

INSPECTION REPORT

HMP Wymott

05 December 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.

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Wymott (the prison) is a Category C training prison for adult male prisoners, situated near Leyland, in Lancashire. The prison accommodates 825 prisoners, of whom approximately 460 are classified as vulnerable and 365 are general category C prisoners. The prison is divided into two sections to accommodate the two groups, with duplicate facilities in each. The prison has extensive workshop areas and provides work for almost all its prisoners. The main employers are the large industrial laundry, the engineering and motor vehicle workshops, and the weaving and tailoring workshops. There are good facilities for physical education (PE) which are used by about half the prisoners. The PE department offers a range of courses including sports leadership and coaching qualifications. The education unit provides part-time courses which prisoners are released from work to attend. A total of 486 places is available each week, of which 159 are on literacy, numeracy and language programmes, and most of the rest in social and life skills, information and communications technology (ICT) and creative arts. In addition there are some learners following open university courses and others taking courses equivalent to **general** certificates of secondary education (GCSEs). Education staff also provide literacy, numeracy and language training in the textiles workshop and on the wing for elderly prisoners. Pay rates for prisoners attending education are the same as for those at work.

2. Education, training and work are managed by the head of enterprise and activities, assisted by an enterprise operations manager who carries out the everyday supervision of the workshops. There is also a farm manager who supervises all land-based industry activities, including horticultural training and grounds maintenance as well as the prison's commercial farm. Education provision is subcontracted to a local college, which also holds a contract with another local prison. The education department employs a total of 33 staff. A manager, three administrators, 15 permanent teachers and 14 sectional teachers.

SCOPE OF PROVISION

Engineering, technology & manufacturing

3. Learners at HMP Wymott receive training in textile related skills, general engineering, fabrication and welding, a range of manufacturing processes, lift truck driving and motor vehicle maintenance. Qualifications and training programmes are available in each work area. Key skills are accredited at levels 1, 2 and 3. National vocational qualifications (NVQs) are offered in weaving and tailoring at level 2. In the lift truck area the certificate awarded is a nationally recognised qualification of competence. In engineering there is a one-week generic course in preparation for work. This is externally accredited. Further induction is carried out during the first day in each section, and learners are given initial training before they start work in each section. Over 288 learning places are available across the engineering and manufacturing programmes.

Hospitality, sport, leisure & travel

4. The PE department at HMP Wymott provides a range of training courses and recreational activity both for the category C and the vulnerable prisoners. These include the community sports leader award, fitness instructor awards, an NVQ at level 1 in sport and recreation, an NVQ at level 2 in teaching, coaching and instructing in exercise and fitness, a qualification in football refereeing at grade 3 and a number of personal proficiency awards in various sports and activities. All prisoners completing the NVQ programmes are employed as orderlies in the PE department. Over 55 per cent of the prison population uses the PE department for recreational PE. Facilities include a weight training area, a sports hall, and outdoor sports fields. Staff also provide weight training and cardiovascular facilities on the wing for prisoners who have an identified drug misuse problem. The principal physical education officer is supported by eight other staff. Eighteen prisoners are employed as orderlies in the PE department. The prison kitchen provides work for six life-sentence prisoners, and training in food hygiene for all. The prison is an accredited centre for catering NVQs, and three learners have recently commenced their training programme.

Health, social care & public services

5. There are two aspects of training associated with this area of learning, the laundry and the industrial cleaning workshops. There are two industrial cleaning workshops, one in the vulnerable prisoners unit and the other in the category C part of the prison. Classes of up to 12 learners work towards accredited level one, two and three qualifications in both cleaning workshops. Some learners are qualified cleaning assessors. The laundry is in the vulnerable prisoner unit. It operates as a commercial establishment, processing laundry from eight other prisons, local hospitals and commercial establishments. At the time of the inspection there were 61 learners in the laundry, out of a possible 87 places, and six staff, one of whom is the section manager. NVQ accreditation is in abeyance while the awarding body finalises its requirements for the accreditation of awards.

Humanities

6. There are 327 learners in this area of learning, of whom 51 are on courses in social and life skills, 121 in ICT, 70 in creative arts and 47 in key skills. In addition, 22 learners are following university courses by distance learning, of whom 10 have already gained degrees, and 46 are following Open College Network (OCN) courses at a level equivalent to GCSE in art, history and psychology. All learners attend education for up to five half-day sessions a week: most as part of a wider programme of prison work and training activities. Training is provided in two educational centres, one of which is for vulnerable prisoners, with courses run alternately at each centre. The maximum class size is 12. Social and life skills learners take courses in subjects such as health and safety, cookery, parentcraft, alcohol awareness, art and personal development. Courses are available in ICT to level 1. Key skills accreditation to level 3 is provided in communication, application of number, improving own learning and working with others.

Foundation programmes

7. Literacy and numeracy provision in the prison is subcontracted to a local college, and classes are run for 50 weeks of the year. There are 139 places in literacy and numeracy sessions and 20 places on English for speakers of other languages (ESOL) sessions available each week, with a few learners supported individually in the workshops. Provision includes classes in literacy and numeracy at entry level, level 1 and level 2. There is an outreach class on the wing that houses elderly prisoners, and skills for life courses are offered in a classroom in the textiles workshop aimed at new inmates who may be hesitant about attending classes in the education centre. At the time of the inspection, 131 literacy and numeracy and 16 ESOL places were filled. The provision is led by a basic skills co-ordinator who reports to the education manager and is supported by seven tutors.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	24
Number of learner interviews	103
Number of staff interviews	55
Number of employer interviews	0
Number of subcontractor interviews	0
Number of locations/sites/learning centres visited	1
Number of partner/external agency interviews	2
Number of virtual learner questionnaires considered	0
Number of visits	0

OVERALL JUDGEMENT

8. The quality of education and training at the prison is adequate to meet the reasonable needs of those receiving it. More specifically, training is good in engineering, industrial cleaning, sport, and foundation programmes. General education and land-based training are satisfactory. Leadership and management are satisfactory. The management of equality of opportunity is satisfactory, but quality assurance is unsatisfactory.

KEY FINDINGS

Achievement and standards

9. Most learners at the prison work in conditions and to standards which are similar to those found in outside industry, and in general they produce good work. **Learners who work towards qualifications achieve good results.** In welding, 39 of the 42 learners who have started training since November 2002 have achieved their qualification. On industrial cleaning programmes over 90 per cent of learners complete the course, and

last year all achieved their qualification.

10. Over the past two years, achievement rates for sport NVQs have been very good. All 10 learners who started the level 1 NVQ in the past year have successfully completed the programme. Learners on the football referees and first aid at work courses have also managed 100 per cent achievement, and 82 per cent of those starting the eight-week community sports leader programme have completed it. In horticulture, results are poorer, partly because of disruption to the programme caused by building work. However 139 skills test accreditations have been achieved in the past year, and two learners have achieved NVQs.

11. **In education the results are good. Learners who complete their course generally achieve the target qualification, and demonstrate good skills development.** Between 2002 and 2003, 65 per cent of those attending alcohol awareness courses were retained and achieved the qualification, 75 per cent successfully completed drug awareness programmes and 81 per cent achieved personal development qualifications. Accreditation in literacy, numeracy and language has consistently exceeded the key performance targets set by the Home Office. Of the learners who started between July 2002 and July 2003, 54 per cent of those on literacy or numeracy programmes achieved a qualification at level one or two and 30 per cent are still in learning. Forty-five per cent of ESOL learners achieved a qualification and 26 per cent are still in learning.

Quality of education and training

12. **There are good resources in the prison for accredited training and training for production purposes.** Engineering workshops are large and well equipped with a wide range of fabrication equipment covering the cutting, pressing, metal forming and manufacturing of prison goods such as gates and doors. Horticulture learners can make use of the extensive prison grounds and nurseries producing plants to the standards required by the landscape industry. In industrial cleaning practical resources are good, with a good variety of work surfaces for learners to train on, and well experienced instructors.

13. **The resources for ICT teaching and learning are poor.** There are very few computers in workshops or practical work areas. In the education department most are very old, running obsolete software and operating systems, and subject to frequent breakdowns.

14. **The range of provision is limited in many areas, making it difficult for learners to progress.** In social and life skills most provision consists of short courses at a basic level, with no follow-on courses. Some workshops, including the laundry and engineering contracting, do not offer training leading to qualifications. In others, such as weaving and tailoring, there is very little uptake of accredited training.

15. **In sport the quality of instruction is good.** All awards have their own schemes of work and programmes are planned to help prisoners build confidence, improve interpersonal skills and communication, and enhance self-esteem, while developing their sporting skills.

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16. In humanities most teaching is good. Programmes and lessons are well planned and structured, and teachers use a range of interactive teaching methods which challenge and interest learners.

17. **Teaching and learning in literacy, numeracy and language is good.** Teachers carefully plan teaching and learning sessions, and skilfully develop learners' speaking, listening, reading and writing. Literacy sessions give learners opportunities to learn through activities and participate in whole class discussions. Tutors give good individual coaching and carefully explain and reinforce concepts and skills. There are good progression opportunities for learners, enabling them to move from entry level to GCSE or its equivalent. However, many learners are not receiving help with their literacy, numeracy and language needs.

Leadership and management

18. The leadership and management of education, training and work at the prison is satisfactory. Senior managers set a clear strategic direction which focuses on the resettlement of prisoners, giving a high priority to education and training. A number of initiatives have been successfully launched to involve businesses and other organisations in the training and post-release employment of prisoners.

19. Education provision at the prison is managed well.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- clear strategic direction from senior management
- well managed education provision
- good links with external industry to provide opportunities for prisoners

Weaknesses

- no systematic resettlement arrangements
- limited range of education and training provision
- weak quality assurance of training

Engineering, technology & manufacturing

Strengths

- good achievement rate on lift truck and welding courses
- good acquisition of skills
- good resources

- good support for learners

Weaknesses

- insufficient qualifications offered in machining and commercial engineering
- inadequate cover for absent staff

Hospitality, sport, leisure & travel

Strengths

- good retention and achievement rates on vocational qualification courses
- extensive resettlement work to support prisoners
- wide variety of physical activity programmes
- purposeful management of staff and programmes

Weaknesses

- incomplete quality assurance of teaching and instructing in physical education

Health, social care & public services

Strengths

- good achievement in industrial cleaning
- well-planned training
- good resources
- particularly thorough assessment and monitoring of progress
- good support for learners
- good promotion of equality of opportunity in workshops

Weaknesses

- insufficient opportunities for staff development
- inadequate internal verification process
- insufficient monitoring of training

Humanities

Strengths

- good retention and achievement rates on key skills and social and life skills courses
- good teaching
- positive management action to secure improvements

Weaknesses

- inadequate ICT resources
- insufficient progression opportunities
- insufficient courses to meet demand

Foundation programmes

Strengths

- good achievement at levels 1 and 2
- good progression
- good teaching and learning
- good support for learners
- effective curriculum management

Weaknesses

- some poor attendance
- insufficient provision to meet the needs of all prisoners
- inadequate identification of learners with specific learning difficulties
- inadequate ICT resources to support learning

WHAT LEARNERS LIKE ABOUT HMP WYMOTT:

- the good relationships with staff
- the increase in their confidence through physical activity sessions
- the opportunity to gain useful skills
- the good selection of well prepared food
- the good, relaxed, clean environment
- passing a GSCE in English - 'I couldn't read when I came in'

WHAT LEARNERS THINK HMP WYMOTT COULD IMPROVE:

- the weight training facilities - they would like more
- the range of courses with qualifications that will help you get a good job
- the number of evening classes
- the ICT equipment
- the amount of access to the gym
- the waiting time to get on courses

KEY CHALLENGES FOR HMP WYMOTT:

- draw together the resettlement initiatives to offer a more comprehensive service to each prisoner
- expand the range and quantity of education and training provision to meet the needs of prisoners
- improve the quality assurance of training provision
- improve ICT equipment and provision

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

20. The leadership and management of education, training and work at the prison is satisfactory. The management of equality of opportunity is satisfactory, but quality assurance is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- clear strategic direction from senior management
- well managed education provision
- good links with external industry to provide opportunities for prisoners

Weaknesses

- no systematic resettlement arrangements
- limited range of education and training provision
- weak quality assurance of training

21. Education and training have a high profile at the prison. The governor and his management team have a strong and clear commitment to resettling prisoners in their communities after release, and education and training have a key role to play in the process. This strategy is communicated well to prison staff, and they have a good understanding of the prison's resettlement agenda. Refurbishment of the education department has provided a more attractive environment for learners, and pay rates have been changed to ensure that learners do not lose money through attending education. A new system has been introduced for recording prisoners' needs and progress through their sentence plan. The prisoners have not yet all been entered onto the system, but it is clear that it provides a comprehensive approach to planning and recording progress. Many prisoners are still not involved in education or accredited training. Only half of those assessed as having literacy, numeracy and language needs on entry to the prison actually attend support classes, most of which have waiting lists.

22. The education department is managed well. The subcontracting college delivers over 95 per cent of the contracted hours, and provides well planned teaching in a good range of topics. Approximately 40 per cent of learners are taking literacy, numeracy and language classes. Their programmes are well planned and make use of a good range of methods and resources. The subcontracted college has made particular efforts to improve learners' attendance and achievement, which were poor but have now improved in most areas. The college operates a performance management system in which staff have targets for their learners' retention and achievement rates, which are set

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each year through an appraisal process. The appraisal also identifies staff development and support needs. There is a good programme of in-house staff development at the college, including many courses which specifically aim to improve teachers' classroom performance. Managers at the subcontracted college provide good support for management and quality assurance systems at the prison and have been active in supporting the prison's quality improvement group.

23. As part of the effort to improve resettlement rates, the prison has made considerable efforts to involve employers in the development of training programmes, and to promote their employment of ex-prisoners. A strategy has been developed, to identify a package of support that the prison can provide to employers who wish to become involved. Excellent links have been made with a national utility company, resulting in a training programme at the company's site for six prisoners approaching release, five of whom have gained employment with the company. This success has been well communicated to prisoners and prison staff, in order to raise their expectations of resettlement possibilities. Further links have now been developed with a charity, for lift truck drivers to work in their warehouse; with a local borough council, for garden staff; and with a large engineering company. Almost 50 business leaders attended a meeting at the prison in October 2003, which was attended by His Royal Highness Prince Charles, in order to celebrate the successes of ex-prisoners and their employers, and encourage more employers to consider participation in resettlement.

24. The prison does not have systematic resettlement arrangements. The initiatives with employers have not yet been combined with measures to deal with other significant factors, such as housing and family relationships. The prison recognises that its approach is still piecemeal and does not take an holistic view of each prisoner's employment, learning and other needs. A start has been made through a European Union funded programme which targets a proportion of prisoners in order to help them re-integrate into society after release. The prison's resettlement policy committee has set up subgroups to look at employment and training, but these have not yet met. For many prisoners, there is still little help provided, either to improve employment prospects through education and accredited training, or to help them find employment after release.

25. The range of education and training opportunities does not fully meet the needs of prisoners. Education and work activities are not integrated well. There is some resistance to learning, as prisoners do not see the relevance to the workplace. Teachers visit the weaving workshop regularly to provide individual help to prisoners who might be reluctant to attend the education centre. However this initiative does not operate in the other workshops, and so only reaches a small proportion of the prisoners who need it. For learners who have satisfactory literacy and numeracy skills, a limited range of courses is offered, but most of these, such as introductory cookery or beginners modern languages, do not provide progression routes. There is support for distance learning, including 10 open university students, but there is insufficient level 2 and 3 provision within the prison to meet learners' needs.

Equality of opportunity

26. HMP Wymott effectively promotes equality of opportunity. Clearly written policies exist for all elements of equal opportunities and diversity, including harassment, bullying, diversity and race relations. Policies and complaints procedures are displayed on walls throughout the prison. A high level of respect exists between staff and prisoners. Prisoners and staff receive updates on equal opportunities, diversity and race relations issues. Diversity awareness training has only recently been introduced for staff and few have participated to date. In education, the contracting college has comprehensive equal opportunities procedures, although these are not monitored or evaluated by the prison.

27. The prison has a nominated race relations officer who leads a race relations management team comprising of officers, other prison staff, prisoner representatives and external agencies. Race relations issues are quickly identified and clearly recorded. All incidents are investigated and appropriate action is taken. Data on minority ethnic groups are collected by the prison staff and actions and progress are monitored by the race relations management team, which meets every two months. The race relations officer regularly checks records retained on wings to ensure race, diversity and equal opportunities issues have been dealt with appropriately. In the education department, the retention and achievements rates of learners are not regularly analysed by race or age in order to identify trends or issues.

28. Prisoners' complaints are taken seriously. Information on complaints procedures is made available to all prisoners at induction and is also displayed throughout the prison. When a complaint is made it is logged, and in most cases dealt with quickly and efficiently. The action taken is recorded. However, a few prison officers are still reluctant to deal with complaints made by some prisoners. Provision for prayer is good and accessible for all faiths and religions. A successful diversity week was recently organised, with a number of educational and cultural activities and religious services. Prisoners with special diets are well catered for. All prisoners can access education and work, but there is little provision for those wishing to pursue their learning beyond basic literacy and numeracy. Differences in the pay structure have recently been resolved and learners attending education now receive the same pay rates they would receive at work.

29. There is poor access to the education concourse and the library for individuals with mobility difficulties. At present, none of the learners are affected by this. The prison plans to move the education facility to a larger building with improved access in 2004.

Quality assurance

30. The quality assurance of the training provision at the prison is unsatisfactory. Systems have not been developed to monitor and report to managers on the quality of industrial training. The prison maintains accurate records of the amount of training activity through monthly returns made by each workshop to the enterprise department. These returns include the number of accreditations achieved so that progress towards the targets set by the Home Office can be monitored. However the performance of individual departments is not monitored. Managers do not analyse trends in the results

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achieved in order to identify areas for improvement. Training processes such as planning, review and assessment are not monitored and are inconsistently applied. Individual workshop managers and assessors liaise with external verifiers about the quality of their assessment, but there is no overall system to co-ordinate these processes. There are no mechanisms for identifying or spreading good practice. Some departments have obtained help to develop their training programmes from similar departments in other prisons, but not from other departments at HMP Wymott. Internal verification is weak in some areas, particularly industrial cleaning.

31. The quality assurance of the education provision at the prison is good. There is a thorough and comprehensive set of procedures derived from those of the college, and they are well used to identify weaknesses and promote improvement. All teachers are observed at least twice a year in the classroom, and are given constructive feedback. Each course is reviewed when it finishes, and action plans from the reviews are used in the self-assessment report. Learners' views are obtained through questionnaires and course reviews. Standard documents have been developed and agreed for course and lesson plans, and these are reviewed by team leaders. These measures have ensured that teaching is of a good standard.

32. The prison has not yet established an effective self-assessment process, though progress has been made, and all departments produced a self-assessment report for the inspection. In education the process is well established, using the procedures developed by the subcontracted college. The resulting report is thorough and includes a clear action plan to remedy weaknesses and build on strengths. In the industrial areas the reports provide an overview of activity and list strengths and weaknesses, but there is little evidence to support these and little action-planning. Significant weaknesses, such as the need to close workshops when a member of staff is absent, were not identified. The prison's quality improvement group meets regularly but has not yet established a regular cycle of self-assessment and quality monitoring.

AREAS OF LEARNING

Engineering, technology & manufacturing

33. The quality of training in engineering is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement rate on lift truck and welding courses
- good acquisition of skills
- good resources
- good support for learners

Weaknesses

- insufficient qualifications offered in machining and commercial engineering
- inadequate cover for absent staff

Achievement and standards

34. The achievement rate on lift truck operation and welding courses is good. Lift truck training courses last for one week, with a maximum of three learners on each course. There have been five courses since the inception of the facility in September. One of these was exclusively for vulnerable learners. Of the 15 learners who have completed their training, 14 have achieved accredited certification. In welding a total of 42 learners have started training since November 2002. Three of these were transferred and 39 have achieved at least their level 1 qualification. These good achievements were not identified in the self-assessment report.

35. Learners acquire a wide range of useful work skills through their employment in the prison's production departments. In engineering, goods such as security gates, cell doors and stainless steel fabrications are manufactured for the prison service. The standard of the product is good. In weaving and tailoring, exacting standards of skills are required. Learners meet these standards and weave cloth that is eventually used in the tailoring section to make prison shirts, trousers and uniforms. In motor vehicle engineering, learners become skilled in basic car maintenance, repair and replacement of parts.

Quality of education and training

36. There are good resources in the prison for accredited training and training for production purposes. In the motor vehicle section there are five vehicles. Some are old,

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but they offer a resource that is adequate to meet the needs of learners. There are two vehicle hoists and a range of maintenance tools for learners to use. There is also a tyre repair and balancing section with an adequate supply of tyres on which learners can practice their newly acquired skills. In the engineering training and production sections there is a wide range of fabrication equipment covering the cutting, pressing, metal forming and manufacturing of prison goods. There is also a small machine shop, which is used to support the manufacturing aspects of production, and a classroom which, however, is only accessible to category C learners. The lift truck training facility is small but well planned to satisfy commercial demands and the requirements for accreditation. Prisoners from both sectors of the prison can use this facility, which includes a small classroom. In weaving and tailoring there are many production machines to train learners to commercial standards. All work in the tailoring workshop is carried out to international quality assurance standards. There is also a separate cutting area. The realistic working environment provided by the workshops was identified as a strength in the self-assessment report. Computer resources in the workshops are poor. Learners employed as clerical staff do not use a computer, reducing their efficiency and their opportunity to work towards a recognised qualification.

37. There is good support for learners. There is a general preparation for work course which introduces new inmates to the workshops and raises their awareness of health and safety issues. The relationship between learners and staff is relaxed but respectful, producing an environment conducive to learning. In the welding and tailoring sections, staff give effective support and guidance on portfolio production. The quality of training support material in weaving and in the general preparation for work section is good. In the weaving workshop a small maintenance section has been created. This enables learners to acquire new skills and provide a valued support service. Support was identified as a key strength in the self-assessment report.

38. The teaching of literacy and numeracy in engineering is adequate. Some literacy and numeracy teaching is offered by educational staff in a classroom in the textile workshops. This is additional to that in the education block. There is, however, little use of vocational staff to assist in this, and little integration of work skills with literacy, numeracy and language development. In weaving, two staff have level three key skill awards but pressures of production mean that their skills in this area are not used.

39. Assessment is satisfactory. In engineering, assessment is continuous. In weaving, the assessment of learners' background knowledge is well organised and monitored. Portfolios are generally good and well indexed. One weaving portfolio contained samples of the learner's work. There is no internal verification for the welding qualification.

Leadership and management

40. There are insufficient qualifications offered in the machine shops and commercial engineering sections. This weakness was partially identified in the self-assessment report. In most workshops the focus is on the manufacture of articles for prisons. There is no opportunity for learners to work towards a manufacturing or production

engineering qualification. In the workshop support area, learners have the opportunity to work on a variety of mechanical tasks. However, the experience gained is not used to supply evidence for NVQ accreditation. In the commercial engineering section, learners have no opportunity to work towards an accredited qualification even though they are performing manufacturing operations as part of their normal duties. In the weaving shop there is a great emphasis on production and only eight of the 80 workers are working towards an NVQ, with another 11 waiting to start. In tailoring, only three learners are working towards an NVQ. The progress of three others has temporarily ceased. There are no learners working towards a cutting qualification.

41. Contingency plans for absent staff are inadequate. When staff are absent, training ceases in motor vehicle and lift-truck training, and generic preparation for work. At the time of the inspection, more than half the staff in the tailoring section were absent. This meant that over 50 per cent of learners were unable to attend the workshop. Staff recognise this weakness, but it was not identified in the self-assessment report. Training takes second place to production targets when staff absences occur.

Hospitality, sport, leisure & travel

42. The quality of provision in sport is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good retention and achievement rates on vocational qualification courses
- extensive resettlement work to support prisoners
- wide variety of physical activity programmes
- purposeful management of staff and programmes

Weaknesses

- incomplete quality assurance of teaching and instructing in physical education

Achievement and standards

43. Achievement by learners on NVQ programmes over the past two years has been very good. All 10 learners who started the level 1 NVQ have successfully completed the programme. Sixteen learners have started the level 2 NVQ programme, of whom 10 have achieved the qualification and six are still in learning. The 17 learners on the football referees course, and 53 on the first aid at work courses have also managed 100 per cent achievement. Eighty two per cent of those starting the eight week community sports leader programme have completed it. The fitness instructors' course has a 90 per cent achievement rate. On completion of this course all the learners have either gained jobs outside the prison, gained parole or been re-categorised to a lower category of prisoner. Many national governing body personal proficiency awards have also been achieved along with many prison awards to recognise increasing competence and confidence. During induction to the gymnasium, all prisoners complete a basic kinetic lifting programme and a basic first aid course. Learners make good progress in the development of self-confidence and self-esteem.

Quality of education and training

44. The physical education department has good facilities and provides opportunities for learners to prepare for resettlement by developing their confidence as well as physical fitness. Learners can take personal proficiency and coaching awards at levels that will enable them to gain employment in the leisure industry. Individual prisoners' needs are met through age-group activities. These enable them to play games and complete training programmes with prisoners of their own age. This initiative is well received by the older prisoners, for whom specific programmes are offered to help them retain

mobility, including carpet bowls, yoga and aerobics. Personal health development programmes are offered to prisoners such as those with heart conditions, obesity problems, or without experience of physical activities. All awards have their own schemes of work, and a member of staff is responsible for each programme. A recent initiative aims to identify and deal with prisoners' drug misuse. It includes extensive interviews and the development of well-targeted action plans for participation in activities. The multi-purpose outdoor activity centre is well used to support an offending behaviour programme run by the PE department. This helps learners build confidence, improve their interpersonal skills and communication, and enhance their self-esteem, while also developing team skills. A good pre-release programme is also offered to all prisoners in their last eight weeks in Wymott. It is designed to motivate them and encourage them to participate in new activities to prepare them for the changes they will encounter on release. The department has established a number of good links with external agencies that are used to benefit prisoners on release. This programme is valued by prisoners on both sides of the prison.

45. A very wide range of physical activity is offered to all prisoners from major team games to carpet bowls. All prisoners from both sides of the prison have ample access to weight training and cardiovascular training opportunities. Mixed groups also participate in major games on the sports fields or in the sports hall. Practical training courses are run during the day, with recreational sessions during the evenings and at weekends. Access to specific, relevant and appropriate job-related training is also good. Programmes are well advertised throughout the prison, with opportunities for those learners who wish to progress and develop their skills available through the NVQ courses. New sports programmes and courses are advertised in written and pictorial formats to ensure the information is understandable to all prisoners. Outdoor activities and sports are a major element of the PE regime with regular inter-wing football matches and other competitions. Recently a very successful three-way 'It's a knock out' tournament was held with teams from both sections of the prison and from staff. This was one of the few occasions in which both vulnerable and category C prisoners participated together.

46. PE sessions are well planned and co-ordinated, and assessment procedures are thorough and comprehensive. Staff frequently test learners' knowledge and understanding through good questioning during practical sessions. External examinations are conducted well and learners with additional needs are well supported. Training sessions are well planned and some include attention to learners' literacy and numeracy needs. However, the quality of teaching and instructing by staff is not assured. There are no procedures to ensure staff moderate or observe each other teaching or instructing. Some data on learners are recorded, but they are not analysed or used to identify areas for improvement.

47. The PE staff are well qualified to support all the activities. Several staff also hold physiotherapy and remedial treatment qualifications, enabling an extensive programme of rehabilitation to be offered to staff and prisoners. Resources for physical education throughout the prison are very good. The outdoor sports fields are maintained to a very high standard and used regularly for a wide range of activities. Indoor facilities are well maintained. The weight training area is very heavily used and some of the equipment is

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old but it is fit for purpose. The cardiovascular equipment is limited in quantity but is sufficient to provide a range of different training options. The sports hall is well equipped with a good range of appropriate apparatus. Prisoners may wear their own training kit or use the clothing provided. A bird of prey centre is located on the sports fields and is being developed to hold additional birds. The centre is managed by one prisoner and was initiated to control the pigeon population around the prison. Classroom facilities are very limited, the only classroom is a temporary building situated well away from the sports facilities. Resources in the library are inappropriate and do not support independent study for learners on physical education courses.

48. The prison catering department employs up to 14 prisoners. Eight of these have disabilities and work on their residential wing, preparing breakfast packs for the prison. Six long-term prisoners work in the kitchen. The kitchen is registered as an NVQ training centre, and three learners joined the NVQ programme in the month before the inspection. Because the programme is so new it is not possible to form a judgement about its effectiveness. However, the kitchens provide a good industrial environment for work-based learning, and kitchen staff have been trained appropriately as assessors and verifiers. Staff have regular training to update their knowledge. All prisoners working in the catering department are trained in basic food hygiene, and an induction training pack has been developed for those starting work in the kitchen. The catering department is well prepared to provide the NVQ.

Leadership and management

49. The PE staff are well managed. Each member of staff is given full responsibility for the development of specific activities or work. Operational areas identified in the business plan are allocated to staff along with budget management responsibilities where appropriate. These responsibilities extend beyond the normal physical education activities and include links with education, race relations, community links, remedial team programming, offender behaviour and resettlement. Individuals report progress on their areas of responsibility through regular meetings, and share information about the wider prison responsibilities they hold. Staff resources and facilities are deployed to maximise prisoners' access to sport. Staff work well together and they support each other well. Prisoner orderlies are given responsibility and work very hard, without direct supervision, to maintain the high levels of cleanliness and order required in a physical training environment.

Health, social care & public services

50. The quality of training in this area is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement in industrial cleaning
- well-planned training
- good resources
- particularly thorough assessment and monitoring of progress
- good support for learners
- good promotion of equality of opportunity in workshops

Weaknesses

- insufficient opportunities for staff development
- inadequate internal verification process
- insufficient monitoring of training

Achievement and standards

51. There is good achievement of recognised qualifications on industrial cleaning programmes. Over 90 per cent of learners who start the course complete it, and in the past year all learners who completed the course achieved a qualification. In both sections of the prison, many learners take up opportunities to progress from level 1 to an advanced level 3 programme and then to NVQ programmes. Learners are highly motivated to achieve their qualifications and achieve a good standard of work. They are well aware of the employment opportunities available to them on release.

Quality of education and training

52. Training programmes in industrial cleaning are well planned. From a choice of several units, learners select the most appropriate training programme. There is good guidance from instructional staff at all stages of planning. As a result all training is flexible, and is able to take advantage of work experience opportunities which arise within the prison. Portfolio building, evidence gathering and opportunities for study are built into the training plans. However, vulnerable prisoners have few opportunities for key skills training. In the laundry, all learners new to the section undergo a comprehensive induction that covers health and safety, rules and regulations and manual handling techniques. Instructors train learners appropriately when they enter different sections of the laundry, using good quality training materials which have been produced

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for each of the eight job roles.

53. Practical resources are more than sufficient to meet the requirements of the programme. Instructors are well experienced and set good professional standards. Documents issued to learners are of good quality. The vulnerable prisoners section has won prison awards for the work achieved in the development of the industrial cleaning facilities, which include a good variety of work surfaces for learners to train on. Several learners have been trained by instructors to be qualified assessors. They enjoy the responsibility and provide valuable assistance and support during busy periods of training. There are no ICT facilities in the industrial cleaning workshops. Learners have no access to computers unless they are attending an education programme. There are no separate classrooms in the vulnerable prisoner section for quiet study or background knowledge teaching. Resources in the laundry section are good. It is run on large commercial operation guidelines and provides a realistic working environment, though changes in the national awards mean that no qualifications can be offered at present.

54. Assessment is particularly thorough and effectively planned. A good range of evidence gathering methods is used. Most of the assessments are by direct observation. Job request sheets issued by the prison provide good evidence of the range of work carried out. Learners are encouraged to be responsible for their own progress. They complete a self-assessment at each stage of the programme. Portfolios are well organised, with clear cross-referencing between the different course units. The systems used to monitor the learners' progress are thorough and well presented. Clear wall charts are used to indicate each individual's progress through tasks and units. Any slow progress is quickly identified and new action plans established with the instructor to improve performance. Assessment arrangements in the laundry are satisfactory

55. Instructors provide good guidance and support for learners, and establish good working relationships with them. There is a team approach to learning. Individual support needs are identified at an early stage and any potential problems dealt with before they develop. Initial assessment is thorough. Information gained from prison basic skills testing is forwarded to instructors. A further interview is conducted to identify any prior learning, which can be accredited. Detailed individual training plans are developed as a result of this process. Literacy and numeracy needs are identified at an early stage. All requirements are recorded and action taken either through arranged visits to education or basic skills advisors visiting the sections. The industrial instructors are not involved in basic skills teaching, which does not take account of learners' work experience.

56. Industrial cleaning programmes meet the needs of learners and lead to employment opportunities. Many learners are in a strong position to pursue self-employment as a career. In the laundry, the lack of programme accreditation means that learners cannot gain a vocational qualification. The awarding body suspended the qualification 12 months ago, while the qualification framework is reviewed. No learners have started an NVQ programme since that time. The section manager has identified an alternative awarding body and discussions are in progress to resolve the situation.

Leadership and management

57. Training is well managed at practical course level. Instructors are responsible for their performance and are set targets for achievement of qualifications and production. Training is well planned and good records are kept of learners' progress. However there is little overall co-ordination of NVQ programmes. In most cases, instructors develop their own systems and rely on previous experience to run their sections. There are insufficient opportunities for instructors' development. There is insufficient cover to allow for development activities, so instructors have difficulty in arranging time in industry to update their skills. Instructors have to complete most development work and assessment materials in their own time.

58. Equality of opportunity is strongly promoted to learners in the workshops. There are good displays of supportive marketing materials, with clear reference to examples of harassment and bullying and how to make formal complaints of a general nature.

59. Programmes are not effectively quality assured. There is no planned programme of observations or effective monitoring of training. There are few opportunities to share good practice. There are no formal meetings between NVQ staff in the various workshop areas. Instructors in the vulnerable prisoner section seldom have contact with the cleaning staff in the other prison cleaning section.

60. Self-assessment reports are produced by each department. They are reasonably accurate in their assessment of the provision and informative in describing the resources and provision. There is however, little evaluation of strengths and weaknesses to promote continuous improvement.

61. There are inadequate internal verification arrangements. There is no monitoring and assessment of assessors' performance. Portfolios are verified on completion. There are no arrangements in place for the interim verification of learners' or assessors' performance.

Humanities

62. The quality of provision in humanities and general education is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good retention and achievement rates on key skills and social and life skills courses
- good teaching
- positive management action to secure improvements

Weaknesses

- inadequate ICT resources
- insufficient progression opportunities
- insufficient courses to meet demand

Achievement and standards

63. Retention and achievement rates on key skills and most social and life skills programmes are good. In social and life skills, those learners retained generally achieve the target qualification. In 2002-03, of those attending alcohol awareness courses, 65 per cent were retained and achieved the qualification. Seventy-five per cent completed drug awareness programmes and 81 per cent achieved personal development qualifications. The lowest achievement rate on a social and life skills programme was 53 per cent. Key skills are taught through subjects such as food hygiene, psychology, counselling, art and creative writing. Retention rates on the key skills programmes of improving own learning and working with others are good, and achievement rates are 75 per cent and 100 per cent, respectively. Other key skills courses in communication and ICT had achievement rates between 53 and 60 per cent. Wider key skills subjects had retention and achievement rates ranging between 10 per cent and 53 per cent. Retention and achievement rates on level 1 and level 2 ICT courses range from 3 per cent to 78 per cent. Much work has been carried out to identify reasons why learners leave the course without achieving all their learning goals and action has been taken to improve attendance. Average attendance is now 83 per cent. Timekeeping at lessons is sometimes poor. In one lesson observed, the class was delayed as learners continued to arrive 35 minutes after the lesson was scheduled to start. Lateness often results from a shortage of escort staff in the prison.

Quality of education and training

64. Seventy-eight per cent of teaching observed was good or better. Teachers use a range of interactive teaching methods and bring topical information to the subject areas in order to challenge and interest learners. The overall lesson objectives are made clear to the learners, and all are encouraged to participate. Lessons are well planned and structured. Teachers summarise the main learning objectives throughout lessons to emphasise learning points. Learners are very well motivated and demonstrate good skills development. There are high levels of respect between teachers and learners. Teachers are responsive to the support needs of learners. Learners are very satisfied with their programmes. Staff are well-qualified and have considerable teaching experience.

65. There are effective management strategies to improve the quality of courses. Within this area of learning, there are co-ordinators for creative arts, key skills and social and life skills. Each has produced a detailed self-assessment report and development plan for their area, which is monitored through regular team meetings and by the education manager. The monitoring of teaching by observation is regular and well established. It is carried out by the education manager and by other teaching staff, and has led to improvements in the provision.

66. All learners receive an induction into the education centre. Their literacy and numeracy standards are assessed and individual interviews are used to guide them towards the courses most suitable to their needs. Where literacy and numeracy support is required or additional learning needs are diagnosed, learners are encouraged to take advantage of the support available. Assessment and monitoring of learners' progress are satisfactory. New learners are interviewed by course tutors to identify their starting point. Initial assessment results are used appropriately. Courses are planned effectively using action plans, which are regularly updated. Learners receive regular feedback on their progress and are aware of the targets they have been set. They receive constructive feedback on their work and their progress is effectively recorded.

67. Resources for ICT are inadequate. ICT training is provided in two dedicated rooms. However, the hardware and software is out-of-date and cannot support the requirements of current qualifications. This has restricted the range of learning available. Learners on higher level courses do not have access to ICT for research. The equipment cannot support CD-ROMs or up-to-date software. Learners wishing to study independently have little opportunity to do so. This has been recognised as a key weakness across all the education provision and bids are being made to secure new equipment.

68. There are insufficient progression routes available to learners. Most life skills programmes are only available as 12 week courses with little progression to a higher level. Although accreditation in art and key skills courses includes some level 3 modules, most courses offer only level 2. In ICT, accreditation is currently only available at level 1. There are some opportunities for learners to gain OCN qualifications at a level equivalent to GCSE in art, history and psychology.

69. There are too few courses being run for the number of prisoners wishing to enter

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education. There are considerable waiting lists for some courses, particularly drug awareness with 78 potential learners registering interest. Courses such as alcohol awareness, psychology, ICT, accounts and cooking also have between 57 and 63 learners waiting to start. This has a negative impact on some sentence planning objectives with delays of up to six months and longer before courses are available. Staff absence has resulted in one course being cancelled, further disrupting the programmes available.

Leadership and management

70. Management of the education provision is good. Curriculum management is strong, particularly in accredited courses. There are effective procedures to ensure the quality of teaching and learning and to monitor learners' attendance, reviews and progress. There are effective self-assessment processes accurately identifying areas of strength and weakness. Assessment of qualifications meets awarding body requirements. There is a flexible approach to education provision allowing learners to attend wider prison work and training activities alongside educational activities. Learners on education programmes receive the same pay rates as those in work. However, unemployed prisoners do not receive any additional payment for taking up education opportunities. Equality of opportunity is promoted throughout the education centres. A handbook containing copies of the equal opportunities policies and complaints procedures is provided to learners on starting education. Learners' views are collected at the end of accredited programmes. There are no education facilities available to learners with mobility difficulties at one centre, as it is located on the second floor. There are inadequate arrangements to ensure that vulnerable prisoners have regular visits to the library. Only training in literacy and numeracy is available as an outreach service to house blocks.

Foundation programmes

71. Provision for literacy, numeracy and ESOL is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement at levels 1 and 2
- good progression
- good teaching and learning
- good support for learners
- effective curriculum management

Weaknesses

- some poor attendance
- insufficient provision to meet the needs of all prisoners
- inadequate identification of learners with specific learning difficulties
- inadequate ICT resources to support learning

Achievement and standards

72. All learners have the opportunity to work towards accreditation and the achievement rate is good. Accreditation achievements have consistently exceeded the key performance targets set for HMP Wymott by the Home Office. In the period July 2002 to July 2003, 54 per cent of learners who started a literacy or numeracy programme achieved a qualification at level one or two, and 30 per cent are still in learning. In the same period 45 per cent of ESOL learners achieved a qualification and 26 per cent are still in learning.

73. Learners on literacy and numeracy programmes make good progress and improve their literacy and numeracy skills. There is a high standard of work in literacy and numeracy sessions and in learners' portfolios. In one literacy session learners made very good contributions to a discussion. They were able to express their views and opinions well and could distinguish between fact and opinion. Some learners who enter the prison at entry level make good progress, through level one and onto level 2.

74. There are some poor attendance rates in sessions for category C learners. In two of the sessions observed more than 50 per cent of the classes did not attend. Attendance rates on courses for vulnerable prisoners are good. Tutors monitor attendance and retention and those learners who fail to attend sessions are contacted quickly. Managers carefully monitor learners' attendance. Many absences are linked to problems with the prison regimes.

Quality of education and training

75. Teaching and learning is good. Teachers are well qualified and experienced, and carefully plan teaching and learning sessions. They clearly explain skills such as the use of grammar and punctuation, and use a good range of teaching strategies that engage and motivate learners. Literacy sessions include the development of speaking, listening, reading and writing skills, and give learners opportunities to learn through whole group activities, in pairs or small groups, and as individuals. Teachers give good explanations of concepts and tasks, and use questioning skilfully to encourage learners to participate. There is good checking of knowledge and understanding. Learners are well motivated and often ask for homework. Tutors give good individual coaching. In a level 2 numeracy session, learners worked well together as a team on a well-planned assessment that required them to apply previously learnt skills to a realistic project. It was based on the construction of a swimming pool and involved measuring the area of the building and working out the volume, the number of tiles required and the cost. They drew a scaled drawing to show their answers and produced a tender.

76. There is good support for learners. Relationships between staff and learners are particularly good. Learners and staff demonstrate mutual respect, and the behaviour and attitude of learners in sessions is very good. Staff demonstrate a genuine interest in supporting individual learners and ensuring they make the best use of their educational opportunities while in prison. All learners are allocated a personal tutor who is responsible for setting and reviewing individual targets. All entry-level classes have prisoner volunteer tutors to support learning. These volunteers take part in an externally accredited basic skills volunteer programme to develop their ability to support other learners. Some have taken the British Sign Language course to support learners with a hearing impairment. There is a volunteer tutor on each wing to offer support outside the working day. The education department equips the volunteer with a box of resources to support learning. An intensive reading programme has recently been introduced and prisoners are being trained to provide individual support with reading to implement the scheme. Many of the vulnerable prisoners have very low feelings of self-worth and becoming a trained volunteer helps build their confidence and trust, and raises their self-esteem.

77. Assessment is satisfactory. Initial assessment in literacy and numeracy is used to identify the needs of the learners and to design their individual learning plans. These plans contain appropriate long term aims, and medium and short-term targets that are monitored and reviewed regularly. Learners' work is carefully marked, and they are given constructive feedback, but staff do not always adequately record what individuals have learnt in lessons. Internal verification is satisfactory.

78. There is insufficient provision to meet the needs of all prisoners. Of the 849 prisoners, only 19 per cent can attend a literacy, numeracy or ESOL class during any week. Since most learners need to attend for more than one session a week to make adequate progress, the actual proportion receiving help is lower than this. There are

large waiting lists for all literacy and numeracy courses. Fifty-five per cent of the prison population has been assessed as having a literacy level below level 1, and 66 per cent have a numeracy level below level 1. The prison has recognised that low literacy, numeracy and language attainment is more common among vulnerable prisoners, and has re-organised the provision to offer more sessions to these prisoners than to the category C prisoners.

79. There is inadequate identification of learners with specific learning difficulties. Prisoners are not routinely screened to identify those who may be dyslexic, and diagnostic assessments are not carried out to identify specific needs. Some staff have had dyslexia awareness training, but there is no planned specialist support for learners who may be dyslexic.

80. ICT resources are inadequate to support literacy and numeracy learning. Classes used for literacy, numeracy or ESOL do not all have access to ICT, and the computers that are available are outdated and very slow. There is no interactive software used to enhance learning and promote independent study.

Leadership and management

81. HMP Wymott's curriculum management is effective. There are regular, structured and purposeful team meetings that focus on continuous improvement. The self-assessment report and the development plan are monitored regularly and used to improve the quality of the provision. The college monitors compliance and the quality of the management systems. There is good communication between staff and they effectively share good practice. Annual staff appraisals are used to identify training needs. There is a wide range of staff development opportunities available through the college which has supported curriculum development and national initiatives. Lesson observations are used to identify areas for further staff training and development. Systems for internal verification are satisfactory and meet the requirements of awarding bodies.