two self-contained flats, to enable women considered suitable for release on temporary licence to spend time with their children and help them re-establish family ties before release.
27. The prison library plays a key role in a range of social activities. It successfully facilitates the toe by toe programme and has 14 mentors. Library staff have also supported a good range of activities throughout the year, which has included visiting authors, poets, a mental health awareness event, a six book challenge and regular

promotions linked to a variety of national events including the national year of reading. Activities are well promoted.

28. Planning and review of learning and progress is weak in some areas. Learning plans do not set learners useful, measurable targets for progression and learners are insufficiently involved in target setting. Few targets refer to other personal development skills. Results of initial screening and learning styles diagnostic assessments are not always used effectively to plan learning.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Good: Grade 2

29. Leadership and management are satisfactory. The prison has introduced well written strategies which are focused on reducing re-offending. Overall targets have been established which are aimed at the range of pathways to support offenders. These have been adapted to meet offenders' needs. Pathway champions have been appointed and the resettlement unit has been integrated with the prison structure. Over 30 offenders are able to work outside the prison in voluntary and paid employment. Opportunities include placements in the care environment and large national retailers. This work is well co-ordinated and highly regarded by offenders.
30. Partnership working is effective inside the prison and outside in the community. The prison works well with a local charity and a local college to support a media production programme in the prison. The joint work also provides work-placement and employment in the community. Despite the changes in education contracting arrangements the prison has developed a good working relationship with its OLASS provider and this has improved the range of courses available to learners. The prison governor and senior staff are fully committed to learning and skills. The recent appointment of a new physical education officer has led to the introduction of courses linked to employment, for example, the gym instructors' qualification and the Community Sports Leaders Award.
31. Access to learning and skills has improved. All offenders are entitled to attend education classes for a minimum of two sessions a week. All staff are aware of this and encourage learners to participate. Some of those who work in the contract workshops, particularly foreign national offenders, attend sessions regularly and use the support well to improve their literacy, numeracy and language. Some offenders who are engaged in other employment, such as the gardens or kitchens, also attend and make good progress. No learning and skills provision is available at the weekends or in the evenings. The library is well managed and well supported. Over 1000 visits a month are recorded. Foreign nationals have access to a well resourced area relevant to their needs. Opening hours are limited by the insufficient number of staff.
32. The education induction is weak. The initial assessment process is satisfactory but the information is not always used to inform learning. OLASS provides 250 hours a year of IAG for offenders. This is insufficient to support the needs of all offenders. IAG is

provided at induction and before offenders' release. Staff provides support to offenders during their sentence, but this largely informal and unstructured and relies on offenders referring themselves. Staff from nextstep and Jobcentre Plus provide effective support. A job's fair has been successfully introduced and there are plans to repeat this.

33. Skills and learning are not recognised or recorded well. The contract workshop provides a means for offenders to earn wages. Offenders are allowed to work in the workshop for up to six months and then other employment must be taken. Training in the gardens is not currently accredited although the prison is shortly to introduce a qualification. No accreditation is offered in recycling or in the kitchens.
34. Management information systems are ineffective. Analysis and use of data is insufficient in some areas. In the media centre, the recording of learners' participation and achievements is good, but this information is not collected by the prison to set targets for improvement. Data in some areas is used well for compliance purposes but not well analysed or used to help identify trends. A need analysis was carried out two years ago but this has not yet been updated to reflect the change in population, particularly regarding an offenders average length of stay and the changes in numbers of foreign national offenders.
35. Self-assessment and quality improvement processes are in place but are not co-ordinated well. The education contractor and the prison produce separate self-assessment reports which contribute adequately to the prison development plan. However, the media production centre is not included in the self-assessment process. The prison has identified this as an area for improvement.
36. The prison's approach and support for equality and diversity continue to be good with a strong focus on ensuring access to provision. Over 55% of the population are involved in learning and skills either formally through structured classes or through Open University courses. Equality and diversity are reinforced well in classroom teaching and the wide range of prison activities. Promotion of diversity is evident throughout the prison. Information is displayed on walls and notice boards in the education centre in a variety of languages. Family days for foreign national offenders and cultural events are organised regularly. All religious festivals are celebrated in the prison.
37. Equality and diversity is promoted and celebrated well within education through the art, pottery and sculpture classes. Teaching staff use the hairdressing programme to introduce learners to the different hairstyles of those with cultural differences. The chaplaincy programmes play a significant part in supporting equality and diversity. Offenders are involved in a range of consultative groups and a governor for foreign national offenders has recently been appointed. An over 50's forum has recently been introduced to identify ways to support older offenders. Complaints are dealt with promptly. Good access to most areas of the prison is provided for those with mobility problems, including a disabled shower and toilet facility in the gym. A wide range of recreational sports has been introduced and the prison continues to work with outside special needs groups. The current pay policy does not disadvantage those who wish to access education. The procedures for safeguarding learners meet current government requirements. All vetting procedures are well established.

What learners like:

- The teaching
- The care and support from most tutors
- The opportunity to study for a relevant qualification
- The opportunity to work outside the prison
- Working in the media centre
- Attending the gym
- The library – ‘it is brilliant’

What learners think could improve:

- Seeing more of the governors in work and education
- Getting on the first timers course much quicker