



HMP/YOI East Sutton Park

Summary report for the provision of learning and skills

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Inspection type:	Full unannounced
Last day of inspection:	24 November 2011
Type of establishment:	Open prison for adult and young adult women Head of Learning and Interventions HMP/YOI East Sutton Park
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Office for Standards in Education, Children's Services and Skills (Ofsted)

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Inspectors judge the quality of the provision against the *Common Inspection Framework 2009* and contribute to the inspection frameworks of Her Majesty's Inspectorate of Prisons.

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Information about the prison

HMP/YOI East Sutton Park is an open female resettlement prison. Most prisoners are from the South East and London. In 2007, East Sutton Park combined with Blantyre House, an adult male resettlement prison. A single senior management team has responsibility for both establishments. Education, training and activities are managed across both sites by the Head of Learning and Interventions (HOLI). The prison has an operational capacity of 100. At the time of inspection there were 95 prisoners, of whom 4% were young adults; 5% were foreign nationals and 7% were serving life sentences. The average length of stay for prisoners is five months. The Manchester College (TMC) is the OLASS provider providing 5310 hours of education and training. Tribal manages the Careers, Information and Advice Service CIAS contract at East Sutton Park comprising two days a week. The prison library is contracted to Kent County Council (KCC). The library is run by one full-time member of staff and a full-time prisoner orderly. Education is part-time, with approximately 150 places each week in a wide range of programmes from level 1 to level 3. Arrangements with the local community enable prisoners to access higher level courses. A small number of prisoners are on Open University and distance learning programmes. Currently 74% of the prison population access the education provision. The education department is open five days a week offering sessions during the day and evening.

Summary report of the inspection findings of the learning and skills provision at HMP/YOI East Sutton Park

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<i>Common Inspection Framework (CIF) aspects</i>	Grade
Overall effectiveness	2
Capacity to improve	2
Outcomes for learners	1
Quality of provision	2
Leadership and management	2

Overall effectiveness

Grade 2

Learners' retention on learning programmes and achievements of all qualifications are outstanding. They develop excellent employability and personal skills in the prison and in the well structured high quality work placements that help them to succeed with their resettlement goals. Prisoners take great pride in their roles and take responsibility for their own learning with a high level of maturity and sense of ownership. Vocational training is very effectively delivered. However, in a minority of instances a few learners make slow progress through their qualifications mainly due to staff shortages. The use of prisoners as peer support workers is particularly effective. Learners following Open University and distance-learning courses receive good support. Teaching, training and learning in education and vocational training are satisfactory with good management of learners and regular monitoring of learners' progress. Staff provide very good individual support. However, in some sessions too little use is made of information and learning technology (ILT). Very strong partnerships with local and national companies, colleges, universities and private training providers provide excellent placements and additional opportunities.

Learning and skills in the prison is clearly focused on prisoners' resettlement and reintegration into the community. Learning and skills are very well managed. Very effective links with TMC provide a well informed and responsive curriculum, which meets the majority of women's needs. Arrangements to safeguard learners are good. Good training in safeguarding is provided to all appropriate staff. Learners say they feel safe. Equality and diversity are promoted satisfactorily. The careers information, advice and guidance service does not always provide a timely service to help prisoners quickly enter education in the community. Much data are collected, but are insufficiently analysed to ensure fully equality of access. Prisoners with mobility difficulties are unable to easily access the library and education. Participation in education by disabled learners is low.

Capacity to improve

Grade 2

The prison has demonstrated that it is in a good position to make improvements. The prison strategic plan is strongly focused on meeting the resettlement needs of all

prisoners. Learning and skills across the prison continues to be well managed. The prison has sustained outstanding retention rates and achievement of accredited qualifications over the past two years and improved participation in education year on year to 74% in 2010/11. The prison offers a good range of accredited vocational training programmes and has developed a range of preparation for work programmes to support prisoners into employment.

The self assessment process continues to be working well and involves many of the areas across the prison which impact on learners. These include TMC, vocational training, physical education (PE), library, and support services such as CIAS provision. Reports are critical and clearly identify strengths and areas for improvement. Most staff understand the self assessment process. The quality improvement group which meets quarterly plays a significant role in monitoring the provision to ensure it continues to be flexible and responsive and also in moderating the self-assessment report. Action planning for improvement is clearly linked to the report. The report includes many of the strengths and areas for improvement identified by inspectors. More work is needed to ensure a robust learning session observation process to further improve teaching and learning.

Outcomes for learners

Grade 1

Strengths

- outstanding retention and achievement with 100% achievement on all programmes
- very good progression through an appropriate range of levels on education and vocational training programmes
- particularly good progression into unpaid and paid work for prisoners who are eligible for working outside the prison
- extremely good development of learners' employability, personal and social skills that allows them to succeed well in their resettlement.

Areas for improvement

- low participation in education by disabled learners.

The quality of provision

Grade 2

Strengths

- good planning of learning that supports learners' progress towards their learning goals
- good range of vocational training opportunities to provide prisoners with increased skills for employment
- very good partnership working providing relevant training placements and high quality work
- particularly good promotion of prisoners' ownership of their individual resettlement needs.

Areas for improvement

- insufficient use of ILT to enhance teaching and learning
- insufficiently timely advice and guidance to support and promote quick progression into education in the community.

Leadership and management

Grade 2

Strengths

- good overall management of learning and skills with a strong focus on meeting individual resettlement needs
- good partnership working with TMC to provide a well informed and responsive curriculum
- particularly good and effective links with local and national organisations to provide additional opportunities that benefit prisoners.

Areas for improvement

- insufficient analysis of participation data for different groups
- inadequate access to education and the library for prisoners with mobility difficulties.

What does HMP/YOI East Sutton Park need to do to improve further?

- Improve the rigour of the learning session observation process to ensure a more consistent approach to identifying strengths and areas of improvement across the range of staff.
- Improve the use of ILT in learning sessions to enhance teaching and learning and ensure that learners benefit and enjoy learning.
- Increase staff resources in vocational training areas to ensure that learners on vocational qualifications receive timely and appropriate support for training and assessment.
- Improve the timeliness of careers information advice and guidance that prisoners receive to promote quick progression into education opportunities in the community.
- Make better use of data to analyse levels of participation of different groups of prisoners to ensure equality of access.
- Establish alternative arrangements to provide reasonable access to the library and education for prisoners with mobility difficulties.

Record of Main Findings (RMF) – Young adult and adult prisons			
Prison Name:	HMP/YOI East Sutton Park	Inspection No	384731

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall
Approximate number of learners in training and work and education with or without qualification outcomes at the time of inspection	95 part time
Overall effectiveness	2
Capacity to improve	2
A. Outcomes for learners	1
A1. How well do learners achieve and enjoy their learning?	1
A1.a) How well do learners attain their learning goals?	1
A1.b) How well do learners progress?	1
A2. How well do learners improve their economic and social well-being through learning and development?	1
A3. How safe do learners feel?	2
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	
A5. <i>How well do learners make a positive contribution to the community?*</i>	1
B. Quality of provision	2
B1. How effectively do teaching, training and assessment support learning and development?	3
B2. How effectively does the provision meet the needs and interests of users?	2
B3. How well do partnerships with employers, community groups and others lead to benefits for learners?	1
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2
C. Leadership and management	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	
C3. How effectively does the prison promote the safeguarding of learners?	2
C4. How effectively does the prison actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3
C5. How effectively does the prison engage with users to support and promote improvement?	2
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2
C7. How efficiently and effectively does the prison use its available resources to secure value for money?	2

*if applicable to the type of prison

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