

INSPECTION REPORT

HMP Wakefield

14 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 **learn**direct 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 Wakefield

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Wakefield was founded as a House of Correction in 1576 and is situated half a mile to the west of Wakefield city centre in Yorkshire. It was taken over by the government in 1878 and served as a convict prison and then as a local prison until 1945. It then became a training prison for medium- and long-term prisoners. It has functioned as a dispersal prison since 1966 and is the largest dispersal prison in the estate and the largest of three main lifer centres.

2. Wakefield accepts adult convicted male prisoners, Category A and Category B, serving sentences of more than four years. The establishment is a main lifer centre, with particular focus on sex offenders. There are four wings and a separate wing operating as a segregation unit that accommodates vulnerable prisoners on an own protection basis. The wing also incorporates a close supervision centre. One wing in the main prison is currently closed for refurbishment. This reduces the certified normal accommodation to 567 and the operational capacity to 571. The prison currently houses 560 prisoners, of whom 387 are serving a life sentence and 101 are category A prisoners. Approximately 13 per cent of the population of the prison are from minority ethnic groups.

3. The responsibilities of the head of resettlement include the education department, the library, the gym and industries throughout the prison. Industries within the prison comprise engineering fabrication workshop, engineering machine shop, two textile production workshops, a tailoring workshop, Braille transcription and charity workshop/shop. The workshops are staffed by officer instructors, instructional officers and discipline officers.

4. Education provision is subcontracted to a college of further education. The education department is managed by an education manager who, with the deputy education manager, is responsible for a curriculum quality assurance leader, three full-time lecturers, six fractional part-time posts, 18 part-time lecturers and one full-time and one part-time administrator. Classes include literacy, numeracy, key skills, life skills, information and communications technology (ICT), art and English for speakers of other languages (ESOL). Catering training is provided within the main kitchens. Education classes are provided in the close supervision centre and hospital wing.

5. The large purpose-built library facility has an additional reading room and is located within the education department. Learners and prisoners can access library facilities on three evenings and an afternoon. The library is managed by a full-time library officer and four orderlies. The librarian is in attendance on two of the three evenings. Some library facilities are also offered in the close supervision centre and on the hospital wing.

SCOPE OF PROVISION

Construction

6. The prison provides vocational training in plastering. The provision includes nationally recognised solid and fibrous plastering courses to intermediate and advanced level construction awards. There is a workshop with individual booths to accommodate the programme. Attendance is full time and there are sufficient places for 10 learners. At the time of inspection there were seven learners. There is currently one member of staff who is both trainer and assessor. Internal verification is subcontracted to a college of further education.

Engineering, technology & manufacturing

7. Training is provided in a tailoring workshop and leads to a nationally recognised qualification in sewing and textiles. This qualification has replaced a previous one and has recently been introduced. The course covers pattern making, cutting and making sewn garments. Other areas include alterations and repairs. Training is delivered in a small but well-equipped workshop, by one instructor who also assesses learners' work. Learners attend full time and some can attend education on a part-time basis. There are currently eight learners at different stages of the programme.

Business administration, management & professional

8. There are nine learners working towards business general national vocational qualifications (GNVQs), five at foundation and four at intermediate level. Learners are also working towards key skills awards in information technology (IT), application of number and communications at levels 1 and 2. Learners are taught by one of three tutors for business. The programme is full time with four two-and-a half hour sessions each week, one tutorial group meeting and four key skills sessions. There is no teaching on Friday afternoons and no evening classes. The course lasts for 12 months.

Hospitality, sport, leisure & travel

9. There are three learners working towards national vocational qualifications (NVQs) at level 1 in food preparation. All learners are employed full time in the prison's main kitchen. The kitchen is staffed by a principal officer, two senior officers, three prison officers and three civilian catering personnel. In addition there are 23 prisoners working in the kitchen including the three learners working towards the NVQ. All learning and assessment take place in the kitchen.

English, languages & communications

10. The prison provides training in Braille transcription techniques which leads to a nationally recognised qualification in addition to providing a range of commercial products for external organisations. The programme can accommodate up to 20 learners and is staffed by two trained prison officers. Training is provided in a workshop situated on the first floor of the workshop block. Learners take a written exam held in examination conditions and invigilated by one of the training officers. Learner numbers on the training programme fluctuate with the demands of the prison regimes and at the time of inspection there were only nine learners attending the workshop.

Foundation programmes

11. There are 175 learners on foundation programmes. Fifty-six are on part-time programmes leading to accreditation in adult literacy and numeracy awards. Sixteen learners are attending accredited programmes in social and life skills. Twelve learners are following a non-accredited programme in student-centred learning. Eight learners are on an ESOL programme leading to accreditation and 55 learners are working towards discrete accreditation of key skills. Six learners are being supported on the Adapted Sex Offender Treatment programme and nine on alcohol awareness education. A further four learners are receiving support through learning activities in the hospital, and nine other learners are receiving support in the close supervision centre.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	23
Number of learner interviews	82
Number of staff interviews	35
Number of subcontractor interviews	2
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

12. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically HMP Wakefield's leadership and management are satisfactory. Its quality assurance arrangements are unsatisfactory. The approach to equality of opportunity is good as are foundation, construction and English languages and communications programmes. The business administration and manufacturing provision is satisfactory while the catering provision is very weak.

KEY FINDINGS

Achievement and standards

13. **Achievement rates for foundation programmes are good** with 83 per cent of learners gaining a qualification on the social and life skills programme and on ESOL courses. **There is good achievement on construction programmes** where learners are accredited with units towards a qualification where they are unable to achieve a full award. In the **Braille transcription workshop over 75 per cent of learners gained a nationally recognised qualification** in addition to learning to read Braille as an extra skill. **Achievement rates are poor in the tailoring workshop** largely because of the change in qualifications and the delay in accreditation resulting from the change. **There are no achievements of NVQs in catering.**

14. Retention rates vary considerably owing to the pressure of prison regimes and staff carrying out other prison duties such as security. However, **attendance in classes is generally good**, often over 80 per cent, with good management of learner behaviour.

15. **Many learners gain good practical skills** particularly in plastering and tailoring programmes and several have won national awards for plastering techniques and the design of clothing. There are also good examples of learners' work on display in the education centre. Learners produce excellent work in the textile workshops making jackets and waterproof clothing for external sale. The prison has developed its own label and production contracts are good. There is no accreditation of this work to a nationally recognised standard.

Quality of education and training

16. All learning sessions were satisfactory with about 40 per cent judged to be good or better. Most of the good teaching and learning were in the foundation programmes while the least effective sessions were in the business administration programmes.

17. **There is good teaching.** Tutors have appropriate experience and knowledge. **Teaching staff in education are well qualified and appropriately experienced** and work well with learners on an individual basis. This is particularly evident in the close supervision centre where learners participate in cooking activities.

18. In less effective lessons, lesson plans are adequate but do not have sufficient detail about teaching styles and methods. Learning activities are repetitive and the pace of learning is too slow.

19. **There is an inadequate range of business administration and ICT programmes** and learners cannot progress beyond the business NVQ at intermediate level. Apart from key skills in information technology (IT) there are no courses to accredit the computing skills learners develop through other educational activities.

20. **There is a good supply of recreational literature in the library and access is good for all learners. There are, however, not enough books and trade journals to support vocational training programmes and business courses.** The library is open daily and during the evenings and is well staffed. Learners in the close supervision centre and hospital have a supply of recreational material and access to loan stock, with a regular visit from library staff.

Leadership and management

21. There is currently an acting head of resettlement responsible for education, training and work. Interviews are currently being held for the post of head of learning and skills. **There is good and effective management of the education provision**, which is contracted to a college of further education. Teaching staff are appropriately qualified and work well as a team. Senior staff from the college visit the prison regularly to meet with senior prison staff and monitor targets. The prison management has identified the need to develop the range of accredited training.

22. Staff training and development are satisfactory and many staff have completed courses such as diagnostic assessment and dyslexia support. **The promotion and management of equal opportunities is good with a clear equal opportunities and diversity policy.** The prison has not developed a policy for foreign nationals. Access to education is generally good but most of the workshops and the induction shop are situated on the first floor with no lift access.

23. **The strategic management of education and training is weak** with no clear structure for coping with prison regimes and the effect on workshop closure. The senior management is working on redefining the core day and currently works to keep the training and education provision open in preference to workshops working solely on production.

24. **There is an insufficient range of accredited programmes** and where they do exist, in some areas quality assurance arrangements are unsatisfactory. **Assessment practices are poor.** Self-assessment is in its early stages and has not been fully implemented across education and training.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good management of education provision
- good library facilities
- effective management and promotion of equality of opportunity
- effective use of learner feedback

Weaknesses

- weak strategic management of education, training and work
- insufficient range of vocational training programmes
- incomplete quality assurance arrangements

Construction

Strengths

- good achievement rates
- very good work produced by learners
- effective training and support provided by well-qualified and experienced staff
- good range of additional learning opportunities

Weaknesses

- insufficient qualified staff to support programme
- insufficient target-setting for improvement

Engineering, technology & manufacturing

Strengths

- well-managed training programme
- very good standard of work produced by learners
- good support for learners

Weaknesses

- no achievement of qualifications
- insufficient number of qualified staff
- incomplete verification arrangements

Business administration, management & professional

Strengths

- very good learning environment
- effective co-ordination of key skills training and assessment
- good tutorial support

Weaknesses

- poor achievement rates
- insufficient progress reviews
- inadequate business and ICT programmes

Hospitality, sport, leisure & travel

Strengths

- no significant strengths identified

Weaknesses

- poor achievement of NVQs
- poor assessment practice
- no individual learning plans
- no internal verification

English, languages & communications

Strengths

- good achievement rates
- good development of individual learning
- good practical learning resources

Weaknesses

- inadequate use of evidence for key skills
- insufficient staff

Foundation programmes

Strengths

- good achievement rates on social and life skills and ESOL programmes
- good teaching and learning
- wide range of foundation training programmes
- good learning environment

Weaknesses

- inadequate IT resources

WHAT LEARNERS LIKE ABOUT HMP WAKEFIELD:

- helpful and supportive staff
- interesting courses
- safe secure environment
- computer training
- the way the ESOL classes are taught
- 'being able to make my own clothes and making them for my family in tailoring'

WHAT LEARNERS THINK HMP WAKEFIELD COULD IMPROVE:

- management of disruptive learners
- the number of tutors for English
- the provision of evening classes
- the resources for business learning
- the provision of feedback on the learning
- the number of courses on self-employment
- the number of vocational courses
- the provision of flexible learning
- the support for those with poor literacy and numeracy skills

KEY CHALLENGES FOR HMP WAKEFIELD:

- introduce the accreditation of nationally recognised qualifications throughout all the workshops
- review the quality assurance arrangements and develop the system to ensure that all education and training is subject to continual appraisal and development
- become more efficient at moving prisoners from the wings to the workshops
- increase staffing levels to cover classes in workshops when tutors are absent
- improve teaching and learning
- improve training in catering
- improve the outreach programme for literacy, numeracy and language support to include all training departments in the prison
- provide more structured opportunities for staff to share good practice

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

25. Leadership and management are satisfactory. Equality of opportunity is good, but quality assurance arrangements are unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good management of education provision
- good library facilities
- effective management and promotion of equality of opportunity
- effective use of learner feedback

Weaknesses

- weak strategic management of education, training and work
- insufficient range of vocational training programmes
- incomplete quality assurance arrangements

26. There is good management of the education provision. Education staff have regular and productive meetings with prison managers and regime functions. For example, the education manager is a member of the sentence planning board and contributes effectively in identifying the needs of the prisoners. Teaching staff are committed, enthusiastic and work closely in teams. Senior managers from the subcontracted college regularly visit the prison and are available to talk to prison managers during these visits, where contractual requirements, the development of education programmes and quality assurance are discussed. The director of the college responsible for the education provision is a member of the prison's quality assessment group. Extensive analysis of the performance and delivery of the education provision is used to monitor the effectiveness of programmes. This is discussed with prison managers at the regular resettlement meetings. The poor provision of open learning sessions was identified by the education manager as a major barrier to supporting learners. There is well-planned and effective outreach support provided by education staff in the segregation unit. Some classes are cancelled owing to operational reasons and education activities are fully integrated within the prison regime.

27. The library has good facilities. It is a large, well laid out and well stocked with a wide range of books. Users have frequent access to the library which is open three evenings a week and Friday afternoons. Prisoners and learners are allowed up to 20 minutes at least twice a week to choose books during library visits. Learners attending classes have additional access to the library for research purposes. The librarian is in attendance two

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of the three evenings and the library is managed by a full-time prison officer librarian and four orderlies. Users are surveyed regularly for their choice of tapes and CDs to be made available and also for their views on books. Learners from minority ethnic groups have access to publications specific to their ethnicity. Prisoners in the segregation unit do not attend the library, but there is a regular change of books made available for them on the wing.

28. Staff development is satisfactory. All staff have taken part in a wide range of relevant training activities in the past year. For example, staff have completed courses on adult diagnostic assessment, dyslexia support, equality and diversity and responding to diversity. Notices advertising specific education activities are clearly displayed on the wings. Course tutors carry out extensive course reviews every year. The reviews contribute to the development of the self-assessment report. Learners' records are well kept and thorough, containing individual learning plans and details of additional needs and achievements.

29. There is weak strategic management of education, training and work. The prison has a development plan that tackles some of the weaknesses in this provision. However, there is no clear direction or plan for development. The demands of some aspects of the prison regime have a direct and negative impact on the workshop activities. There is no clear strategy in place for providing continuity of training. There are many interruptions to the workshop routines. The necessity to maintain discipline officers at court and to provide prisoner escorts has reduced the number of workshop sessions considerably. There are not enough discipline staff to support instructional officers in the workshops, and managers prioritise which workshops will operate normally. Decisions are taken at short notice and learners are unable to attend workshops regularly. For example, in the past 10 months the textile workshop has been shut down on 160 occasions and operated with reduced numbers 85 times. There is not enough funding for training and managers find it difficult to plan progression training for learners who have long sentences and appropriate programmes for those with shorter sentences. There are not enough meetings between workshop staff and senior managers in the prison and no planning takes place to extend the range of qualifications, train staff and develop the infrastructure required to award relevant qualifications. For example, there is no internal verifier available to ensure that assessment is carried out effectively in the catering department and no training planned to tackle this. There have been recent staff changes in prison management, in particular with regard to the education manager. However, the situation has improved recently with the new appointment of the head of resettlement.

30. There is an insufficient range of vocational training programmes. The key measurable target for workshop delivery is the number of purposeful activity hours to be delivered. There is not enough focus on the achievement of accredited training within the engineering and textile workshops. There are opportunities for accreditation of training to take place but they are not taken. Prisoners carry out purposeful work in a safe environment, producing a wide range of good products, and gain useful skills. However, many learners who receive a lot of training in the workshops and attend regularly for lengthy periods of time are unable to gain qualifications. For example, one

learner who has received training in welding and has worked in the engineering workshops for four years has had no opportunity to gain a qualification for the skills and competences developed.

Equality of opportunity

31. There is effective management and promotion of equality of opportunity. The prison has a clear equal opportunities and diversity policy. Education and training staff have a satisfactory understanding of equality and diversity issues. Numerous posters and information leaflets around the prison provide staff and learners with an understanding of anti-bullying and racial issues. The prison does not have a formal policy for foreign nationals. The officer responsible has good contacts with other prisons and is actively seeking information and good practice to enable the development of a policy to tackle this issue.

32. A nominated prison officer ensures that equality and diversity issues are implemented and complaints are dealt with promptly and effectively. The race relations committee meets every two months chaired by the governor and includes prisoner representation. Data on minority ethnic groups are collected and analysed thoroughly against a number of key measures. The results of the analysis are presented in clear and understandable formats and used to identify areas where the prison has under-representation from minority groups. The officer responsible carries out an investigation of areas of concern and reports back to the race relations committee on actions taken to tackle issues. These are dealt with quickly and effectively.

33. The recent introduction of a new system for registering complaints is a major improvement allowing complaints to be made confidentially and ensuring that they are dealt with effectively. The procedure ensures that all complaints are received by the nominated prison officer who carries out an investigation. There is good involvement of prisoner representatives in tackling these issues. The representatives are closely involved in assisting staff to provide feedback to prisoners and learners on a wide range of equality, racial and diversity issues. Demanding targets are set for the timescale in which officers and managers have to deal with complaints. The prison is currently achieving its targets.

34. There are regular celebrations and displays of religious faiths. In the education department a room is set aside for prayer and displays and activities take place regularly in the library. A thorough analysis of the activities of the prison population indicates that there is a higher proportion of minority ethnic participation taking part in education programmes than there is in the prison population as a whole. Learners who are nearing their release date are identified and encouraged to complete their qualifications and to maximise their achievements before they leave the prison. Education staff are reminded of equality and diversity issues through clear, well-presented statements produced on all schemes of work and lesson plans. There is a well-planned programme of diversity training in the prison with awareness training taking place every week. All members of staff receive a copy of the equal opportunities policy, the race relations policy and the disability policy. The information is updated every six months and the race relations

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policy is displayed in all areas of the prison.

35. A lift is provided in the education department for learners with restricted mobility. However, access to the production workshops and the induction workshop is by stairs only.

Quality assurance

36. There is effective use of learners' feedback. The feedback is good and covers a wide range of issues. Detailed evaluations of the data are collected and presented in a clear format that identifies learners' perceptions and criticisms of the subject areas. The information is used effectively by staff and managers to benefit the learners. For example, learners criticised the frequency of the ESOL provision they were receiving and managers doubled the amount of provision available. Issues raised by learners and the education manager's response on how the issues are being tackled are displayed on notice boards in classrooms.

37. There are incomplete assurance arrangements. The prison does not have an overall quality assurance policy or procedures to monitor the training in the production and vocational training workshops. The education department arrangements for assuring quality are satisfactory and include observation of teaching and learning, annual course reviews and evaluation of learners' views. Education staff work to a quality assurance calendar that is displayed clearly in the staff room. All full-time education staff receive regular appraisal. Part-time staff are not appraised but are observed teaching and are given specific and measurable targets to develop their teaching methods.

38. There are no arrangements in place for the observation of the training taking place in the workshops and kitchens. There is an over-reliance on the external verification by awarding bodies. For example, managers are unaware of the poor assessment in catering programmes and the poor verification in tailoring and catering. One learner on a catering programme has collected evidence for his portfolio over a period of 18 months. External verification has judged that many aspects of the portfolio require improving. Catering staff have indicated to the learner that he should start again and repeat all the assessments previously carried out.

39. Good practice is not shared between the departments responsible for education and training. Managers and workshop staff are not fully involved in developing effective and systematic procedures for quality assuring programmes. Self-assessment was carried out in 2002 from which a development plan was drawn up. The plan was updated in early 2003. Funds have been allocated and arrangements made for management away days to review the 2002 self-assessment report and 2003 development plan. There is a clear process, and a detailed calendar of events that includes a series of training events and a number of scheduled meetings involving staff from training and education departments. The development plan does not identify the incomplete quality assurance arrangements or the poor provision of clear strategic direction focusing on the development of education and training.

AREAS OF LEARNING

Construction

40. Learning in construction is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement rates
- very good work produced by learners
- effective training and support provided by well-qualified and experienced staff
- good range of additional learning opportunities

Weaknesses

- insufficient qualified staff to support programme
- insufficient target-setting for improvement

Achievement and standards

41. Achievement rates are good. Between 1999 and 2001, 10 learners achieved NVQs at level 2. The award then changed to the construction award and in 2002, two learners achieved the full intermediate award and a further two achieved 60 per cent of units towards the award. In 2003, four learners have achieved the full award and one has achieved 50 per cent of the required units. Retention rates have improved from 50 per cent in 2002 to a satisfactory level of 60 per cent in 2003.

42. The standard of work produced by learners is very good. They are taught solid and fibrous plastering techniques as a requirement of the qualification. Within these broad guidelines learners are encouraged to be creative and many have achieved recognition in national awards for design and plasterwork. Using different moulding techniques learners have produced miniature fireplaces and fluted porch columns for dolls houses. Learners are very keen and highly motivated to learn and in one case the prison has supported a learner who is near the completion of a particular unit, by delaying his transfer to allow assessment to take place.

Quality of education and training

43. Effective training and support are provided by well-qualified and highly experienced staff. The trainer/assessor has very good vocational knowledge in plastering techniques from working in the trade and with a training provider. Learning sessions are well

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managed with background knowledge taught alongside practical tasks. There is an adequate and sufficient range of practical training tools. All learners have their own booths to work in to ensure they can work at their own pace without distractions. Learners take pride in their work and work well without direct supervision. Learners keep very well-presented diaries in which they record their tasks. These include coloured drawings of plastering techniques and comprehensive text to support their skill development. The contents are regularly checked by the trainer to ensure details are correct. The evidence also contributes towards their portfolios of evidence.

44. There is a good range of additional learning opportunities. These include repairs to walls and coving, external coverings and suspended ceilings. Some work can be used for higher-level qualifications. Although these are not available within the prison, learners value the opportunity to develop these additional skills. Some learners attend part-time education to develop their literacy and numeracy skills. The tutor plays a significant role in providing support and has developed good work-based assignments to support learners with literacy and numeracy needs.

45. While the trainer is well qualified and experienced and provides extremely valuable support to learners, there is inadequate staffing to support the programme during absences. The workshop is normally closed and learners are set background knowledge tasks to work on in their cells. This causes delays in their practical training.

Leadership and management

46. The leadership and management of the programme are good. The training is well structured to meet the needs of the qualification and the individual learner and allow development of skills. Staff have made significant progress towards improvement of the programme since the introduction of the new award, including extending the range and levels of learning opportunities. One development currently being explored is the introduction of trowel trades to support and complement plastering skills.

47. Although there are excellent records of learners' progress and achievement and strong assessment and internal verification processes in place, there are not enough targets set by senior management to improve retention and achievement to support continuous improvement. Staff are not set individual targets to improve numbers and attendance.

Engineering, technology & manufacturing

48. Learning in engineering, technology and manufacturing is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- well-managed training programme
- very good standard of work produced by learners
- good support for learners

Weaknesses

- no achievement of qualifications
- insufficient number of qualified staff
- incomplete verification arrangements

Achievement and standards

49. There have been no achievements of qualifications since 2001, although retention rates are very good at over 80 per cent, largely because of the change in qualification accreditation. The prison has only recently been accredited. There was good achievement of NVQ at level 2 before the change. Staff are currently working on matching competences to the new qualification. Several learners have achieved more than the required level of competence and are producing very good standards of work, for example the design and manufacture of complete suits. However, currently there has been no assessment against the new standard. Many learners have produced work which has been recognised by national design awards and despite their length of sentence, in many cases they have produced clothes that are sent out to relatives or prepared ready to wear upon release.

Quality of education and training

50. Learners produce work to a very good standard. They are encouraged and well supported to be creative. One learner was able to influence his designs to reflect his own culture and style. This proved to be a highly motivating influence and the learner was keen to progress and develop other skills. Learners keep all of their work in a portfolio and clearly understand their progress. They are proud of their achievements and often use their work as examples to support each other's progress.

51. Learner support is good. The trainer has extensive knowledge of the trade having been a master tailor and worked in the industry for many years. He has also helped to

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develop the standards for the various qualifications. The training is practically based and while there are no formal teaching sessions to support learning the trainer is constantly checking and confirming learners' understanding. Learners are able to recall types of cloth and materials at a very early stage in the programme and talk about which materials are best for certain cuts. The trainer uses humour well and provides discrete support for literacy and numeracy when required. All of the learners are able to work with minimal supervision.

52. The tailoring workshop has a satisfactory range of resources including tailor dummies and well-maintained sewing machines. The programme is designed to take learners through the basic stages of pattern making, cutting and sewing. Initial assessment is based on an interview and learners who demonstrate an interest are able to join at any time. Those who already have relevant skills are able to move quickly onto more difficult tasks while others are supported to work at their own pace.

53. The trainer uses good handouts and informative textbooks to support the learning and learners are encouraged to keep a notebook of handwritten descriptions and drawings as a source of reference. Text and pictures are of a good standard. There is an excellent supply of modern reference books in the library and learners make good use of them, at times using them for study in their cells. Some learners with learning difficulties attend part-time education classes to improve their literacy and numeracy skills through key skills lessons. They are able to achieve key skill qualifications at the same time as learning self-employment skills in tailoring.

Leadership and management

54. The training programme is managed well. The programme is well run and attendance is good when regimes allow. Learners' progress is monitored well and there are good records of progress. At the time of inspection no internal verifier had been identified but there were plans to use one from the education department who had skills in arts and crafts. This was acceptable to the awarding body but processes have not yet been put in place to support the assessment process. There are not enough qualified staff to cover absences.

Business administration, management & professional

55. Learning in business administration, management and professional programmes is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- very good learning environment
- effective co-ordination of key skills training and assessment
- good tutorial support

Weaknesses

- poor achievement rates
- insufficient progress reviews
- inadequate business and ICT programmes

Achievement and standards

56. Achievement rates are poor. Thirty-five per cent of learners achieved a qualification in 2001-02 and 42 per cent achieved in 2002-03. The number of learners has decreased over the past two years, but the achievement rate has increased. Retention rates are satisfactory, although these vary with the prison regimes. The education department maintains records of the reasons learners withdraw from the course. The standard of work is satisfactory with some learners producing very good notes in their files and good assignments. Several learners achieve a merit for their assignments. Summary data are available for key skills achievement on this course but have been recorded separately with key skills data, not with data for GNVO business. This was not recorded by the tutor at the time of inspection.

Quality of education and training

57. The learning environment is very good. Classrooms are bright, clean and have well-maintained furniture and fittings. There is adequate space for learners to work. Classroom management is good and learners are punctual for lessons. There is a particularly good wall display in one classroom with contributions from the learners. It includes current business news articles, equal opportunities information and examples of personnel and training documents. Learners receive a copy of a standard textbook. There is a selection of business books in the library but some are not up to date. There are no business or management journals available to learners. The main business classroom has two computers with modern office software but there is no internet

access. New computers have recently been installed in other classrooms and are being used well by learners. However, learners are currently unable to access additional business modules and case studies from the network owing to a technical problem.

58. Key skills training and assessment are co-ordinated effectively into the business teaching by the tutors. There is good emphasis on communication and IT in lessons. There is not enough coverage of application of number, however. Learners produce work for the business programme, which is also used for the key skills assessment. Discussion on key skills uses relevant examples such as writing a letter to an external employer for information about their company. The way the letter is composed and the content meets both communication and IT key skills assessment and the business NVQ requirements.

59. Learners receive good tutorial support. Tutors have good working relationships with learners and lessons are good. Most learners are well motivated and provide good peer support. Some tutors spend too much time with individual learners. Learners clearly understand the course structure and the assessment criteria.

60. Teaching and learning are satisfactory. Lesson plans are adequate but some are inadequately detailed and do not identify specific methods, media, targets, timing or how the lesson is evaluated. In the better lessons, learners are fully engaged in their learning. Tutors are knowledgeable and provide professional handouts and a good range of activities for learners at all levels. Tutors provide helpful feedback to individuals on their assignments. In the less effective lessons, some learners are not sufficiently engaged, discussion is allowed to digress from the topic, activities are sometimes repetitious and the pace of learning is too slow.

61. There are insufficient progress reviews. Reports are produced by the tutor once a term for most learners, as a contribution to the annual sentence planning. Apart from the report, there is no frequent and meaningful discussion about progress towards the qualification, key skills training, independent research or discussion of any potential or existing barrier to learning. Formal records on learners' progress are not always shared between the key skills tutors and the business tutors. Learners receive certificates when they complete the qualification but there is no recognition or celebration of short-term achievements. Some learners leave the programme without any recognition of learning success. There is no overview or summary report of the key skills qualifications and the numbers and level of achievement. Some course tutors have their own records for monitoring individuals' progress but they are not shared between staff.

62. The range of business and ICT programmes is inadequate. Learners cannot extend their learning beyond the business NVQ at intermediate level. There are no other business courses available such as administration or self-employment. Apart from IT key skills training there are no courses to accredit the computing skills which many learners have developed as part of their existing learning. Two learners are working towards key skills at level 3. Learners generally enjoy the programmes, demonstrate purposeful activity in lessons and gain useful social skills. In 2002-03, learners designed and produced two good business games, which when played are used to reinforce business

principles and encourage good teamworking. Production of the games was used as key skills evidence, but has not been accredited. Most learners work well together and support each other's development and understanding of business issues such as sole trading, costing and legislation responsibilities such as health and safety and the Disability Discrimination Act 1995.

Leadership and management

63. The management of the business programme is satisfactory. Staff are suitably qualified and experienced. There is frequent staff training and informal sharing of information about learners and course development. Tutors are observed once a year by education managers and they receive clear feedback that is recorded and used to identify further training. The business course and key skills are reviewed each year as part of the systematic quality assurance system. Tutors identify strengths and weaknesses based on formal and informal feedback from learners, external verifier reports and the assessment results. Staff use results of the course review to develop the self-assessment report.

Hospitality, sport, leisure & travel

64. Learning in hospitality is very weak.

The following strengths and weaknesses were identified during this inspection:

Strengths

- no significant strengths identified

Weaknesses

- poor achievement of NVQs
- poor assessment practice
- no individual learning plans
- no internal verification

Achievement and standards

65. There is poor achievement of NVQs. In February 2002, eight learners registered with the awarding body and have worked towards the food preparation and cooking NVQ at level 1. Five learners left the programme without achieving any units. Of the three who remain, no units have been appropriately assessed. The last recorded formal assessment took place in April 2003, seven months before the inspection. No formal internal verification has taken place since the learners were first registered.

66. All prisoners who enter the kitchen environment are required to achieve the basic food hygiene certificate. The education department runs the basic food hygiene course for all areas of the prison including the main kitchen, other workshops and for prison cleaners. Communications between the kitchen and education in this respect is effective. Retention on the basic food hygiene certificate is satisfactory at 86 per cent and 77 per cent for 2001-02 and for 2002-03, respectively. Of the 95 prisoners who sat the exam, 99 per cent passed on their first attempt.

Quality of education and training

67. All prisoners have a literacy and numeracy skills assessment as they enter the prison and the results of the assessment are routinely held on file in the education department. There is no systematic communication between the main kitchen and the education department in respect of the outcomes of learners' initial assessment. Of the eight learners who started the NVQ, two were subsequently identified as requiring additional literacy support. This was identified at a sentence planning review board. NVQ assessors in the kitchen were quick to engage the support of the education department

which was able to provide effective support.

68. Resources are satisfactory. All training occurs within the operational kitchen environment, which is appropriately equipped, clean and hygienic. Prison service procedures for hygiene and risk assessment are fully complied with. Training for learners on dangerous machines is systematically recorded. All learners have been issued with textbooks that were developed to support the NVQ at level 1. The prison's main kitchen holds a small stock of other practical cookery books for learners. The prison's main library also holds a small stock of food preparation books, although some are not up to date.

69. Assessment practice is poor. In the kitchen there are three prison officers who hold appropriate assessor qualifications but are not supported in this role. Assessors do not understand what work they have to do. The last recorded formal observation by an assessor was in April 2003. Assessment records are poorly maintained and do not contain sufficient information to confirm learners' competence. An awarding body external verifier visited the prison in September 2003. He reviewed a portfolio which the assessor claimed to be 75 per cent complete, although no units had been internally verified. The external verifier rejected all of the assessments as invalid. The learner now has a new assessor and has been informed that he will have to start the qualification again.

70. There are no individual learning plans. This was identified as a weakness in the self-assessment report. The related development plan identifies the introduction of individual learning plans in the kitchen as a high priority area for implementation. An individual learning plan proforma has been developed between the kitchen and education staff, although it has not yet been administered to learners.

Leadership and management

71. Leadership and management are very weak. There is no internal verification. At the time the prison sought approval from the awarding body to register learners for the food preparation and cookery NVQ at level 1, there was no identified internal verifier. The prison had been in discussion with an internal verifier from another prison and had plans to make a formal agreement to provide internal verification. The current situation has remained unchanged since February 2002 and has been recorded as requiring urgent remedial action during two separate visits by the awarding body's external verifiers.

72. There is no internal verification, a weakness not identified in the self-assessment report. The report did identify that there were not enough staff to help learners' progress or enable more learners to join the programme. There is currently no internal verifier for the NVQ at level 1 in food preparation and cookery. The prison is in the process of recruiting an internal verifier.

English, languages & communications

73. Learning in English, languages and communications is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement rates
- good development of individual learning
- good practical learning resources

Weaknesses

- inadequate use of evidence for key skills
- insufficient staff

Achievement and standards

74. There is good achievement on the Braille transcription programme. Since 2002, 14 learners have achieved the qualification. One learner has achieved it in two months, while most achieve within seven months. Two learners have not been entered as they moved to other establishments, and four are still in training. The examination has been developed for prisons. Although there are stringent invigilation requirements, learners can sit the examination over a period of five days to allow for regime movements such as court appearances and visits. The retention rate is satisfactory. The workshop is staffed by qualified prison officers. However, the workshop is often closed owing to staff shortages elsewhere in the prison and learners are often left in their cells during long periods of closure. In addition to providing training for learners, the workshop has commercial contracts for schools and colleges. The standard of work produced by many learners is very good. Work includes written, diagrammatic and pictorial representations all of which are completed to the standard demanded by customers. In one case learners produce a weekly television programme journal for private customers.

Quality of education and training

75. There is good development of individual learning. Learners start working on a Braille typewriter as soon as they enter the programme. They are given comprehensive workbooks which are easy to follow and which take the learner through the process in well-defined stages allowing unlimited practice. Most learners are able to read Braille in a relatively short time and this provides them with the extra skill needed to develop their proofreading ability. Learners are able to explain the techniques with confidence. While the learners are able to learn at their own pace and develop independent learning skills,

the trainer provides good individual support where required. A range of commercial contracts helps learners develop with confidence and progress rapidly. Those learners who do not want to learn the Braille transcript techniques engage in thermoforming and copying tasks.

76. There are good practical learning resources. There is an excellent range of resources such as computer software to enable material to be scanned and adapted into Braille. This requires learners to have very good concentration and understanding of the principles and requirements of Braille transcription, for example what works well in transcription, and how pages should be laid out. Learners work well with each other to make the best use of the resources and support each other in learning IT skills.

77. Although learners develop their skills effectively and produce good work, there is not enough use of their IT and problem-solving skills as key skills evidence. Learners make good progress in improving their own performance and this evidence is not always formally recorded.

Leadership and management

78. Leadership and management are good, but there is often an insufficient number of staff to cover for those taken off for other prison activities. This restricts the number of prisoners in the workshop and the times the workshop is open. The workshop is often closed. When staffing levels are limited or no discipline officers available, prisoners with high security status are unable to attend. Workshop staff work well to secure commercial contracts but there are times when contract deadlines are difficult to meet and learners are unable to take advantage of training opportunities.

Foundation programmes

79. Learning in foundation programmes is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement rates on social and life skills and ESOL programmes
- good teaching and learning
- wide range of foundation training programmes
- good learning environment

Weaknesses

- inadequate IT resources

Achievement and standards

80. Achievement on social and life skills and ESOL programmes is good. In 2001-02, 73 per cent of learners gained a qualification and in 2002-03, 83 per cent gained a qualification. In 2002-03 on the ESOL programme, 83 per cent of learners gained accreditation, and all learners achieved a qualification. All foundation provision leading to accreditation showed a rising trend between 2001-02 and 2002-03 except for literacy and numeracy. However, this fall was directly associated with the changeover to the new literacy and numeracy awards. This situation is currently being remedied. Of those learners who were entered in 2002-03 for accreditation in literacy, 95 per cent were successful. However, of those entered for numeracy qualifications, only 47 per cent gained accreditation.

Quality of education and training

81. There is good teaching and learning. All the sessions observed were satisfactory or better, with a good proportion being good or better. Working relationships between tutors and learners are good. Learners work well on the set tasks. They work effectively individually, in pairs and in groups. One learner has kept a diary since coming to the prison to monitor how his writing and reading have improved. Another learner is now able to write letters to his solicitor. Sessions are well planned, and in better sessions, tutors use a range of methods to stimulate and maintain the interest of learners. Tutors are appropriately qualified and have a range of skills and knowledge that are utilised well across the programmes. They adapt their approaches to meet the needs of learners in a range of settings, including working in the hospital and in the close supervision centre.

82. There is a wide range of foundation programmes. Accreditation is available in both the adult literacy award and the adult numeracy award, at entry level 1, 2 and 3 and at level 1, with progression beyond foundation level. An accredited ESOL programme is provided, and this has recently been extended from one session a week to two, in response to learner feedback. There is accredited social and life skills provision, and a non-accredited student-centred learning programme designed to increase self-esteem and communication skills. Learners can have accreditation in key skills as a discrete programme. Progression through foundation programmes is encouraged, and there are further progression opportunities onto the Access programme which includes general certificate of secondary education and Open University provision and open learning.

83. There is a good learning environment. Teaching rooms are well maintained. Furniture is in good condition. The rooms are of an appropriate size for most groups, but there is not enough space for some of the larger literacy groups. There are excellent displays of learners' work. Learners and tutors have access to a good range of learning resources. Most of the curriculum resources are well produced and are cross-referenced to the core curriculum. However, not all handouts are appropriate. For example, one case study referred to out-of-date qualifications. There are reference books in the classrooms as well as books to support project work and further study. Learners can also access the library, which is adjacent to the teaching rooms, and monthly library visits are timetabled into the programme. Facilities for learners away from the education block are less conducive for learning. This applies to sessions taught in the workshop to those attending the induction programme, and to those in the hospital.

84. Assessment and monitoring of learners' progress are satisfactory. All those entering the prison are assessed for literacy and numeracy levels. All who have literacy and numeracy needs have this identified as part of their sentence plan. Once on programme individual learning plans are prepared for learners. The current system is adequate. However, an improved system has been devised that is more appropriate to the prison context. There are plans to introduce this as a generic document across both education and training, and guidelines for tutors and trainers have been produced. Learners on literacy and numeracy programmes have a progress review that takes place after 30 hours' attendance. The review checks on progress and the achievement of targets and further targets are agreed. After each course session, a session log is completed in which learners take responsibility for entering what they have done and what they intend to do in the subsequent session.

85. Support for learners is satisfactory. Basic skills staff are timetabled into the induction programme that all prisoners attend for the first 12 weeks of their sentence. Those who have been assessed as having literacy and numeracy needs are invited to attend sessions which begin to tackle their needs and also act as a bridge to the main provision. The sessions give the tutors an opportunity to give potential learners information about the programmes and to begin to build working relationships. However, pressure on course places can cause some delay in learners accessing programmes. The number of learners in literacy and numeracy sessions sometimes exceeds the Basic Skills Agency's advised upper limit of eight. Basic skills staff have had diagnostic assessment training. However, relevant materials in hard copy have not yet been received. On the student-centred

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learning programme, course members and the tutor are currently learning signing to support a learner with severe hearing difficulties.

86. IT resources are inadequate. In April 2003, each of the classrooms used for literacy and numeracy sessions had installed two up-to-date computers for learners. Computers were only installed in the education department two weeks prior to inspection. However, appropriate software has not yet been installed on these machines and they are not yet effectively supporting the learning of those attending provision, or providing an appropriate teaching resource. The inadequate provision of IT to support learning on literacy and numeracy programmes is identified in the self-assessment report.

Leadership and management

87. Foundation programmes are managed satisfactorily. The former head of the literacy and numeracy programme has recently been appointed as curriculum leader. The acting head of basic skills is currently on a half-time appointment and is assisted by a new 0.8 appointment. The remaining foundation programmes are led by full-time members of staff with multiple functions. Communications within the foundation team are satisfactory. Departmental staff meetings are held on a weekly basis, and are attended by programme heads and several part-time staff. Minutes of these meetings are posted on the staff room notice board, and staff are asked to sign when they have read them. Meetings of the course teams are held termly or more frequently if appropriate and part-time sessional staff are required to attend as part of their contract. However, some staff do not attend, an issue identified in the self-assessment report. The self-assessment report for the department identified a number of weaknesses that have subsequently been wholly or partly rectified. Assessment and internal verification processes for foundation programmes leading to accreditation are satisfactory. There are adequate numbers of staff qualified as assessors and verifiers, and sampling procedures are appropriate. Staff are appraised annually and have access to appropriate staff development opportunities. Staff on the literacy and numeracy programme have been supported to attend training linked to the implementation of the core curriculum and the new awards, and in diagnostic assessment.