

# HMP Wayland

## Summary report for the provision of learning and skills

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<b>Unique reference number:</b>	52339
<b>Inspection type:</b>	Full announced
<b>Last day of inspection:</b>	10 June 2010
<b>Type of establishment:</b>	Male adult category C training Head of Learning and Skills Griston
<b>Establishment contact:</b>	Thetford Norfolk IP25 6RL
<b>Telephone number:</b>	01953 804100



## **Office for Standards in Education, Children's Services and Skills (Ofsted)**

Ofsted works in partnership with Her Majesty's Inspectorate of Prisons and inspects the management and provision of learning and skills for offenders across the full range of custodial establishments and probation areas.

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.

The following text is Ofsted's summary of the learning and skills contribution to Her Majesty's Inspectorate of Prisons' findings. This Ofsted summary report for learning and skills provision will be published on the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

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### **Information about the prison**

HMP Wayland is a category C training prison near Thetford, Norfolk, with an operational capacity of 1017. At the time of the inspection, the prison had 997 prisoners, including 90 prisoners serving a life sentence, 77 'indeterminate public protection' sentenced prisoners, 54 'prolific profile offenders'. The average length of stay is between six months and one year. Approximately 909 prisoners were involved in education, training or work. The prison is no longer designated to accommodate vulnerable prisoners or foreign nationals.

A4e is the main provider of education and vocational training, funded through the Skills Funding Agency Offender Learning and Skills Service (OLASS). It offers about 175 places in literacy and numeracy, information and communications technology (ICT), art and crafts and personal and social development. It also provides full-time training in 10 vocational workshops for approximately 175 prisoners. The prison funds training and accreditation in physical education, the contract and charity workshops, industrial cleaning, gardens and waste management. Tribal provides the careers, information and advice service. Additional partners providing work, parenting programmes and support for resettlement include DHL and the Ormiston Trust, Jobcentre Plus, NACRO ELS and Move On East.

# Summary report of the inspection findings of the learning and skills provision at HMP Wayland

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

<b><i>Common Inspection Framework (CIF) aspects</i></b>	<b>Grade</b>
Overall effectiveness	2
Capacity to improve	2
Outcomes for learners	2
Quality of provision	2
Leadership and management	3

## Overall effectiveness

**Grade 2**

Learners' achievement of vocational qualifications is good. They develop vocational skills to high industry standards and progression rates to higher level courses and other vocational programmes are good. Achievement is also good for social and personal development programmes and learners' standards of work in art, including pottery, are particularly high. Although learners' achievement of qualifications in literacy and numeracy has improved, it is still low overall. Attendance and punctuality has also improved, but missed sessions and late start times still disrupt learners' development on a few occasions.

Teaching and learning in the wide range of vocational workshops are very effective. Trainers have good up-to-date specialist knowledge and learners enjoy using the good quality equipment. Teaching and learning in education are satisfactory overall. In the more effective sessions observed, learners participated well in interesting activities. However, individual learning plans are not used well enough in education to plan and support learners' development. Arrangements for initial advice and guidance are good. Peer mentors provide good individual support during the sessions, but not all learners have sufficient access to specialist support in literacy, numeracy or distance learning.

Learning and skills is a key priority throughout the prison. Initiatives and investment in staffing, training facilities and resources to extend the provision have been successful. Prison managers and staff work particularly well in collaboration with partners to manage the wide range of provision. A4e has effective arrangements to help new staff gain appropriate qualifications in teaching. The prison and A4e staff have recently extended the range of focus activities to gather and use learners' views. Staff receive satisfactory training in equality, diversity and safeguarding. The learning environment is productive and positive. Inspectors observed good behaviour during learning sessions and learners said they felt safe when attending training and education.

## **Capacity to improve**

## **Grade 2**

Since the previous inspection in 2009, the prison has implemented its action plan effectively to improve most aspects of its learning and skills provision. The numbers of activity places has increased steadily and the prison has made significant improvements to its vocational workshops. It now offers a greater range of progression opportunities for longer-term prisoners. Nearly all learners, including those in work, have opportunities to work towards a qualification and the steady increase in achievement of qualifications across the provision has been sustained. Improved systems to support learning and skills include better collaboration among partners to identify learners' needs and increased information. However, the use of individual learning plans and the provision of specialist support remain areas for improvement.

The self-assessment process is inclusive, with useful contributions from most partners and improved use of learners' views. The most recent report includes clear and self-critical judgements based on sound evidence. However, the prison does not use data in sufficient detail to monitor take-up of provision throughout the prison, against prisoners' identified needs. Although the action plan from the self-assessment report identifies appropriate action to address key areas for improvement, the prison does not have an overall written action plan for purposeful activities across the prison.

## **Outcomes for learners**

## **Grade 2**

### **Strengths**

- good achievement of qualifications in vocational workshops, and on ICT, digital media, and personal and social development programmes
- good development of vocational skills to high industrial standards
- good progression to vocational courses at higher levels
- good learning environment in which learners enjoy their learning and achievement, participate well and show mutual respect.

### **Areas for improvement**

- low achievement rates in literacy and numeracy
- erratic attendance and punctuality for some courses
- insufficient specialist qualifications in waste management and horticulture.

## **The quality of provision**

**Grade 2**

### **Strengths**

- very good range of employment related training and personal and social development programmes
- good specialist equipment on vocational provision
- good support by peer mentors
- good use of information and advice to signpost prisoners to provision.

### **Areas for improvement**

- insufficient specialist literacy and numeracy support in vocational work areas
- insufficient use of individual learning plans in education to plan, manage and review learners' development
- insufficient staffing to support open and distance learning, and learners with a specific learning difficulty.

## **Leadership and management**

**Grade 3**

### **Strengths**

- commitment and investment to increase the range of programmes and opportunities for accreditation
- good involvement of prisoners and staff in building projects to increase facilities and extend the vocational workshops
- good operational management through effective collaboration between partners.

### **Areas for improvement**

- insufficiently detailed use of data to monitor and evaluate the provision
- lack of clear written plans to implement the prison's overall strategy for purposeful activity
- insufficiently rigorous monitoring of the quality of teaching and learning.

## **What does HMP Wayland need to do to improve further?**

- Ensure that teaching and learning in literacy and numeracy are set in more meaningful and practical contexts, including in the vocational workshops and work settings.
- Ensure that all learners on distance learning programmes and those with additional learning needs receive sufficient specialist support to aid their learning.
- Make greater use of data to manage, monitor and evaluate different aspects of the provision, and to identify and record clear actions and targets for improvement.
- Increase staff development events to improve the use of individual learning plans, extend the range of practical and motivating learning activities and share good practice across the prison.

<b>Record of Main Findings (RMF) – Young adult and adult prisons</b>			
<b>Prison Name:</b>	HMP Wayland	<b>Inspection No</b>	367962

<b>Grades using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	<b>Overall</b>
<b>Approximate number of learners in training and work and education with or without qualification outcomes at the time of inspection</b>	909
<b>Overall effectiveness</b>	<b>2</b>
<b>Capacity to improve</b>	2
<b>A. Outcomes for learners</b>	<b>2</b>
A1. How well do learners achieve and enjoy their learning?	2
A1.a) How well do learners attain their learning goals?	2
A1.b) How well do learners progress?	2
A2. How well do learners improve their economic and social well-being through learning and development?	2
A3. How safe do learners feel?	3
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	2
A5. <i>How well do learners make a positive contribution to the community?*</i>	n/a
<b>B. Quality of provision</b>	<b>2</b>
B1. How effectively do teaching, training and assessment support learning and development?	2
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?	3
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	3
<b>C. Leadership and management</b>	<b>3</b>
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>	n/a
C3. How effectively does the prison promote the safeguarding of learners?	3
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?	3
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3
C7. How efficiently and effectively does the prison use its available resources to secure value for money?	3

\*if applicable to the type of prison



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Piccadilly Gate  
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M1 2WD  
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