

INSPECTION REPORT

HMYOI and Remand Centre Feltham

20 May 2005



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 aged over 16
- provision in further education colleges for people aged 19 and over
- **learnndirect** 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.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMYOI and Remand Centre Feltham (Feltham) is the largest young offenders' and juvenile establishment in the UK. The establishment services the London courts, with average movements of 35,000 offenders each year. Those in the care of Feltham come from a huge geographical area, including London and the whole of the southeast of England. Feltham is a split-site facility that holds juveniles and young adults. The juvenile population is between 296 and 320, while young adults account for some 400 offenders. The maximum certified normal accommodation is 761 and the establishment has recently been approved to hold offenders in single cells, which reduces the number on site.

2. The juvenile site known as Feltham A is separated from the young adults in Feltham B. Juveniles and young adults are integrated with vocational training programmes, most of which are housed in a closed compound. Education courses are provided for juveniles and young adults by the North East Surrey College of Technology. It provides some 115 staff on site and offers 64 part-time education places for young adults while following the Youth Justice Board specification for juveniles. There is a network of some 30 volunteers who provide individual support in both Feltham A and Feltham B for those who cannot or choose not to access classes. Feltham B provides a range of vocational training opportunities. Work opportunities also provide accredited learning leading to nationally recognised qualifications. There are approximately 110 places available, most of which are full time although learners are able to attend education part time. The head of learning and skills manages education and training for Feltham A and B.

3. During the inspection there were 197 juveniles at the establishment, of whom 86 were on remand and 38 were convicted but unsentenced. There were 352 young adults, of whom 172 were on remand and 71 convicted but unsentenced. There are eight single power status detainees. The average length of stay for young adults varies between six and 11 days. However, only a third of them stay for less than a month, with some 11 per cent of those unsentenced, and 22 per cent of those sentenced, staying between six months and a year. Over 70 per cent of offenders come from within 50 miles of Feltham, 32 per cent are foreign nationals and over 50 per cent are self-declared offenders from minority ethnic groups.

4. The prison follows the core prison curriculum for young adults, focusing on literacy, numeracy and language, key work skills, social and life skills, art and drama courses and information and communications technology (ICT). The prison offers offenders accredited work as wing cleaners, gardeners, orderlies, and in the laundry and waste management. It offers a range of accredited vocational training, including motor vehicle work, painting and decorating, brickwork, waste management, industrial cleaning and catering. There is also an education and training for employment workshop which is supported by Connexions.

OVERALL EFFECTIVENESS

Grade 4

5. The overall effectiveness of the provision is inadequate. The leadership and management of Feltham B for young adults are satisfactory. The establishment's approach to equality of opportunity is satisfactory, but its arrangements for quality improvement are inadequate. Training is good in hospitality and catering, satisfactory in construction, but inadequate in ICT and foundation programmes.

6. The inspection team was broadly confident in the reliability of the self-assessment process. The process of self-assessment is well established and has been operating over the past four years. The report is detailed and covers most of the education and training activities. Most of the prison's staff are involved in compiling the evidence for judgements and share ownership of the development plans resulting from the self-assessment process. The self-assessment report did not focus sufficiently on leadership and management of learning and skills in the prison as a whole but clearly identified some of the main issues that the inspectors found.

7. The provider has demonstrated that it has sufficient capacity to make improvements. There is a strong ethos towards improving the range and quality of learning and skills, which is supported by senior staff, tutors and the education subcontractor. In recent months, the prison has made many improvements in resources and has expanded the programme of short nationally accredited courses. Many have been designed by prison staff and offer 10-hour modules of accredited skill development for prison work activities in addition to the vocational training courses offered. This is particularly beneficial to offenders due to the extremely short length of stay of most of them. Feltham B has shown a commitment to trying new ways of improving offenders' participation in education and encourages feedback to contribute to future developments. For example, timetables have been changed to try and improve participation rates and extend the range of options to all offenders. Some quality improvement processes have yet to have an effect on the quality of teaching.

KEY CHALLENGES FOR HMYOI AND REMAND CENTRE FELTHAM:

- implement a framework for allocating offenders to education which ensures that there is a clear and strong focus on individual choice and learning needs
- improve the quality of teaching
- improve the provision of ICT and foundation programmes
- make the collection and use of management information more effective
- develop and implement a range of quality improvement measures to ensure that staff share good practice

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality improvement		4

Construction			3
Contributory areas:	Number of learners	Contributory grade	
<i>Construction crafts</i>			
Other government-funded provision	14	3	

Information & communications technology			4
Contributory areas:	Number of learners	Contributory grade	
<i>Using IT</i>		4	
Other government-funded provision	100	4	

Hospitality, sport, leisure & travel			2
Contributory areas:	Number of learners	Contributory grade	
<i>Hospitality and catering</i>		2	
Other government-funded provision	8	2	

Foundation programmes			4
Contributory areas:	Number of learners	Contributory grade	
<i>Literacy and numeracy</i>			
Other government-funded provision	200	4	

ABOUT THE INSPECTION

8. ICT, construction, hospitality and catering and foundation programmes were reported on and graded. Evidence was examined from other areas of education and training activities, including industrial cleaning, motor vehicle, horticulture, physical education (PE), art and drama. These were not reported on and graded separately but were used to support judgements in the key findings section of the report. There were no visits to the prison before the week of the inspection, with the exception of a planning meeting.

Number of inspectors	6
Number of inspection days	25
Number of learners interviewed	60
Number of staff interviewed	30
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	1
Number of visits	1

KEY FINDINGS

Achievements and standards

9. **In the vocational training programmes, learners produce good standards of practical work and develop high standards of practical skills in a relatively short time.** Those on the Prison Information and Communication Technology Academy (PICTA) programme gain a wide range of practical skills using modern industrial standard equipment. Learners in PE gain accredited skills through a well-developed personal development and group teamwork award. Those on the art course produce very good pieces of work, which the prison displays around the establishment, including the visitors' centre.

10. **There is insufficient data to judge achievement rates against those starting on programmes.** Most pass rates are satisfactory and those entered for qualifications generally achieve a pass. Records for painting and decorating programmes show that there are good achievement rates. In 2001, 10 learners achieved a full qualification and this has improved each year and, in 2004, 32 learners achieved. In 2004-05, 42 learners achieved a full qualification aim, which represents 63 per cent of starters. Ten learners achieved units towards the qualification. In hospitality, all of those learners who stay on the programme complete their NVQ. Overall, 76 per cent of learners were successful in achieving a qualification. Twenty-three learners are registered with the awarding body, eight of which have completed their NVQ, and eight are still in learning.

11. **Attendance rates are often low in education and on vocational training courses.** This is due mainly to the rapid turnover of offenders, the short length of stay and the need for them to attend court appearances and legal visits. Some on remand may not return from court and may be released. Punctuality in education and vocational training classes is high

at over 85 per cent on average. The current timetabling arrangements ensure that learners get to classes on time and do not finish early.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Construction	0	2	1	0	3
Foundation programmes	0	1	6	4	11
Information & communications technology	0	2	2	2	6
Total	0	5	9	6	20

12. The standard of practical teaching and training on vocational courses is high. The standard of practical teaching and training on vocational courses is high. The training observed on painting and decorating and brickwork courses was particularly good. Training is well planned and tutors make good use of demonstrations. In catering, visiting chefs support the programme and bring expertise from the outside world to enhance learning. Learners frequently prepare theme meals and charity lunches for staff, all of which are used as evidence for their portfolios.

13. Staff provide the learners with good personal and training support and there is a strong network of volunteers working across the juvenile and young adult sites to support literacy and numeracy. The network of enthusiastic volunteers is well managed and provides good literacy and numeracy support for learners in workshops and on wings where they are unable, or do not want to, access classes. Although the foundation programmes or ICT courses in the education department do not meet the learners' needs sufficiently, the construction workshops support their literacy and numeracy needs well. Some learners who need English for speakers of other languages (ESOL) support struggle with technical terms and there is an over-reliance on the construction tutors to support their needs. Learners are supported well in PE classes, where they are able to take support worker awards and key skills in communication and working with others.

14. Resources to support learning and skills are good. Classroom accommodation is satisfactory, although it is limited due to the constraints of the prison environment. The number of classrooms is insufficient. The maximum number of learners that the prison can accommodate at any one time is 64, or 128 part-time places. Resources for vocational training are very good. The prison provides excellent facilities for learners to practise industrial cleaning, including mock cells and bathrooms. The PICTA programme has a good range of computer software and hardware to support the programme. The grounds of Feltham provide learners on the horticulture programme with a wide range of activities to supplement training.

15. Teaching and learning in education is broadly satisfactory on most programmes, although some teaching staff use a limited range of teaching styles. There are dedicated classrooms for literacy, numeracy, ESOL and ICT. In literacy and numeracy and ICT classes there is a wide range of abilities and insufficient attention to individual learning needs.

16. The prison uses a satisfactory range of assessment methods on all courses. Learners' portfolios of evidence are well constructed and contain a variety of evidence. Internal verification is satisfactory but staff have yet to implement a prison-wide policy and

procedures for internal verification and moderation.

17. Arrangements for the initial assessment of literacy, numeracy and language support are satisfactory. The prison screens all learners during induction and records the results on registers. It relies on staff using the information on the registers to help develop support needs, but there is little monitoring of the effectiveness of meeting the learners' needs. Learners have individual learning plans but their completion and use varies and they are not yet fully established in a coherent way across the prison.

18. Some teaching sessions are disrupted by learners' behaviour outside of classrooms. The offender population changes very regularly and learners stay for only short lengths of time. Tensions between groups of offenders can occur. Custodial officers are responsible for managing inappropriate behaviour. The time available during learning sessions can be reduced if disruptions occur. Two related instances were observed by inspectors outside literacy and ICT classrooms. Learners on vocational courses and in work areas are motivated and there were no disruptive lessons observed on these courses or in the work areas.

Leadership and management

19. **The prison has a well-developed and well-managed range of work and vocational training opportunities.** As an establishment which services local courts, the average length of stay of most offenders is between six and 11 days, and many of them are on remand. Since the last monitoring inspection where the inspectors observed very good teaching and learning and a wide range of training opportunities, the prison has developed more accredited training opportunities to increase the number of full-time places to over 100. Staff have been instrumental in developing 10-hour modules to ensure that short-term learners gain accreditation, as well as providing longer qualifications such as NVQs for the longer-term offenders. The range of accredited opportunities includes laundry work, horticulture, waste management, industrial cleaning, catering NVQs, PE programmes, motor vehicle servicing, construction programmes and radio work.

20. **Staff from external agencies provide the learners with good support.** Connexions and Jobcentre Plus staff work well with support agencies and education staff to provide them with effective advice and guidance before their release. Feltham has a number of careers guidance points located throughout the prison and a good range of support materials in the library. There are also close links with the resettlement unit. Management of the PE department is good and learners regularly participate in sports leagues and visit special schools outside of the establishment to support the Duke of Edinburgh's Award.

21. **Feltham B has a well-established self-assessment process, which clearly links to a development and implementation plan.** Self-assessment reports are detailed and include many of the activities in the establishment including work activities, and judgements are made against the Common Inspection Framework. Judgements are made for leadership and management in each area of activity, but there is insufficient focus on leadership and management and few judgements relating to the quality of leadership and management as a whole. Some quality improvement processes have yet to be fully implemented, for example lesson observations.

22. The process of allocating offenders to education does not meet the full needs of all learners. Feltham B provides 64 morning places and 64 afternoon places, covering 10 discrete lessons that relate to the Prison Service's core curriculum. The previous method of allocating learners was based on individual choice. Offenders are required to engage in purposeful activity but can choose whether or not to attend education and training. Attendance and punctuality for those wishing to attend education were previously low, as prison staff had difficulties in escorting learners from up to seven different residential units. To improve attendance the system was changed to continue to offer a choice but to recruit on a wing basis. While providing learners with the full range of options in a week, some learners are not able to attend sufficient classes to meet their needs, for example, those wanting more ICT can often only attend a maximum of two lessons.

23. Feltham B makes insufficient use of management information to monitor education and training. The prison collects a wide range of data in a variety of formats and uses much of it to help develop key performance targets. However, the prison does not use the data effectively to set qualitative targets for continuous improvement.

Leadership and management

Strengths

- good range of well-planned accredited work and vocational training programmes
- innovative and effective work to support and promote equality and diversity among staff and learners
- effective self-assessment process supporting continuous improvement

Weaknesses

- insufficient planning of education programmes to meet the full needs of some learners
- insufficient use of data to contribute to decisions
- insufficient monitoring of some aspects of quality assurance

Construction

Construction crafts

Strengths

- good achievement rates in painting and decorating
- good additional learning opportunities
- very good resources
- effective support for learners in literacy and numeracy

Weaknesses

- inadequate monitoring of learners' progress in brickwork
- no systematic monitoring of attendance in practical sessions
- inadequate support for learners who speak English as an additional language in workshop sessions

Information & communications technology

Using IT

Grade 4

Strengths

- good range of qualifications on offer in the PICTA programme
- good resources for the PICTA programme

Weaknesses

- excessively wide range and level of abilities of learners in the same class impedes their progress
- insufficient courses in education to meet the learners' needs

Hospitality, sport, leisure & travel

Hospitality and catering

Grade 2

Strengths

- good achievement
- particularly good links with industry help the learners gain work experience and employment
- good resources to support learning

Weaknesses

- inadequate management of record-keeping

Foundation programmes

Strengths

- good accommodation
- good literacy and numeracy provision in vocational training workshops

Weaknesses

- insufficient progress for learners attending education
- some inadequate teaching
- inadequate planning of learning to meet learners' individual needs and interests

WHAT LEARNERS LIKE ABOUT HMYOI AND REMAND CENTRE FELTHAM:

- 'getting good support to get through my NVQ'
- the practical work - 'the workshop staff treat me with respect'
- 'individual support is cool'
- 'I am treated like an adult when I go to the PICTA workshop'
- 'I get to spend more time with my friends in education'
- 'the qualification will be useful when I leave'

WHAT LEARNERS THINK HMYOI AND REMAND CENTRE FELTHAM COULD IMPROVE:

- the amount and quality of information technology (IT) qualifications
- the amount of time in the workshops
- the variety of courses available - 'I don't want to do IT so why do I have to be here?'
- the quality of the food
- the choice in education
- 'I would like more time outside doing exercise and playing football'
- 'I want some help to learn to read'

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good range of well-planned accredited work and vocational training programmes
- innovative and effective work to support and promote equality and diversity among staff and learners
- effective self-assessment process supporting continuous improvement

Weaknesses

- insufficient planning of education programmes to meet the full needs of some learners
- insufficient use of data to contribute to decisions
- insufficient monitoring of some aspects of quality assurance

24. The prison has an extensive, well-planned and well-managed range of accredited training opportunities, offering up to 110 places, most of which are full time. Despite the fact that Feltham B is a remand centre and an establishment which services local courts, and the average length of stay for many offenders can be as little as six days, the establishment has developed and improved its work and vocational training provision to accommodate learners. The training offered is not a Prison Service requirement of an establishment which services local courts but a strong commitment by the senior prison staff has enabled the development to take place. The prison encourages all remand and convicted offenders to participate and gain skills to increase their employability prospects on release. Learners who stay for longer periods are able to benefit from good, well-planned training for up to five mornings or five afternoons each week on vocational training courses. Attendance can be low but as learners have to attend court appearances and legal visits this is beyond the control of the establishment. At the time of inspection there were few learners on laundry training and the waste management programme was not offered due to staff shortages. The number of learners in other areas was much higher, at 66 per cent on average.

25. Achievement of practical skills is good in horticulture. Training is well planned and offers proficiency test awards to level three. In 2004-05, 25 learners gained full level three awards. The prison grounds are used well to provide work and skill development and learners develop a good knowledge of, for example, plant varieties and types of compost. Vehicle maintenance courses are currently provided by a subcontractor and the prison is in negotiation to take the provision over. Twelve learners have achieved the full qualification in the last six months. Two learners in the laundry have achieved a recently introduced nationally recognised award. Six learners have achieved qualifications in the industrial cleaning work programme. Learners develop good communication and IT skills through working on the prison radio. Qualifications and accreditations are forwarded to the next establishment to enable learners to continue their learning.

26. Teaching is good on drama and art courses. For example, in drama classes teachers use role-play and improvisation well during discussion on relevant topics such as drugs and

alcohol misuse and racism. Tutors use these sessions well to help learners confront issues which can cause disruption in the prison. Learners in the art classes produce good work which is displayed throughout the establishment including the visitor's centre.

27. The prison has a holding policy, whereby learners can remain at Feltham to complete their qualifications. This motivates learners and punctuality is high and standards of behaviour are particularly good during training sessions. Staff have worked hard to develop accredited courses in construction, catering, horticulture, PE, industrial cleaning and motor vehicle maintenance. Additional relevant accredited training is offered in waste management, and laundry work. The establishment recognises that many offenders are in the prison for short periods and has developed 10-hour modules that can be accredited. This motivates learners, some of whom gain a certificate for the first time in their lives. The range of options includes for example, in PE there is good development of confidence and interpersonal skills which contributes to the building of key skills portfolios for external accreditation.

28. The training is well planned and supported by experienced and well-qualified staff. There are strong links with external agencies for catering, where a visiting chef provides practical training. This reflects commercial practice and enables the learners to experience the pressures of working to timescales in the preparation of food. Other links have resulted in the loan of motor vehicles from a manufacturer to ensure that the learners acquire experience of working on modern vehicles.

29. Leadership and management are satisfactory. The head of learning and skills has been in post for some six years and has now established a learning and skills culture within the senior management team and among education and training staff. The introduction of accredited training for approximately 100 learners has helped maintain the Prison Service's progress towards meeting its key performance targets.

30. The head of learning and skills has introduced a varied programme of education that includes the prison core curriculum and additional recreational classes, such as art and drama. The prison has 128 part-time places available to all offenders, whether convicted or on remand. The range of courses depends on funding resources. Managers have reviewed the programme and the allocation system and a new structure to improve participation is to be implemented in 2005.

31. The establishment is not responsible for referrals to the prison and staff have to manage an ever changing population. Many learners stay for only a short period of time before moving. There is evidence of tension between groups of learners during social time and education. The prison has a number of comprehensive strategies to deal with disruption including an effective violence reduction policy that directly supports education and training staff. Prison officers are responsible for maintaining security and managing behaviour in education and training. Lessons in education are sometimes disrupted when prison officers are required to deal with issues in line with prison policies. Disruption in vocational training sessions is very rare and there no interruptions were observed by inspectors. Many learners attend education and training classes with friends from their residential unit and punctuality is high at over 85 per cent.

32. The approach to staff development is satisfactory. All staff receive appropriate performance appraisals and take part in staff training activities. The three-year development

plan targets include training in skills for life, which is the government's strategy on training in literacy, numeracy and the use of language, lesson observations, and moderation training. The head of learning and skills and other staff have carried out a lot of work to develop accredited courses. They have focused on short 10-hour modules, which have been written primarily by the staff. This ensures that learners can achieve accreditation despite their short stay at Feltham.

33. There is insufficient planning of education programmes to meet the full needs of some learners. The courses for literacy and numeracy on offer meet the needs of most learners, who are mostly assessed at entry level or below. However, the timetable does not provide sufficient opportunities for differentiation of learning in classes, particularly for the more able learners. Similarly in ICT there are no progression opportunities beyond level two. The allocation structure offers limited places for foundation and ICT. The number and range of options is restricted according to the unit allocated on a specific day. Some learners are not able to choose additional courses if they are not allocated. A comprehensive review has taken place, with consultation among staff, prison officers and learners. The prison has established a working group to look at ways of rotating the timetable and/or locating offenders in units according to education and training needs to increase the curriculum offer and subsequently improve participation rates.

Equality of opportunity

Contributory grade 3

34. There is innovative and effective work to support and promote equality and diversity among staff and learners. Staff at Feltham promote and highly value learning and skills, and they encourage a supportive environment for all learners. The establishment has a diverse population, which is drawn from the London area and the whole of the southeast of England. In the past two years, the number of foreign nationals has increased rapidly to approximately 35 per cent. There is access to education and training for all offenders but the choice is limited in education due to the allocation process by units. Not all foreign nationals require English language support but the proportion is still high. There are classes exclusively for ESOL but there is insufficient support for learners who attend workshops. There is a representative number of staff from minority ethnic groups in the prison and the education department, and diversity is celebrated well, particularly in the art and drama lessons and through displays of art on the walls in the education department. Library staff provide a wide range of literature, including magazines and newspapers in a variety of languages.

35. A member of staff with responsibility for ESOL has produced a comprehensive booklet for all residential units, with hints and tips on how to communicate effectively with foreign nationals. The booklets give potted histories for each of 30 countries to help staff engage with offenders. Not all staff are aware of the existence of the booklet and no staff or offenders have evaluated the use or value of the material.

36. There are regular meetings of an equality and diversity group, which includes unit representatives and the education manager. Meetings concentrate on identifying issues of concern, such as the relevance and content of education classes, but this does not extend to the vocational workshops. There are focus groups for Irish travellers, Africans, East Europeans and Jamaicans, and these are well supported by staff and learners. A 'Rough Guide to Feltham' has been produced and translated into 16 languages to help learners' induction into Feltham. The head of learning and skills has recently secured funding to support an ESOL library-based project. This has only recently started.

37. The education and training areas are clean, brightly decorated and accessible to learners with restricted mobility. There is good support for literacy and numeracy from the volunteer-supported education scheme, especially in the construction vocational training workshops. This is managed by the prison's voluntary and external partnerships manager. There is little recording of the learners' support needs and provision on their individual learning plans.

38. There is insufficient structured assessment of or support for dyslexia. The prison has identified this as a staff development need and the head of learning and skills has secured funding through a recognised charity to deliver dyslexia awareness and assessment training for education and training staff. So far, some 60 people have gone through the awareness training and some are subsequently attending courses for dyslexia assessment.

Quality improvement

Contributory grade 4

39. A quality improvement group has been established for four years. Membership of the group has a good representation of different sections of the prison's community, including workshops, education, gym, chaplaincy and Connexions. Some aspects of good practice are shared, such as health and safety and the use of surveys to gather learners' views. Meetings are held monthly with a standard agenda and they are a good forum for discussion about issues and activities across the prison. The quality improvement group has established aims and objectives but not all members of the group are clear as to what they are and how the group is going to achieve them. The group has established a good standard self-assessment process in each section. Staff in each section are fully involved in the identification of strengths and weaknesses.

40. The prison has produced good, detailed development plans as a result of the self-assessment process, especially in education, to rectify its weaknesses. As a result of self-assessment, the prison has made significant improvements in physical resources, particularly in the vocational workshops and library facilities. Resources for vocational training programmes are very good and workshops are spacious and very well equipped. Learners have their own working spaces which they are able to 'own'. They take pride in their work and quickly develop good practical skills. Learners have created an attractive lounge area with a fireplace and relaxing space in the education department. However, there is an insufficient number of classrooms in the education department, the IT training area is limited and the development plans do not have clear and measurable targets.

41. A very recent implementation is the introduction of internal verification for the short 10-hour programmes. The prison is training staff to check each other's work and intends to establish guidance on internal verification. There is insufficient emphasis in the self-assessment report on leadership and management of education and training, and equality of opportunity and quality improvement.

42. The prison collects a wide range of data in varying formats but it analyses this data insufficiently to help develop decisions or set targets. The prison keeps data to help develop its key performance targets but does not carry out analysis to identify where and when there are issues. There are wide variations in the manner in which the prison records retention data and insufficient explanation as to its use. Every day, the prison keeps data regarding the cancellation of classes and workshops and collates the results each month, but carries out no analysis to establish trends or take action. It does not keep achievement

data in a manner that can establish trends, only the total number of successful accredited achievements in relation to key performance targets.

43. There is insufficient monitoring of some aspects of quality assurance to ensure consistency and continuous improvement across all aspects of education and training. The quality improvement group does not set targets. There is a wide variation between the content, structure and use of course files, and the recording and monitoring of learners' progress. Some course files are good, such as those in horticulture and painting and decorating, but others have insufficient content and use. There is no systematic internal audit or monitoring of the provision as a whole. Observation of training takes place in education but not in vocational workshop areas. Where external verification reports are available there is no co-ordination or identification of actions identified by the external verifier.

AREAS OF LEARNING

Construction

Grade 3

Contributory areas:	Number of learners	Contributory grade
Construction crafts Other government-funded provision	14	3

44. There are 29 learners in construction, of whom 15 are juveniles and 14 are young offenders. Of these, 15 learners are on brickwork training and 14 are on painting and decorating training. Learners attend construction training for four and a half days each week for practical activities and are working towards an accredited construction qualification. Learners can also work towards the achievement of additional Open College Network (OCN) qualifications. There are three full-time members of staff in painting and decorating and two in brickwork who are all vocationally experienced and qualified. In addition, there is one part-time member of staff in brickwork. All are qualified instructors and assessors, with the exception of one staff member who is working towards an assessors' qualification. The prison carries out induction in the vocational area, when it explains details of the training programme. Learners typically spend up to eight months on brickwork programmes and 10 weeks on painting and decorating programmes. The prison provides learners identified as requiring additional learning support with individual literacy and numeracy tuition in the vocational area by specialist qualified staff.

Construction crafts

Strengths

- good achievement rates in painting and decorating
- good additional learning opportunities
- very good resources
- effective support for learners in literacy and numeracy

Weaknesses

- inadequate monitoring of learners' progress in brickwork
- no systematic monitoring of attendance in practical sessions
- inadequate support for learners who speak English as an additional language in workshop sessions

Achievement and standards

45. There are good achievement rates for painting and decorating learners. In 2001, 10 learners achieved a full qualification. This improved each year and, in 2004, 32 learners achieved. In 2004-05, 42 learners achieved their full qualification aim, which represents 63 per cent of starters. Ten learners achieved units towards the qualification. Overall, 76 per cent of learners were successful in achieving a qualification.

46. There are good additional learning opportunities. In addition to the main qualification aim in brickwork and painting and decorating, learners can select a module from the curriculum area and extend their learning of this topic. They produce a portfolio of evidence for assessment towards an OCN qualification. In addition, painting and decorating learners carry out projects at the weekends in areas around the establishment. Successful learners achieve an OCN group and teamwork unit qualification, which motivates them well. The standard of learners' work in brickwork and painting and decorating is satisfactory and some learners develop good practical skills in a short time.

The quality of provision

47. The standard of instruction and learning for construction learners is satisfactory. Most work is of a practical nature and instructors give the learners individual instruction and demonstrations on demand. The inspectors observed no inadequate teaching. Learners have a good working relationship with instructors and speak highly of the training and support they receive. Instructors constantly check learning by questioning the learners individually and during assessment of the completed task.

48. The prison has good training resources in construction. Staff-to-learner ratios are good and learners receive good individual attention. Staff are well qualified and vocationally experienced. The number of assessors and internal verifiers is adequate to meet the needs of the programme and the awarding body. Workshops are well maintained, clean, tidy and spacious. They are well resourced with specialist equipment, hand tools and consumable materials. Learners have good access to these resources and do not waste time waiting for resources. However, there are inadequate classroom resources in construction workshop areas. The teaching of related background knowledge and literacy and numeracy is carried out in unsuitable rooms. The prison recognises this unsuitability and has actioned a building programme.

49. There is effective support for learners in literacy and numeracy. Two qualified specialist tutors give construction learners very good individual support in the workshop training area. Each learner in construction has the opportunity of one hour's tuition each week. Sessions are well planned and managed, with good use of effective learning materials, which are integrated with construction-related topics. Staff are enthusiastic and highly motivated. Learners recognise the value and relevance of these sessions and speak highly of the support that they receive. Tutors frequently check learning by the good use of directed questioning of learners, well-designed graded learning material examples, self-appraisal and assessment, and the setting of private study work.

50. Assessment practice and procedures are satisfactory. Assessment is fair, accurate and planned. It is carried out in a formative manner and is well recorded. There is no requirement by the awarding body for internal verification on these construction programmes. However, the internal verifier quality assures the programmes and the prison maintains records. There is good recording and monitoring of all assessment decisions in painting and decorating.

51. There is satisfactory support for learners in construction. Tutors provide them with effective pastoral support and an effective introduction and induction to construction programmes. There is good support for training. The prison promotes equal opportunities and health and safety induction prominently.

52. The range of provision is satisfactory. Construction programmes are limited to brickwork and painting and decorating. Feltham has analysed learner demand and the programmes available are most suitable to the learners' length of stay. It has provided programmes that meet the learners' immediate needs and are recognised by the construction industry.

53. The monitoring of learners' progress in brickwork is inadequate. There is no overall recording system for learners' achievement and retention within the section. There is total reliance on central management information systems. The prison does not provide information systematically for the instructors on achievement and retention rates. They do not use data to predict trends, set targets or plan for improvement. There are recording systems for assessment decisions within the workshop but no system to provide a wider view and quality assure the process.

54. There is no systematic monitoring of attendance patterns. The number of learners scheduled to attend differed each day but attendance rates varied widely. The reasons for absence are many and varied and are not always in the control of instructors. For example, some learners may prefer a PE session or prioritise various visits. There is a considerable waiting list for construction training and potential learners can be denied training opportunities when other learners are not effectively using their training time.

55. There is inadequate support for learners who speak English as an additional language in the workshop. In two workshop sessions that the instructors observed, there were a number of learners who did not speak or have a good understanding of English. Instructors did not speak or understand their first language and had great difficulty explaining techniques of a technical nature. In one instance, instructors established a symbol system of communication. This was not very effective. On many occasions, instructors had to rely excessively on learners' colleagues to act as an interpreter and they could never be sure of the accuracy of the interpreted information. There was also a feeling of inadequacy as to what was being discussed between those learners who speak English as an additional language. There was no provision of staff with specialist expertise in languages to support learners and vocational instructors.

Leadership and management

56. The monitoring of learners' performance is good in painting and decorating and less than satisfactory in brickwork, but individual progress is discussed, confirmed and verified with learners at regular intervals. Learners are well aware of completed and outstanding assessments. Staff are well qualified and possess extensive relevant workplace experience, which they use to good effect in instructing and guiding learners. All construction staff have a good understanding of their roles and responsibilities. Monthly staff meetings reinforce consistency and enable the sharing of information. However, good practice is not shared systematically. Staff receive regular appraisals and take up staff development opportunities. Self-assessment is well established in construction and all staff contributed to the self-assessment report, which identified some strengths and weaknesses but failed to identify others. Equality of opportunity is introduced during induction but it is not routinely reinforced throughout the vocational training period.

Information & communications technology**Grade 4**

Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i>		4
Other government-funded provision	100	4

57. The education department comprises one IT workshop, with the capacity for up to 10 learners. Classes take place four times a day. The allocation of courses to ICT by residential unit allows learners to attend one or two classes each week on specific days. This amounts to either one and three quarters of an hour or three and half hours each week. The resources provided by the funding regime provide for between 10 and 20 learners from each residential unit. Learndirect resources are provided across the prison, with approximately 25 stations. At the time of inspection few learners were accessing this. Courses include an introductory computer literacy course and a computer literacy and business technology course. In addition, there is a recently installed PICTA programme, which prison staff run as a workshop. This room runs classes twice a day and accommodates up to 12 learners at a time. Courses include an examination-based qualification in IT and a variety of externally accredited hardware and software courses. There are 24 learners registered in the PICTA programme, all of whom are currently registered for the examination-based qualification in IT and most are also registered for key skills and IT essentials at level 1. It has not been possible to determine how many learners are registered for a particular course in education due to the system of allocation of learners to classes. The data for the week before inspection shows that there were 326 offenders listed for ICT classes, with 106 attendances. Literacy, numeracy and language needs are assessed during the prison induction. The current prison policy has no entrance requirements for ICT. In the PICTA programme, support is available to those learners who need it. In the education department this is not extensive.

Using IT**Grade 4*****Strengths***

- good range of qualifications on offer in the PICTA programme
- good resources for the PICTA programme

Weaknesses

- excessively wide range and level of abilities of learners in the same class impedes their progress
- insufficient courses in education to meet the learners' needs

Achievement and standards

58. A judgement cannot be made about retention and achievement in education as there is no data available that details the number of learners that have attended ICT classes and how long they stayed. The PICTA programme workshop has been running since November 2004. Since January 2005, 39 units of the examination-based qualification in IT have been achieved, eight full qualifications and one IT essentials at stage 1. Retention is satisfactory, with most learners achieving at least some units.

The quality of provision

59. There is a good range of qualifications on offer in the PICTA programme. The workshop offers a range of courses from beginner to advanced level across a number of areas. Training is available in office applications, hardware, networking and software design. For those who have additional learning needs there is also regular support from basic and key skills tutors. Learners are assessed on entry and start on a qualification that is appropriate to them. In practice, most of the learners are new to computing or have only a little knowledge. Most learners start with an examination-based qualification in IT and progress onto building hardware and troubleshooting. Once a learner has gained some confidence and competence in using a computer, these courses are often run alongside each other to add interest and increase their chances of gaining a qualification before they leave the prison. Key skills and basic skills qualifications are also integrated with the timetable.

60. There are good resources in the PICTA programme workshop, which opened in November 2004. It houses an impressive range of modern hardware, software and course materials. There are also two full-time staff and one part-time tutor who teach a maximum of 12 learners between them, and additional support from basic and key skills tutors.

61. Assessment is satisfactory. Learners' work is assessed after they complete each exercise and they keep all marked work in their folders. Tutors and learners together decide when it is time to sit an exam.

62. Induction is satisfactory. All offenders receive an induction on entry to the prison that also includes a literacy, numeracy and language screening. Those who are on remand do not have to attend education but the induction encourages most of them to attend. Once induction is complete, the learners sign a behaviour and learning contract.

63. The wide range of levels and abilities of learners in education impedes their progress. Learners of all abilities are taught together in the same group. The timetabling of education means that learners can access only the class that is available to their unit on any particular day. The learners' needs or interests are not always considered. Offenders do not have to attend education and the motivation to attend is often more concerned with pay and opportunities to socialise. Due to the nature of Feltham B as an establishment which services local courts and remand centre, learners often have to attend court or legal visits at short notice and attendance in education classes can be low. This is less apparent in the PICTA workshop, where classes are offered to longer-term offenders who can attend for five mornings or five afternoons each week. There is often a high level of tension among prisoners on the units due to the characteristics of the population and group interaction on the units can often overspill into the corridors of the education classrooms, particularly when movement between lessons take place. The prison officers are responsible for security and the establishment has a strategy to reduce prison violence. This sometimes means that classes are interrupted and the time taken for learners to settle down reduces the amount of teaching time.

64. In ICT, there are only two basic computer literacy courses on offer. Regardless of their computer skills or levels of literacy and numeracy, all learners are placed on introductory courses. The opportunity for the learners to progress is limited and those who have additional learning needs cannot cope with the literacy requirements of this course. The

courses meet the needs of most of the learners, who have a poor record of attendance at school but for more able learners, there is no opportunity for them to progress beyond level 2. Some learners have expressed an interest in widening their knowledge of computing and have indicated their frustration at being restricted to an introductory computer literacy course.

Leadership and management

65. Staffing levels in the PICTA workshop are good, with a ratio of one member of staff to six learners. However, in the education department staff shortages have affected operations and planning. The head of department is on long-term sick leave and there are only two members of ICT staff. Staff cover is currently adequate for the classes offered in education, although there is little opportunity for development of the courses. Staff have satisfactory opportunities for job-related development and take responsibility for their own competence. The self-assessment report identified most of the issues raised. Most of the strengths were overstated and some were found to be weaknesses.

Hospitality, sport, leisure & travel**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i>		2
Other government-funded provision	8	2

66. There are eight learners working towards the national vocational qualification (NVQ) at level 1 in food preparation and cooking. The education department provides a full-time tutor and assessor who supports the catering and hospitality scheme co-ordinator. Training and assessment for all learners takes place in the staff canteen, where the learners work. Practical and background knowledge training takes place on an individual basis, with all learners allocated one day a week for training. The main kitchen employs a principal officer, two senior officers, three cooks and seven catering assistants, and these are supported by between 10 and 20 learners. The staff canteen employs a catering manager, three chef supervisors, six catering assistants and 10 learners. There are four qualified assessors and three working towards assessors' qualifications, and two qualified internal verifiers.

Hospitality and catering**Grade 2*****Strengths***

- good achievement
- particularly good links with industry help the learners gain work experience and employment
- good resources to support learning

Weaknesses

- inadequate management of record-keeping

Achievement and standards

67. Achievement is good. All of the learners who stay on the course long enough complete their NVQ, but due to the nature of the population many learners leave before they can complete their qualification. Two learners who were dismissed from the kitchen for poor behaviour were supported to return to complete their NVQ. Twenty-three learners have been registered with the awarding body, eight learners have achieved and eight remain in training. Learners have the opportunity to vary the jobs they do in the kitchen and develop good all-round occupational skills in a short space of time. The standard of work is good and learners are enthusiastic about the variety of tasks they are able to carry out.

The quality of provision

68. Resources to support learning are good. There is a good ratio of assessors to learners, and staff are well qualified and have good industrial experience. Feltham has two staff dedicated to the delivery of the NVQ programme and food hygiene training. A key skills tutor and a learning support tutor also attend one day each week to support learners with

basic literacy, numeracy and key skills. Learners have access to a good range of learning support books and materials and a laptop computer is available to help those who have additional literacy needs. However, there is no dedicated classroom space for training sessions. Learners receive good training for the NVQ programme, mainly in individual sessions in the staff canteen, but the lack of a classroom prevents the delivery of additional training courses. For example, health and safety and first aid were planned but there is nowhere to deliver these courses.

69. There are particularly good links with industry to help the learners gain work experience and employment. The prison has established effective partnerships with local and national organisations, which have led to work placements for learners nearing the end of their sentence. There are examples of learners who have achieved employment through these industry links. Staff have accompanied learners to interviews to provide moral support. One national company has offered to provide mock interviews to help learners prepare for job interviews. Staff have arranged and supported learners to prepare dinners where local business people attend for lunches. Cooked by the learners, this provides staff and learners with the opportunity to prepare more complex menu items and improve industrial relationships.

70. Teaching and learning are satisfactory. Learners work on a rota basis, which allows them to work on the different sections of the kitchen. This provides good opportunities for individual coaching support and assessment. The rota also provides allocated time each week for learners to carry out background knowledge training with their tutor. Many learners are well motivated and attend on their day off to do additional work on their NVQ. The tutor provides support on these occasions.

71. Assessment is satisfactory. Action-planning is informal and not recorded, but learners have very regular contact with their assessor and fully understand what they need to do to achieve their NVQ. Assessment occurs regularly and the assessment records in the learners' portfolio of evidence are well referenced. The portfolios are well laid out and easy to follow.

72. Record-keeping at the prison is inadequate. It does not keep accurate details of learners who start on the programme. Learners are only entered onto the records when they are registered with the awarding body. The prison cannot accurately report on retention and achievement data. There are no records of assessment other than what is in the portfolio. If this is lost then all the work is lost too, and the learners would have to repeat many of their assessments. Learners do not have individual learning plans and reviews are informal and not recorded.

Leadership and management

73. The principal officer has overall responsibility for the catering NVQ programme and supports the scheme co-ordinator when required. The principal officer regularly checks on learners' and staff progress. Internal verification is satisfactory. The scheme co-ordinator internally verifies the NVQs and supports the assessors. Internal verification sampling is currently 100 per cent and assessors appreciate the level of support they receive. The prison holds regular standardisation meetings to meet the continuous training and development needs of assessors and to ensure a standard approach to assessment. Staff members who work as catering assistants have worked towards the NVQ to provide a stable number of NVQ candidates and provide opportunities for staff to achieve their

assessors' awards. Learners who work in the main kitchen do not have access to any accredited training. There are plans to introduce the NVQ but these are not yet available.

Foundation programmes**Grade 4**

Contributory areas:	Number of learners	Contributory grade
Literacy and numeracy Other government-funded provision	200	4

74. The prison provides foundation programmes in five dedicated classrooms for the teaching of literacy, numeracy, ESOL, life and social skills, and cookery. While the full range of education classes are offered as part of the Prison Service's core curriculum to learners, the current allocation system provides learners with set classes daily. For those who choose to attend education, the prison offers two classes daily, as participation is part time to allow learners to attend PE, association, and visits. It offers between 40 and 56 places covering the five options to each residential unit every week. Some evening classes in social and life skills are offered on the units. There are 122 learners on literacy and 98 on numeracy at entry level, level 1 and level 2. Sixteen learners are receiving literacy and numeracy support in the vocational training workshops. There are 36 learners following ESOL programmes. All sessions are scheduled to last for approximately three and a half hours, although some learners may only attend each subject for one and three-quarter hours. There are 78 learners attending social and life skills programmes, including modules on healthy living, relationships and cookery. All programmes are externally certificated. There is a full-time co-ordinator for skills for life and life and social skills. The training is provided by full- and part-time staff who are managed by the deputy education manager. Support for learners with dyslexia is provided on an individual basis. There is a team of volunteers that provides the learners with individual literacy and numeracy support. All volunteers have a certificate in teaching literacy and numeracy.

Strengths

- good accommodation
- good literacy and numeracy provision in vocational training workshops

Weaknesses

- insufficient progress for learners attending education
- some inadequate teaching
- inadequate planning of learning to meet learners' individual needs and interests

Achievement and standards

75. Some learners make insufficient progress. Some work given to learners is too easy or too complex and little learning takes place. For example, in one ESOL lesson a learner was asked to name countries and listen to descriptions of key characteristics of the countries. The learner already had good listening skills and a good knowledge of country names and little learning took place.

76. Data was insufficient to make judgements on previous years' achievements. However, in the period January 2005 to March 2005, achievement of literacy and numeracy was satisfactory at 49 per cent for numeracy at level 1 and 2, and 56 per cent for literacy at

level 1 and 2. In the same period, several learners attended one or more ESOL examinations and passed. On average, out of 398 social and life skills classes attended each month between January and March 2005, 13 learners achieved a qualification.

The quality of provision

77. The standard of accommodation is good. All teaching rooms are bright and airy and well decorated. There are good displays of learners' work on the walls of the classrooms and a good range of subject-specific posters in classrooms.

78. The provision of literacy and numeracy support to learners in workshops is good. Learners on brickwork and painting and decorating courses receive individual literacy and numeracy support. The tutor spends four half-day sessions in the workshop providing support to around 16 learners each week. The programme concentrates on specific literacy and numeracy skills required for the occupational areas. Examples of these skills include working out discounts, calculating how much paper, paint or bricks are needed for a job, and measuring shapes and sizes. Tutors devise a good range of resources to support learning, including laminated copies of rulers and tape measures to practise measuring skills and using dice to solve mathematics problems and build numeracy skills. Tutors use a range of computer-based numeracy packages to develop learners' skills effectively.

79. Learners have a satisfactory understanding of key induction topics, including health and safety, equality of opportunity and programme content. Initial assessment arrangements are satisfactory and comprise an initial screening and some further diagnostic assessment of learners' literacy, numeracy and language needs. The prison rarely uses initial assessment to plan a detailed learning programme for individuals. Arrangements for moderation of qualifications are satisfactory.

80. There is satisfactory teaching in many lessons, but some teaching is inadequate. In the better lessons, such as cookery and ESOL, there is good planning of learning. In the poorer lessons, teaching lacks imagination and stimulation. Concepts are often taught without context. These lessons do not meet the learners' diverse range of learning needs and some work is too easy or complex for the more advanced and less able learners. On occasions, learners are taken out of classes for court appearances and legal visits. This is beyond the control of the tutor and learners are disturbed by the interruption and take time to settle down. During the inspection two of the sessions that the inspectors observed were affected by scuffles between learners outside the classroom. The management of behaviour is the responsibility of prison officers and the implementation of the prison violence reduction strategy can sometimes mean that there are long periods of time before learners are able to settle down and return to learning.

81. Planning of learning to meet learners' individual needs and interests is inadequate. Individual learning plans provide insufficient detail on what skills learners need to improve and how to achieve this. Initial assessment results are not used routinely to plan this learning. If a learner attends more than one class, there is no overall plan and no attempt is made to maximise the integration of literacy and numeracy into other subjects. Classes have a diverse range of learners' ability, from pre-entry level to level 2, and lessons are often planned at a level that does not meet the needs of less able or more advanced learners. Lesson plans identify different handouts for different learner levels but do not link to learners' individual assessed needs

Leadership and management

82. The current process of timetabling education classes for foundation, while meeting the Prison Service's requirement for a core curriculum and meeting the needs of most learners in terms of the levels of courses, does not provide sufficient opportunities to manage differentiation of learning. Learners of diverse ability are placed into the class delivering that subject and there are no classes for different abilities. Some learners on short lengths of stay often do not receive sufficient learning to support their additional learning needs, with the exception of those supported by the volunteer workers.

83. Staff are aware of the prison's most recent self-assessment report. The prison has drawn up action plans to rectify some of the weaknesses, including further development of the skills for life programme. Staff are observed at least once each year as part of the quality assurance process and they receive written feedback. Access to staff training is good and most staff have appropriate teaching qualifications or are working towards them. There have been no whole-staff meetings for some time. Subject-specific meetings are held each month to discuss procedures and share practice. Staff now have monthly training meetings. Appraisals are carried out annually. Staff are aware of key performance targets but they are not set individual targets.