

INSPECTION REPORT

HMP Wandsworth

21 May 2004



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

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
- **learndirect** provision
- Adult and Community Learning
- training 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

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 Wandsworth

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Wandsworth (the prison) is a Category B local prison for men, situated in southwest London. It receives its prisoners from eight local magistrates courts and three crown courts. It is also the national repatriation centre for British prisoners convicted of offences abroad who have applied to serve their sentences in Britain. The prison has an operational capacity of 1,461, and its total population during the week of inspection was 1,441. Of these, around 270 were unconvicted and approximately 300 were vulnerable prisoners (VPs) housed separately from the rest of the prison population. A small number of other prisoners are allocated to the prison in the short or medium term. The remainder of the prison's convicted population is awaiting allocation to an establishment in which they will serve most of their sentence. The regime for prisoners is centred around work, education, training and treatment. Most prisoners are engaged in purposeful activity where possible for 25 hours a week, over 10 sessions. Education programmes take place every weekday, with all prisoners entitled to attend at least two sessions of two and a half hours. Some prisoners are engaged in full-time work and some are able to combine training with work activities. All prisoners who attend education classes do so part time. VPs take part in separate work, training and education activities. Unconvicted prisoners are not required to engage in work, training and education activities but may choose to do so.

2. The prison's head of learning and skills is a member of the senior management team and has overall responsibility for education and training and for the library contract. He was appointed in January 2004 and reports to the prison's head of resettlement. A further education college delivers education in the prison. The education manager at the prison is the college's on-site representative and is supported by a deputy education manager, nine full-time members of staff and a range of part-time, sessional tutors. Seven of the full-time and one part-time member of staff are curriculum co-ordinators. The library service is provided by the local authority and includes one main library, one in the vulnerable prisoner unit (VPU) and a small provision in C wing which opens for only one session per week. The library service is staffed by two full-time librarians and three part-time assistants. The head of resettlement has overall line management responsibility for prison staff who supervise workshops and provide work-based learning.

3. The main focus of the education department is the provision of programmes in literacy, numeracy, English for speakers of other languages (ESOL) and key skills, some of which are delivered through courses such as cultural and world studies, and the arts and which also offer Open College Network (OCN) qualifications. The prison also offers programmes in information and communications technology (ICT) and a range of short accredited courses in sports and fitness instruction. Prisoners are offered opportunities for work in the laundry, the textiles and tailoring workshops, and the brush shop, where they complete outside production contracts. Prisoners also work in the prison kitchens. No vocational training is offered in these areas. Other prisoners work as orderlies in areas such as the prison hospital, gymnasium and library. Production work is carried out in the

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electrical assembly workshop, where it is planned to introduce accredited training. Currently, prisoners in this area are working on key skills qualifications. The industrial cleaning workshop can accommodate up to 12 prisoners who follow a two-week foundation course in cleaning accredited by a national institute of cleaning sciences. Some learners are able to work towards accredited qualifications at levels 1 and 2.

4. Approximately 43 per cent of the prison's population is from minority ethnic groups. Twenty-five per cent of prisoners speak English as an additional language.

SCOPE OF PROVISION

Engineering, technology & manufacturing

5. The prison has three workshops in this area: electrical assembly, bicycle maintenance and information technology (IT) maintenance. Of these, only the electrical assembly workshop is currently operational. It can accommodate 15 learners each session and 12 learners are currently attending for training. The prison has not yet taken a decision on the precise qualification which the learners will work towards. Learners are currently receiving informal training to complete external production contract targets and are working on the key skills qualification in communications. The other two workshops in this area are still under development. Teaching accommodation and facilities are now available but teaching staff are either yet to be appointed or about to return from leave to start the training programmes. The bicycle maintenance workshop can accommodate 15 learners, and the IT maintenance workshop 12 learners. The programmes have been planned to replace other, less-challenging workshop activities and to offer accredited qualifications.

Information & communications technology

6. One hundred and twenty-two learners are working in two IT workshops in the prison, 78 of these in the VPU and 44 in the main prison. The VPU IT workshop can accommodate 18 learners and the main IT unit has workstations for 40 prisoners. Both workshops are well equipped with up-to-date software and hardware. Ninety-eight of the IT learners across both workshops are following an introductory computer literacy course, and 15 are following a computer literacy and business technology course. Nine learners are following other non-accredited courses. Learners are required to have literacy and numeracy skills at or above level 1 before starting any IT course. All learners start with the introductory skills computer literacy course before progressing. Most learners attend IT classes for three half-days a week. The IT department has no provision for literacy, numeracy, language or key skills support.

Hospitality, sport, leisure & travel

7. Learners are able to participate in a range of physical education (PE) activities which include weight training, basketball, circuit training, badminton, volleyball and other sports. These activities take place in a sports hall and two fitness rooms. PE is organised on a weekly timetable which includes early evening and weekend sessions. Learners can apply to work towards a number of short course qualifications such as the community sports leaders awards, national weight lifting association leaders awards, a first aid at work certificate and a national vocational qualification (NVQ) at level 2 in fitness instruction. The prison does not have approval to offer NVQs in sports but this is offered at the prison by a national training provider. The physical education officers (PEOs) deliver all the teaching and assessment for this programme but registration, verification and certification are arranged by the training provider. The prison delivers each short course once a year.

8. The 12 staff responsible for training are all PEOs. Of these, four are qualified assessors and one is an internal verifier. Twenty-two learners are currently working towards the level 2 NVQ in fitness instruction. The prison has 11 gym orderlies, two of whom are working towards the fitness instructors NVQ. The qualification is run over a 13-week period on four mornings a week. At the end of the programme learners are able to continue training to gain a spinning instructors award and a first aid at work certificate. A weekly, one-day PE induction takes place and up to 50 learners participate in each session. Two certificates are awarded for attendance at the induction session: a manual handling certificate and an emergency first aid certificate.

Visual & performing arts & media

9. Fifty-five learners are following arts programmes in the main education centre and in the VPU. Programmes are only available during the day over nine sessions a week, and all the art courses have waiting lists. Learners can participate in visual art, drama, film studies, creative writing and music. Twelve part-time tutors are employed to teach in this area, but no art co-ordinator is in place to plan and manage these activities. The prison has two dedicated visual arts rooms. All other activities take place in classrooms in the education department. One OCN visual arts award is offered at levels 1 and 2. All other courses are non-accredited. Many of the programmes offer the opportunity to work towards key skills qualifications. Learners can join courses at any point in the programme following a voluntary assessment of their literacy, numeracy and language skills. Tutors and external agencies provide additional project activities alongside the sessions offered by the education department.

Foundation programmes

10. Seventy-five learners are following foundation courses in literacy, numeracy and ESOL in the education department. Many learners are taking part in more than one course. The provision is delivered in the main education unit, the VPU and through support within workshops. Key skills qualifications are also offered, but these are delivered in workshops alongside vocational training. Five co-ordinators are responsible for literacy at entry level and levels 1 and 2, numeracy, ESOL, and social and life skills. On induction all prisoners complete a basic screening assessment in literacy and numeracy.

ABOUT THE INSPECTION

Number of inspectors	7
Number of inspection days	29
Number of learner interviews	88
Number of staff interviews	25
Number of subcontractor interviews	23
Number of locations/sites/learning centres visited	1
Number of partner/external agency interviews	3

OVERALL JUDGEMENT

11. The quality of provision is not adequate to meet the reasonable needs of those receiving it. More specifically, the prison's leadership and management are very weak. Its arrangements for quality assurance and its approach to equality of opportunity are unsatisfactory. Training is satisfactory in ICT but unsatisfactory in engineering, technology and manufacturing, and visual and performing arts. Training is very weak in hospitality, sports, leisure and travel, and in foundation programmes.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management		5
Contributory grades:		
Equality of opportunity		4
Quality assurance		4

Engineering, technology & manufacturing		4
Contributory areas:	Number of learners	Contributory grade
Electrical engineering		
- Other government-funded provision	12	4

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Other government-funded provision	122	3
Hospitality, sport, leisure & travel		5
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Other government-funded provision	22	5
Visual & performing arts & media		4
Contributory areas:	Number of learners	Contributory grade
<i>Arts</i> - Other government-funded provision	55	4
Foundation programmes		5
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> - Other government-funded provision	10	4
<i>Literacy and numeracy</i> - Other government-funded provision	65	5

KEY FINDINGS

Achievement and standards

12. **ICT learners in the VPU attain good skills.** ICT learners in the main and VPU suites make good progress on courses and develop good learning skills. Many learners have completed the full range of courses on offer and are now developing their skills and competence further.

13. Sport and physical education learners demonstrate sound practical skills. A range of short coaching courses are available but relatively few of the overall prison population have access to these. During the previous nine months 10 prisoners obtained the level 2 NVQ in fitness instruction, 17 prisoners achieved the community sports leader award and eight achieved the national weightlifters association leader award. The success rate for achievement of these qualifications was around 56 per cent.

14. **Art learners attain good technical skills** and are able to use appropriate materials

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confidently and sensitively. Learners offer constructive criticism to each other and **show good development of communication and social skills**. They have few opportunities for accreditation. The one accredited programme has only recently been established and no achievement data for it is available.

15. The achievement rate for accredited awards in literacy at level 1 is satisfactory for those learners who are given the opportunity to take these qualifications. Achievement rates in literacy at entry level 1 are poor. Only six unit achievements were obtained by 122 learners. Learners' portfolios contain evidence from a range of sources but are not well structured and contain little evidence of the use of ICT.

16. The standard of work in electrical assembly workshop to meet production targets is satisfactory, but **learners make slow progress towards the agreement and implementation of a vocational qualification**. Key skills in communication have been recently introduced and most learners are making satisfactory progress. However, progress has been slow in developing key skills and effectively integrating training in them into workshop programmes. In industrial cleaning the standard of work achieved is satisfactory. Training for key skills in communication is integrated with the generic preparation for work programme. Progress in key skills in numeracy is unsatisfactory. The identification of suitable applications of numeracy key skills has not yet been completed.

Quality of education and training

17. All observed teaching and learning were graded as satisfactory or better **apart from 33 per cent of teaching on foundation programmes, which was unsatisfactory. Teaching on ESOL programmes is good**. Teaching in PE is satisfactory, as is that in ICT, where learners make good progress and effectively use independent study with tutor support. **In arts programmes all the observed teaching was good or better** and often provided learners with challenges and opportunities for creativity. **Learners following PE and arts programmes are highly motivated and committed to their courses**. They develop sound practical skills and show progress in the development of self-confidence and self-esteem. In weaker sessions planning is inadequate, activities are not varied enough to suit the needs of different learners, and learners are often presented with activities which do not challenge them.

18. **The accommodation and teaching resources in ICT are good**. The ICT workshops are housed in newly refurbished and equipped suites. Some accommodation and resources in other areas are poor. In the education centre **the classrooms used for foundation sessions are cramped, poorly equipped and poorly decorated** and the range of teaching resources used is not challenging and appropriate. **In visual and performing arts, accommodation is poor**. The rooms are poorly lit and inadequately ventilated, and the drama workshop has insufficient seating and poor acoustics. Some new workshops for electrical assembly, bicycle and IT maintenance have recently been established.

These are generally light and airy and contain good practical resources. However, only one of the workshops is currently operational.

19. In some areas of learning such as PE and the arts, learners are given good enrichment opportunities. In the visual and performing arts area learners enter national arts awards for prisoners and take part in innovative activities with the prison radio station, such as the preparation of an induction CD for new prisoners. PE staff and learners play in a volleyball team with league membership. The recent organisation of a charity rowing event has strengthened staff and learners' relationships and focused the learners on their physical training. Relatively recent links with industry are developing potential opportunities for future resettlement. Both the VPU and the main prison have effective links with the local school for the visually impaired.

20. Attendance at ICT and foundation sessions in the VPU is good, as is that in the electrical assembly workshop. The workshop tutor effectively monitors attendance and follows up absenteeism. **However, attendance and punctuality are poor in the main education centre and the main ICT workshop.** Prisoners are not routinely delivered from the wings to the education centre and often arrive late for sessions. The education manager monitors attendance daily and records reasons for absence. However, for too many learners the reason given is that the prisoner was not in his cell. **Learners receive good informal support from their tutors.** Most tutors are sensitive to the particular needs and problems of this group of learners and set aside time to talk with them. **However, arrangements for formal and planned tutorials and progress reviews are inadequate.** Staff are willing to provide support in the education centre, the workshops and on the wings. However, not enough suitable accommodation is available and learners sometimes find tutorials being conducted in corridors and in areas where others can overhear.

21. Most prisoners receive a literacy and numeracy screening at induction but the results of these assessments are not routinely used in the planning of individual learning. Learners whose initial screening shows them to be at or below entry level 1 are prioritised to receive literacy and numeracy classes in the education centre. They receive a secondary diagnostic test to determine their specific additional learning needs. However, the results of these tests are not routinely or consistently used in the planning of individual learning, and notification of these learners' prioritisation for education classes is not always passed on to the resettlement unit. Many foundation learners have been placed in classes inappropriate for their levels of ability. In some cases inappropriate assessment tools were used and prisoners were left to complete their assessments on their own with little support and guidance. Initial assessment is inadequate in most other areas of learning, and prisoners are placed on to programmes with insufficient attention paid to their prior learning and experience or to current needs and abilities.

22. Planning, recording and monitoring of progress is poor in many areas. The use of individual learning plans is not consistent across all areas of learning. When these plans are used, they are often incomplete or not detailed enough. In PE, a new plan is started for each new PE programme a learner starts. The plans do not include specific targets, are often unsigned by both parties and do not contain planned review dates or expected

completion dates.

23. The support for literacy and numeracy and key skills is ineffective. The education department offers learners informal support and worksheets, but staff in many areas are insufficiently knowledgeable about the curriculum or procedural requirements and have not received specialist training. In PE, the success rate for key skills examinations is low. Staff have insufficient knowledge of how to complete the observation records provided by the education department. Some support for literacy and numeracy skills is provided in textiles and tailoring and in the electrical assembly workshops. However, support in the former varies according to the demands of external production contracts, and in the latter, key skills training and assessment are not fully integrated into the programme.

Leadership and management

24. The prison's links with external support agencies and employers are positive and developing. A wide range of local community and national support organisations communicate regularly and effectively with the prison. Despite the early stage of development of many of these links, they have been planned to enhance resettlement and outside employment opportunities for prisoners on release.

25. The prison's planning and management of education has insufficient coherence. It has drawn up plans and submitted a funding bid to move the education centre to a more accessible location in the prison. However, no forum exists to discuss the progress of this project, and the prison has carried out insufficient preparation in matching its provision to the needs of the prisoners. An analysis of the employment and skills gaps in the local area has recently been initiated but has not yet been linked to the overall plan.

26. The prison's management information system is inadequate. Details of the retention and achievement of each learner are recorded but the prison has no overall data on retention and achievement rates. The education manager reports regularly on attendance but this data is not analysed to determine when learners start and complete programmes or their reasons for leaving programmes early. Data is not used for planning education and training or for raising standards of teaching and learning. Information on attendance is inaccurate as it is only reported against a target of 80 per cent attendance rather than maximum capacity.

27. Communication is poor within and between the different areas of education and training. The prison has recently introduced a number of changes to its systems, but some required action is carried out individually without consultation with other departments. Some staff in some departments do not fully understand the systems. Many prisoners do not understand the application of processes to education. Communications are poor between the education department and the library. Few productive links exist between the areas of the prison that provide education and training. Few informal and no formal links exist to provide study support for prisoners.

28. Equality of opportunity is unsatisfactory. The prison has a race relations policy, an equal opportunities policy and a prison-initiated respect agenda. The race relations committee meets monthly and includes representatives from the prison wings. The committee identifies under- and over-representation in particular jobs and across the different prisoner groups. The education centre also monitors the mix of prisoners from different cultural backgrounds to ensure that attendance is balanced. The prison recently commissioned a major survey into prisoners' perceptions of race relations and has drawn up an action plan to manage the concerns identified. A number of different foreign-national prisoner groups meet monthly to identify points for further consideration.

29. The prison does not sufficiently promote equality of opportunity in education and training. The prison wings display posters and information about education and training. Tutors in art and media classes take time to share prisoners' work and discuss cultural differences and interests. During their daily activities, prison orderlies advise and guide prisoners about opportunities available to them but their actions are not sufficiently monitored. Little course marketing material is available. Prisoners produce an informative weekly magazine but this does not cover education and training opportunities. Prisoners receive information at their induction to the prison but this is superficial. Some prisoners receive a second, follow-up induction but these have only recently begun. No coherent system exists to inform prisoners of the courses available. Those prisoners wanting education are transferred to D wing which is unpopular as the facilities there are less satisfactory than those in other wings.

30. Prisoners have poor access to education and training. A number of different activities take place to identify prisoners' needs, but insufficient communication of these activities takes place to provide a coherent plan for each prisoner. The reception board and the allocation board meet regularly but are insufficiently clear on the requirement for greater attention to be given to literacy and numeracy needs, and the results from the screening tests are mostly ignored. Staffing levels have increased recently and sentence planning has begun, but few links exist between this planning and education or training. Learners often arrive late to classes and workshops and are frequently collected early from their sessions.

31. The prison's arrangements for quality assurance of education and training are insufficiently developed. The formally recorded minutes of the quality improvement group demonstrate commitment to a greater availability of accredited training and activities for prisoners. However, progress to develop these has been slow. The prison has produced a development plan following its self-assessment, but has no formal mechanism for the regular monitoring of progress against this plan. Arrangements for the quality assurance of education classes organised by the further education college are comprehensive and well established. Teaching staff are observed annually and are given constructive feedback. Some documents are incomplete and do not set clear, timebound targets for improvement. Questionnaires are used to collect learners' views and these contribute to the self-assessment and programme review. A quality assurance policy for education and training across the prison has recently been produced in draft and is awaiting consultation. No effective system is currently in place to monitor the quality of vocational training. No written guidance exists on how training processes

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should be carried out to ensure consistency and against which performance can be measured.

32. The self-assessment process is satisfactory in some areas of learning, though much of the self-assessment has been carried out by departmental managers. Most staff are aware of the self-assessment process and its function in continuous improvement. The most recent self-assessment report, produced in March 2004, is rigorous and self-critical. Many of the key strengths and weaknesses of the prison identified by inspectors were identified in the self-assessment report. However, the prison did not identify some key weaknesses and some areas it identified as strengths were judged by inspectors to be no more than normal practice.

Leadership and management

Strengths

- positive developing links with external support agencies and employers

Weaknesses

- insufficiently coherent planning and management of education and training
- inadequate collection and use of data
- poor communications
- insufficient promotion of equality of opportunity
- poor access to education and training
- insufficiently developed quality assurance arrangements

Engineering, technology & manufacturing

Electrical engineering

Strengths

- good attendance and punctuality
- good practical resources
- good training support in workshops

Weaknesses

- slow progress in the implementation of qualifications
- insufficient range of work
- weak initial assessment
- poor staff development

Information & communications technology

Using IT

Strengths

- good attainment of ICT skills in the VPU
- good individual support for learners
- good technical resources

Weaknesses

- weak individual learning plans
- weak progress reviews
- poor attendance in main IT unit

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- highly motivated learners

Weaknesses

- weak initial assessment
- poor monitoring of learners' progress
- ineffective support for literacy, numeracy and key skills
- poor planning and management of learning

Visual & performing arts & media

Arts

Strengths

- high standard of inclusive teaching
- good range of additional arts projects
- good attainment of creative and personal skills

Weaknesses

- inadequate planning and co-ordination of learning
- poor recording of learners' progress
- poor accommodation
- few opportunities for accreditation and progression

Foundation programmes

ESOL

Strengths

- good teaching
- good attendance in vulnerable prisoner unit

Weaknesses

- poor attendance in the education centre
- weak individual learning plans
- poor accommodation and resources

Literacy and numeracy

Strengths

- good attendance in the VPU

Weaknesses

- much poor teaching
- poor attendance in the education centre
- weak individual learning plans
- poor assessment practice
- poor accommodation and resources

WHAT LEARNERS LIKE ABOUT HMP WANDSWORTH:

- the fact that the prison is local
- working in the gym - 'I'm spoilt because I work in the gym'
- studying for a distance learning university degree
- the supportive tutors - 'they respect us'
- the workshop - it's light and airy
- gaining new skills - 'I've learnt to use a computer'
- the progress and attainment - 'I've never passed an exam before'; 'it will help me find a job when I get out'

WHAT LEARNERS THINK HMP WANDSWORTH COULD IMPROVE:

- the long waiting period for allocation to education classes - 'it takes weeks to get on to an education course'
- the information provided on how to get on to education waiting lists
- the access to gym facilities
- the access to evening classes, weekend activities and music sessions
- the range of training opportunities and qualifications
- the information, advice and guidance provided to help with release and resettlement
- the fairness of the process - 'why should we lose good accommodation to do education?'
- the payment for education

KEY CHALLENGES FOR HMP WANDSWORTH:

- develop and use an effective management information system
- establish a coherent system for the planning and management of all education and training
- develop effective arrangements for the quality assurance of education and training
- improve access to education and training
- improve promotion of equality of opportunity
- develop rigorous individual initial assessment
- improve attendance and punctuality in education and training
- develop effective systems to monitor and review learners' progress
- develop a range of relevant programmes to meet the needs of industry
- improve accommodation
- provide more effective support for instructors in implementing qualifications
- improve the quality of teaching at foundation level

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 5

Strengths

- positive developing links with external support agencies and employers

Weaknesses

- insufficiently coherent planning and management of education and training
- inadequate collection and use of data
- poor communications
- insufficient promotion of equality of opportunity
- poor access to education and training
- insufficiently developed quality assurance arrangements

33. The prison has positive, developing links with external support agencies and employers to support prisoners' learning opportunities and future employment. A wide range of local community and national support organisations communicate regularly and effectively with prisoners. During the week of inspection many of these organisations attended an open day for prisoners seeking advice and guidance on particular topics. The prison currently works with two national construction companies which will provide training and development in bricklaying and plastering skills together with a guaranteed 24-week work placement for released prisoners. An open day for external businesses has been organised for June 2004, and many national and local organisations have been identified for invitation to this event. The resettlement officer is developing a programme for a more comprehensive partnership with local and national organisations. The prison works well with local pupils from a school for the blind. Physical education staff have recently begun to develop links with local leisure centres with a view to establishing opportunities for jobs for prisoners on their release.

34. Staff appraisal is satisfactory. The education centre follows the subcontracting college's arrangements, and vocational training appraisals follow the prison service's system. Staff receive an annual appraisal and most staff have a review every six months. Appraisals for education tutors include learning session observation feedback, and identify staff development needs and some performance targets. The college produces a schedule of staff training that meets these needs. However, education tutors have not had a specific need for equality and diversity training identified, and have not received training from the college or through the prison's specific training programme.

35. The prison's planning and management of education and training is not sufficiently coherent. The head of learning and skills reports to the head of resettlement, but the role is not yet well established. Plans have been drawn up to move the education centre to a more accessible area of the prison and to provide further opportunities for prisoners to

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gain purposeful work and qualifications to meet local employment needs. A funding bid has been submitted. However, no forum exists to discuss the progress of this project, and insufficient preparation has been done to profile the provision to suit the different and varied needs of the prisoners. A needs analysis of the employment and skills gaps in the local area has begun but is not yet linked to the overall plan. The recently appointed head of learning and skills has drawn up a discussion document to expand the provision but this has not been discussed in relation to the education project. The location of the main library has not been taken into account. The staff have not been involved in preliminary talks and a number of assumptions have been about the location and accommodation requirements.

36. The prison's management information system is inadequate. Details of each learner's achievements are recorded and are generally accurate, but no overall data is kept on retention and achievement rates. The education manager reports regularly on attendance and achievements but no analysis is conducted of when learners start programmes or of those who leave their programmes early. The data collected concentrates mainly on the prison's key performance targets for literacy and numeracy. Data is not used for the planning of education and training or for raising the standards of teaching and learning. Information on attendance is inaccurate as it is only reported against a target of 80 per cent attendance rather than full capacity. During the week of inspection, attendance was good in electrical assembly and drama, but was very poor for many sessions in the main ICT suite. The prison has no systems to review whole programmes or to indicate learners who leave many programmes.

37. Communications within and between the different areas of training and education are poor. The prison has recently introduced a number of changes to its systems to improve the prisoners' lives and experiences. However, although some formal procedures require particular actions, these are often completed individually in one department without information being passed to other areas of the prison. Some staff in education and training do not fully understand the systems. For example, the PE department contacted individual prison wing staff when planning a new programme but has only found out during the inspection week that any prisoner requiring education is now allocated to D wing. This has disrupted the planning for access arrangements. There is confusion among staff and frustration for prisoners. Many prisoners do not understand the process for application to education and often have to rely on prison orderlies for the information. However, this process is not sufficiently supervised and prisoners do not receive a consistent service. The actions of the orderlies are not sufficiently monitored to ensure that a fair and equitable system is maintained. Communications between the education department and the library are poor. Library staff have only recently been invited to education meetings but attendance has been poor. Few productive links exist between the areas of the prison that provide education and training. Few informal and no formal links exist to provide study support for prisoners.

Equality of opportunity**Contributory grade 4**

38. Equality of opportunity is unsatisfactory. The prison has a race relations policy, an equal opportunities policy and a prison-initiated respect agenda. The race relations committee meets monthly and includes representation from the prison wings. The committee identifies under- and over-representation in particular jobs and across the different prisoner groups. Approximately 43 per cent of the prison population are from minority ethnic groups and 400 current prisoners are foreign nationals. The education centre also monitors the mix of prisoners from different cultural backgrounds to ensure that an equitable balance of prisoner attendance is maintained. The prison recently commissioned a major survey into prisoners' perceptions of race relations and an action plan has been drawn up to manage the points raised. A number of different foreign national prisoner groups meet monthly to identify topics for further consideration.

39. At the time of inspection 130 learners were studying distance learning programmes across a range of subjects. They receive appropriate support but do not have enough space in the libraries to study and work, and the wings where they are located are often very noisy and difficult to study in.

40. The prison does not sufficiently promote equality of opportunity in education and training. The prison wings display posters and information about education and training. Tutors in art and media classes take time to share prisoners' work and discuss cultural differences and interests throughout the work period. During their daily activities, prison orderlies advise and guide prisoners about opportunities available to them, but their actions are not sufficiently monitored. Few materials to advertise courses are available. An informative weekly magazine is produced by prisoners but it does not cover education and training opportunities. Prisoners often have difficulty in obtaining accurate information, and can have different experiences of education and training. Prisoners receive information at their induction to the prison, but this is superficial. Some prisoners receive a second, follow-up induction to provide further information but these follow-ups have only recently begun. No coherent system exists to inform prisoners of available courses. Prisoners wanting education are transferred to D wing, which is unpopular as the facilities there are less satisfactory than those in other wings. Prisoners deliberately choose other work to ensure transfer to better-resourced wings, dramatically reducing the education waiting lists which would otherwise be far longer. The education centre has developed a cultural awareness programme for education and prison staff but has not planned the inclusion of equality of opportunity into teaching. Education staff have not received recent diversity training.

41. Prisoners' access to education and training is poor. A number of different activities takes place to identify prisoners' needs, but insufficient communication of these activities takes place to provide a coherent plan for each prisoner. The reception board and the allocation board meet regularly but are not clear on the requirement for greater attention to be given to literacy and numeracy needs, and the results from the screening tests are mostly ignored. Staffing levels have increased recently and sentence planning has begun, but this planning is not sufficiently linked to education or training. Learners often arrive late to classes and workshops and are frequently collected early from their sessions. During the inspection week access for learners was a key concern. Attendance was poor

in many classes and particularly so in ICT. The prison has recently introduced a system of allocating responsibility for attending sessions to the prisoner, and a schedule of activities is taped to each inmate's cell door. However, many of the schedules are incomplete and are not sufficiently taken into account by wing staff. Attendance lists sent to the wings each day are often incorrect and do not agree with the prisoners' schedules. Staff from the different locations do not always contact the wings to check a learner's absence. The education department collects daily information on the reasons why prisoners were absent from classes. However, for too many prisoners the reason given is that they were not in their cell for collection and this is insufficiently investigated. Of the three libraries, the C wing provision is only opened for one session a week. Access to the VPU library was very limited during the inspection due to a recent incident. The prison had no contingency arrangements to ensure that prisoners had continued access and orderlies and prisoners did not have prior notice of opening times. Although opening times are published for all the libraries, they are not adhered to and communications between the library and the wings are poor. Attendance during the inspection of prisoners who were able to access library sessions was satisfactory, but access to the main library was generally poor.

Quality assurance

Contributory grade 4

42. The prison's arrangements for quality assurance of education and training are insufficiently developed. A quality improvement group established in March 2000 has members from a wide range of prison functions, including education and training, and its regular, quarterly meetings are generally well attended. The head of learning and skills has overall responsibility for quality assurance of education and training, and chairs these meetings. The formally recorded minutes demonstrate a commitment to a greater availability of accredited training and an increase in the number of activities available for prisoners. However, progress to develop these has been slow. The prison produced a development plan following its self-assessment but has no formal mechanism for the regular monitoring of progress against this plan. Arrangements for the quality assurance of education classes are organised by the subcontracted further education college, and are comprehensive and well established. Teaching staff are observed annually and are given verbal and written feedback. Written feedback is constructive but some documents are incomplete and do not set clear, timebound targets for improvement. Questionnaires are used to collect learners' views and these contribute to self-assessment and programme review.

43. A quality assurance policy for all education and training across the prison has recently been produced in draft and is awaiting consultation through the quality improvement group. No effective system currently exists to monitor the quality of vocational training. No written guidance is in place on how training processes should be carried out to ensure consistency and against which performance can be measured. Some literacy, numeracy, ESOL and key skills support is provided by the education department to other areas of the prison but no system exists to monitor the effectiveness of this support. Training is not observed and formal feedback from prisoners following vocational training is not collected.

44. The prison's self-assessment process is satisfactory. Staff are aware of the self-assessment process and its function in continuous improvement. They are involved in the process which has been developed by the quality improvement group. The most recent self-assessment report, produced in March 2004, is rigorous and self-critical. Many of the prison's key strengths and weaknesses identified by inspectors were also identified in the report. However, the report did not identify some key weaknesses, and some areas it identified as strengths were judged by inspectors to be no more than normal practice.

AREAS OF LEARNING

Engineering, technology & manufacturing

Engineering, technology & manufacturing		4
Contributory areas:	Number of learners	Contributory grade
Electrical engineering - Other government-funded provision	12	4

Electrical engineering

Strengths

- good attendance and punctuality
- good practical resources
- good training support in workshops

Weaknesses

- slow progress in the implementation of qualifications
- insufficient range of work
- weak initial assessment
- poor staff development

Achievement and standards

45. The standard of work achieved in the electrical assembly workshop is satisfactory, but is primarily focused at meeting production contract targets. Training in this workshop is satisfactory, but the current level of skills attainment is low. Training and assessment of key skills are satisfactory in communications but are insufficiently developed in numeracy across all programmes. Communications key skills are integrated with the generic preparation for work programme, which runs parallel to the main training programmes. However, progress in the development of all key skills is slow and the identification of suitable applications of key skills in numeracy has not yet been completed. Progress towards the implementation of qualifications is slow. Workshops do not currently deliver any NVQs. Instructors are often left to implement qualifications with insufficient professional guidance or training.

Quality of education and training

46. During the week of the inspection, no electrical assembly training sessions were available for observation. Practical resources for electrical programmes are good. The workshop is new and well equipped with appropriate tools of the trade. The area is kept clean and tidy and sets a good example of ideal working conditions. The section is

supported by an effective stores system, which is staffed by learners who have proved themselves to be capable of responsibility. An adjoining classroom is well equipped with IT resources and satisfactory teaching aids. Additional separate clean and bright classrooms are available for quiet study or group theory work. Plans have been made to provide an additional classroom for newly developed courses. Instructors have introduced effective diagrams of products and examples of completed components. However, they have insufficient experience in electrical work and have not received any additional training to develop their skills. Progress towards the implementation of NVQs and key skills qualifications has been slow. Instructors in this area of learning have no qualifications in key skills and insufficient understanding of the requirements of key skills qualifications.

47. Attendance is good in electrical workshops, averaging 90 per cent over the first few months of the programme. Learners are keen to attend and value the training and team-working approach. The instructor monitors attendance thoroughly. Any learners not attending without prior permission for absence are sought out and questioned for reasons of absence. Good records are kept of attendance and any problems affecting workshop performance are appropriately recorded.

48. Support arrangements for learners during their training programmes are very good. Learners are given individual support during their training. Induction is effectively carried out and additional support arrangements explained. Any complaints are dealt with promptly and learners feel confident that the instructor will listen and respond to requests. Many learners on the section are from a diverse range of backgrounds and require additional language support. These potential problems are dealt with effectively by the instructor, and arrangements are in place for specialist ESOL training for learners who require it. An effective mentor system is used to support other learners with language difficulties during their training exercises. The range of work and training opportunities in electrical programmes is unsatisfactory. Learners complete simple wiring and assembly of lights for one employer, but are not stretched and have inadequate opportunities to increase their skill levels. All learners can now complete the range of tasks available and find the work tasks repetitive. The work supply at the time of inspection has been completed and learners are not able to make effective use of their time. Instructors are in the process of contacting new employers for a wider range of work.

49. Staff development is poor. Training to improve instructors' electrical skills has been limited to discussions on the electrical assembly requirements of one employer. Support for instructors in the development of most qualifications has been poor. Instructors have difficulty in arranging time in industry to update their skills. Insufficient cover is available in the workshop to allow for enrichment or development activities. Instructors have to complete much of the programme development work and assessment materials in their own time. Some instructors have received no guidance on the implementation of qualifications.

50. The current workshop programmes do not adequately meet the needs of industry. The prison offers no programmes in construction-related trades. However, discussions

are planned with employers to provide training opportunities in construction. Initial assessment arrangements are inadequate across all engineering and manufacturing programmes. Instructors are not readily supplied with information from prisoners' literacy and numeracy assessments carried out at induction. Initial assessments are not formally carried out in the training areas. Additional support needs are not identified until prisoners produce written work in the workshops. Individual learning plans are not yet in place on electrical programmes. Learners receive very good support in all areas of workshop training and to meet their personal needs. However, arrangements with the education department to deliver additional literacy and numeracy skills support are poor. The education department has taken overall responsibility for the training and assessment in key skills. Support for learners with additional literacy and numeracy skills learning needs has not been provided since a change of staff in the education department.

Leadership and management

51. The planning and management of engineering and other manufacturing programmes are not sufficiently co-ordinated. Initiatives to move towards formal training and qualifications have been slow to develop. Instructors are not able to plan training effectively. The bicycle repair and IT repair workshops have been planned for some time but are not yet operational. New programmes lack sufficient staff with appropriate skills. Communications and joint planning with the education department are weak. Some individual literacy and numeracy skills support services are currently discontinued.

52. Equality of opportunity is poorly promoted to learners in the workshops. Policies and supportive materials are not displayed and insufficient information is provided on harassment and bullying. Insufficient advice or contact details are available should learners wish to make a formal complaint. Learners have some limited information on equality of opportunity in the generic preparation for work booklet they are given if they join the programme.

53. Workshop programmes are not effectively quality assured. There is no planned programme of observations or effective monitoring of training delivery. Staff do not have adequate opportunities to share good practice. No formal meetings are held between staff teaching NVQs throughout the workshop areas. In most cases, instructors develop their own systems and rely on previous experience to run their sections. Learners' views are not routinely sought or acted upon. Learners were issued a questionnaire in recent weeks, but have received no feedback on actions or the outcome of the survey.

54. The industrial manager provides the main contribution to self-assessment reports for this area of learning. Instructors have little input. Reports are reasonably accurate in their assessment of the weaknesses of the provision. They are, however, uninformative in describing the methods of working and management of the provision. Insufficient evaluation of strengths and weaknesses for continuous improvement takes place. Action-planning is ineffective. Arrangements for the internal verification of any NVQs delivered are ineffective and incomplete. Insufficient verifiers are available to cover the range of qualifications planned.

Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Other government-funded provision	122	3

Using IT

Strengths

- good attainment of ICT skills in the VPU
- good individual support for learners
- good technical resources

Weaknesses

- weak individual learning plans
- weak progress reviews
- poor attendance in main IT unit

Achievement and standards

55. The attainment of ICT skills is good in the VPU and satisfactory in the main ICT unit. Learners work independently using a variety of handouts. Additional help is available from the tutors in the classroom. Learners are encouraged to progress as quickly as they are able, setting their own targets in consultation with the tutors. Many have never used a computer before but quickly develop competence and confidence. They are making good progress on courses and developing good learning skills. Many learners have completed the full range of courses on offer and are developing their skills further by completing non-accredited courses offered by individual tutors or developing their own skills by helping out in the IT department. Two learners have taken on the task of producing the prison magazine and have become proficient in the use of a desktop publishing tool. Another learner has developed skills in computer maintenance and networking and is fully involved in setting up an additional IT room.

Quality of education and training

56. Learners work individually and plan their own learning. Teaching is satisfactory. Staff have adequate knowledge and experience to teach the courses provided, although not all staff are vocationally qualified. The ratio of staff to learners is good with a maximum of 10 learners to one tutor. In practice the ratio of tutors to learners in classes is usually higher as classes are rarely full and many of the more competent learners also support new learners in an informal but effective way. Many learners report that their personal

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confidence has increased as their learning has developed, which has encouraged them to develop their skills further. Tutors understand the learners' needs and provide good individual support in the classroom. Tutors are also sensitive to the pastoral care needs of the learners. All learners praised the dedication and support of the teaching staff.

57. The prison's two IT workshops have been recently refurbished and equipped. The workshop in the main prison is fully equipped with 40 workstations. The VPU has 18 machines. All are equipped with industry-standard office software. Learners in the VPU also have access to a variety of graphics and desktop publishing packages.

58. Formal and informal assessment take place regularly. Learners are given sufficient practise assignments before examinations and tutors provide good feedback. The range of programmes on offer meets learners' needs satisfactorily. A number of courses are available that provide progression routes from beginners to advanced level. Several additional non-accredited courses are also available in desktop publishing and web page construction.

59. Individual learning plans are poorly designed and not used to guide learning. They are completed by the learner. Plans are vague and at too high a level to be useful. Initial assessment is carried out by the education team when a prisoner first arrives. This information is not passed to the IT department when a learner is offered a course. The only criterion for entry to a course is that the learner must be literate and numerate to level 1. This is determined by the education team. If a learner has difficulties, he is sent back to the education centre. No initial assessment of IT skills takes place. Learners complete a questionnaire to identify their learning needs. This is poorly designed and does not fulfil its purpose. No literacy and numeracy or key skills teaching takes place in the IT department. Individual learning plans are not updated. No targets are set other than achievement of the qualification itself. Targets do not relate to learners' abilities.

60. Progress reviews are triggered by a central database. Tutors are sent a list of those learners due for review. Reviews are conducted in the IT workshop with the learner. However, if the learner is not present, the review documents are completed by the tutor. Individual learning plans are not always updated after reviews. The review relates only to completion of examinations and targets relate only to examination outcomes. Learning needs are not considered or recorded. Learners do not recall the review process and have no evidence in their folders that it has happened. Tutors have recently introduced an additional monitoring form but this is not being used consistently. Tutors have no clear understanding about how and when this form should be complete and interpret its use differently. Some learners have their progress recorded after every session, others have only significant events recorded, and some learners' files contain a blank form or no form at all.

61. The main IT unit was visited by inspectors on several occasions. At each visit it was expected that eight to 10 learners would be attending. The largest observed group was three, and two of these were additional to the registered group. Learners arrived an hour late for each of the sessions observed by inspectors. The main IT unit is large and fully equipped with 40 workstations. It is not being used to its full capacity.

Leadership and management

62. Tutors feel well supported by senior staff, and are offered training and personal development opportunities. Communication between staff is good. Staff are occupationally competent but most do not have sufficient vocational qualifications. Some teaching sessions are observed, but observation is not carried out consistently. The self-assessment report was completed with the help and co-operation of the IT staff. It presented a fairly accurate picture of the way the department runs and identified most of the strengths and weaknesses found during inspection.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		5
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Other government-funded provision	22	5

Leisure, sport and recreation*Strengths*

- highly motivated learners

Weaknesses

- weak initial assessment
- poor monitoring of learners' progress
- ineffective support for literacy, numeracy and key skills
- poor planning and management of learning

Achievement and standards

63. Learners are able to practise and demonstrate sound skills, leading some coaching sessions in the gym. A number of coaching courses are offered to prisoners and achievement data on them at the time of inspection was available for the previous nine months. In that time 10 learners obtained the fitness instructor NVQ at level 2, 17 obtained the community sports leader award and eight gained the national weightlifters association leaders award. The achievement rate for prisoners in this area is unsatisfactory. Few prisoners have had access to PE qualifications and, of those who did, only 56.5 per cent obtained certification. PE learners do not have access to literacy and numeracy classes which are held in the education department.

Quality of education and training

64. The learners in the PE department are highly motivated. They appreciate the growth in self-confidence and self-esteem which they experience from attending PE courses. The pastoral support for learners is good. Learners are able to approach staff and feel that they are treated with respect. PE staff have recently approached local sports centres and a national leisure contractor to establish links for some work-experience placements to assist prisoners with resettlement on release. A positive response to early enquiries has been received. Learners are offered appropriate qualifications which enhance their employability. These qualifications cover current fitness trends such as an instructor's award in spinning. The prison has good links with a local school for children with visual impairments. Prisoners benefit from the opportunity to work with children for two

sessions a week. The relationship between the children and prisoners is good. The sessions are enjoyed by all and prisoners gain a sense of self-worth. Learners enrolled on the fitness instructor NVQ receive a T-shirt with the course title and date woven into it. Learners value these course shirts which help to enhance their sense of belonging to the programme. Completion of the course is celebrated with a formal presentation of certificates, to which families are invited. The good relationship between PE staff and prisoners is reinforced by joint team-working in additional projects and events. For example, staff and prisoners play together in the local league volleyball team, for which there is shared squad training up to three times a week. Learners and staff have jointly organised a transatlantic rowing event to raise funds for charity, which will be held later this year. The involvement of the prisoners in this event has effectively focused their efforts into their physical training.

65. Teaching was satisfactory in the two sessions which inspectors observed. In these sessions, which included an induction and a coaching theory session, learners were fully engaged. Teaching sessions are well planned and delivered with enthusiasm. However, the classroom available is too small for the number of learners that attend courses. Some of the teaching takes place in the gymnasium. All areas are in a poor state of repair. The acoustics are unsuitable for theory sessions or large numbers of learners. Few learning resources or trade publications are available for learners to use. Some learning resources are poorly photocopied, as are some visual aids which can not be seen by learners at the rear of the classroom. New ICT equipment is available in the PE classroom but is not yet in use. The teaching staff are all appropriately qualified.

66. The procedure for application to join PE programmes is not part of any overall sentence planning. Prisoners make applications to the PE department to join courses. Checks are made to ensure the learner will remain in the prison for the duration of the course and that no security concerns would prevent them from attending. Prisoners are not formally assessed at the start of PE qualifications to determine their initial skills and ability levels. Sometimes the PE staff ask learners to write a letter about themselves and why they wish to attend the course. This process is not consistent and no selection criteria are set out. Few checks are made to determine programmes that the learners have previously attended.

67. Monitoring of learners' progress is poor. Learners do have individual learning plans for the whole of their learning. A new plan is completed at the start of each course. Many are not completed fully, have insufficient detail and are not signed by both parties. These plans do not include specific individual targets or planned review dates. The current systems do not enable adequate monitoring of individual progress nor do they record planned programme completion dates. The few targets set are not rigorous enough to ensure good rates of progress towards qualifications. Prisoners' progress towards qualifications and through awards is not monitored. Records of training are often incomplete and insufficiently detailed. PE learners do not have formal progress reviews. Staff conduct informal reviews but these are not carried out in a regular or formally planned way.

68. Support for literacy, numeracy and key skills is ineffective. Results of initial literacy

and numeracy screenings are not routinely passed to the PE department when prisoners apply to start sports courses. Many learners have poor literacy and handwriting skills. Progress in theory session is slow. PE learners have to complete work in rough in a poorly photocopied workbook before they write this up in their booklets. Learners receive good support from their tutors, but tutors are insufficiently aware of or trained in supporting literacy and numeracy skills. No systematic referral process exists for learners with additional needs. Learners are required to sit the key skills examination after the first week of the community sports leader award course, but do not receive any teaching or preparation for this. Learners say they are demotivated by failure in this element. The education department has provided initial advice about the implementation of key skills training and assessment, and support for literacy and numeracy, and PE staff have been provided with observation sheets for key skills in communication at level 1. However, staff have not received training in how to complete the observation sheets and are not conversant with the awarding body's requirements. No observations have yet taken place.

Leadership and management

69. Training is poorly planned and managed. Little effective communication takes place between the education and PE departments, and no sharing of good practice or utilisation of specialist skills. No planned process exists for the management of training information. The evaluation of PE courses is insufficiently developed and poorly recorded.

70. A service level agreement has not been drawn up between the prison and the training provider which delivers elements of the fitness instructor NVQ. Assessment is being carried out by an unqualified assessor. Assessments have not been countersigned. The training provider has not identified this as unacceptable practice according to the NVQ code of practice. The prison does not currently have centre approval to deliver NVQs in PE, although staff have been investigating the possibility of becoming an approved NVQ centre for some time. Four members of the PE staff hold assessors' awards and one has an internal verifier award. PE staff are well qualified and occupationally competent but they have insufficient knowledge of vocational qualifications and their requirements. The PE department has had no effective communications with the education department to assist in gaining this knowledge.

71. Insufficient formal quality assurance of the PE training programmes takes place. Many processes are informal and reliant on individual staff to record information and monitor training. No formal observation of learning sessions takes place in the PE department to quality assure provision. Some staff have only recently qualified as PE officers and they do not receive encouragement to review their development and make continuous improvement.

72. The self-assessment report graded the PE provision as satisfactory. However, many of the strengths identified in the self-assessment report were found by inspectors to be no more than normal practice. Many of the weaknesses found at inspection were not identified in the report.

Visual & performing arts & media

Visual & performing arts & media		4
Contributory areas:	Number of learners	Contributory grade
Arts		
- Other government-funded provision	55	4

Arts

Strengths

- high standard of inclusive teaching
- good range of additional arts projects
- good attainment of creative and personal skills

Weaknesses

- inadequate planning and co-ordination of learning
- poor recording of learners' progress
- poor accommodation
- few opportunities for accreditation and progression

Achievement and standards

73. The prison offers one accredited course, in the visual arts, across the seven subject areas in its arts programme. This course has recently been established and no achievement data is available yet. No other classes are accredited. Learners' attainment of creative and personal skills is good. Art learners display a high level of competency in the art sessions making rapid progress in their technical skills such as their ability to draw, and using materials confidently and sensitively. They articulate their thoughts and approaches to their creative work confidently and offer constructive criticism to each other. Art sessions are lively, good humoured, calm and purposeful. Learners are highly motivated and appreciate the positive experiences gained from these classes. Learners and tutors commented on the many positive personal changes in their general attitude and in areas such as communication and social skills.

74. Learners are frustrated by the inability to move on in their learning programmes and wish to pursue qualifications such as general certificates of secondary education, AS-level and A-level art. Some learners who have been on art courses for a number of months report feeling demotivated by the lack of direction and purpose to creating their work. Staff have conducted some research on the possible awards which would be suitable for prison education. However, this has not been formally pursued by the department.

Quality of education and training

75. Teaching in art is of a high standard. The tutors manage sessions very effectively and give all learners individual guidance and instruction. Learners are encouraged to pursue their learning goals and tutors are able to support a range of learning needs and creative projects. Tutors conduct effective individual tutorials and provide learners with attainable goals within each session. They are careful to set initial projects which are within the learners' capabilities so that learners achieve an early success and are motivated to continue their learning. Learning sessions are well focused and learners have excellent levels of concentration and enthusiasm for the projects presented to them.

76. Many additional arts projects are offered to learners. These include a national art competition for prisoners, and the prison magazine and radio service, which offer good opportunities for creative work. Art tutors have recently managed a major mural project for the visitors' hall, which also included worksheets for visitors' children providing useful exercises in literacy and numeracy linked to the artwork. Tutors are also very active in creating good links with funding agencies and trusts, providing artists' materials and artist residency projects which bring professional artists into the prison. Book readings, poetry days, theatre performances and textiles programmes have been held across the main education unit and the VPU and have been effective in generating the interest of prisoners. Many learners are looking forward to pursuing work in graphics, radio engineering and the media, and work with tutors to research the agencies that support these aims.

77. Individual learning plans are superficial. They do not contain specific curriculum details or short-term targets. A variety of versions of the learning plan document are used and staff complete them using different methods. Many plans do not have comments from tutors or learners, signatures or dates. No central monitoring system is in place to allow tutors and learners to measure progress against specific agreed targets. The recently introduced accredited visual arts course will use the awarding body's documents to monitor learners' achievements through units. However, most art classes are not accredited and learners can join them at any point. Learners do not have all their practical work in their possession and their work is not always photographed, recorded or copied as a record of what they have created. No formal review process exists. Tutors try to carry out informal reviews with learners during teaching time.

78. Visual arts rooms are inadequate, with very little natural light or ventilation. Workstations are very cramped, untidy and inaccessible to some older learners. The rooms have inadequate drying or storage space, and work is often lost or damaged. Tutors often supply their own materials and books to learners at their own expense. The room for drama sessions is cramped with poor acoustics and not enough chairs, and many learners have to stand through the two-hour session. Not enough proper performance space is available. Art learners have no access to ICT to pursue graphics or computer-based art. Tutors have difficulty in teaching in these conditions. Learners and tutors have to be creative in terms of obtaining and using materials, although they have

satisfactory access to art reference materials. Few opportunities arise for learners to display their work.

79. No planned literacy and numeracy skills support is provided. Support staff occasionally join sessions to assist learners who require help in these areas, and tutors offer informal support when needed. Tutors do not have experience in teaching key skills. Literacy and numeracy skills support needs are not integrated with the individual learning plans, and skills assessments results are not used when creating plans.

Leadership and management

80. The education department does not have an art co-ordinator. Recruitment for this post is underway and a member of staff from another occupational area is temporarily acting as the art co-ordinator. Some informal meetings among staff in the art programme take place. Formal team meetings are infrequent and do not include regular agenda items or follow-up action points. Insufficient curriculum planning and co-ordination takes place. Tutors often do not work together. Data is inadequate and difficult to locate. Core documents such as schemes of work and progress reviews are not collated or used in a systematic or coherent manner. Tutors are rarely visited or observed in their sessions.

81. Staff were not systematically involved in contributing to the self-assessment report, which did not highlight some key weaknesses. The report did not provide data relating to the visual and performing arts and had no curriculum-specific information. Arts provision was not graded. The prison's self-assessment practice for the visual and performing arts provision is not consistent.

Foundation programmes

Foundation programmes		5
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> - Other government-funded provision	10	4
<i>Literacy and numeracy</i> - Other government-funded provision	65	5

ESOL*Strengths*

- good teaching
- good attendance in vulnerable prisoner unit

Weaknesses

- poor attendance in the education centre
- weak individual learning plans
- poor accommodation and resources

Literacy and numeracy*Strengths*

- good attendance in the VPU

Weaknesses

- much poor teaching
- poor attendance in the education centre
- weak individual learning plans
- poor assessment practice
- poor accommodation and resources

Achievement and standards

82. The achievement rate for accredited awards in literacy at level 1 is satisfactory for those learners given the opportunity to follow these awards. In 2003-04, 110 prisoners took part in literacy programmes and 55 learners achieved level 1 accreditation. Achievement at entry level is poor, with only six unit achievements being attained by 122 learners. Many of these learners do not remain at the prison long enough to achieve qualifications.

83. Learners' portfolios contain evidence from a range of sources but they are not well

structured. Many learners' files contain little evidence of the use of ICT. Learners' work is not routinely displayed or celebrated. Little use is made of opportunities to enhance prisoners' self-confidence and self-esteem in the teaching of literacy and numeracy or to promote good practice.

Quality of education and training

84. Standards of teaching in foundation programmes vary. ESOL teaching is good. These sessions are well planned and the tutor uses a range of resources and strategies to promote learning. Activities relate to the experience of individual learners, who are encouraged to share responses with their peers through group work. Learning sessions are lively and encourage debate through the use of spoken English. Some foundation teaching is unsatisfactory. Weaker sessions are not adequately planned. Session plans are produced but do not adequately relate to the session being delivered. Plans do not have clear aims and objectives, and activities are insufficiently differentiated to challenge learners and meet individuals' needs. Insufficient reinforcement of learning, checking of understanding and marking of learners' work takes place.

85. When class numbers are low due to absence and poor punctuality, tutors do not routinely involve or work individually with learners or plan alternative contingency activities. Few strategies are used to reinforce learning and activities change little during classes. In one session where only one learner arrived, the tutor gave that learner a worksheet but did not engage or support them in the activity. In another session a tutor showed a video to the only learner present and did not reinforce learning opportunities. Learners are frequently given undemanding activities and are insufficiently challenged.

86. Attendance in the VPU is good, usually at around 90 per cent. However, punctuality is poor with learners regularly arriving up to 25 minutes late. Attendance in the main education department is generally poor. This was identified in the self-assessment report. During the week of inspection, many classes observed had only one or two learners present, which was approximately 20 per cent of the expected attendance. For example, in one session only one learner out of an expected 13 attended, and he arrived 45 minutes after the start of the class. While the education department compiles daily records of attendance rates and reasons for non-attendance, for too many prisoners the reason given for non-attendance is that they were out of their cell. Attendance is reliant on prisoners being delivered to the education department. Classes are often interrupted by the demands of the prison regime. The expected class size is low, generally eight. The average class size observed in the education centre during the inspection was three, but there is a waiting list of learners who wish to attend education provision. Attendance on education programmes in the VPU is controlled by an education orderly with no regard to priorities set as a result of assessment. Learners expressed concern that access to education was controlled by an orderly and they were unclear of other entry routes into education programmes. Most learners are assessed upon entry but no priority is given as a result of the assessment.

87. Tutors provide satisfactory support to learners. They are aware of the difficulties that

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learners face and regularly discuss academic and pastoral matters with them. In some cases tutors act as an intermediary between the learner and prison staff, especially in relation to concerns about pay. Individual tutorials are offered to learners but these are generally linked to progress reviews and monitoring of learning plans. These can take place in the education department or on individual wings. Not enough suitable accommodation is available for these tutorials and reviews. For example, a tutorial was delivered in a corridor where there was constant movement and disturbance. The learner was clearly agitated and reluctant to participate in this setting. The education department is now identifying prisoners with dyslexia but provides insufficient appropriate support for those with additional learning needs. Learners value the general support offered by education staff but do not have a clear understanding of the grievance and complaints procedures.

88. Initial assessment practice is poor. Many learners are placed in inappropriate courses for their levels of literacy and numeracy. A number of learners at level 1 were observed in entry-level classes. These learners were not challenged and were not routinely moved to courses at more appropriate levels. Staff use an assessment tool which only assesses learners at level 1, and some more-able learners are entered for qualifications at a level below their ability. The achievement data shows that some learners achieved literacy qualifications at levels 1 and 2 in a two-week period. Two learners had achieved certification at levels 1 and 2 on the same day. Insufficient guidance and support are given during assessment. Some learners are given assessment tests to complete alone, in their own time. A mathematics tutor uses a separate assessment tool which is not linked to the national curriculum or the standard numeracy assessments.

89. Poor use is made of individual learning plans. They are not routinely completed and do not always include the results of initial assessment. Some plans do not have sufficient detail or specific realistic and measurable targets for learners. Specific curriculum targets are not set and progress is not adequately measured. For example, many targets such as 'improve spelling' or 'improve writing' are used. These are insufficiently individualised for learners and do not have clearly definable indicators to measure success. Learning plans are not routinely cross-referenced to the core curriculum. Learners are unable to assess their progress and do not always know what they need to do next. Some tutors are not aware of the individual learning plans and the targets set during this process. Most teaching sessions are delivered as class activities with no linking to individual plans. Learning plans are not always produced before prisoners start an education programme.

90. Some of the accommodation and learning resources are poor. The education classrooms are poorly equipped and decorated. The rooms are small, and provide few possibilities for changing class layout to use different teaching methods and activities such as group and individual work. Some rooms have insufficient space for the tutor to reach all learners. The resources available to learners are insufficient and no examples of learners' work are on display in classrooms and corridors. A number of textbooks and reference materials are out of date. New materials for skills for life, the government's initiative on training in literacy, numeracy and the use of languages, are available but were not seen in use. ICT facilities are available in some classes but are not routinely

used, and printing facilities are unavailable. Tutors support teaching with handouts and worksheets. Not enough practical resources or textbooks are available for learners, and tutors rely too much on photocopied worksheets. Some of the resources used are at too high a level for individual learners. The range of suitable adult reading books in classes and in the library is not wide enough to support literacy. Some materials are not appropriate to the age of the prisoners.

Leadership and management

91. Tutors in the main education unit meet regularly and share good practice. However, some part-time staff who work in the VPU say they feel isolated. They rarely attend meetings or meet their co-ordinator. Data on learners who attend courses is not sufficiently collected or used. The results of initial assessment are insufficiently analysed. Some learners are attending classes which are inappropriate for their level of ability and need. A learner survey indicated that 60 ESOL learners who requested further education programmes are not attending these. No analysis takes place of how participation in education reflects overall trends in the prison population. Achievement is measured by the number of qualifications achieved. It is not linked to the number of learners who participate, their initial assessment or their speed of achievement.