

INSPECTION REPORT

HMP Wormwood Scrubs

07 November 2003



ADULT LEARNING
INSPECTORATE

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learnirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

HMP Wormwood Scrubs

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Wormwood Scrubs, built between 1875 and 1891, is a category B local prison for men, situated in East Acton, London. In the 1990s, a hospital wing and a fifth residential wing were added. The operational capacity is 989 and the certified normal accommodation is 1169. During the inspection, the prison held 1211 prisoners, of whom 928 were convicted and 238 on remand. There are 237 prisoners serving life sentences. There are 15 prisoners in the segregation unit, 22 in healthcare and 26 in the first-night centre. There are 237 category B, 452 category C and 19 category D prisoners. The remainder are unclassified. Forty per cent of the prisoners are foreign nationals. All convicted and sentenced prisoners are required to participate in purposeful activity. Employment includes work in the prison workshops, the kitchens, clothing store, yards, gardens, and wings, as well as work as an orderly.

2. The responsibilities of the governor for resettlement include the education department, the library, the gymnasium, the kitchen and the prison workshops. A local college of further education holds the prison's education contract. The education department is managed by an education manager, supported by a deputy manager who is also one of the seven curriculum co-ordinators. The education team has five full-time and five part-time posts, and approximately 30 sessional teachers. Two full-time and two part-time administrators support them. Education is voluntary. Convicted prisoners working towards qualifications do not get transferred to other prisons until they have completed their awards. The education department is open 50 weeks of the year: five days and three evenings a week. There are 663 prisoners enrolled on education courses. Prisoners attend classes in the department, at outreach facilities on wings and in workshops, or study using open and flexible learning opportunities. The education provision concentrates mainly on prisoners with literacy, numeracy and language learning needs. It also includes information and communications technology (ICT), social and life skills, welfare to work, general certificate of secondary education (GCSE) mathematics classes and some recreational classes, such as yoga and art. National vocational qualifications (NVQs) are offered at level 1 in the kitchen, and at level 2 in the glazing and textile workshops and the gymnasium. The gymnasium also offers a range of nationally accredited sports qualifications. The industrial cleaning workshop offers foundation programmes, stage 1, 2 and 3 national awards, and specialist awards such as biohazard cleaning. Some prisoners take trainers' and assessors' awards. The library is near the education department. A full-time librarian manages the library, assisted by two senior library assistants and three orderlies. The library is open for 31 hours a week, six days and two evenings a week. The contract is held by a local authority library service.

SCOPE OF PROVISION

Engineering, technology & manufacturing

3. The prison has four engineering industrial workshops that are dedicated to the

assembly and fabrication of double-glazed windows, doors and conservatories. It also has a light textiles workshop which produces sewn products including bed linen and curtains. There are 151 prisoners employed in the workshops, and they can join the NVQ programmes at any time during the year. There are 15 learners on level 2 NVQ programmes in production of glass-supporting fabrications. Three learners are taking NVQs at levels 1 and 2 in manufacturing sewn products. The manufactured products are used throughout the prison estate. The industrial manager is responsible for production in all the industry workshops. Before new prisoners can join workshops, their literacy, numeracy and language skills are assessed by the education department, and they take part in an induction programme and a generic preparation for work programme. Learners are then allocated to workshops where instructors explain the work activities and training opportunities, and help them to complete the induction health and safety workplace assignment.

Information & communications technology

4. There are 32 learners on daytime programmes and a waiting list of nine prisoners. There are 35 learners on evening classes and a waiting list of 12 prisoners. Learners are required to have level 2 in literacy and numeracy before starting on the course, although there is some flexibility in this. The programme starts with a touch-typing course, followed by progression through basic computer qualifications to level 2. Learners are expected to attend daytime classes on five half-days a week. Recently, key skills training at level 2 in information technology (IT) has been introduced. Classes are run on two evenings a week for learners in full-time employment who cannot attend during the day. Volunteer teachers provide a new evening course in website design.

Hospitality, sport, leisure & travel

5. There are five learners in the kitchen who are working towards an NVQ at level 1 in catering, food preparation & cooking. The 38 prisoners who work in the main prison kitchen are expected to complete a basic food hygiene training session. The prison does not have centre approval to run NVQs in catering.

6. Learners can participate in a range of sports activities including basketball, volleyball, football, weight-training, badminton and other sports. Accommodation comprises a sports hall and three weight-training and fitness rooms. All accredited courses are offered in the afternoons. A one-day physical education (PE) induction takes place once a week. Twenty-five learners participate, and it forms part of the prison's preparation for work course. Three certificates are awarded for attendance at the induction session: a basic weightlifting certificate, a manual handling certificate and an emergency first aid certificate. Five learners, all of whom work as gymnasium orderlies, are working towards an NVQ at level 1 in sports and recreation. However, the prison does not have approval to run sports NVQs. There are 17 learners working towards a first aid at work qualification. Learners can also take a range of short accredited sports courses, such as sports leaders' awards, weight lifting leaders' awards, gymnasium instructors' awards, emergency first aid and manual handling. Recreational PE is organised on a weekly timetable that includes evenings and weekends. The PE department offers separate sessions for learners with specific needs.

Health, social care & public services

7. There are 35 learners working towards a range of nationally recognised industrial cleaning qualifications. Nine are working towards the foundation certificate in cleaning, 14 towards the cleaning operations proficiency certificate at stage 1, and 11 towards the cleaning food premises certificate. There are two qualified staff responsible for training and assessment in the industrial cleaning workshop. Four learners who have qualified as assessors support them. There is a full time member of staff from the education department to support learners with additional learning needs and to teach key skills in the workshop. Some learners attend full time, while others attend part time as they have jobs in the prison. It is mandatory for wing cleaners at Wormwood Scrubs to complete the foundation certificate. Other courses are optional for all learners. Six highly qualified learners operate as a biohazard team, working all over the prison dealing with spillages, such as body fluids.

Foundation programmes

8. There are 295 learners participating in approximately 28 classes of foundation studies. Classes take place in the education department and on wings, in industry workshops, the kitchen and the gymnasium. Some learners study by using literacy and numeracy open learning materials. Of the prisoners who have received a Basic Skills Agency literacy and numeracy assessment, 61 per cent are at foundation level or below. Literacy and numeracy dominate the work of the education department, and a wide range of foundation courses is available from pre-entry to level 2. In addition there are 30 learners on a social and life skills programme for those serving long prison sentences. There are 25 learners on the general preparation for work course who are aiming to achieve a nationally accredited welfare-to-work unit, by completing portfolios when they start work. All learners are encouraged to work towards national accreditation. In addition there are 73 learners on programmes of English for speakers of other languages (ESOL). Four classes are held in the education department and three take place on the wing. Learners come from at least 30 countries, and between them speak more than 20 different first languages. Learners in all classes work towards externally accredited certificates in speaking at levels from pre entry to entry level 2.

ABOUT THE INSPECTION

Number of inspectors	8
Number of inspection days	30
Number of learner interviews	109
Number of staff interviews	56
Number of subcontractor interviews	2
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

9. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, although industrial cleaning and ICT programmes are good

and foundation programmes are satisfactory, hospitality, sports and manufacturing programmes are unsatisfactory. Leadership and management are unsatisfactory and quality assurance is very weak. Equality of opportunity is satisfactory.

KEY FINDINGS

Achievement and standards

10. Learners make slow progress towards achieving NVQs in the glazing and textiles manufacturing workshops, but they all develop good practical skills. Those who achieve an NVQ in glazing are entered onto a national register of qualified fabrication assemblers, which is used by employers when recruiting new staff. In 2003, 32 learners joined glazing programmes, six have achieved the NVQ and 15 are still in training. The textiles qualifications have been offered since 2002 and three of the four learners who have taken part are still in training. No qualifications have been achieved.

11. There is good attainment of skills in ICT. Many learners have not used computers before. They acquire good skills and understanding of practical ICT applications. They first learn effective keyboarding skills, using a specialist software package. There are satisfactory achievement rates in the basic computer qualifications.

12. In the past 12 months, industrial cleaning certificates have been achieved at many levels of competence. Of the 172 learners starting programmes, there have been 59 foundation awards, 44 stage 1 awards, 33 stage 2 awards, 12 stage 3 awards and six biohazards certificates. In addition, there have been 12 train-the-trainer awards and 12 assessor qualifications. It is not clear from the data whether these achievements are attributable to many learners gaining an award each, or a few learners gaining many awards.

13. Learners in the gymnasium and the kitchen demonstrate good practical skills. In the gymnasium, some learners lead learning sessions and carry out individual fitness coaching. They also assist in fitness sessions in the healthcare unit. In the past 12 months, 122 sports awards have been achieved. The success rate for PE courses is 47.5 per cent. Catering NVQ portfolio work is good. Three learners' completed portfolios are still awaiting verification, although they have all left the prison. No learners in either the gymnasium or the kitchen have achieved a NVQ. **The prison does not have awarding body approval to offer NVQs in sport or catering.**

14. Retention rates for literacy and numeracy courses are good at 89 per cent. In the past 12 months, 178 learners started numeracy courses and the achievement rate exceeded 65 per cent at levels 1 and 2 and entry level. In GCSE mathematics, the achievement rate was 80 per cent. Literacy achievement is better at level 2 than level 1. There are good opportunities for learners to progress from entry level to level 2. Learners are also encouraged to use their new skills by helping their peers and contributing to other classes. In social and life skills, 90 out of 176 learners, 51 per cent,

achieved their qualification. No achievement data were available for the 122 ESOL foundation learners, but at level 1 achievement was 59 per cent.

Quality of education and training

15. **There is poor planning of NVQ training, and some assessment practice is unsatisfactory.** Textiles staff are working towards assessors' qualifications and there are qualified glazing assessors. Internal verification is poor. It is carried out by staff from another prison. Learners wait many months for the results of internal verification, and assessors receive very little support. There are no formal arrangements for internal verification of NVQs in the textile workshop. **There are good resources in all the industrial workshops, and machinery reflects good industry standards.** Staff have good industrial experience and there is a good supply of tools and equipment.

16. **ICT teaching is satisfactory and there is effective use of qualified learners for teaching support.** These men are selected for their subject knowledge and communication skills, as many are fluent in several languages. All computers are at least satisfactory, some are brand new and all are operating current versions of standard software. However, the computer chairs and desk space are not appropriate. The chairs are not sufficiently adjustable and there is limited desk space for paperwork. Assessment is satisfactory and individual needs are clearly identified to aid progress. The range of computer courses is limited to basic awards, except for a website programming course offered as an evening class.

17. **The industrial cleaning workshop has good resources.** Staff have relevant qualifications and qualified prisoners are used effectively to support their peers. Learners can progress well through the various stages of cleaning awards. The assessors share good practice and meet regularly to monitor their practices, as no formal internal verification is required for the awards. Qualified prisoners work in prison areas, but these are not used for training and assessment purposes. A highly qualified biohazards team deals with spillages such as body fluids in prison areas.

18. **Teaching of practical skills in the gymnasium is good.** Staff work hard to overcome problems such as poor acoustics in the gymnasium and a lack of background knowledge resources for qualifications. There are good progression routes for learners taking coaching awards. These include specialist courses such as boxercise and spinning, which can lead to good employment opportunities. Some learners lead gym and healthcare unit sessions for their peers. **There is no awarding body approval for NVQs, and training, assessment and record-keeping are poor.** There are no outdoor facilities.

19. **The basic food hygiene training for kitchen and wing server staff is poor.** The staff are aware of this as it was reported by the area catering manager in March 2003. Kitchen staff are given a brief training session and asked to read a textbook. However, many have literacy support needs and their learning and understanding are not checked. There is no accreditation for this training to improve learners' employment prospects. **There is poor planning of training and assessment for the catering NVQs.** Record-keeping is incomplete. The awarding body approval for NVQs was withdrawn over a year ago, as staff qualifications did not meet NVQ requirements. Recently, a staff

member achieved an internal verifiers' award. Three completed NVQ portfolios have been awaiting internal verification since January 2002.

20. There is much good teaching in literacy and numeracy classes. A good variety of teaching methods is used. Sessions are well-planned and interesting, and relevant topic work is used effectively. A good use is made of materials to promote equality of opportunity in practical way. There is a strong focus on widening access to learning, with classes taking place in workshops, the kitchen and on the wings. Computers are used effectively both in education classrooms and during outreach work. Excellent ICT equipment is used in wing sessions. Learners use open and flexible learning materials for independent study in their cells. In the education department there is interesting use of wall displays, such as using African-Caribbean hairstyles to illustrate tessellation. However, some learning resources are outdated and the standard of equipment varies. There is poor planning for individual learning and although targets are set for learners, they lack detail.

21. ESOL provision is unsatisfactory. The teaching is poor and some resources are not suitable for adult learners. This is despite the subcontracting college having beacon status for ESOL. The stock of textbooks is inadequate and there are no pre-recorded audiocassettes to help learners develop their listening skills. Teaching is group focused, although the learners have very different levels of spoken and written English. Individual learners are set targets, but these are very general and do not include deadlines. There is too much emphasis on developing learners' knowledge of formal grammar. They are not given enough opportunity to practise and improve their speaking and listening skills. Of the seven ESOL programmes offered, three take place on one wing where the demand is greatest.

Leadership and management

22. There is clear business-planning for education and training in the prison's 2003-2006 business plan. Specific education and training targets have been set for various areas of the prison. These include education activities in the workshops, the kitchen and on the wings. For example, in the kitchen, eight learners a day should receive literacy support.

23. There is good senior management support for education and vocational training. Convicted prisoners studying for qualifications are held back from transfer to other prisons to enable them to complete their qualifications. A work-skills manager has been appointed to promote education and training in the workshops. Three regime monitors have recently been appointed to monitor and encourage attendance at education and training activities, and to improve class-size efficiency. A new suite of computers has been installed for ICT learners.

24. There has been a significant increase in education provision, but too large a proportion of this consists of literacy and numeracy classes. There are very few additional subjects to widen choice and use learners' interests to engage them in study. A few evening classes have recently been introduced, for example yoga and art. There is insufficient contact with the subcontracted college for curriculum development, staff

development and the sharing of good practice.

25. **There are good links with a range of external support agencies.** The prison has compiled a directory of 24 voluntary and community sector organisations. This clearly lists the work they do in the prison, contact details and how referrals are made. Most offer specific support to prisoners to help their resettlement. The assessment and resettlement centre is also responsible for sentence management, education assessment, allocations to activities, and the prison's employment service. After the first night procedures, the centre's staff work with prisoners to identify their resettlement needs. They are currently organising an employers' fair for prisoners to explore work experience opportunities.

26. **The management of vocational training is inadequate.** There is insufficient planning before NVQs are introduced to ensure that all systems and awarding body approvals are in place for learners to be accredited with their completed work. There are no formal arrangements or service-level agreements with the prison responsible for internally verifying the glazing NVQs. Staff in the glazing, textiles and industrial cleaning workshops, the gymnasium and the kitchen work in isolation. The management arrangements in place to support them are inadequate. However, staff in these areas and in the laundry are being supported by senior management to gain appropriate qualifications so that they will be able to offer vocational qualifications to prisoners. The education department is planning to re-introduce the NVQ units for barbering and introduce a new nationally accredited painting and decorating programme. However, the plans do not include any proposals or arrangements for appropriate training and assessment facilities.

27. **There are ineffective strategies to encourage good attendance and punctuality in education and training.** Despite senior management support, learners are not assured regular access to education and training. Wing lockdowns are recorded as reasons for absence on class registers. Learners arrive late at classes for reasons such as having to attend the gymnasium on the same morning as their education session. The education staff request twice the number of learners they can cope with, and expect to get half. Kitchen staff send any available eight learners for literacy support, not necessarily the ones who would benefit. There are no strategies to prioritise learners' needs in order for them to complete qualifications in the most efficient way.

28. **There is ineffective use of data and information by staff and managers.** Managers are aware that the information systems for education and training do not correlate because they are up dated daily at different times. This is significant in this prison as there is such a high daily turnover of prisoners. Much data and information are systematically collected. However only data on ethnicity are analysed to monitor and ensure equity in allocations to activities. Education and training data are not recorded, analysed or evaluated in ways that would really inform staff and managers about learners' progress and achievements, and help with decision-making. There is monitoring of the actual progress, but this is not compared with the potential progress to give useful summaries for action. There has been no analysis of why learners do not use their allocated education places effectively, so this information cannot be used to take

appropriate action and improve class efficiency, numbers, and achievements. Inspectors found that only 59 per cent of the eligible prison population attended education classes, vocational training, training in work and resettlement activities. Approximately 20 per cent were involved in education and vocational training leading to qualifications.

29. Equality of opportunity is satisfactory, but **there is insufficient diversity training for the education staff**. They have not participated in the prison's diversity training course, although some workshop instructors have done so. There are weak links with the subcontracted college for staff development activities, especially those for ensuring equal opportunities in the use of teaching methods and resources. The education programme information sheets have recently been translated into 19 different languages, and the translation of other documents, such as induction materials, is planned. The education staff reflect the cultural diversity and ages of the prison population and provide good role models.

30. **There are inadequate and ineffective quality assurance arrangements for the education department**. Staff are aware that the subcontracted college's policies and procedures do not fully reflect the work of their education department. Few teaching observations of education staff have taken place. Managers have recently reviewed the procedures, linking them to the staff appraisal system. **Course reviews are informal and ineffective and do not use an appropriate range of available information**. There are regular meetings between prison and college managers to discuss compliance with agreements, but there are few references to quality assurance.

31. **Quality assurance arrangements in vocational training are very weak**. NVQ requirements are not systematically checked and monitored to ensure that all arrangements are working effectively. The inadequate arrangements in glazing and textile workshops, the gymnasium and the kitchen are having a significantly adverse effect on the learners. Senior managers were unaware that the prison did not have awarding-body approval to offer NVQs in the gymnasium and the kitchen, even though NVQ training and assessment are taking place. Although there are some good informal links, there is no effective system for sharing good practice between education and training activities. A quality improvement group has recently been formed and its focus has been on preparing the self-assessment report for the inspection. The self-assessment process is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- clear business-planning for education and training
- good senior management support for education and vocational training through a wide range of initiatives
- good links with external support agencies

Weaknesses

- inadequate management of vocational training
- ineffective strategies for good attendance and punctuality in education and training
- insufficient use of data and information
- unsatisfactory diversity training for education staff
- inadequate quality assurance arrangements

Engineering, technology & manufacturing

Strengths

- good development of practical skills
- good resources in the industrial workshops

Weaknesses

- poor planning of training
- slow progress towards achievement of NVQs
- inadequate recording of learners' progress reviews and of action-planning
- poor internal verification

Information & communications technology

Strengths

- good attainment of ICT skills
- effective use of qualified learners for teaching support
- good monitoring of learners' progress

Weaknesses

- some poor resources
- limited range of ICT courses

Hospitality, sport, leisure & travel

Strengths

- good progression routes for PE learners
- good teaching in PE

Weaknesses

- poor planning and recording of training and assessment for NVQs
- poor basic food hygiene training
- no centre approval for NVQs in the gymnasium or the kitchen

Health, social care & public services

Strengths

- a good range and level of skills achieved
- good resources in the industrial cleaning workshop
- good progression to higher courses and responsibilities by learners

Weaknesses

- ineffective planning for individual learning

Foundation programmes

Strengths

- good rapport and respect between tutors and learners
- much good teaching in literacy and numeracy classes
- strong focus on widening access to learning

Weaknesses

- poor planning of individual learning
- unsatisfactory ESOL provision

WHAT LEARNERS LIKE ABOUT HMP WORMWOOD SCRUBS:

- the attitude of staff - it's sensitive and respectful
- 'gaining enough confidence to give a talk'
- teachers who know how to treat you with respect
- going to work and learning new skills
- the good relationships between instructors and prisoners
- sharing ideas with friends
- the varied education classes
- 'learning English is good for my future'

WHAT LEARNERS THINK HMP WORMWOOD SCRUBS COULD IMPROVE:

- the pace of learning and assessment - 'let us finish the qualification and get the certificate quickly'
- 'access to evening classes' - D wing
- 'getting to classes on time' - C wing
- guidance on education opportunities for all, on induction
- the amount of learning materials, books, folders and dictionaries available
- the availability of teaching staff - 'teachers coming every day'
- the availability of classes - 'more days in education a week'
- the use of ICT in learning
- the range of education classes to choose from
- 'the number of opportunities to take vocational qualifications to get a job when I'm released'

KEY CHALLENGES FOR HMP WORMWOOD SCRUBS:

- continue the good senior management support for education and training
- maintain the good development of vocational skills
- continue to expand access to education and vocational training
- introduce effective NVQ and vocational training management
- remedy the ESOL weaknesses
- improve attendance and punctuality at education and training
- establish reliable management information systems for use by staff and managers
- improve the resources where they are weak
- establish sound, reliable and supportive internal verification arrangements for NVQ programmes
- significantly improve quality assurance arrangements

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

32. Leadership and management is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- clear business-planning for education and training
- good senior management support for education and vocational training through a wide range of initiatives
- good links with external support agencies

Weaknesses

- inadequate management of vocational training
- ineffective strategies for good attendance and punctuality in education and training
- insufficient use of data and information
- unsatisfactory diversity training for education staff
- inadequate quality assurance arrangements

33. There is clear planning for education and training in the prison's 2003-2006 business plan. Specific education and training targets have been set for various areas of the prison. These include education activities in the workshops, the kitchen and on the wings. For example, in the kitchen, the target is that eight learners a day should receive literacy support. Widening prisoners' participation in education and training has been identified as a priority for the prison. The education and training staff have contributed their ideas and opinions, and are part of the business-planning process. There has been a significant increase in education provision, but too great a proportion of it consists of literacy and numeracy classes. There are very few additional subjects to widen choice and use learners' interests to engage them in study. A few evening classes have recently been introduced, for example yoga and art. There is only limited contact with the subcontracted college for curriculum development, staff development and the sharing of good practice. All prisoners take the general preparation for work course before being allocated to work. It includes key skills communication assessments, health and safety, control of hazardous substances, manual handling and first aid at work. Learners receive a nationally recognised welfare to work award after they complete a diary and portfolio during their subsequent work activities. Learners with literacy skills below level 2 attend education classes for additional support. Since the course was introduced in June 2003, 164 learners have started it, 61 have completed portfolios, 12 are awaiting certification and 73 are working on their portfolios with education staff.

34. There is good senior management support for education and vocational training. Convicted prisoners studying for qualifications are kept at HMP Wormwood Scrubs to enable them to complete their qualifications before being transferred to other prisons. There are arrangements to ensure that learners' examinations are not disrupted by lockdowns. A weekly bulletin is circulated to inform all staff of exam dates and other relevant education information. A work-skills manager has been appointed to promote education and training in the workshops, and the industries manager has taken a nationally recognised health and safety award. Staff in the textiles workshop and laundry are being supported to gain qualifications which will enable them to offer vocational training to their prisoners. Staff in other areas, such as the gym and kitchen, are supported to gain assessors' and internal verifiers' qualifications. Three regime monitors have recently been appointed to monitor and encourage attendance at education and training activities. This is intended to improve the efficiency of classes by ensuring that all places are taken up. Recently a new suite of computers was bought for ICT learners to use.

35. There are good links with a range of external support agencies. The prison has compiled a directory of 24 voluntary and community sector organisations. This clearly lists the work they do in the prison, their contact details and how referrals are made. Most offer specific support to prisoners to help their resettlement. The assessment and resettlement centre is responsible for sentence management, education assessment, allocation to activities and the prison's employment service amongst other roles. Following first-night procedures, its staff work with prisoners to identify their resettlement needs. They are currently organising an employers' fair for prisoners to explore work experience opportunities.

36. There is inadequate management of NVQs and vocational training. This was a weakness identified in the 1999 and 2000 inspection reports by Her Majesty's Inspector of Prisons. There is insufficient planning to ensure that all systems and awarding body approvals are in place before introducing NVQs so that learners can be accredited with their completed work. For example, the kitchen and the laundry both applied for NVQ centre approval without appropriate qualified staff in place. Another prison carries out the internal verification of NVQs in glass-supporting fabrications, but there are no formal arrangements or service-level agreements to cover this. Staff in the glazing, textiles and industrial cleaning workshops, the gymnasium, and the kitchen, work in isolation and have insufficient management arrangements in place to support them appropriately. The education department is planning to re-introduce the NVQ units for barbering and a new nationally accredited painting and decorating programme. However there are no formal proposals or arrangements for appropriate training and assessment facilities, in order to gain centre approval for the awards. There are many other prison work areas where training takes place, but skills and learning are not accredited. There is too little training and assessment on the job, especially where prisoners are occupationally experienced.

37. The strategies for good attendance and punctuality in education and training are ineffective. Despite senior management support, learners do not receive regular access to education and training. This was a problem at the previous two inspections by Her

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Majesty's Inspector of Prisons. Education and training places are not being used effectively and there is significant loss of learning time. Wing 'lockdowns' are recorded as reasons for absence on class registers. Learners arrive late at classes because their gymnasium attendance is scheduled for the same morning as their education session. The education staff request twice the number of learners they can cope with, in the hope of getting half. Kitchen staff send any eight available learners for literacy support, but these are not necessarily the ones who would benefit. There are no strategies to prioritise learners' needs so that they can complete qualifications in the most efficient way.

38. There is ineffective use of data and information by staff and managers. Managers are aware that the two systems relating to education and training do not correlate because they are updated daily at different times. This is significant in this prison as there is such a high daily turnover of prisoners. Much data and information are systematically collected. However, only data on prisoners' ethnicity are analysed to monitor and ensure equity in allocations to activities. Education and training data are not recorded, analysed or evaluated in ways that would really inform staff and managers about learners' progress and achievements, and help with decision-making. Learners' actual progress is monitored, but it is not compared with their potential or expected progress to give useful summaries for action. Education and training places are frequently unfilled, and the allocated prisoners do not attend. There has been no analysis of why learners are not using their allocated education places, in order to remedy this. Inspectors found that for each session, an average of 59 per cent of the eligible prison population was involved in education classes, vocational training, training in work or resettlement activities. Approximately 20 per cent were involved in education studies and vocational training leading to qualifications.

Equality of opportunity

39. HMP Wormwood Scrubs has satisfactory arrangements for equality of opportunity. The prison has a diversity policy and a race relations policy. Learners receive an appropriate induction to the prison which includes information on equal opportunities. However, this information is insufficiently specific to their studies. Learners sign a learning agreement when they begin programmes in the education department. The education department has recently translated programme information sheets into 19 different languages and these will be increased as further nationalities begin education programmes. The translation of other documents, including induction materials, is planned.

40. Learners in the education department have access to, and understand, the complaints' procedure. There are no procedures for NVQ appeals or grievances in the training workshops. There are good opportunities for the celebration of faiths at the prison including a chapel, church and a multi-faith room. The prison's race relations committee includes prisoner representatives from each of the prison wings. The minutes of the meetings are on display in each accommodation wing.

41. The prison collects data on minority ethnic groups which include race, age, length of

sentence, and achievements. The data are analysed and compared for the prison industries, workshops, PE facilities and catering courses. The work allocations department monitors the allocation of prisoners from minority ethnic groups to ensure that all prisoners have similar access to work, education and learning experiences. The education department does not use this information to help plan the education provision.

42. Access to education and training is satisfactory. There is an appropriate and equitable system for allocating education places from a continuing waiting list. Prisoners are allocated to work according to their date of entry to the prison, achievement of literacy and numeracy qualifications at level 1, and completion of the generic preparation for work programme. Education places are allocated according to the results of the initial assessment. There is appropriate outreach support for prisoners on the wings and in the workshops. Prisoners use the library at allocated times and during education sessions. They find it difficult to access outside these times.

43. Diversity training for education and training staff is unsatisfactory. Some instructors in the workshop have taken part in the prison's diversity training course. The education manager has requested training for the education staff but this has not yet taken place. Staff are aware of some diversity issues and report any concerns to the education manager who deals with them promptly. There is a high level of cultural recognition and respect among staff in the prison. The education department's staff profile reflects the cultural and age diversity of the prison population and provides good role models.

Quality assurance

44. The prison's quality assurance arrangements are inadequate. A regional college holds the contract for education in the prison. The education department is required to subscribe to the college's procedures, although many of these are not designed for the specific needs of the prison's education programmes. For example, the wording of some of the documents does not fully reflect the work of the department. The education manager recognises this. The quality assurance arrangements for vocational training are poor. There are no systems for recording, reviewing or monitoring training in textiles, glazing, PE, catering or sport. The instructors and managers from these areas do not meet to agree a framework for the quality assurance of the vocational training courses across the prison.

45. Feedback is gathered from learners in the education department throughout the year. It is summarised, and recommendations for action are identified. A business analysis is produced from learners' feedback and from staff meetings, but this is not used to review the education programmes or to establish appropriate quality assurance procedures. There are no programme reviews to identify problems, to help raise standards of teaching or to identify good practice. Although there are procedures for observations of teaching, few observations have taken place. The education manager has recently designed a new approach to teaching observations, which will be linked to the staff appraisal system. There are no observations of training in PE or catering, or of the workshop NVQ training.

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46. Targets are set for curriculum teams which contribute to the prison's key performance targets. However, there is too much emphasis on the key performance targets and not enough on the needs of the learners. Managers do not discuss progress towards the targets, or learners' progress, to agree action and improve performance. Target-setting in vocational training is poor. There are no targets set for training programmes or for individual learners in industries, education or PE. Staff are not aware of the need to set targets.

47. Staff from the prison and the contracted college meet regularly to discuss compliance with the agreements, but there are few references to quality assurance. A quality improvement group has recently been formed and has agreed its remit. It has written the self-assessment report. The college's contract manager visits the prison regularly and deals with particular issues as they arise. However, the college does not carry out any formal quality assurance review of the prison's education programmes. The education manager produces quarterly business reports for the college, but these are not used as a basis for reviewing quality assurance. The head of resettlement has discussed a number of concerns about the education programmes with the college.

48. Quality assurance in vocational training is very weak. There are no quality assurance procedures to review and monitor the engineering training. There are no staff guidelines for training sessions. There is poor support for NVQ assessors and there have been no arrangements for the standardisation of internal verification procedures. The internal verification arrangements for the NVQs in glazing, textiles, PE and catering are very weak. There are no quality assurance systems in the prison to check and monitor the NVQ approval process. In PE and catering, learners are receiving training towards NVQs but there is no centre approval for the prison to offer these.

49. There are no arrangements to share good practice in education or training. There are good informal links between the different areas of training. However, staff do not meet formally to review programmes, help raise standards of training, and encourage a culture of continuous improvement.

50. The self-assessment process is satisfactory. Staff have been helped to understand the concept of self-assessment, and have received guidance on writing self-assessment reports for their areas of learning. The subject reports in the education department were combined into one report for inspection. The training areas had separate reports. A leadership and management section was written later and equality of opportunity and quality assurance points were submitted during inspection. Some of the strengths and weaknesses in the self-assessment report were identified during inspection.

AREAS OF LEARNING

Engineering, technology & manufacturing

51. Overall, the provision of engineering, technology and manufacturing is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good development of practical skills
- good resources in the industrial workshops

Weaknesses

- poor planning of training
- slow progress towards achievement of NVQs
- inadequate recording of learners' progress reviews and of action-planning
- poor internal verification

Achievement and standards

52. Learners in the industrial workshops develop good practical skills. Many of them have had little education or training experience, but make significant progress. Although prisoners are encouraged to learn new skills in the industrial workshops, they are not all required to work towards a recognised qualification. Of the 12 per cent who are registered on NVQ programmes, many make slow progress towards achievement of the qualification. Some learners have achieved after their expected completion date, and others have yet to achieve the qualification. Learners who successfully achieve the NVQ in production of glass-supporting fabrications are entered on a national register of qualified fabrication assemblers. This register is used by employers when recruiting potential employees.

53. Instructors encourage and motivate learners to carry out practical tasks independently with minimal supervision. Learners are quick to develop their practical skills, and produce a good standard of work that often exceeds industrial standards of quality for glazing fabricated units. Each workshop employs two learners with advanced levels of knowledge and skills to carry out more complex work and train new learners. One learner who satisfactorily completed the NVQ is employed in the mechanical engineering machine shop and produces good-quality tooling jigs for assembly work. The activities and quality of training significantly improve learners' self-esteem and confidence. Relationships are good and there is mutual respect between learners and staff.

54. HMP Wormwood Scrubs has only provided NVQ training in its industrial workshops

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since 2002. Useful data on retention and achievement rates have only been kept since January 2003, and there are insufficient data available to identify trends. However, in 2003, 32 learners started training in the production of glass-supporting fabrications at level 2. Of these, six achieved the full qualification, 11 left without completing their training and 15 are still in training. In textiles, four learners started training, one left without achieving the qualification and three are still in training.

Quality of education and training

55. There are good resources in the industrial workshops. The workshops are large and well-lit and have a good supply of tools and equipment. The machinery is in good condition and reflects current industrial standards. The mechanical engineering machine workshop is equipped well and is used effectively to manufacture tools. Some workshops have good classroom accommodation or separate work areas that provide a good learning environment. These are used by learners to complete their portfolios or to receive additional literacy and numeracy support from the education department staff. Health and safety is a high priority and learners work in safe industrial environments.

56. Instructors are technically well qualified with many years' experience in the industry. They are trained in instructional techniques. Most instructors are qualified assessors. In textiles there are no qualified assessors, but two staff are working towards the qualification. There are good opportunities for staff development and some are working towards a teaching or internal verifiers' qualification. There are good links with manufacturers, and instructors receive good on-site training from manufacturers when there are changes in assembly methods. Learners benefit from this training as they are always kept up to date with industrial standards in preparation for employment on release.

57. Before prisoners start work in the industrial workshops, their literacy, numeracy and language skills are assessed. They then take part in an induction and the generic preparation for work programme. When this is completed they are referred to the sentence management unit for allocation to training and employment. When prisoners are allocated to their workplace, instructors explain the work activities and training opportunities and help them complete the health and safety workplace assignment which is part of their induction. During their workshop activities, they complete portfolios for the nationally accredited welfare-to-work unit which they start on the general preparation for work course. The education staff visit the workshops daily to give literacy and numeracy support to learners. There are classrooms in two of the workshops for this purpose.

58. The quality of teaching and training in the workshops is satisfactory. Instructors effectively use individual training to demonstrate and explain the use of machines and equipment. Instructors have good industrial experience and effectively pass on their knowledge and skills to learners.

59. There is poor planning of NVQ training. Learners in the industrial workshops do not have individual learning plans, and insufficient use is made of sentence plans to structure individual training. Workshop production targets often take priority over training, and learners are trained at the discretion of instructors and depending on the availability of time. Learners are not set challenging targets for achievement. They work at their own pace. The glazing programme consists of seven NVQ units which cannot be achieved in a single workshop. Learners are required to produce evidence of work in the assembly workshop to complete their qualification. This activity is not planned effectively and learners often have to wait for long periods before they can change workshops and complete the qualification.

60. The recording of learners' progress reviews and action-planning is inadequate. Learners are given constructive and informative feedback after each assessment, but this is not always adequately recorded to help them remember the improvements they need to make. Some feedback to glazing learners is not individualised, but is mass-produced on the computer and the name of the learner changed. Regular discussions take place between the learner and instructor, but they are not recorded in sufficient detail. There are no individual targets or objectives to help learners focus on their personal development or to meet specific training needs for the achievement of their NVQ.

61. There is poor internal verification. HMP Wormwood Scrubs is a satellite centre of another prison, which is the approved centre for NVQ programmes in glazing and is responsible for the internal verification. No written policies and procedures for internal verification are held at HMP Wormwood Scrubs for staff to refer to. Neither are there any records of internal verification planning. Assessors are not observed regularly and some have not been observed at all. There is some unsatisfactory assessment practice, and there are sometimes long periods between assessments when production targets have been a priority. These interruptions to the assessment process slow down learners' progress. When assessments are carried out they are individually planned and learners understand clearly what they are required to do. Portfolios are informally verified at the end of the programme when they are complete. Some completed portfolios have been waiting for internal verification for some considerable time. This causes frustration among learners, as they are not accredited with their NVQ and do not receive their bonus payment for achievement. Assessors do not sign or receive copies of internal verifiers' reports so that actions can be planned. The internal verifiers provide poor support and guidance for assessors, and there is insufficient communication between them. Glazing assessors do not meet to standardise assessment. In textiles, there are no qualified assessors or internal verifiers. A qualified assessor does not countersign the assessment decisions of staff working towards the assessors' qualification. There are no formal arrangements for internal verification of textiles NVQs, and learners whose portfolios are complete have to wait for some considerable time before they can receive their certificates.

Leadership and management

62. The leadership and management of NVQ training in glazing and textiles are unsatisfactory. Instructors do not routinely hold NVQ meetings and there is little sharing of good practice. The industrial manager is responsible for production for external contracts in the workshops. He has recently made changes to the administration and quality assurance of NVQ programmes to improve communications and the quality of internal verification. Staff have a good understanding of the self-assessment process and were fully involved in the development of the self-assessment reports. The self-assessment report was self-critical and identified some of the same strengths and weaknesses as the inspectors. However, poor internal verification was not identified through self-assessment as a significant weakness.

Information & communications technology

63. The ICT provision at HMP Wormwood Scrubs is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good attainment of ICT skills
- effective use of qualified learners for teaching support
- good monitoring of learners' progress

Weaknesses

- some poor resources
- limited range of ICT courses

Achievement and standards

64. There is good attainment of skills in ICT. Many learners have not used computers before. They acquire good skills and understanding of practical computer applications, and learn effective keyboarding skills using a specialist software package. There are satisfactory achievement rates for the basic computer qualifications. The standard of learners' work is at least satisfactory. There are some learners who use their IT skills to develop plans for future employment. One learner, who plans to be self-employed, is making good use of spreadsheets to model financial options for a business. Learners' folders are well organised and contain adequate examples of their work carried out.

Quality of education and training

65. There is effective use of qualified learners for teaching support. Some of those who have completed ICT training are selected to assist the teachers. They all hold, or are working towards, a nationally recognised teaching-support award. These learners are selected for their abilities both to provide subject support and to enhance communication between teaching staff and learners. For example, one is fluent in several languages. The learner assistants have a particularly good rapport with the learners. Teaching staff and learners value the additional support they give.

66. Teaching is at least satisfactory, and some is good. Learners can join the programme at any time, and in classes they are all at different stages. There are satisfactory schemes of work and lesson plans, so that cover teachers know what is required. Most teaching consists of supervision and individual guidance. It is effectively and sensitively delivered to meet the needs of the learners. They value the support that is given by staff.

67. There is good monitoring of learners' progress. Learners are set targets to achieve each element of the programme. These targets are linked to learners' abilities and are monitored regularly. Learners' progress is discussed formally with them every two weeks. Learners are aware of their targets and of when their programme will end. There is a good use of a wall chart to monitor learners' progress. Staff are fully aware of learners' progress and plan additional support when necessary. There is clear recording of learners' progress to inform staff, including any cover teachers. Learners' work is effectively assessed on a routine basis. They are given assignments and practise exams, which are satisfactorily marked.

68. There are poor resources in some areas. The chairs being used are inappropriate for computer use. They are not sufficiently adjustable. Some are not adjustable at all. There is no opportunity for learners to have wrist support mats, as the keyboards are at the edges of the desks. There is insufficient space for learners' documents. Staff and learners are fully aware of the health and safety implications of working with computers, and staff effectively monitor learners' behaviour to identify problems such as poor posture. Some of the training materials are poor. Learners use worksheets and exercises. Some of these are poor-quality photocopies, and some are difficult to read.

69. Teaching staff are suitably qualified for their role. Most hold, or are working towards, post-graduate certificates in education. They also hold appropriate ICT qualifications. Some have, or are working towards, degree level qualifications. Staff appraisals and reviews are satisfactory. The computers used are at least satisfactory. They are all operating current versions of standard software. There are two computer suites. The computers in one are new and have just been installed: supplied by the prison's senior management. They are running the latest version of a well-known commercial operating system and office software. The computers in the other classroom are in good working order and have recently had the software upgraded to meet modern industry standards. There is good use of document holders for learners to rest their paperwork. One of the computer classrooms is used as a drop-in centre where learners such as those on higher level distance learning courses, can use computer resources. There is a good range of up-to-date, informative posters displayed in the classrooms. There is no intranet, or internet access for learners. This does not affect the current courses, but is limiting the development of new ones. Both computer qualifications offered in daytime classes have been superseded by new awards, which restricts the learners' progression. However, the new awards have just been introduced for learners in the evening classes. They will be introduced for daytime learners when suitable resources are available, for example a range of examination papers. Learners with further aspirations are encouraged to apply for higher education distance learning modules in computing. There is limited provision for learners to develop other ICT skills such as graphics and website programming, as there is only one evening class and it is run by a volunteer teacher.

70. Learners are given adequate information about the programmes on offer. Education staff visit the wings to advise learners about what is available both during the day and the evening. Individual learning needs are satisfactorily assessed during an individual initial

assessment and induction by ICT training staff. Previous ICT learning and experience is identified and is used to plan learners' training. Training staff are aware of, and give support to, learners with additional needs. One learner who is 90 per cent deaf is given appropriate support to complete his work.

Leadership and management

71. There is satisfactory programme management. There are regular IT staff meetings and meetings with teaching assistants. Targets for qualification achievement are set for the IT department. Staff are aware of quality assurance procedures, and teaching standards are monitored by observation. Resources are managed effectively to make best use of what is available. Staff were effectively involved in the self-assessment process. Most of the strengths identified in the self-assessment report were also identified by the inspectors. However, the inspectors identified additional weaknesses.

Hospitality, sport, leisure & travel

72. Overall, the provision of training in sports and catering is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good progression routes for PE learners
- good teaching in PE

Weaknesses

- poor planning and recording of training and assessment for NVQs
- poor basic food hygiene training
- no centre approval for NVQs in the gymnasium or the kitchen

Achievement and standards

73. Learners in both areas are able to practise and demonstrate sound practical skills. In the gymnasium the learners lead some coaching sessions and provide some individual fitness sessions for other prisoners. Some learners assist with fitness sessions for specialist groups, such as prisoners in the healthcare unit. This year, sports learners have achieved 122 nationally accredited awards. Eight completed a football injuries treatment course, 51 a weightlifting leaders' award, 20 a gymnasium instructors' course and 43 a community sports leaders' award. The overall achievement rates for courses in PE is 47.5 per cent. However, there were no PE portfolios available for inspectors to base their judgements on. The portfolios produced by catering learners are of a good standard and contain a good range of evidence. Three completed portfolios have been awaiting verification since January 2002. Catering learners regularly produce meals under commercial pressures as they provide food for all the prison's inmates. No NVQs have been awarded in either sports or catering. PE learners have just completed a pilot programme for key skills in communications. No achievement figures were available, but learners believe that they have completed their portfolios.

Quality of education and training

74. There are good progression routes for PE learners. Learners progress through a range of coaching qualifications, which effectively develop their skills. Then, learners who lead the sessions are encouraged to record the classes they teach and any special points raised by the session. This forms a record of practice, which can be used for future employment. In addition, learners participate in a range of gymnasium sessions, including those which are very popular in the fitness industry, such as spinning and

boxercise. These offer good experience for learners' future employment. PE staff are working to establish links with local employers in order to arrange work placements for appropriate learners. There is good individual support for learners. Learners feel able to approach staff and feel that they are treated with respect. The PE staff all have teaching and coaching qualifications.

75. There is good teaching in PE sessions. Even when complex physiological topics are discussed, learners are fully involved. Teaching sessions are planned well and delivered with enthusiasm. Staff work hard to overcome the restraints of the resources they work with. Visiting trainers have taught modern gymnasium skills both to the gymnasium staff and to some learners, providing them with coaching awards for spinning and boxercise. There are a number of charity fund-raising events involving PE learners and staff, for example, triathlons, marathons, 24-hour boxercise and transatlantic rowing. These give learners good experience of organising events.

76. The PE classroom is too small for the number of learners, and much of the teaching takes place in the gymnasium, where the lighting is poor. In addition, the acoustics make it difficult for learners to hear well in background knowledge sessions, especially when large numbers of learners are present. There are insufficient learning resources or trade publications available for learners to use. In the kitchen, all NVQ teaching and training takes place on the job. This is informal and no time is allocated for it during the day-to-day operation of the kitchen. There are two classrooms available in the kitchen but these are not used for catering training. There is no access to computers for PE or catering learners, and all portfolio work is hand written. This disadvantages many learners who have poor literacy skills and handwriting. PE learners are required to complete work in rough before they write in their portfolios. The catering assessor supports learners in the kitchen where possible, but he has not received any specialist training to do this effectively. Some learners make slow progress.

77. Literacy classes are provided by education staff in the kitchen classrooms on three mornings a week. Kitchen staff release learners from their kitchen duties so they can attend the classes. They send eight available learners to the sessions. However, during inspection an IT graduate who did not have additional literacy support needs was in the literacy group. Records show that a core of four learners attends all the classes, but the numbers are made up to eight by a variety of other learners. Prospective PE learners apply to the gymnasium staff and usually have to pass a literacy and numeracy test before they can join PE training. Prisoners working in the kitchen are invited to start NVQ training by catering assessors.

78. There is poor planning and recording of NVQ training and assessments in both the gymnasium and the kitchen. There is no formal initial assessment of learners' skills at the start of their NVQs. Insufficient targets are set for progress and there is no individual planning of learning. Staff do not set achievement dates by which to monitor learners' progress towards their qualification. There is no catering training programme and there are no trained staff. Training and assessment take place informally and are often postponed at short notice. There is a learning plan in the PE department but it does not include the NVQ. The same person carries out assessment and internal verification for

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the sport and recreation NVQ. This is an example of poor quality assurance. Learners do not look after their own portfolios. When the member of staff who holds the portfolios is absent, no NVQ work is done and learners' progress is slowed down. In both the gymnasium and the kitchen, records are often incomplete and there are no formal reviews of learners' progress.

79. There is poor training in basic food hygiene. Prisoners who work in the kitchen and on the wing food counters receive a general induction, which includes a basic food hygiene awareness session. The 15-30 minute session is given by a member of the catering staff. It has no standardised aims or objectives and does not involve any visual learning aids. A checklist is signed by learners to record that they have attended the session, but there is no assessment or evaluation to check their understanding. The prisoners who work in the kitchen are issued with food hygiene books to take away and read. However, many kitchen learners have additional learning needs, so find it difficult to understand the books. There are no checks on the learners' understanding. There is no set scheme or learning materials for the additional training to ensure key points are covered. The prison service provides a catering resource package for basic food hygiene courses, but it is not used effectively. There is no accreditation of basic food hygiene training. The kitchen staff who carry out the hygiene training do not have training qualifications. Inappropriate, offensive and coarse language is used during the training sessions. The lack of hygiene training, poor record-keeping, and need for planning of training were all identified in a prison area management report on catering in March 2003.

Leadership and management

80. HMP Wormwood Scrubs does not have centre approval from an awarding body to deliver NVQs in either the gymnasium or the kitchen. The staff in both areas are well-qualified and occupationally competent, but do not understand vocational qualifications and their requirements. The prison kitchen's centre approval was withdrawn in 2002, as there was no qualified internal verifier. A member of the catering staff has recently achieved the internal verifiers' award, and there is one qualified assessor in the kitchen. There has been no centre approval in PE. One member of the PE staff is working towards the internal verifiers' award, and there are four assessors in the PE department. The learners are not registered for the NVQs that they are working towards. This may invalidate some assessments and require learners to redo some work. Three learners who completed catering NVQ portfolios in January 2002 have left the prison without receiving accreditation. Their portfolios are still awaiting verification. There is inadequate internal verification for PE and catering NVQs, no standardisation, no internal verification policies and processes, and no monitoring of assessors' practice. A local training provider has recently been employed to train additional catering assessors. It is also helping to devise NVQ policies and procedures and to support assessors. There is no contract or formal service level agreement with the external training provider. There is insufficient communication within the prison and the sharing of good practice is poor. There is no evaluation of the catering programme, and evaluation of the PE programme is incomplete and poorly recorded.

Health, social care & public services

81. The industrial cleaning workshop provision is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- a good range and level of skills achieved
- good resources in the industrial cleaning workshop
- good progression to higher courses and responsibilities by learners

Weaknesses

- ineffective planning for individual learning

Achievement and standards

82. In the past 12 months, industrial cleaning certificates have been achieved at many levels of competence. One hundred and seventy-two learners have started programmes, and their achievements have included 59 foundation awards, 44 stage 1 awards, 33 stage 2 awards, 12 stage 3 awards and six biohazards certificates. In addition, there have been 12 train-the-trainer awards and 12 assessors' qualifications. Data are not kept in a way that makes it possible to tell how many learners gained awards.

Quality of education and training

83. The industrial cleaning workshop has good resources. The workshop is spacious and has a wide variety of floor surfaces for training and assessments. There is good-quality cleaning equipment appropriate for the industry. The staff have a good range of relevant qualifications and experience. There is a good ratio of assessors to learners, supported by the previously qualified learners as peer assessors. There is a full-time support tutor from the education department, helping learners with their additional literacy and numeracy needs. The workshop has a range of course books to support learning courses. The prison's senior managers have taken part in events celebrating learners' successes.

84. There are good progression routes for learners. Twelve learners have completed all the available courses including the train-the-trainer certificate, and six have qualified as assessors. The six learners who completed the biohazard course make up a biohazard team, and are on call to deal with hazards throughout the prison. Four learners employed in the cleaning workshop are qualified as trainers and assessors. They provide training and assessment for other learners. Two other learners have qualified as assessors and trainers and they come back voluntarily when they can to help train and assess

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learners. The learners on the cleaning courses benefit from being taught by peers who empathise with them. The learners enjoy the atmosphere and teamwork that is evident in the workshop.

85. There is ineffective planning of individual learning. Learners are registered initially for the foundation certificate, or the stage 1 cleaning operations proficiency certificate. Successful learners can progress through each stage of this course, but their progress is not planned. There is no discussion or identification of how the course may fit in to an overall learning plan. There is no link to sentence-planning. Staff in the workshop find it difficult to plan who is going to be trained and assessed in what areas, because they do not know who is going to attend each session. Until the session starts and the staff see who is there, they cannot allocate learners to trainers and assessors. The workshop staff have been able to produce good results despite the need to carry out last minute planning.

Leadership and management

86. The training and assessment process is satisfactory. Learners are allocated to a trainer and an independent assessor. Assessors all use standardised checklists to ensure consistency. Satisfactory assessment records are maintained, and a tracking system is in place to monitor learners' progress. Learners are well supported by their peer assessors and the staff assessors, as well as by the education tutor. There is satisfactory support for learners with literacy, numeracy and language needs. A full-time education department tutor works in the workshop supporting learners on the cleaning programmes. Learners' literacy, numeracy and language skills are assessed at their induction. The results are made available to the tutor, and this allows support needs to be accurately identified. One learner received support to enable him to pass mathematics examinations. He is now a trainer and assessor.

Foundation programmes

87. Overall, the provision of foundation programmes is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good rapport and respect between tutors and learners
- much good teaching in literacy and numeracy classes
- strong focus on widening access to learning

Weaknesses

- poor planning of individual learning
- unsatisfactory ESOL provision

Achievement and standards

88. Retention rates on literacy and numeracy courses are good at 89 per cent. In the past 12 months, of the 178 learners who started numeracy courses, achievement was 78 per cent at level 2, 97 per cent at level 1 and 65 per cent at entry level. For GCSE mathematics, the achievement rate was 80 per cent. Literacy achievement is better at level 2 than at entry level or level 1. Learners are also encouraged to use their new skills by assisting their peers and contributing to other classes. In social and life skills, 90 out of 176 learners, 51 per cent, achieved their qualification, over the past 12 months. No achievement data were available for the 122 ESOL learners at foundation level, but at level 1, the achievement rate was 59 per cent.

89. Achievement is satisfactory. In 2002, the prison's key performance targets for literacy and numeracy were almost met. Those for ESOL were wholly achieved. The department ensures that a range of externally accredited ESOL qualifications is available. All learners are effectively encouraged to work towards an accreditation matched to the national curriculum. There are good opportunities for literacy and numeracy learners to progress from entry level to level 2. Learners also progress in other ways. During an observed session, one learner was encouraged to demonstrate his understanding of a mathematical problem by showing his peers how to solve the problem on a whiteboard. Another group of learners learned to summarise an argument, a skill which would enable them to improve their essay writing.

Quality of education and training

90. There is good rapport and respect between teaching staff and learners. Teachers are skilled in rapidly establishing a relationship with their learners, enabling them to feel involved and work productively. This is particularly important in this context, where new learners are constantly joining the learning groups. The positive and inclusive working atmosphere succeeds in enabling learners from very different backgrounds and capabilities to work together effectively. In the social and life skills personal development session, learners are able to talk about their feelings to other learners and their tutor, which boosts their self-confidence. Learners speak highly of their teachers and value their patience and expertise.

91. There is much good teaching on literacy and numeracy courses. Learners are well motivated and fully involved in learning activities. A good variety of teaching methods is used, including whole-group teaching, discussion sessions, and individual and pair work. Most sessions are well planned with schemes of work and topic work being relevant. One learner working towards key skills in numeracy at level 2 was working on a project about the movement of prisoners within the prison. The work was thorough and well detailed. Another group was talking about issues of race arising from a tape recording of the famous Martin Luther King speech. This group also discussed use of language and whether it was inclusive. Good use is made of materials to promote equality of opportunity in a practical way.

92. There is a strong focus on widening access to learning and inclusiveness. Much work has taken place to introduce flexible and open learning, and outreach education classes. This is especially important for learners who feel unable to cope with attending traditional education classroom sessions. Support packs have been developed and a tutorials system is being set up to encourage peer support. Literacy and numeracy classes are held regularly in two workshops, which are well equipped with classroom resources. Sensitive individual support is given to learners who are in employment and also want to improve their literacy, numeracy and language skills. This support is offered on three wings and in the kitchen as well as in the education department.

93. Resources overall are satisfactory. On one wing, good use is being made of ICT. Laptop computers with appropriate software are made available to learners and used enthusiastically. Learners enjoy using programmes to improve their spelling and grammar. These also reinforce the teaching sessions. The laptop computers warn learners when they should take a break for health and safety reasons. ICT is also used in a session in the education department. Learners can widen their experience by improving their basic literacy and numeracy skills through ICT, and also to gain a basic computer qualification at the same time. In the education department, some teaching takes place in classrooms with up-to-date and relevant displays on the walls. The numeracy classroom has an interesting and instructive display on tessellations using African Caribbean hairstyles. Some materials, however, are outdated and the standard of equipment is not always good. The ESOL programmes have inadequate stocks of learning materials. There are no pre-recorded audio cassettes to help learners develop their listening skills, and a very few textbooks for class use or for teachers to photocopy.

The education department identified sizeable numbers of potential learners, particularly those on remand, who are unable to join ESOL programmes in the department building. However, of the seven programmes it provides, three take place on the wing where the need is greatest.

94. Assessment is satisfactory. All new prisoners are given an initial assessment of their literacy and numeracy skills at induction. They are allocated to an appropriate group in the education department where the teacher carries out a more detailed assessment. The literacy co-ordinator has been trained to use the most up-to-date diagnostic materials, and she is to train more staff in their use.

95. Support for learners is satisfactory. Advice and guidance sessions are provided once a week and there is good liaison between the guidance worker and education department staff on any action that needs to be taken. Additional support is provided where needed. A volunteer helps learners with dyslexia and more staff are due to be trained in this work.

96. There is poor planning of individual learning. Most learners have an individual learning plan. New plan documents have been recently introduced but they are not yet being consistently used. This problem was recognised in the self-assessment report. Teachers regularly make detailed records of work carried out in literacy and numeracy classes. They set targets for learners but these lack detail. Teachers and learners do not regularly refer to the targets nor do they consistently update and change them in response to learners' progress. Learners' progress reviews are not always recorded fully. ESOL learning plans have a list of topics the course will cover in an eight-week period. These are the same for all learners in a class, regardless of the point at which they join the programme, or the results of initial assessment. Teachers add further learning targets to individual learners' plans. These targets are too general, and lack detail. They do not include deadlines or milestones to help learners and teachers judge whether achievement is taking place at an appropriate pace. Teachers do not sufficiently plan activities to cater for individual differences. Lessons are usually taught to a whole group. However in most groups, particularly those on the wings, learners have quite varied levels of spoken and written competence.

97. The ESOL provision, including most of the ESOL teaching, is unsatisfactory. Learners are attentive and concentrate hard in most lessons. They generally contribute well when teachers ask them questions. However, most classes focus too narrowly on developing learners' knowledge of formal grammar. They do not give learners sufficient practise to improve their speaking and listening skills. There are poor learning resources for adults. For example, in much of one lesson, learners practised an exercise from a textbook designed for primary school children whose first language is English. Both the content and the illustrations were inappropriate for adult ESOL learners. The opportunities for progression to higher ESOL levels are inadequate. The department only offers programmes from pre-entry to entry level 2. It directs learners who have completed entry level 2 to adult literacy provision. This is not always suitable to those needing ESOL support.

Leadership and management

98. There are self-assessment reports and development plans for all curriculum areas. These have been combined into one report for the education department. It identifies some of the strengths and weaknesses found by inspectors. There is a positive approach to promoting equal opportunities in the department. This is reflected in the staff profile, providing positive role models for learners. There are many positive multi-cultural images on display on notice boards. There is good co-ordination of the literacy and numeracy provision. In the absence of the ESOL co-ordinator, the education department has made temporary arrangements for cover. However there is insufficient ESOL expertise in the department to fully carry out this role. The subcontracting college has beacon status for ESOL, but curriculum links are weak. The self-assessment report identifies the need for effective ESOL co-ordination as a priority.