

# HMP Winchester

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**300807**

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## Background information

### Inspection 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 inspection 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 inspection

In deciding the scope of the inspection, inspectors 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. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

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 inspection focused on specialist provision in:

- Preparation for life and work programmes:
  - employability training
  - literacy, numeracy and ESOL
  - personal development and social integration

## Description of the provider

1. HMP Winchester, situated in the county of Hampshire, is a community prison built in 1846 and is a typical Victorian prison of radial design. An annex (Westhill and Hearne) was built in 1963 and has undergone a number of changes since its original use for young offenders. It is now a male category C resettlement unit for men with 18 months or less to serve. The main category B prison serves the court system in the local and adjoining counties, taking men whose homes are mainly in Winchester, Southampton, Portsmouth, Salisbury, Andover, Basingstoke and Aldershot. Currently the prison population consists of 542 offenders of whom 20% on remand and 12% are convicted. There are 48 young adults of whom 27 % are on remand. There are 87 offenders in Westhill and 40 in Hearne.
2. Of the 1,559 discharges over the past six months 43% had stayed for less than one month. Average length of stay is currently four months. The average age of offenders in the prison is 32 years. Fourteen per cent of the prison population have a minority ethnic background.
3. Most of the vocational training is provided at Westhill with a small amount in the main prison, such as information and communications technology (ICT). Information, advice and guidance is provided by a range of providers including Bridge Consultancy (Next Steps), the Department for Work and Pensions and two staff from Southampton City Council. A central unit provides initial induction. Offenders are able to access a 'ready for work' programme which provides, for example, first aid and manual handling courses. There is a labour board process for employment in Westhill but entry to employment in the main prison is through application to the labour clerk.
4. Education is provided by Milton Keynes College which is subcontracted by the Isle of Wight College. Education is offered for five days a week on a part-time basis and is also available on Wednesday evenings. Vocational training is available in horticulture, carpentry and joinery, brickwork, industrial cleaning and physical education (PE).

## Summary of grades awarded

<b>Effectiveness of provision</b>		<b>Good: Grade 2</b>
<b>Capacity to improve</b>		<b>Good: Grade 2</b>
<b>Achievement and standards</b>		<b>Good: Grade 2</b>
Employability training	Contributory Grade:	Good: Grade 2
Literacy, numeracy and ESOL	Contributory Grade:	Good: Grade 2
Personal development and social integration	Contributory Grade:	Good: Grade 2
<b>Quality of provision</b>		<b>Good: Grade 2</b>
Employability training	Contributory Grade:	Good: Grade 2
Literacy, numeracy and ESOL	Contributory Grade:	Satisfactory: Grade 3
Personal development and social integration	Contributory Grade:	Good: Grade 2
<b>Leadership and management</b>		<b>Good: Grade 2</b>
<b>Equality of opportunity</b>	<b>Contributory Grade:</b>	<b>Good: Grade 2</b>

## Overall judgement

### Effectiveness of provision

#### Good: Grade 2

5. The overall effectiveness of the provision is good. More specifically, the quality of provision including employability training, literacy, numeracy and English for speakers of other languages (ESOL) and personal development and social integration programmes is good. Leadership and management are good, as is the prison's approach to equality of opportunity.

#### Capacity to improve

#### Good: Grade 2

6. The prison has demonstrated that it is in a good position to make improvements. Staff work well and are supported effectively by the senior management team to ensure continuous improvement. Development planning for improvement is particularly effective. Additional vocational training has been reintroduced in, for example, horticulture and carpentry and brickwork. The education contractor for the prison, Milton Keynes College, has maintained and improved the quality of its education provision and is working well to assist in implementing quality processes and procedures such as observation of teaching and learning across other areas of training in the prison.
7. The self-assessment process is broadly effective and is increasingly a part of the prison's normal business-planning cycle. The self-assessment process covers all areas of the prison, including external partners and contractors, and all staff contributed to the self-assessment report. The self-assessment report was sufficiently critical and many of the strengths and areas for improvement were identified by inspectors. The grades awarded by inspectors were generally in line with those identified in the self-assessment report.

## Key strengths

- High pass rates on many programmes
- Very good support and direction from the prison's senior management team
- Very effective strategies to develop the provision and drive forward improvement
- Good opportunities across the prison for the development of learners' personal and social skills
- Particularly effective collaborative working with outside organisations
- Very good identification and support for offenders with disabilities and mental health problems

## Key areas for improvement

- The quality of teaching and learning
- The inconsistent use of individual learning plans
- Meeting more fully the needs of those offenders serving short sentences

## Main findings

### Employability training

#### Achievement and standards

Contributory Grade: Good: Grade 2

8. Learners achieve well in many programmes. For example, success rates are 68% in ICT at Level 2, 85% on PE short courses, 91% in barbering and 100% in industrial cleaning. Some of the construction courses have recently been introduced. Learners are making good progress through these programmes. They attend punctually and are keen and motivated to learn. Learners develop high standards of practical skills in the majority of vocational programmes and often work unsupervised.

#### Quality of provision

Contributory grade: Good: Grade 2

9. Teaching is good in practical sessions. Sessions are well prepared and lesson plans are clear and thorough. In some cases schemes of work clearly identify learners' preferred learning styles and methods to support differentiated learning. In ICT staff use coaching skills effectively. PE courses are well taught and learners gain nationally recognised qualifications which enhance their employment prospects.
10. The recording and monitoring of learners' progress varies. In the best examples, individual learning plans are thorough and carefully detail both qualification and personal targets, which are thoughtfully and sensitively monitored.
11. The prison has introduced a wide range of programmes following a comprehensive needs analysis. Since the previous inspection the range of ICT programmes has been increased to provide qualifications from introductory level to level 3. There remains slow progress in catering. Construction courses have been introduced in carpentry and joinery and brickwork. Good work has been done to encourage outside employers to offer work and employment in local leisure centres and the Forestry Commission.
12. Learners are supported well and relationships between prison staff and learners are extremely positive and supportive. Tutors take time to explain technical terminology and find effective ways to support those with literacy and numeracy difficulties.
13. Quality assurance arrangements for construction courses are weak. While centre approval has been given by the awarding body for the recently developed courses, some of the quality assurance processes for assessment and verification have yet to be fully developed.



## Literacy, numeracy and ESOL

### Achievement and standards

Contributory grade: Good: Grade 2

14. Pass rates in literacy and numeracy are good. In 2006/07, 91% and 81% of learners completing courses in literacy and numeracy respectively gained qualifications. No specific ESOL qualifications are offered, but 56% of learners on ESOL programmes during the past year gained an entry level adult literacy certificate.
15. The standard of learners' work is satisfactory. Learners work diligently in lessons to complete set tasks and they demonstrate an understanding of their work when questioned. Learners' course files contain well-presented work. Progression and development of skills is good. Attendance at classes is satisfactory at around 80%.

### Quality of provision

Contributory Grade: Satisfactory: Grade 3

16. The majority of teaching and learning is satisfactory. Some lesson plans, however, identify only group learning objectives, even in classes where learners are working on individual tasks. Teaching relies heavily on the use of worksheets and there is little routine use of computing.
17. Many of the teaching groups contain only four or five learners. In these cases, it is difficult for tutors to introduce group work to develop ideas and use learners' personal experiences and views. Activities relying on conversation, as in ESOL classes and creative writing groups, are particularly disadvantaged.
18. Individual learning plans do not contain sufficiently clear progression targets. Many recorded learning goals are too brief or vague. Generally, recorded goals refer only to the achievement of qualifications and the targets refer mostly to the completion of identified course elements. Recording of progress is good.
19. The range of classes for literacy, language and numeracy is sufficient to support learners, including those in the healthcare centre and the care and support unit. The prison has effectively widened participation in learning by introducing literacy and numeracy support sessions into the workshops and work areas of the prison, such as the kitchens, gardens and construction workshop. However, vulnerable prisoners' attendance in classes in the education department is restricted to only one day each week for security reasons. Key skills teaching has been introduced into the curriculum, but this provision is still being developed and learning has not yet been fully contextualised within the areas of work.
20. Tutors provide good academic and social support. In some sessions learners receive specialist help. For example, in barbering a learner was supported by a classroom assistant acting as a reader. The prison runs a scheme to provide peer support in reading for learners on the residential wings. All 35 offenders enrolling on the scheme during the past year completed the programme. There are presently six offender readers supporting the scheme.
21. Prison managers have developed a skills for life strategy. Skills for life is the government's initiative on training in literacy, numeracy and the use of language. Milton

Keynes College has developed its own strategy and there is close working between college managers and the head of learning and skills to ensure effective collaborative working.

## **Personal development and social integration**

### **Achievement and standards**

Contributory Grade: Good: Grade 2

22. Where learners stay to the end of the course, especially in cookery, art, budgeting and drama, the achievements are very good. The standard of work in art and drama, especially in West Hill, is exceptionally high and many learners achieve at Level 3. Learners are making good progress in achieving personal targets in areas such as self respect, confidence and understanding patience.

### **Quality of provision**

Contributory Grade: Good: Grade 2

23. Teaching is very effective. Art tutors use a good variety of methods. In cookery, different cultures in recipe structure are encouraged along with the integration of numeracy, whilst in drama there are well-integrated modes of performance such as puppetry and mime. The range of provision is insufficient to meet the needs of short-term offenders.
24. Throughout the prison, good use is made of offenders to provide support, advice and guidance. They assist with details of housing and benefits claims and, in particular, assist offenders to complete application forms for jobs within the prison. Although these peer group workers are used well their work is not coordinated.
25. A wide range of external agencies is used very effectively to improve personal and social development. Excellent links with the local university provide staff and expertise to produce an annual drama performance. Local communities encourage the display of artwork. The chaplaincy has good links with a large number of churches within the area which ensures support for offenders when released.
26. Some areas, particularly the health centre, keep good records of small personal targets and their achievement. Other areas place too much emphasis on achieving accredited qualifications rather than personal goals. Music is used well to enable people to learn communication and listening skills. There are good resources to enable learners to record and listen to musical accomplishments.

## **Leadership and management**

**Good: Grade 2**

### **Equality of opportunity**

Contributory grade: Good: Grade 2

27. There are clear strategies to improve the range and quality of learning and skills. A core day timetable has been introduced. This maximises the use of resources and maintains effective timekeeping.

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28. Considerable expansion has taken place, particularly with vocational training, and new carpentry and brickwork workshops have been opened recently. There is a continued thrust to further emphasise learning and skills throughout the prison.
29. The prison has developed good working relationships with the new education provider. Improved quality systems and an increased range of curriculum have been implemented. The standard and quality of teaching and learning is improving. Productive links also exist with local councils, employers and voluntary organisations. A small number of offenders work in the community on temporary licence.
30. Education and training is limited for vulnerable prisoners. Education is only available on a Friday and there are limited opportunities for vocational work. This weakness has been recognised by the prison and steps are being taken to increase the provision.
31. Although the quality assurance activities are satisfactory in some of the new vocational areas, there are insufficient internal verifiers.
32. The prison has introduced clear management procedures for implementing and monitoring equality and diversity measures. The promotion of equality of opportunity to staff has been given high priority and programmes for staff development are good. For example, sessions have been provided for instructional officers to help them support offenders with dyslexia.
33. The prison is effective in identifying and supporting the needs of offenders with disabilities and mental health problems. There is a clear focus on raising awareness of offenders' needs and to provide support and counselling to offenders with specific needs. Training in 'person-centred planning' has been delivered in collaboration with Hampshire County Council to help staff better support learners with learning difficulties and mental health problems.
34. There is good support for offenders from minority ethnic groups. Each residential wing has identified officers and offenders acting as race equality representatives. They provide practical help to foreign national offenders with daily activities, such as completing canteen forms and applying for work or education. Race equality officers and ESOL tutors work well together to ensure the fast-tracking into classes of offenders with communication difficulties.

## What learners like:

- 'I couldn't read or write when I came in and I can now'
- The really good teachers
- 'I can do an A level'
- The construction courses to help you get a job
- Getting good help with benefits and housing
- 'The teachers are really helpful and care about my learning'
- 'I like learning; it makes me feel good about myself'
- 'Getting literacy support is helping me to prepare for a degree course when I get out'
- 'I enjoy attending education; I've definitely improved my reading and writing'
- 'Art has helped me to cope with this place'

## What learners think could improve:

- The number of construction courses
- 'Cooked breakfasts'
- 'I would like to be able to do more practical courses to help me get a job'
- 'The canteen should sell art materials so I can do painting in my cell'
- 'I'd like to work in the kitchen and get my food hygiene certificate, but I don't get a response when I apply'
- 'The attitude of the wing officers'