

# HMP Lewes

## Reinspection report

---

Reinspection date: 11 December 2008

---

Reinspection number

329239

## Contents

Background information .....	3
Reinspection judgements .....	3
Scope of the reinspection.....	3
Description of the provider .....	4
Summary of grades awarded at previous inspection .....	5
Summary of grades awarded at reinspection.....	6
Overall judgement .....	7
Effectiveness of provision.....	7
Capacity to improve .....	7
Key strengths .....	8
Key areas for improvement .....	8
Main findings.....	9
Employability training .....	9
Achievement and standards .....	9
Quality of provision .....	9
Literacy, numeracy and ESOL.....	10
Achievement and standards .....	10
Quality of provision .....	10
Personal development and social integration .....	11
Achievement and standards .....	11
Quality of provision .....	12
Leadership and management .....	13
Equality of opportunity .....	13
What learners like.....	15
What learners think could improve .....	15

## Background information

### Reinspection 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 reinspection 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 reinspection

In deciding the scope of the reinspection, inspectors consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorate's reinspection monitoring visits, and data on learners and their achievements over the period since the previous inspection. Inspectors also 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.

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 reinspection focused on:

- Preparation for life and work programmes:
  - Employability training
  - Literacy, numeracy and English for speakers of other languages
  - Personal development and social integration

## Description of the provider

1. HMP Lewes (the prison) is a category B local prison. Considerable structural changes since April 2008 include two new wings, increasing the operational capacity of the prison from 558 to 723 offenders. The prison's current population is 672, including 31 young offenders. Prisoners include those on remand, un-sentenced and short sentenced adults, young offenders on remand and adults serving a life or indeterminate sentence. Approximately 25% of prisoners are on remand, with an average stay of about eight weeks, and 14% are foreign nationals. The average stay for all prisoners is approximately 8 weeks, sentenced prisoners currently have an average stay of approximately 6 months.
2. Activity places have increased from 290 to 330 at any one time. When all the construction work is complete, some 470 activity places will be available. Currently 119 learners are on employability programmes provided by the prison and Sussex Downs College (the college), which is contracted by North East Surrey College of Technology. These currently include information and communications technology (ICT), cleaning science and a small amount of vocational training
3. Currently, 284 learners have part-time places on the college's literacy, numeracy and English for speakers of other languages (ESOL) courses, including outreach provision and 169 learners are on courses in personal development and social integration. The prison has had a nextstep contract with VT Consultancy since October 2008. The library is managed under contract to East Sussex library service.
4. At the previous inspection in August 2007, the effectiveness of the provision and leadership and management were judged to be inadequate. Inspectors judged the prison's capacity to improve, achievement and standards, quality of provision and equality of opportunity to be satisfactory.

## Summary of grades awarded at previous inspection

Effectiveness of provision	Inadequate: Grade 4
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Employability training	Contributory grade: Satisfactory: Grade 3
Literacy, numeracy and ESOL	Contributory grade: Inadequate: Grade 4
Personal development and social integration	Contributory grade: Good: Grade 2
Quality of provision	Satisfactory: Grade 3
Employability training	Contributory grade: Satisfactory: Grade 3
Literacy, numeracy and ESOL	Contributory grade: Inadequate: Grade 4
Personal development and social integration	Contributory grade: Satisfactory: Grade 3
Leadership and management	Inadequate: Grade 4
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

## Summary of grades awarded at reinspection

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	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
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

5. The prison continues to provide overall satisfactory achievement and standards. Achievements and standards in literacy, numeracy and ESOL programmes have improved and are now satisfactory. Employability programmes are also satisfactory. Learners' achievement of learning goals and units towards qualifications has increased. However, in personal development and social integration programmes, achievement and standards were satisfactory at reinspection; previously they were judged to be good. Many learners produce good standards of work in art and creative writing, but some learners are not sufficiently productive in learning sessions, especially on outreach provision.
6. The quality of the provision remains satisfactory overall and it is now also satisfactory in literacy, numeracy and ESOL programmes. Previously it was judged to be inadequate. Learners continue to receive good individual support and teaching staff and learners now make effective use of individual learning plans to set realistic targets and record learners' achievements. The range of programmes is generally satisfactory although the prison has identified that the range of vocational programmes is currently limited. Induction to include effective initial assessments for all prisoners remains an area for development.
7. Leadership and management have improved and are now satisfactory. The prison has worked well with the college and other partners to review the range of programmes to help ensure that it meets the needs of the prison population. Arrangements for young offenders are now appropriate, as are the plans to increase the number of activity places once the construction work is completed. The promotion of equality of opportunity is satisfactory, as it was at the previous inspection.

### Capacity to improve

Satisfactory: Grade 3

8. The prison's capacity to improve is satisfactory. Since the previous inspection, the prison has systematically addressed the areas for improvement identified by inspectors, and has well developed plans for specific improvements. The prison and the college have carried out substantial work to monitor and improve the quality of the provision with support from external government-funded improvement agencies. Quality assurance arrangements are now satisfactory and are based on a comprehensive quality improvement cycle. This work has involved a significant focus on systems for assessing and recording achievement of learning goals or units or modules towards qualifications. Staff are making better use of data systems for recording these achievements. Prison and college staff are now implementing revised systems for observing teaching and learning. Some of these revised procedures are not fully implemented.

9. The self-assessment process, which is inclusive and thorough, is satisfactory. The self-assessment report was updated shortly before the reinspection. It is a working document that is descriptive rather than evaluative, but it includes appropriate and well documented action plans. The grades and judgements in the report were largely accurate, although the report anticipated the substantial growth in the vocational provision, which has been delayed and had not taken place by the time of the reinspection.

## Key strengths

- Good initiatives to review and develop learning and skills
- Effective partnerships to support learning and skills
- Good individual support in learning sessions
- Good management of learning in the prison ICT academy workshops
- Good range of ICT resources across learning and skills

## Key areas for improvement

- Low achievement of full qualifications, where appropriate
- Slow development of outreach provision in vocational training and workshops
- Narrow range and low take-up of vocational training
- Inadequate arrangements for initial assessments and induction for all prisoners

## Main findings

### Employability training

Achievement and standards

Contributory grade: Satisfactory: Grade 3

10. Learners' achievements in the prison ICT academy (PICTA) workshop continue to be good. From April to September 2008, 33 of the 43 learners completed a full qualification and 93% of learners achieve either the complete qualification or a module. Achievement of the British Industrial Cleaning Science (BICSc) qualifications has improved to 67%, too many learners drop out of the level 1 BICSc course at an early stage. As identified through the self-assessment, the prison has effectively restructured assessment and recording of achievement and between April and September 2008, approximately 61% of learners achieved learning goals, accredited modules or a full qualification. Achievement of qualifications on short courses has also increased to 78% and is satisfactory.
11. Standards of work on employability programmes are satisfactory. Learners working in catering and on industrial cleaning programmes learn practical skills to the required standards. Similarly, learners gain useful skills in computing and increase their confidence in working on computers independently. Learners who have recently completed an NVQ in information, advice and guidance (IAG) at level 3 make good use of their skills in their role as peer advisers.
12. Data for April to September 2008 shows that numbers were low on many employability programmes. The number of learners attending some ICT and the catering programmes during the reinspection was particularly low.

Quality of provision

Contributory grade: Satisfactory: Grade 3

13. Tutors continue to provide good individual support in ICT to help learners develop their skills. They use good quality and up-to-date computing facilities and software. Learners on industrial cleaning and food preparation courses receive clear instructions and useful feedback on the quality of their work. Tutors and trainers make appropriate use of individual learning plans to plan and record learning. This has improved since the previous inspection.
14. The current range of provision is satisfactory. The prison and college provide a good range of training in IT, but the range of vocational training is narrow. However, the prison has developed good facilities to extend the offer of vocational training. New courses, including bricklaying, painting and decorating and fitness, are planned to start in early 2009. In addition, the prison is developing a pre-release centre to provide advice and guidance in partnership with Jobcentre Plus and other external agencies. Expansion of PICTA into new premises that were completed during the reinspection will include facilities to provide a printing service for departments in the prison. The college has also just started accredited training in customer services for offenders working in reception

and at appointments desk. Development plans include training for around 20 members of staff to achieve training and assessors' qualifications.

15. Learners receive appropriate induction training into workshops, vocational training and education. However, arrangements for induction into the prison for all new arrivals are still not fully effective. Not all prisoners are assessed for their levels of literacy and numeracy. The prison has increased the focus on IAG. The qualified peer advisers provide good and relevant support on the accommodation wings, including appropriate guidance on disclosing a criminal record to employers.

## Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Satisfactory: Grade 3

16. Staff have introduced effective procedures for measuring and recording learners' progress towards achieving their qualifications, since the previous inspection. Achievement of qualifications is satisfactory overall. In numeracy, only a third of learners achieved a full qualification between April and September 2008 but at 81%, a good proportion of the 128 learners achieved either a full qualification or learning goals towards a qualification. Achievement in literacy was satisfactory for a local prison at 65%. However, only 52% of learners on ESOL programmes achieved either a full qualification or learning goals towards qualifications. According to data provided on inspection, trends in achievement since September are improving in all three subjects for all learners, including those at entry level.
17. Many learners make good progress in developing skills and achieving agreed learning targets, including vulnerable learners receiving outreach provision. In particular, some learners have developed good technical skills, such as the use of conventions for punctuation or letter writing, or different ways to remember how to calculate fractions or percentages. In ESOL, many learners quickly develop the vocabulary and functional language they need for life in prison.

Quality of provision

Contributory grade: Satisfactory: Grade 3

18. Teaching and learning have improved and are at least satisfactory. Many new members of staff have joined the skills for life and ESOL teaching teams since the previous inspection. Tutors have good expertise in teaching their specialist subjects and are skilled at helping learners grasp the technical aspects of literacy, numeracy and language development. However, some tutors do not sufficiently help learners develop a wide enough range of learning strategies to help them improve their skills more effectively in their own time.
19. Tutors make good use of themes linked to the seven pathways for reducing reoffending to provide meaningful contexts for learning activities in literacy and numeracy. In ESOL, learning now focuses well on developing learners' speaking and listening skills to help them communicate more effectively in prison. Learning resources are satisfactory. Tutors are developing new resources to fit in with the revised approach of using more relevant contexts for teaching and learning and

moving away from an over-reliance on worksheets and practice test papers. The use of computers to develop literacy and numeracy skills is satisfactory.

20. Staff have made good progress in developing personalised learning to meet all learners' needs. Tutors make good use of individual learning plans to identify appropriate and achievable short term goals. Assessment practices are satisfactory, but criteria for assessing achievements are not always made sufficiently clear to learners. Learners now have a permanent record of their achievements of short-term learning goals. College and prison service staff work well to maximise opportunities to forward these records to learners' destinations on leaving the prison.
21. The range of skills for life programmes is satisfactory. The college has developed an effective structure for the courses, using levels in each of the subjects. The college is also working well with the prison to develop a wider range of courses to offer new learning opportunities to learners who already have literacy and numeracy qualifications at levels 1 and 2 and still need to develop their skills. Although the structure and quality of outreach provision has improved since the previous inspection, the prison's self-assessment has identified the need to develop further the opportunities to embed literacy, numeracy and language support in vocational areas and workshops.
22. Learners receive good individual support in learning sessions. In particular, peer mentors provide good informal support. However, although mentors receive appropriate training, their role in learning sessions is not sufficiently clear. Induction to education is effective. Learners receive useful information on the range of learning and training opportunities available. However, the college has identified that initial assessments for literacy and numeracy are inadequate. New systems for initial assessment are in place for implementation from January 2009. Arrangements to identify ESOL learners soon after they arrive at the prison are now appropriate.

## Personal development and social integration

Achievement and standards

Contributory grade: Satisfactory: Grade 3

23. The achievement rates for full qualifications and modules or learning goals towards qualifications are satisfactory at 64%. However, data for April to September 2008 shows that too many learners left some courses early for reasons other than release or transfer to another prison. The achievement rate for most full qualifications, which was low at the previous inspection, has fallen, although for the small number of learners who progress to level 2 courses, it is at least satisfactory.
24. The standard of learners' work varies. In creative writing and some of the art and design classes it is good, and learners far exceed their expectations. They increase their understanding of different types of writing or different media for painting and drawing and develop good skills and increased confidence in

expressing their ideas and feelings. However, not all learners are sufficiently challenged to raise their expectations or engage fully in learning and the quality of some of their work is low.

Quality of provision

Contributory grade: Satisfactory: Grade 3

25. Most learning sessions cater well for the diverse groups of learners. Many sessions are planned and managed effectively. Tutors assess portfolios carefully and the systems for moderating evidence of learning towards agreed learning goals are satisfactory. Many learners make good use of the constructive feedback they receive and enjoy the challenge of developing their skills and improving the quality of their work. However, this is not consistent in all personal development and social integration programmes and assessment of learning is sometimes insufficiently clear. Resources are good, with ample computing facilities, including specialist computers and software for creative art and design. Data projectors are provided but they are generally under-used. Tutors are well qualified and experienced, and learners respond well to being taught by skilled writers and artists.
26. The prison and college have effectively modernised the range of art and craft programmes. They have replaced previously unpopular and expensive programmes, such as pottery and crafts, with ICT based programmes, such as animation, which have proved much more popular particularly with younger learners. However, not all offenders currently have access to a wide enough range of programmes in personal development and social skills. Learners respond enthusiastically to the appropriate range of enrichment activities, such as singing, yoga, and visits from practising artists and writers, that take place from time-to-time. The Glyndebourne project for learners under 25 enables them to work with drama and music.
27. Tutors support learners well and treat them with respect. College staff have used the self-assessment process well to evaluate and improve the effectiveness of individualised learning. Teaching staff now use individual learning plans well to focus learners' progress towards their overall learning goals. Learners now have a permanent record of their incremental steps towards their medium and short-term goals. However, these processes are not fully established. A few individual learning plans are incomplete and in some subject tutors use a more systematic process for identifying when learners are entitled to the award of a partial achievement.

## Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

28. Leadership and management are satisfactory. The prison now has clear strategies to evaluate and improve its learning and skills provision and to offer training and education relevant to its overall strategy for reducing reoffending. In particular, the prison has effectively reviewed the range of its provision in light of the diverse needs of the fluctuating prison population. The prison's learning and skills managers have worked well with other prison departments, college managers and other partners to make appropriate revisions to the provision offered. Current and planned programmes now have a greater focus on increasing prisoners' employability. Prison managers have also worked well with HMP Ford to develop a coordinated curriculum for offenders who are transferred there before their release into the community. However, delays to some of the plans to increase vocational training have been imposed by extension to the timescales required for the building programme.

29. The management and range of specific provision for young offenders has improved and is now satisfactory. The small number of young offenders held on remand at the prison are now offered a separate education programme, in addition to the general education programme. They also now have separate programmes at the gym. The prison meets the current government requirements for safeguarding and the safer custody officer delivers training sessions for staff on safeguarding and mentoring. Peer mentors also provide young offenders with effective individual support. Learners, including young offenders, feel safe.

30. Managers have also effectively reviewed the systems for accreditation and recording of learners' achievements. Learners now work towards smaller incremental steps and individual personal goals, rather than whole qualifications. A significantly higher proportion of learners, including those who stay for a short time, now leave prison with a permanent record of their achievements and progress. Many learners also have clear information on how they can continue their learning at their next stage. Assessment practices are satisfactory and college and prison managers are currently developing appropriate systems to standardise and moderate assessment of non-accredited learning goals.

31. Learning and skills managers have also worked well with other managers involved in the offender management process to improve the coherence of sentence planning and the use of sentence plans in planning learning and skills. The number of prisoners receiving sentence plans has increased from under 50 a year to around 120. More sentence plans now take into account learners' educational needs, such as the need for learners to improve their literacy skills before they participate in behaviour modification programmes, which have high levels of literacy requirements.

- 
32. The prison continues to develop and use partnerships well, particularly in its work to increase employability training. Partnerships with employers have been successful in developing training relevant to specific jobs, and in some cases, learners are guaranteed an interview if they complete their training while they are in prison. Similarly, prison and college managers work well in partnership to develop and implement the quality improvement cycle. Quality improvement arrangements judged to be incomplete at the previous inspection are now satisfactory and include the development of good opportunities to share good practice across learning and skills.
33. Equality of opportunity is satisfactory. Learning and skills managers contribute effectively to the quarterly race equality action team meetings and the offender equality and diversity meetings. They work closely with the race equality manager to monitor allocations, course enrolment and achievement carefully, to ensure that there are no issues of racial or other discrimination. However, the system of allocating some work to prisoners directly on the residential wings undermines the work of the allocations forum. Managers effectively share and act upon the findings from prisoner consultation groups and prisoner forums. Managers have increased the emphasis on equalities training for staff, and all new staff members in learning and skills attend equalities training focused on race equality before taking up their posts. More schemes of work include the promotion of equality and diversity, but this aspect of learning and development is not systematically monitored. The new prison buildings are fully accessible, and two wheelchair users are able to attend education sessions.
34. Attendance in some classes is low, as is the take-up of some vocational training. Managers monitor attendance closely, and have started to withdraw privileges from learners who choose not to attend their education and training sessions. However, some classes have only about half the learners who could attend, while other learners complain that they cannot be allocated more sessions. The prison has plans to integrate vulnerable prisoners in all the education provision, following the success of integration in ICT classes.

## What learners like:

- Friendly staff in learning and skills
- Using the good computing facilities
- Getting useful information, advice and guidance from the peer advisers
- 'I've enjoyed learning to cook properly'
- 'I've always refused to go to education, but this creative writing course is great and I'm going to continue coming to it'
- Mentoring – 'it's good to feel useful and it gets me out of mathematics'

## What learners think could improve:

- Information about what has happened to their applications for education – 'I sometimes think they just get lost'
- Amount and range of courses in B wing
- 'We're waiting for the construction workshop to open.'
- Hours they can do in the education department
- Arrangements for transferring their certificates and records of achievement from the previous prison