

# HMP Rye Hill

## Reinspection report

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Reinspection date

4 December 2008

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Reinspection number

329252

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## 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 Rye Hill is a private contracted Category B training prison situated on the border of Northamptonshire and Warwickshire. The prison is operated by Global Solutions Limited (GSL) and holds up to 664 male adults that have a sentence of over four years. The prison has a diverse population including 140 lifers, 150 vulnerable offenders and 128 foreign nationals. Approximately 55% of the population are engaged in formal education and skills.
2. The education is provided by The Manchester College through a private contracting arrangement, and includes provision for information, advice and guidance, and initial literacy and numeracy testing. The college also has responsibility for initiating the individual learning plans at induction. At the previous inspection the prison offered very little accredited training outside of education.
3. Vocational training, funded directly by the prison, is now available in catering, industrial cleaning, media and journalism, and physical education (PE). Training in permanent ways maintenance and repair is provided and funded by Development Training Limited. Vocational training in manufacturing to NVQ at Level 2 is available to offenders in the workshops, provided by Manor House Business Support and funded through the Government's Train to Gain initiative. Offenders can also study an Open University programme if they can access funding either privately or through a charity.
4. The college provides courses in information communication technology (ICT), literacy, numeracy, English for Speakers of other languages (ESOL), art, life-styles, assertiveness and decision making, and peer mentoring.

## Summary of grades awarded at previous inspection

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

## 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: Good: Grade 2
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 overall effectiveness of the provision is satisfactory. More specifically, the quality of provision in employability training, literacy, numeracy, ESOL, personal development and social integration is satisfactory. Leadership and management and equality of opportunity within learning and skills are also satisfactory.

### Capacity to improve

Satisfactory: Grade 3

6. The prison has demonstrated that it has satisfactory capacity to improve. The prison's response to the previous inspection was good and it has made significant progress in rectifying weaknesses and maintaining or improving on its strengths. It has significantly improved the range of vocational training and improved the quality of provision throughout the prison. It now has robust data that demonstrates that achievements in employability training and literacy and numeracy are satisfactory and that achievements in personal development and social integration are good. The post inspection action plan was detailed, comprehensive and well used to bring about improvements.
7. The most recent self-assessment report is helpful in identifying the key strengths and areas for improvement, although some strengths are overstated. It is an inclusive process and effectively incorporates learning and skills provided by the prison and the education provider. The action plan is appropriate and is regularly reviewed by the quality improvement group. The report suffers from a lack of robust performance data on which judgements can be made. However, an update to the report produced for inspection makes good use of the recently available performance data. Inspectors generally agreed with the findings of the self-assessment report.

## Key strengths

- The prison's effective response to the previous inspection
- Well-managed education
- Very effective collaboration between the prison and education provider
- Good range and take-up of vocational qualifications
- Well planned teaching and learning in literacy and numeracy
- Good use of peer mentoring support
- Wide range of activities to develop personal and social integration skills

## Key areas for improvement

- The insufficiently detailed strategy to further develop learning and skills
- The planning of individual learning on vocational programmes
- Poor resources and accommodation for classroom activities
- The reinforcement of health and safety in a minority of work areas
- The inequalities in the pay structure



## Main findings

### Employability training

#### Achievement and standards

Contributory grade: Satisfactory: Grade 3

8. Achievement rates are satisfactory overall. They are particularly good on the catering NVQs and the journalism course at 100%. The achievement rate on Level 1 computer literacy and information technology, which accounted for over 40% of all registrations in the last 12 months, is 73%. However, the achievement rate on the firm start business course is low at just 12.5%.
9. The standard of learners' work is satisfactory. In the workshops, where about 60 offenders are working towards a NVQ at Level 2 in manufacturing processes, offenders demonstrate appropriate skills in the disassembly and repair of computing and telecommunications equipment. There is however, some mundane work with limited opportunity for developing skills. ICT learners demonstrate appropriate keyboard skills and some have developed good levels of knowledge in advanced spreadsheets and word-processing. Learners on the permanent way NVQ demonstrate a good knowledge of health and safety and the correct procedures for the work they undertake.
10. Health and safety is not sufficiently reinforced in one workshop. Three offenders were not wearing the required personal protection equipment and this had not been identified by supervisors. Those offenders working towards the NVQ in manufacturing operations demonstrated a good understanding of health and safety which was robustly assessed as part of their qualification.
11. The work ethic in workshops has improved significantly since the previous inspection. Most offenders are busy, working at a good pace and productively engaged however, there was a small minority who were not. One offender was sitting on a workbench chatting to another. One simply had nothing to do and was playing a computer game.
12. Learners' reading and writing skills are satisfactory. Portfolios and other written work are clear and readable. Attendance is satisfactory with effective procedures in place to identify the reasons for absence for those who do not attend. Punctuality is satisfactory.

#### Quality of provision

Contributory grade: Satisfactory: Grade 3

13. The overall standard of education and training is satisfactory. Learners in the workshops are given clear instructions and effectively shown how to perform a range of tasks. More experienced offenders are employed as 'inductors' and their role is to help train other offenders and to supervise the work. Teaching in classrooms is satisfactory overall, and inspector's observations and judgements match those of the college.

14. The assessment of learners' work is satisfactory. Assessment of learners' knowledge on the NVQ in manufacturing is regular, thorough and robust. Assessment of performance has not yet started but appropriate procedures are in place for this. Assessments are well recorded and a clear plan for the next visit is kept. Assessment on other programmes is satisfactory.
15. The planning of individual learning is weak. Learners in the workshops and on the permanent NVQ do not have individual learning plans. Where learners did have learning plans they were not sufficiently used to plan learning or to record learners' progress. In ICT all learners have an individual learning plan. This is updated with what they have done so far, which for those on Level 1 and 2 programmes shows which units of their qualification have been achieved. The progress of those on the Level 3 programmes is much less clear.
16. Some learning environments are poor. The ICT classrooms on the vulnerable prisoner wings are too small and cramped. The two classrooms within the workshops are a welcome resource but are under-used; one is equipped with six computers and is only used one day each week for teaching. Computing facilities are satisfactory. The training room for the permanent NVQ is small, but adequate. Training facilities for industrial clearing programmes are restricted. Learners use the visits area for training and assessment. It provides a realistic assessment, in that it is a working area with fixed furniture, but it is only available one day each week and has a limited range of surfaces.
17. The prison has significantly improved the range and take-up of vocational training programmes since the previous inspection. At the previous inspection, there were very few opportunities for offenders to train or undertake qualifications. There are now approximately 250 offenders undertaking formal training leading to an accredited qualification. The range of qualifications includes manufacturing, permanent way maintenance and repair, catering, industrial cleaning, media and journalism, waste management, PE, ICT and business. Vulnerable prisoners are also able to undertake a fork lift driving licence.

## Literacy, numeracy and ESOL

### Achievement and standards

Contributory grade: Satisfactory: Grade 3

18. Achievement and standards are satisfactory. In Level 1 literacy in 2007/08, 89% of learners achieved their qualification and in Level 2, 83% achieved. However, fewer learners gain numeracy qualifications; in the same year 74% of learners achieved at Level 1 and 60% at Level 2. The standard of learners' work is appropriate as is their attainment in class. Attendance is satisfactory.

### Quality of provision

Contributory grade: Satisfactory: Grade 3

19. The quality of provision is satisfactory. Teaching and learning are well planned. Schemes of work are detailed and lessons are very well structured with clear objectives both for the lesson and, where applicable, for individual learners. Tutors use a wide range of teaching strategies to keep learners interested and active. Tutors use a good mix of individual and group activities. Work is generally at an appropriate level and relevant to learners' interests. They are engaged in their work and most contribute enthusiastically to sessions. Tutors have good productive working relationships with their groups and sessions are well managed.
20. The education department carries out an appropriate range of initial and diagnostic assessment. Individual learning plans are detailed and tutors use them effectively to record what learners have done. A few learners also use them well to reflect on their learning. All individual learning plans include targets but some are too broad and insufficiently measurable to help learners progress. A few are good and include short-term, time-bound targets which effectively help learners to understand how to progress.
21. Accommodation is inadequate. Although rooms are well furnished and decorated and have useful wall displays, they are too small, stuffy and some have very noisy ventilation fans. In particular, the teaching rooms in the vulnerable prisoners' unit are an unsuitable shape and are far too small to allow any flexibility or free movement in the room.
22. The range of provision is appropriate. Literacy and numeracy qualifications are available from pre-entry to Level 2. The prison effectively uses the Toe by Toe scheme to encourage reluctant learners and give them sufficient skills to join groups. The inappropriate integration of ESOL learners into literacy classes was an area for improvement in the previous inspection report. The education department has now partially resolved this and provides an increasing and largely appropriate amount of discrete ESOL provision. Mainstream learners are in groups suitable for their level of skill, however, learners in the vulnerable prisoners' unit remain in mixed groups. There are no waiting lists for literacy, numeracy or language programmes.

23. Learners are well supported by peer support workers in classrooms. They work closely with tutors and manage their role well to ensure that learners work increasingly independently and effectively develop their skills. Peer support workers undertake an accredited peer mentoring course which is very successful.

## Personal development and social integration

### Achievement and standards

Contributory grade: Good: Grade 2

24. Achievement and standards are good. Prisoners involved in a range of activities throughout the prison develop a good range of personal and social skills. Learners in art classes develop a good range of skills and produce high standards of work in painting, drawing and pottery. They are proud of what they achieve and appreciative of the achievements of others.

25. Success rates are good except on art programmes. All of the learners in the lifestyle and peer mentoring programmes have achieved their qualification. Achievement on the assertiveness programme are also good at 88%. Achievement in art however, are low at just 43%.

### Quality of provision

Contributory grade: Satisfactory: Grade 3

26. The quality of provision is satisfactory. The prison provides a good range of activities which build prisoners' personal and social skills. These include an award winning prison radio service managed by prisoners and a lively prison magazine. A number of prisoners are trained as listeners and two regularly attend meetings supporting the development of safer custody. Prisoners who have a history of self-harming build their confidence effectively by taking part in training programmes for new staff. The prison regularly runs very successful victim awareness programmes supported by Sycamore Tree. It also provides a strong peer mentoring programme which is used to help learners' progress when they have achieved at least Level 2 in skills for life. This, and the listeners programme develop skills of empathy and help learners to understand how effectively to support others. A prison officer effectively leads the development of regularly scheduled and innovative family learning days which prisoners value highly.

27. The education department offers a very effective lifestyles programme which develops the skills and understanding of prisoners, particularly for those moving towards release. The programme is well structured and comprehensive and builds good links externally and with other areas within the prison, for example, the gym through the promotion of healthy lifestyles.

28. The art room provides sufficient space for learners to work comfortably and the equipment and resources are satisfactory. However, much accommodation is unsuitable. The prison has recently established art and creative craft activities in the industrial workshops but the space is inadequate and equipment and resources are insufficient. It is too noisy for effective communication. Classrooms are generally too small for active learning and group work.

29. Although there is a good range of activities across the prison to support the development of personal and social skills, there are not sufficient discrete programmes to meet the needs of prisoners with long sentences. Places on the life skills programme are limited, there are no cookery programmes and art classes have been reduced to only two sessions a week. Arts and crafts provision in workshops is in place but this is new and there is currently no clear plan for its development. Waiting lists for some subjects are too long.
30. Offenders on open and distance learning programmes are well supported. They have good access to computers within the education department to complete assignments. The library however, is not an effective learning centre with very little space for offenders to study. Offenders are successful in their studies, 14 learners have recently completed degrees.

## Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

31. Leadership and management of learning and skills at HMP Rye Hill are satisfactory, as is its approach to equal opportunities. The prison has responded well to the findings of the previous inspection and made significant improvements in the provision of learning and skills. This includes a wide range of vocational training and qualifications and a change in priority in the use of the education budget. The prison now puts a strong emphasis on supporting offenders to improve their literacy and numeracy skills and to provide opportunities to obtain relevant vocational qualifications. In response to the previous inspection the prison developed a comprehensive and detailed action plan, with clear targets, which it effectively used to drive improvements. A review of the needs of prisoners and the education curriculum produced an appropriate set of priorities for the education budget. This appropriately prioritises the development of prisoners' literacy, numeracy and languages skills. The prison has been successful in rectifying many of the weaknesses identified and has maintained, and in some areas improved on, what it did well.
32. The prisons strategy to further develop learning and skills and to move forward from the reinspection lacks sufficient detail and clarity. It has a vision for learning and skills for the future but lacks any detailed plans or targets for this. The prison has a range of development plans and strategy documents but lacks a single coherent articulation of what it intends to do now.
33. The collaboration between the prison and the education provider is particularly effective. Senior managers work effectively together to develop priorities and to respond to learners needs. Prison managers respect the specialist knowledge of the education staff and make good use of this. Communications are good both

among managers and operational staff. Links between the education department, sentence planning and work allocations are effective.

34. The education department is well managed. Priorities are clear and the department has implemented effective quality assurance arrangements. Clear targets are in place. The observation of teaching and learning is thorough and effectively informs staff development. Staff training has a high profile and an appropriate departmental training plan is in place. Data is well used to identify the performance of programmes, and how effectively the education provider is fulfilling its contract.
35. Quality improvement for the prison has been effective in remedying the identified weaknesses and maintaining its strengths. The quality improvement group is effective in monitoring performance and agreeing actions. It now makes effective use of data to monitor and evaluate performance. The prison has developed a draft quality improvement framework which has yet to be implemented. The observation of teaching and learning in vocational programmes is not sufficiently well established as is the use of data on vocational programmes. The prison makes good use of learner feedback including regular questionnaires and focus groups.
36. Despite the significant increase in vocational training the prison still has restricted resources for learning and skills. About 55% of offenders are currently engaged in a formal education or skills programme. The prison has a small education budget of 16,758 teaching hours. The education department has only four small classrooms. Classrooms on the vulnerable prisoner wings are particularly small and cramped. The prison has built additional classrooms in two of the industrial workshops but these are under-used.
37. Information, advice and guidance for resettlement and support for employment have improved and are now satisfactory. A pre-release course has been introduced and information, advice and guidance staff have good links with sentence planning and are actively involved in the allocation of offenders to work activities. During induction staff work hard to obtain offenders' records from transferring prisons to avoid offenders having to re-take assessments, and to establish what qualifications they already have. In most cases they are successful. This is used effectively, along with interviews with offenders, to establish a broad individual learning plan which is shared with sentence planning staff. Staff maintain contact with offenders throughout their stay at HMP Rye Hill, reviewing progress on completion of some courses. However, there is no systematic review of all offenders progress and individual learning plans for offenders on vocational programmes are not yet effective.
38. Links with employers are under-developed. Although only around 10% of prisoners are released from HMP Rye Hill, the prison has begun to establish links with employers. Since it was introduced, four cohorts of learners have undertaken the permanent way renewals course. Most of these have transferred to other prisons, or remain at HMP Rye Hill, however, three offenders who have been

released have successfully gained employment on the railways. The workshops have links with a small number of employers through their contracting arrangements however, these do not generally lead to employment opportunities.

39. At the previous inspection, the management of equal opportunities within education and skills was inadequate. It is now satisfactory. The procedures for safeguarding learners meet current government requirements. The prison analyses the participation of different groups in education and this is broadly in line with the overall population figures. Data on the performance of different groups has recently been produced. This shows that learners with a disability perform well in comparison to the total population, but that some minority groups do not perform as well. The prison has yet to identify why this might be or to agree any actions. The quality improvement group has identified through its monitoring of data that a high proportion of foreign national offenders prefer to work than go to education and that this may hinder the development of English language skills. They are considering a range of options to help these offenders including the provision of peer mentoring and extended ESOL provision in the teaching pods in the workshops.
40. The education centre is accessible to learners with restricted mobility, however, none of the classrooms have hearing loops. Two learners are identified as having a hearing impairment. Appropriate arrangements are in place to identify learners who may have a learning disability and specialist support is available. The college provide a range of training for staff on diversity and supporting learners. Education staff are booked onto these courses and are expected to attend over the next nine months. Staff knowledge of equality and diversity is satisfactory. There is a fair and equitable provision of education and skills across the prison. The provision of education and access to accredited programmes for vulnerable prisoners is similar to that of the rest of the prison and the allocation of places is robust and fair. However, the wages system remains a disincentive for some offenders to engage in education. The self-assessment report does not give sufficient attention to equality and diversity. Equality and diversity are appropriately promoted in sessions and there is a high level of respect between tutors and learners. Tutors provide appropriate support to those who have specific needs such as using coloured paper to help those with dyslexia. The prison has recently run an anti-bullying week which involved learners from all parts of the prison. There are particularly good examples of learners' work about bullying displayed on the walls of the education department.

## What learners like:

- The good experience of art classes – ‘you lose yourself in it’
- ‘The opportunities you have to help others’
- The chance to make things and be creative
- The good lifestyles programme
- The ‘brilliant’ family learning days

## What learners think could improve:

- The slow security clearance process before you can join a class
- The limited provision for art
- The low pay for attending education