

HMP Long Lartin

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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 Long Lartin opened as a category C training prison in 1971. Additional security features and systems have since been added and the prison is now a high security establishment for adult males situated near Evesham, Worcestershire. It is one of five high security dispersal prisons. The prison's certified normal accommodation (CNA) is 453 and its current operational capacity is 491. The current prison roll is 440. The reception criteria for offenders is a minimum sentence of four years for category A and B prisoners, the prison also holds category A remand prisoners. Of these, eight are high risk category A offenders and 108 category A offenders. Since May 2008, two wings have been re-rolled to accommodate vulnerable offenders. The average sentence is 13 years and approximately 72% are serving life sentences. About 34% of the population are from minority ethnic groups.
2. Hereford, Worcestershire and Shropshire Learning and Skills Council (LSC) funds the learning and skills provision with programmes in barbering NVQ level 2, basic construction skills in bricklaying, literacy and numeracy programmes up to level 2, budget and money management, art and drama, GCSE English, ESOL, key skills and information and communication technology (ICT). City College Manchester (CCM) supplies the education provision and Worcestershire County Council provides the library service. North Warwickshire and Hinckley College provides assessment and verification for catering awards in food preparation and cooking NVQ Level 1 and In Training Ltd holds the contract for information, advice and guidance. The prison service provides learning and skills programmes in physical education (PE), food hygiene, industrial cleaning, a laundry technicians certificate and practical crafts at Level 2. The Open University provides distance learning and higher education courses funded by Prisoner Education Trust. There are a small number of learners on Toe by Toe programmes funded through The Shannon trust.

Summary of grades awarded

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

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

3. The overall effectiveness of the provision is satisfactory. Achievement and standards in employability training are good and the quality of provision is satisfactory. Achievement and standards and the quality of provision in literacy, numeracy and English for speakers of other languages (ESOL) and in personal development and social integration are satisfactory. Leadership and management of the provision and equality of opportunity are satisfactory.

Capacity to improve

Good: Grade 2

4. The prison has demonstrated that it is in a good position to make improvements. Strategies to improve and develop the prison are working effectively. Good partnership arrangements provide a clear structure for activities and interventions between the partners. A clear focus amongst all the partners to improve the level of prisoners' literacy and numeracy skills helps learners to progress on to offending behaviour programmes and accredited training in the workshops and the gym. Achievements of a wide range of employment related qualifications are good. Success rates on short courses in PE, catering and practical crafts are very high and distance learning pass rates are good. Most learners who complete longer courses achieve their qualifications. During recent and sudden changes to the regime, the removal of a significant number of mainstream prisoners was followed by an influx of an equally significant number of vulnerable prisoners. Managers responded to the situation promptly with thorough and detailed action planning and frequent reviews of the implementation of segregated activities. The well managed transition included a range of actions to develop the learning and skills programme for vulnerable prisoners. These incorporated the introduction of separate induction arrangements, a significant reorganisation of the education provision, new arrangements for access to PE, work and training activities and a new core day to accommodate the segregated movement to activities. Access to learning and skills for both mainstream and vulnerable prisoners experienced minimal disruption. The current arrangements are under review and further planning to improve the provision of learning and skills is being considered. The well presented and detailed three year development plan has a clear focus on reducing risk and enabling prisoners to progress to other less secure conditions in the prison estate. Against the background of a significant building programme, well advanced plans to expand and develop the learning and skills provision have been developed to meet the demands of the higher number of prisoners that will be held at the prison.
5. The self-assessment process has developed well. The report is critical and clearly identifies strengths and areas for improvement. The process is inclusive and uses the self-assessment of all areas of the prison which impact on learners; the

education department, workshops, PE, library and support services such as information, advice and guidance provision. The self-assessment reports are reviewed each year and action planning for improvement is thorough. Staff understand the self-assessment process and can identify its importance in driving continuous improvement. The quality improvement group, re-established earlier this year, plays a significant role in developing the provision. Plans link well to the overall strategic objectives for learning and skills within the prison. The self-assessment report includes many of the strengths and areas for improvement identified by inspectors.

Key strengths

- Good achievement of a wide range of employment related qualifications
- Good standard of learners' work
- Good development of personal skills and confidence in many programmes
- Extensive range of training opportunities
- Good range of activities to meet individual needs in literacy and numeracy
- Clear strategic development
- Good management of change

Key areas for improvement

- Poor use of individual learning plans
- Insufficient skills for life in employability training and PE
- Insufficient opportunities for accreditation in personal and social development
- Insufficiently established quality improvement arrangements

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

6. Learners' standards of work are good and they make good progress. In work areas, learners work industriously and with purpose and are encouraged to work to industry standards. Learners take pride in their work and their achievements. Learners enjoy their training and they achieve a high standard of practical skills in wood occupations and bricklaying significantly higher than the qualifications they might achieve. High standards of practical work in bricklaying rightly justify an entry for a Koestler award.
7. Achievements of a wide range of employment related qualifications are good. Success rates on short and long courses in PE, catering, industrial cleaning and practical crafts are very high. In the last 12 months, all catering, practical craft and industrial cleaning learners achieved their qualification and 91% of PE learners successfully completed their programmes. The prison and providers carefully ensure that learners who are transferred out of the prison before they complete their course have a record of the units they have achieved so they can continue their learning elsewhere.

Quality of provision

Contributory grade: Satisfactory: Grade 3

8. The quality of provision is satisfactory. Teaching and learning are satisfactory. Much teaching is based on individual coaching to support learners engaged on a wide range of activities. Learners value this approach and work industriously with the support and encouragement of tutors. However, learners are not always sufficiently challenged to take responsibility for their own learning. Practical training is generally good. Feedback on assessed work is inconsistent. In the better examples, learners receive good feedback which includes comments on how they can further improve the quality of their work. Many of the work areas are well resourced, and other areas are being updated. A new work area for training in painting is near completion. A considerable refresh of the ICT resources in education is underway.
9. Tutors make poor use of individual learning plans to support learning. Not all learners on employability related programmes have suitable individual learning plans. Targets in learning plans are often too general to effectively monitor or review progress. Tutors make insufficient use of action plans to help learners understand what they need to do to achieve their targets. The prison has identified this as an area for improvement and is introducing a newly designed individual learning plan. Most learners are supported to review their progress each week, with suitable feedback from tutors.

10. The use of portfolios to evidence improvements in vocational skills is under-developed. However, in bricklaying, learners are encouraged to keep a record of their work to show the progress they make in improving their skills. This practice is not readily available to learners in other work areas. Instructors and supervisors in many areas take care to clearly record the training and work learners complete in prison training records. Learners are not provided with a copy of these records to add to their record of achievements.
11. The prison provides a good range of training opportunities and purposeful activities. Learners are able to develop work skills which improve their employability. A wide range of qualifications with good progression routes is available in PE and ICT. In catering, learners sign a contract of employment which clearly sets out their terms and conditions of employment and their obligations to complete vocational qualifications. The programme of training in catering is well organised. Vocational qualifications are also available in brick work, laundry, practical skills and industrial cleaning. NVQs in manufacturing are being introduced into the contract workshops. In many of the work areas, learners are well supported to improve their wider key skills. Learners have good access through a number of providers to a wide range of distance learning programmes in further and higher education up to Level 4.
12. Progress to reintroduce training in barbering and the appointment of a tutor has been slow. At the time of the inspection, centre approval from the awarding body has yet to be gained. Access to live models with which learners can develop their practical skills is limited, although plans are in place to rectify this issue.
13. Learners receive good support to identify suitable learning programmes. Many learners have overcome considerable barriers to learning. They receive good support in weekly study sessions. Learners on Open University and distance learning programmes are well supported by the Prison Education Trust. Although these learners have good access to ICT in the education department, they do not have access to laptop computers for in-cell study or internet access for online tutorial support or work with their peer learners. Although learners have access to a limited selection of learning resources, inter-library loan arrangements do not operate effectively.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Satisfactory: Grade 3

14. Achievement and standards are satisfactory overall. Almost all learners who complete their programme achieve their planned qualification. In the last 12 months, of the 155 learners who completed courses in literacy or numeracy, 152 achieved their qualification.
15. Learners produce good standards of work. Many gain confidence in using ICT to support their learning and to produce complex work. Vulnerable prisoners, who attend classes separately, make good and often very good progress. For example, learners are able to understand and demonstrate the correct use of basic punctuation. Some write good quality letters and correspondence, many speak articulately and enthusiastically about their work and are proud of the good progress they are making.
16. During the recent transfer of mainstream prisoners out of the prison, a significant number of learners did not complete their planned programmes. There was no overall plan to ensure that learners records were transferred with the learners to other prisons. The learners who have replaced those transferred out, have been on programme for only a short period of time and are working towards their qualification. Attendance at skills for life lessons is good, however, learners punctuality after their mid-session breaks is poor with some learners returning 20 minutes after the planned restart.

Quality of provision

Contributory grade: Satisfactory: Grade 3

17. The quality of provision is satisfactory overall, with some good features. Much of the teaching and coaching of literacy and numeracy programmes takes place in the very well resourced skills for life workshop. This is a well equipped area with a wide range of materials suitable for all levels of ability. Tutors provide a good range of activities that meet the individual needs of learners well. They provide good attention to helping learners develop their speaking and listening skills through group discussions and exercises to test their understanding and comprehension. Learners have good opportunities to practice their free writing, and worksheets are planned well with most having clear learning outcomes. Access to computers is good, learners use them confidently to support their learning and to produce work of good quality.
18. Tutors support learners with a satisfactory standard of individualised coaching, with a clear focus on learners' individual and widely differing needs. Relationships between teachers and learners are good. During a few sessions learners' lose interest in the topic and some learners are slow in getting started on their work as they wait for the tutor to help them begin the task. Individual learning plans

are used well by teachers and learners to set targets for future learning and progress is reviewed regularly.

19. The range of skills for life courses is satisfactory; it covers entry level to Level 2, with a small number of prisoners following GCSE courses in English and mathematics. At the time of the inspection, no ESOL provision was available and the number of prisoners who require this provision is low.
20. Skills for life provision in employment training and in PE is insufficient. Prisoners who do not attend formal literacy or numeracy lessons in education have few opportunities to develop their basic skills in the workshops or the gym. A pilot scheme, operating in the gym, for the integration of literacy and numeracy programmes through PE activities is at an early stage, it is too early to judge the effectiveness of this provision. Plans to introduce skills for life provision into employment training are at an early stage of development. Tutors provide regular teaching activities for the prisoners held in the segregation unit and the detainee unit.
21. Learners greatly appreciate the individual help and support they receive from tutors in the workshop. Tutors have a good understanding of individual learning needs and are skilled in providing particularly effective praise and encouragement to help learners grow in confidence and self-belief. For many learners this is their first experience of educational success and they are proud of their achievements.
22. A formal process for the identification of specific learning disabilities such as dyslexia, is not in place. A small number of peer mentors provided satisfactory support for additional learning. Plans to replace the paper based initial assessment with a more accurate computer based system are well advanced.

Personal development and social integration

Achievement and standards

Contributory grade: Satisfactory: Grade 3

23. Achievement and standards are satisfactory. Learners on many programmes and activities develop good personal and social skills. Many significantly improve their confidence and self-esteem. Groups of learners work together effectively and develop their understanding of the views and behaviour of others.
24. Many learners in art programmes achieve good standards of work and the prison has produced a significant number of national prize winners including those achieving Koestler awards. Some learners have work displayed in national exhibitions.
25. The prison is developing a system to recognise achievement in non-accredited programmes, but this is not yet in place and opportunities to record and accredit achievement in social and personal development are missed. Achievements in externally accredited programmes are satisfactory. Of the 27 learners who started the OCN Level 2 budgeting programme, 23 completed it, 56% of whom achieved

the qualification. Seventeen learners started the OCN Level 2 diversity programme, 15 completed it and 12 achieved the qualification. Of the five learners who started the Level 1 in art programme, three achieved a part qualification and two are still in learning. None of the six learners who started Level 2 and 3 programmes have achieved so far, partly due to problems with the college verification process.

Quality of provision

Contributory grade: Satisfactory: Grade 3

26. The quality of the provision is satisfactory. Teaching and learning are generally satisfactory, with some being good. The prison provides some very good opportunities for the development of personal and social skills. The writer in residence has developed a wide range of very effective activities to develop learners' creative and analytical writing along with their confidence and self-esteem. The drama programme has had a significant impact on learners' self-confidence; they enjoy the programme, learn to work together effectively as a group and develop positive attitudes towards others. In the PE department, learners on the manual handling instructor course contribute to gym induction and manage the assessment of new learners. Learners on the community sports leaders' award work with young people with learning difficulties and disabilities develop patience and understanding and learn how to respond effectively to their needs. Mentors on both the Peer Advice on Drugs scheme and the Listeners scheme provided by the prison service develop good communication and interpersonal skills.
27. Schemes of work for classes are well planned and detailed and some, for example those for the drama programme, include a good range of challenging activities. Most teaching is supported by detailed lesson planning.
28. Accommodation in the education department is generally satisfactory but the space for drama is too small. Many areas have good displays of learners' work. Resources for art programmes are satisfactory but some equipment needs to be replaced.
29. As part of the recording of non-accredited programmes, the prison is piloting an individual learning plan used by all learners in education. It contains a wide range of information, including a self-analysis of learning styles. Many plans record only activities undertaken, and learners' comments about their learning are often superficial. Many targets are too general to effectively develop and monitor individuals' progress. Learners on the drama programme complete a very useful course log in which they reflect on their learning.
30. The chaplaincy supports a range of activities including the visitors' scheme and well attended visits from theatre and music groups. It offers the Alpha programme and Bible study but not similar programmes to support the significant number of Muslim prisoners. The prison does not have any programmes which address restorative justice.

31. Teachers work hard in classrooms to develop respect and good relationships within groups. They support learners appropriately. Some more experienced and able learners support others well to improve their skills.
32. Very few prisoners are released into the community from HMP Long Lartin. Much of the work is focussed in providing information and support for prisoners prior to transfer to less secure establishments. A programme involving information, advice and guidance workers, and prisoners with less than two years to release, provides a good range of interventions in preparing them for employability and in developing their confidence in applying for jobs on release.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

33. The prison has a clear and detailed three year development plan, with a range of realistic and measurable targets to be met each year. Good progress has been made with some of the first year targets completed. Resettlement at Long Lartin has a clear focus on reducing risk and enabling prisoners to progress to other less secure conditions in the prison estate. Learners clearly benefit from the wide range of good purposeful activities available. The annual curriculum review clearly identifies skills shortages throughout the UK and identifies a strategy to deal with learning and skills development linked to these shortages, to enable prisoners to progress to less secure conditions and eventual release. To support this strategy, policies have been developed that cover many aspects of the learner's journey and deal with resettlement issues for high risk prisoners. These include individual policies and strategies for distance learning, skills for life, offender engagement and employment. A significant building programme is being carried out, and the head of learning and skills and regimes has well advanced plans to expand and develop the learning and skills provision to meet the demands of the higher number of prisoners that will be held at the prison.
34. The prison has provided good management of recent significant changes. In April, significant numbers of mainstream prisoners were removed from the prison and were replaced by a group of vulnerable prisoners. Managers responded well and in a timely fashion to the situation, with thorough and detailed action planning and frequent reviews of the implementation of segregated activities. The well managed transition involved a wide range of well developed action plans. These included, the introduction of induction arrangements for vulnerable prisoners, a significant reorganisation of the education provision, access to PE, work and training activities and a new core day to accommodate the segregated movement to activities. The current arrangements are under review and further planning to improve the arrangements is under consideration. During the transition very little disruption to learning and skills activities took place.

35. Partnership arrangements between the prison, the information, advice and guidance service and the education provider are good. Information, advice and guidance workers are closely involved in sentence planning and have an informal involvement in supplying prisoner information to the allocations board. A programme involving information, advice and guidance workers and prisoners with less than two years to release, provides a range of interventions to prepare the prisoners for employability and develop their confidence in applying for jobs on release. Partnership working is effective, with a good range of partnership meetings and clarity in the roles and responsibilities of the partners. A clear focus on the improvement of prisoners' literacy and numeracy skills helps to enable them to move on to offending behaviour programmes and accredited training in the workshops and the gym.
36. A newly designed management information system has been recently introduced for the collection and analysis of an extensive range of learner performance data. Some of this data is used in meetings to identify issues and make decisions on improving the provision. However, the system is still under development and it is too soon to judge the overall effectiveness of its use.
37. Quality improvements arrangement are insufficiently established. The prison has recently developed a new quality assurance manual. Staff can access policies and processes, including the observation of teaching and learning, feedback and evaluation and staff development. The manual includes a detailed and thorough action plan relating to the areas of improvement identified in the self-assessment report. Good progress has been made in introducing quality improvement activities, however, it is too soon to identify fully the impact of these. The appointment of the head of learning and skills and regimes, in October 2007, has provided the opportunity to reinstate the quality improvement group meetings, which had ceased over the previous 11 months. The meetings clearly focus on quality improvement and evaluate the arrangements for the delivery of interventions by the partners.
38. During the inspection, inspectors identified aspects of good practice in the provision of learning and skills in the workshops and education department, but this information is not shared with other members of staff to improve the quality of the provision. The prison evaluates individual programmes and also carries out a needs analysis to identify what prisoners would like to do. The education provider and the quality improvement group use this feedback, along with information about individual offender's learning needs from sentence planning, to develop the provision. However, this does not always effectively identify and prioritise the social and personal development needs of all prisoners, or ensure that good practice in existing programmes is identified and shared across the prison.
39. Equality of opportunity is satisfactory. Learners and staff treat each other with respect. The prison has taken care to readjust the regime to accommodate the recent changes in the offender population. Learners with mobility difficulties are provided with a lift and are able to access the education department on the first

floor and there is appropriate access to workshops throughout the prison. Learners on the Community Sports Leaders' Award work with young people with learning difficulties and disabilities. They develop patience and understanding and learn how to respond effectively to their needs. All prisoners and detainees have access to education, and education is made available to prisoners in the segregation unit. The prison does not have an overarching diversity policy, but has a number of policy statements. The prison has a race relations action plan, but does not make sufficient use of timescales to ensure timely monitoring of outcomes by the Race Equality Action Team. Impact assessments on key processes within the prison are still to be completed. The prison makes insufficient use of data to analyse the performance of different groups of learners. Over 80% of prison staff have received awareness training on race equality. This training is provided to contractor staff. Ministers for most faiths regularly visit the prison. Current arrangements meet most offenders' needs for worship. Plans are in place to make improvements in the provision of a suitable multi-faith room. The prison has reviewed access routes for offenders with difficulties and disabilities, but a full accessibility audit of access to work activities is yet to be implemented.

40. The procedures for safeguarding learners meet current government requirements. All staff associated with learning and skills have enhanced criminal record bureau checks before employment in the prison. The procedures for safeguarding learners clearly protect vulnerable prisoners from abuse. With the recent arrival of a significant number of vulnerable prisoners to the prison, managers have planned well and carried out appropriate actions to ensure they are segregated from mainstream prisoners during movement to learning and skills sessions and that they have access to a range of learning and skills activities.

What learners like:

- 'I am proud of my achievements'
- The caring and enthusiastic tutors - 'They showed me I could do things I never thought I could'
- Getting positive feedback from others in the group
- 'I've learnt not to be worried about what other people think'
- 'Every time I come to education I learn something'
- The talent of others in the group – 'it makes me feel happy'
- Gaining the courage and the confidence to talk to anyone
- Programmes that have impact
- 'Really good individual help'
- 'Tutors explain things well'
- 'The support I have received is second to none'

What learners think could improve:

- The amount of time in the education department – 'Once a week is not enough'
- More space for the drama programme
- The administrative barriers which – 'sometimes stop us coming to education'
- Support for Listeners – 'it can be a thankless task'
- More specialist courses in IT
- 'Internet access for my distance learning course'
- More gym sessions