

HMP/YOI East Sutton Park Reinspection

Adult Learning Inspectorate Inspection Report 13 November 2006

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Background information

Inspection judgements

Overall effectiveness

The grades given for achievement and standards and the quality of provision and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

Outstanding provision should typically have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 1. All strands within achievement and standards and the quality of provision will be graded 1 or 2.

Good provision should have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 2 or better. All strands within achievement and standards and the quality of provision will be grade 3 or better.

Satisfactory provision should have adequate or better grades in leadership and management and at least two of the strands within achievement and standards and the quality of provision grades. An adequate provider might have a range of grades for the strands within achievement and standards and the quality of provision, with no more than one graded 4.

Provision will normally be deemed to be **inadequate** where two or more of strands within achievement and standards and the quality of provision and/or leadership and management are judged to be inadequate.

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- Grade 1 – outstanding
- Grade 2 – good
- Grade 3 – satisfactory
- Grade 4 – inadequate

Description of the provider

1. HMP YOI East Sutton Park is an open resettlement prison accommodating up to 100 female prisoners in grade II listed buildings. The prison is set in 70 acres of gardens and farmland on the edge of the Weald of Kent near Maidstone. Most offenders are from the south east and London. At the time of inspection 87 adult offenders were housed at the prison, nine were aged 19-21 years and six were serving life sentences. Thirty-seven offenders were due for release during 2008. Some 53% of the offenders are from non-white minority ethnic groups with only one offender identified as an English speaker of other languages.
2. In November 2007 East Sutton Park was combined with nearby HMP Blantyre House, a resettlement prison for men, to become the Weald of Kent Resettlement Estate. This restructuring followed a short period in 2006/07 when the prison was jointly managed with HMP Cookham Wood, a women's closed prison in Rochester. The present senior management team, including the head of learning and interventions (HOLI), now holds responsibility across both establishments.
3. East Sutton Park aims to prepare offenders for release and resettlement into the community. Some 50% of offenders were working or training outside the prison; 18 in full-time paid employment, 17 in voluntary and community work and 19 attending courses at local colleges. Forty-six offenders worked at the prison as cleaners and orderlies and on the farm and gardens and in the kitchen. Forty-five offenders were attending part-time education.
4. Since August 2006 the offenders' learning and skills (OLASS) contract has held by Action for Employment (A4e). The current contract provides for the annual delivery of up to 4206 hours, although the actual hours being delivered at the time of inspection was considerably less. Offenders attend education part-time, with some classes offered on three evenings each week. Restructuring of the education department has taken place since the amalgamation with HMP Blantyre House. A new education manager was appointed in February 2008. The head of learning and interventions is responsible for delivering the OLASS contract.
5. The prison library is open during the week and in the evenings and at weekends for use by offenders and staff. Run by Kent Library services, the library is managed for 19 hours a week by a qualified librarian supported by two orderlies.

Overall effectiveness

Reinspection Grade 3

6. The overall effectiveness of the provision is satisfactory. Achievement and standards and quality of provision have improved overall and are satisfactory. Employability and vocational training have improved and are good. Provision for literacy, numeracy and language support has remained inadequate. Personal and social development is still satisfactory. Leadership and management have improved and are satisfactory as are arrangements for equality of opportunity.
7. The inspection team was broadly confident in the reliability of the self-assessment process. The inspection team at the previous inspection had some confidence in the reliability of the process. Prison managers have taken action to revise the self-assessment process. Systems to collect and provide useable data are improving and data is being used to monitor and measure performance. The prison collects learners' views through offenders' consultative meetings and course reviews. Findings from contract meetings with managers from A4e and Kent Library Services are incorporated into the self-assessment report. The report was generally accurate in its assessment and the self-assessed overall grades agreed with those awarded by inspectors. Judgments were included within the text and these were adequately supported by evidence. Inspectors considered some of the identified strengths to be standard practice.
8. As at the previous inspection the prison demonstrated it has sufficient capacity to improve. At the previous inspection arrangements for quality improvement were inadequate. Quality assurance procedures were not being implemented and systems for observing teaching and learning were weak. New prison managers have brought strong leadership with clear strategic vision. They have revised procedures for quality improvement and raised the effectiveness of the quality improvement group in the directing and monitoring of improvement plans. More formalised systems for observing teaching and learning in education are being used and the quality of teaching is now satisfactory. Quality improvement measures' however, were not promptly introduced following the previous inspection. Effective action has only been taken since East Sutton Park joined with Blantyre House and the impact of new measures has yet to be realised. Ineffectiveness in raising standards in contracted provision for literacy and numeracy remains. Many quality improvement challenges lie with the education contractor, A4e.

Grades

grade 1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= inadequate

Grades awarded at previous inspection

Achievement and standards and the quality of provision	4
Contributory grades:	
Employability and vocational training	4
Literacy, numeracy and language support	4
Personal and social development	3

Leadership and management	4
Contributory grades:	
Equality of opportunity	4

Grades awarded at reinspection

Achievement and standards and the quality of provision	3
Contributory grades:	
Employability and vocational training	2
Literacy, numeracy and language support	4
Personal and social development	3

Leadership and management	3
Contributory grades:	
Equality of opportunity	3

About the reinspection

Number of inspectors	2
Number of inspection days	7
Number of learners interviewed	27
Number of staff interviewed	27
Number of employers interviewed	3
Number of locations/sites/learning centres visited	4
Number of visits to the provider	2

The following strengths and weaknesses were identified during this reinspection:

Achievement and standards and the quality of provision

Employability and vocational training

Strengths

- High success rates in short vocational courses
- Good development of generic work and employability skills through work activities
- Good quality work and training in the community

Weaknesses

- Insufficient recording and accreditation of employability skills

Literacy, numeracy and language support

Strengths

- No significant strengths were identified

Weaknesses

- Unsatisfactory success rates in literacy and numeracy
- Insufficient integration of literacy and numeracy support within vocational learning

Personal and social development

Strengths

- Good motivational training through Pathways programmes

Weaknesses

- Narrow range of personal and social programmes

Leadership and management

Strengths

- Clear strategic leadership and direction
- Effective initiatives to broaden work and training opportunities

Weaknesses

- Slow development and implementation of action plans following inspection

Achievement and standards and the quality of provision Grade 3

Achievement and standards

Employability and vocational training

9. Success rates for short vocational courses are high. Managers have introduced a wider curriculum of accredited, short vocational courses. Retention has improved as many learners are able to complete the programmes, typically in duration of less than 15 weeks, during their stay. All learners starting courses for preparation for work, first aid, health and safety at work, food safety and introduction to business skills achieved the target qualification.
10. Overall achievement and retention for vocational programmes are satisfactory. During 2006/07 of 210 starters around 80% completed and achieved at least a part qualification. Some 63% achieved a full qualification.
11. Learners' development of generic and employability skills through work activities is good. Learners working in the community are gaining good employment and personal skills as well as gaining job-specific skills. Learners are developing useful employability skills, such as reliability and punctuality and they improve in confidence by taking responsibility for their work schedules. They make a positive contribution to the workforce as valued employees.
12. Learners are generally enthusiastic and fully involved in their training and work. They demonstrate good determination to succeed at work and they enjoy the activities. Good standards of work are shown within the learners' course files. For example, Learners' files are generally well presented and written assignments show a level of knowledge and understanding required to achieve the target qualification.

Literacy, numeracy and language support

13. Success rates in literacy and numeracy are unsatisfactory. At the previous inspection achievement rates for literacy courses were satisfactory at 70%, although at 59% achievement rates for numeracy courses were unsatisfactory. Many learners were being entered for tests at an inappropriate level and the standard of learners' work was generally poor. In the year following inspection, recruitment of learners onto programmes fell. Of 27 learners starting literacy, only four completed and in numeracy only 11 out of 26 starting the programmes completed. Retention was very low at 28% and success rates in both subjects were very poor at 15%. Since November 2007, success rates have improved significantly, but remain low at 54% in literacy and 60% in numeracy. Retention during this period is low at 77%.
14. At the previous inspection attendance and punctuality were poor. These aspects have improved as have the arrangements for monitoring learners' attendance.

Personal and social development

15. Achievement and standards overall for learners on personal and social development programmes are satisfactory. As at the previous inspection learners are developing a good range of personal and social skills, including working in teams and with the public. Working in the prison and the community continues to enable them to develop self-confidence and a sense of responsibility.
16. During the period November 2006 to October 2007 of 51 learners starting accredited courses in independent living skills 76% achieved a qualification and 88% completed their programmes. Retention on non-accredited courses for 77 starters, however, was low at 52%. Since November 2007 12 out of 15 learners starting accredited social and life skills programmes have successfully completed. Retention on the pathways programme is 100%. Of 54 starters 39% achieved the level 1 accredited award.
17. The overall standard of work in course files is satisfactory and some learners produced course work portfolios to a good standard. Generally the presentation and contents of work shows much effort and care, although most assignments were hand-written and there is little evidence of the development of computing skills.

Teaching, training and learning

Employability and vocational training

18. Generally provision was inadequate at the time of the previous inspection. Communications and co-ordination of activities were poor and the planning of individual learning was weak. Individual learning plans did not contain realistic targets and progress information. Much improvement has taken place. Revised arrangements for learners' induction and the completion of the pathways programme by all learners have enabled them to establish a clear resettlement plan with identified goals and targets. Activities are well co-ordinated and staff collaborates in the evaluation of learners' progress.
19. The quality work and training in the community is good. Prison managers have established strong links with employers and colleges outside the prison which extend beyond the local community. Through the work of the community engagement officer and the Vision team learners are being placed appropriately with employers and colleges providing learning opportunities to meet the learners' needs. A wide range of working and learning opportunities are available and prison staff are particularly effective in directing learners into their preferred areas of work and learning.
20. Learners in paid work are well supported by employers and are given ample opportunities to improve their skills and knowledge through on-the-job training. The work is meaningful and interesting and the learners enjoy it. In several cases the skills and effectiveness of the unpaid learners on work-placements has been rewarded by promotion to paid work and sustained employment on release. Learners attend a wide range of college programmes. Prison managers, through the Vision team, have improved liaison with the colleges and arrangements for monitoring and reviewing learners' progress is satisfactory. Learners enjoy attending college and reports from the colleges show that learners are progressing well.
21. Training sessions at the prison are well prepared and resourced with detailed schemes of work and lesson plans. Lessons are delivered at a level and pace suited to learners'

abilities. Tutors make good use of questions and answers to gauge learners' understanding of topics covered. Learners have clear understanding of the relevance of learning to their aspirations and an awareness of the progress they are making.

22. In some cases there is insufficient use made of accreditation of prior learning and learners repeat skills already achieved elsewhere. Generally information and communications technology is used insufficiently. The use of information learning technology to support vocational learning is not routine.
23. There is insufficient recording and accreditation of employability skills. Learners are developing skills required for employment on release in a wide range of work environments. For example retail skills in the farm shop, horticulture in the glass houses, care of livestock and butchery for food preparation. Customer service skills are being gained by learners running stalls at local farmers' markets selling produce. These skills, however, are not systematically recorded or accredited.

Literacy, numeracy and language support

24. There have been improvements in teaching and learning of numeracy. Since the previous inspection more formalised arrangements for observing teaching and learning have identified areas for development. These are being dealt with through a range of appropriate long and short-term actions. For example, numeracy learning materials are now more varied and greater attention is given by tutors to aligning topics to individual needs. Some learning contexts relate to the learners' lives and potential employment. Teaching materials are still insufficiently related to the vocational interests and occupations of the learners.
25. Following the very recent appointment of a co-ordinator, improvement has begun in course organisation. Literacy teaching remains over-dependent on worksheets however, and information learning technology is not integrated with lesson planning.
26. Arrangements for assessing new learners are satisfactory. Thorough skills testing and diagnostic assessments are carried out where evidence of prior achievement is not available. Findings of initial assessment are made available to all tutors and trainers. Resources for teaching and learning are adequate. Classrooms are light and appropriately furnished. Wall displays are attractive and relevant and include some good examples of learners' work.
27. Additional support for literacy skills provided through the library is effective in encouraging learners to improve their reading skills. The library is used by 95% of offenders. An adequate book stock supports recreational reading, with a good selection of 'quick read' novels for learners with lower reading skills. The 'story book mum's' project provides literacy support as well as helping to maintain family relationships.

Personal and social development

28. Overall learners' personal and social development is satisfactory. Working in the prison and in the community is effective in providing learners with the social skills they require to sustain employment and independence on release. Through work experience many

learners have improved their personal effectiveness and integrated well into jobs and training.

29. At the previous inspection the management of attendance was poor and many learners left programmes before completion. This aspect of management has improved and retention of learners is good. Recording of learners' personal and social development in classes and at work was inadequate and greater attention is now given to this. In some cases, however, the recording by tutors of learners' progress is insufficiently detailed, especially in the identification of set learning targets for use in planning and monitoring the development of skills.
30. Motivational training through the Pathways programme is good. The programme forms a routine part of induction for all offenders new to the prison, held within the first two weeks of their arrival. It focuses very effectively on the nine pathways, enabling learners to identify personal goals and barriers in each of these. Information on learners and their aspirations is collected during the programme and supplied to the initial resettlement board where it forms an important element in the planning of learners' individual programmes. As part of pathways, learners receive effective preparation for presenting their aspirations and plans to the board. The programme, established in November 2007, is staffed by a tutor with good qualifications and expertise for the role. However, the workbook used by learners as part of the programme is over-complex for those with poor literacy levels.

Range of provision

Employability and vocational training

31. The range of accredited training activities within the prison meets the needs of learners by providing adequate preparation for work and training in the community. Opportunities for work and training seen at the previous inspection have been increased and all offenders are purposefully occupied. A range of short courses have been introduced to provide generic work skills, such as food safety and health and safety at work. Classes in beauty therapy and hairdressing have recently started. Initiatives have been taken to provide opportunities for work and training in traditionally male-dominated employments. For example recently four learners achieved their fork-lift truck drivers' licences.
32. Most vocational training programmes offer appropriate qualifications at levels valued by employers. Provision at the prison is well supplemented by training and work in the community and beyond. In some instances learners travel considerable distances to attend specific training or work. For example, one learner travels to North London to work on a construction site as a dry-liner.
33. Some offenders combine employment with training. Programmes include access to higher education courses, art and design, horticulture, beauty therapy, construction, web design and sugar craft.

Literacy, numeracy and language support

34. At the previous inspection the range of literacy and numeracy courses was narrow and did not meet the wide range of learners' ability levels and needs. Numbers of learners enrolled into literacy and numeracy programmes since November 2007 have significantly increased. However, the range of provision remains narrow. Apart from isolated initiatives, provision is confined to two discrete literacy and three discrete numeracy classes a week.
35. Integration of literacy and numeracy support within vocational learning is insufficient to meet the needs of the learners. As at the previous inspection the prison does not have arrangements to systematically offer support for literacy and numeracy needs in the workplace or on vocational programmes. As before, there are few arrangements to support additional learning needs such as the assessment and support of learners with dyslexia. Staff awareness training for dyslexia has been provided, but provision for supporting those learners with additional learning needs is not well developed. Planning and review of individual learning and progress remains unsatisfactory.

Personal and social development

36. The range of accredited programmes offered has not increased since the previous inspection, when inspectors judged the range to be satisfactory. Many opportunities to gain personal and social skills were provided through prison work and external work-placements and this is still the case.
37. The present range of discrete personal and social programmes is narrow and does not meet the needs of the learners. Only two programmes leading to accreditation, budgeting and money management and assertiveness and decision making, are currently offered. The pathways programme does give learners the opportunity to achieve a level 1 award, but most learners elect not to seek accreditation. The prison has consulted extensively with learners and identified the need to increase the curriculum and additional courses are being planned through the quality improvement group in response to feedback. The present timetable does not include sufficient evening or weekend provision to meet the personal and social development needs of employed learners. A yoga class and an evening class in art have recently started however; there are no accredited programmes for physical education.

Guidance and support

38. Guidance and support is good. Much recent improvement in the arrangements to support offenders into work and learning has taken place. At the time of the previous inspection not enough support was being provided for learners to find appropriate, good-quality work-placements and help them develop independence. There was not enough support for jobsearch or to help learners to make realistic choices appropriate to their needs.
39. Much information, advice and guidance is provided to offenders by the Vision team. Five peer supporters and a prison manager provide support in all aspects of external training and employment and housing. The team is highly skilled and dedicated and provides a readily accessible peer-led service. All members of the team are trained to NVQ level 3 advice and guidance. All offenders are given an extended interview during induction to identify issues and evaluate their ambitions, aspirations and needs. The Vision team works closely with the education department in the delivery of the pathways programme enabling learners to develop their individual goals and activities plan. The team maintains extensive and effective links with outside specialist support agencies to provide comprehensive services through a multi-agency approach.
40. The initial resettlement board provides effective ongoing advice and guidance to learners for social, domestic and personal issues, such as finances and family relationships. The board, chaired by the head of the offender management unit and made up of managers from all areas of the prison, monitors and evaluates each learner's progress towards their resettlement aims and intervenes with support action when required.
41. Peer support is encouraged within the prison and there are good examples of its effectiveness. One offender, formerly a primary school teacher is providing one-to-one support in reading and writing for a foreign national offender in the evenings. The preparation for work programme is effective in providing learners with jobsearch skills.

42. Good initiatives to raise awareness and introduce offenders to the public library services are provided by the librarian as part of resettlement. Visits have been arranged to local libraries to raise awareness of public library services and to enable learners to use facilities, such as internet access for searching for jobs and accessing information to support learning.

Leadership and management

Grade 3

43. Leadership and management are satisfactory. At the time of the previous inspection there were no links between the education department and work and training in the prison. No central group had responsibility for monitoring and reviewing education, training and employment. Arrangements for managing, monitoring and reviewing the progress of those learners at work in the community or attending external college courses were unclear.
44. The governor and the head of learning and interventions provide clear strategic leadership and direction for learning and skills as part of the prison's resettlement agenda. Senior managers have a clear understanding of offenders' resettlement needs and they are using well existing modules adapted from Blantyre House to address these. Partnership working between prison managers and education contractor managers is effective and starting to drive forward development plans and build upon established resettlement routes for offenders. Resettlement strategies are being well supported by the work of the initial resettlement board. The board identifies and manages risks associated with offenders working in the community and integrates the nine pathways effectively into planning. An integrated approach to managing all aspects of learners' activities programmes has been firmly adopted.
45. Managers have introduced effective initiatives to broaden work and training opportunities. The role of the Vision team has developed significantly and now works alongside the community engagement manager to find appropriate paid and unpaid work and training for offenders. A much wider range of placements is now available to learners, each being sourced to meet the differing needs of individuals. Many learners work in the areas in which they plan to settle, increasing the chances of securing sustained employment on release. For example, two former Vision team members now run their own businesses supporting ex- offenders into work.
46. Managers have been successful in establishing good links with outside organisations providing specialist services, for example, helping offenders from minority ethnic groups into jobs. Successful action has been taken to support learners enter work or training, where women are traditionally under-represented. For example, construction, forklift truck driving, motor mechanics, and boxing coaching.
47. Liaison with outside training providers has been improved. Contact is more frequent and many colleges provide written progress reports on offenders. Systems are now in place to collect learners' views on their progress and how they rate their training programmes. Arising issues are dealt with promptly and effectively by the Vision team.
48. Managers have consolidated procedures for the planning of individual learning. This was weak at the previous inspection when individual learning plans (ILPs) did not include meaningful or realistic targets and the recording of useful information was poor. Much

more emphasis is being placed on the management and planning of learning and the use and content of ILPs has improved. New procedures for using ILPs were introduced in December 2007 and the recording of progress information has improved and now includes realistic targets with timescales for learners. However, the setting of personal and social skills targets and recording of learners' progress is still weak.

49. Arrangements to collect and use data are satisfactory. At the previous inspection there was no planned system to collect achievement data for education and training. Data was collected by individual tutors, usually as paper-based information, but not shared to monitor, evaluate or improve performance. Management information systems developed at Blantyre House have recently been adopted at East Sutton Park. The newly introduced systems are only just operational and the benefits have yet to be seen. However, there is a growing awareness and use of electronic data to monitor trends and identify areas for improvement.
50. Quality assurance arrangements are satisfactory. The recent introduction of a yearly calendar for quality procedures has provided a strong structure to quality improvement planning. Procedures and timings for staff appraisals, observation of teaching and learning, course reviews, education needs analyses, quality improvement group meetings, self-assessment and learners' feedback are firmly established. Improvements include more formalised systems for observing teaching and learning and the quality improvement group has met regularly over the past few months. Quality improvements, however, have focused primarily on programmes delivered in education. For example, observations are not routinely carried out for activities, such as farms & gardens. The prison is a registered centre for the accreditation of assessor and verifier awards, and staff training in vocational areas, such as catering, has taken place.
51. The development and implementation of action plans following inspection have been slow. Most new procedures and policies have been introduced since November 2007 following changes in senior personnel and the clustering of East Sutton Park with Blantyre House. Little action to address weaknesses identified at the previous inspection was completed before this. The delay has resulted in insufficient time for many of the measures to take full effect. For example, a skills for life co-ordinator was appointed only in February 2008 and although the prison has introduced a skills for life strategy further amendment and development is required to fully meet the needs of the prison

Equality of opportunity

Contributory grade 3

52. The prison's arrangements for equality and diversity are satisfactory. At the previous inspection arrangements were inadequate. Equality and diversity impact measures had not been assessed and staff training in equality and diversity matters had not been carried out. Managers did not systematically use the equality of opportunities data collected to measure performance.
53. A full-time diversity manager has recently been appointed to operate across East Sutton Park and Blantyre House. Equality of opportunity is now an agenda item for the quality improvement group and the prison has an established race equality action team to deal with issues. Responses to issues raised by offenders at the monthly joint consultative group meetings are displayed in common rooms as part of the prison's openness stance.

Adequate policies and procedures are in place, including complaints procedures, and generally equality and diversity is adequately promoted and implemented. Equality and diversity is covered routinely with offenders during induction. Equality and diversity impact measures have been assessed.

54. Some improvement has been made in the collection and use of data to monitor performance and highlight areas for improvement. Data on equality of opportunity is collected and the prison has begun to analyse this and use findings to improve services. Analysis of achievement by different groups, however, is not yet in place.

55. No improvements have been made to the pay structure for offenders. It is still not clear to offenders and rates of pay vary significantly between different work and education activities. The prison recognises that the current pay system is not used effectively to support the prison's priorities in promoting work, training and education.

56. All senior prison staff and around a third of A4e staff have completed recent equality and diversity training using an e-learning programme.