

# HMP/YOI Feltham B

Prison education standalone progress monitoring visit report

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**Visit date(s):** 8 and 9 June 2021

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## **Progress monitoring visit**

### **Ofsted context and focus of visit**

On 17 March 2020, all Ofsted routine inspections were suspended due to the COVID-19 pandemic. As part of our phased return to routine inspections of education, skills and work activities in prisons and Young Offender Institutions (YOIs), Ofsted is carrying out progress monitoring visits. The visit was conducted by Ofsted alone without HMI Prisons. The visit was conducted on site. At the time of the visit, the establishment was at stage 3 of Her Majesty's Prison and Probation Services' (HMPPS) recovery roadmap and had been at that stage for 12 weeks.

Progress monitoring visits aim to inform prisoners, employers and government on how establishments are meeting the education and skills needs of all prisoners during this period and how leaders are planning to reinstate a full education, skills and work curriculum. The focus of these visits is on the theme set out below. A progress judgement is made against the theme. That progress judgement will be one of the following: insufficient, reasonable or significant progress.

### **What progress are leaders making towards ensuring that staff teach a full curriculum and provide support to meet prisoners' needs, including the provision of remote learning?**

#### **Reasonable progress**

During the COVID-19 pandemic national restrictions, leaders and managers had to restrict most of the education, skills and work provision. Leaders swiftly put in place in-cell packs to support prisoners with their learning, as well as distraction packs to keep them occupied.

Leaders and managers recognise that little practical activity is currently taking place due to national restrictions. Leaders have used the time during the restrictions to refurbish workshops, which are now fitted out to a high standard. For example, they have improved the bicycle repair workshop and have enhanced horticulture resources, including a new glasshouse. They have recruited additional horticulture staff, along with other relevant posts, so that more prisoners can participate in workshops. Essential work in recycling and in the gardens has continued, but these opportunities have only been available for a small number of prisoners. A high proportion of prisoners have access to work, and most are employed on the residential units as cleaners or in the servery. Most work is part time so that more prisoners can participate.

Prisoners report that remaining motivated when working alone in cells on work packs has been challenging. As restrictions eased and education staff returned to visit the units, prisoners began to access more support with their in-cell learning. Managers have made rooms available on the units for one-to-one teaching sessions in English and mathematics. Prisoners value these sessions and appreciate the support that

tutors give them. Prisoners have worked towards some qualifications, such as construction skills and distance-learning qualifications. A reasonable number of prisoners have gained qualifications in food safety, English and enterprise.

Senior leaders have high aspirations for education, work and skills. They have put extensive plans in place in readiness for stage 2 and moving back to full education, work and skills. They have set a clear priority for maximising the activities available to the prisoners and linking these to work placements, so that prisoners are prepared well for resettlement. For example, they have established links with high-profile partners in film production and with a catering company to provide training and placements.

Leaders have recently created a dedicated induction unit to support prisoners to settle quickly in the prison. Prisoners receive good advice and guidance at induction so that they can engage in the relevant education, skills and work activities. However, staff do not give prisoners sufficient advice and guidance so that they can consider future careers in preparation for their release.

Leaders ensured that tutors and instructors undertook relevant staff development during the restrictions. As a result, staff are well qualified to carry out their teaching and training roles. In industries, instructors have gained appropriate teaching and assessor qualifications. As a result, preparations for face-to-face teaching are well established.

Tutors plan and teach lessons well. They give prisoners on mathematics courses high-quality workbooks, which help them to build up their skills sequentially. In the level 2 sports programme, tutors use external speakers well to mentor prisoners in preparation for release. Tutors in education monitor the progress of prisoners accurately and provide them with helpful feedback on their work. In vocational courses, instructors do not track prisoners' skills development sufficiently. As a result, instructors do not know the progress that prisoners make. Prisoners produce work of a good standard.

Prisoners benefit from good resources and support to help them in their studies. They can access the library resources, which staff deliver to the units. Those prisoners on distance-learning courses receive laptops to type up their assignments and have frequent one-to-one help from tutors. Prisoners who need extra help with their studies receive good support.

Managers have not yet considered in sufficient detail how they will identify knowledge and skills gaps in prisoners who have missed learning. They have not considered how plans for learning in classrooms and via workpacks will be effectively implemented when they return to face-to-face teaching.

Managers recognise the need for improved communication between managers in education, work and skills so that prisoners understand what is available to them. For example, currently, managers do not ensure that as many prisoners as possible

access activities and education. Managers do not monitor the hours that prisoners complete in education, work and skills.

### **Recommendations**

- Managers must ensure that vocational trainers track the new knowledge and skills that prisoners gain, so that they can monitor the progress prisoners make, ensuring that they achieve the skills and relevant qualifications.
- Leaders and managers must ensure that prisoners have access to appropriate advice and guidance to help them make informed choices about future careers or education on release.
- Leaders and managers must put in place relevant strategies to ensure that prisoners swiftly catch up on missed learning so that they can make good progress and gain the relevant new knowledge and skills.

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