

# REINSPECTION REPORT

## **HMP Wealstun Reinspection**

**12 January 2006**



ADULT LEARNING  
INSPECTORATE

## Grading

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

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

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. 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.*

## 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.
- adult information, advice and guidance services (**nextstep**)

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.

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### DESCRIPTION OF THE PROVIDER

1. HMP Wealstun (the prison) is the result of combining HMP Thorp Arch and HMP Rudgate in 1995. This created a category C (closed side) and a category D (open side) prison within the one establishment. The prison is set in a rural location three miles from Wetherby in West Yorkshire. The prison was extended in 2005, introducing a new accommodation wing and workshops, a healthcare centre and a library.
2. The prison receives offenders from Leeds the Northeast and the Yorkshire area. The average length of sentence is four years on the closed side and two years on the open side. The operational capacity of the prison is now 907, with a current total population of 812 adult males. Approximately 58 per cent of the population are closed side offenders. The average age of offenders on the closed side is 31 and the ages of open side offenders range from 21-69 years.
3. Since the previous inspection, a head of learning and skills has been appointed. This person has been in post for 21 months. The responsibilities of the head of learning and skills include the education department, farms and gardens, the library, gymnasium and industries throughout the prison. The responsibility for training and industries in the open and closed side is delegated to two managers. The education contract is held by City College Manchester. The education department is managed by an education manager who is responsible for a deputy manager, two full-time co-ordinators, two part-time co-ordinators, three full-time and 20 part-time tutors. The education department is supported by one full-time and one part-time administrative officer and an examination officer. An information advice and guidance officer is also employed to support offenders. The education department is contracted to deliver 17,300 teaching hours and is catering for 200 learners, 50 per cent of whom are studying part time. Provision is offered during the day. Courses are offered in information and communications technology (ICT), skills for life programmes, which fulfil the government's strategy on training in literacy, numeracy and the use of language, and short courses in English literature, physiology, sociology, geography and mathematics.
4. The prison has two main libraries, one on the open side of the prison and one on the closed side, and wings C and D have their own library facilities. The contract is held by Leeds library service.
5. All offenders are required to attend full-time education or work. Opportunities include land-based activities, lift-truck training, industrial cleaning, data entry, laundry, construction, tailoring, catering, light electrical assembly and packing. Most of these areas now offer accredited training.

## SCOPE OF PROVISION

### Information & communications technology

6. The prison has 121 learners on ICT training programmes. Thirty-nine learners are on ICT courses on the closed side of the prison, and a further 14 are attending the computer engineering workshop. On the open side of the prison, 52 learners are on ICT courses, and 16 learners are attending the data-entry workshop. All learners work towards a qualification. Forty-one learners are working for level 2 qualifications and 68 learners are on courses leading to level 1 accreditation. The remaining 12 learners are studying for competence certificates at beginners' level. All the qualifications are internally assessed and externally moderated.

## ABOUT THE REINSPECTION

Number of inspectors	2
Number of inspection days	9
Number of learners interviewed	19
Number of staff interviewed	29

## OVERALL JUDGEMENT

7. At the previous inspection in October 2003 programmes in construction, hospitality and physical education (PE) were found to be good. Foundation programmes were satisfactory as were leadership and management and equality of opportunity. However, ICT and quality assurance were unsatisfactory. At the end of the reinspection process, ICT was judged to be satisfactory and arrangements for quality assurance have been improved. The quality and standards of all other aspects of the prison's provision have been maintained.

## AREAS OF LEARNING

### Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Other government-funded provision	121	3

#### *Using IT*

##### *Strengths*

- well-planned provision with good progression opportunities
- good opportunities for learners to obtain external accreditation

##### *Weaknesses*

- insufficient analysis of achievement data

### Achievement and standards

8. Learners develop useful computer skills using industry-standard software. Sessions are held in adequately equipped computer workshops where learners work at their own pace, with support from the tutor. Most learners quickly master the basic elements of word processing, spreadsheets, databases and desktop publishing and gain external recognition of their skills. Learners on the computer engineering course, which is offered on the closed side of the prison, are able to successfully assemble computers from individual modules, install typical software, and test the completed system. They also learn to identify electronic components and the basic techniques of soldering.

9. Calculations made from the data sampled during the inspection indicate that achievement rates are satisfactory. For example, in the education department between April 2004 and March 2005, 62 per cent of the 77 learners who began an accredited information technology (IT) level 1 course gained the full qualification. Over the same period, 98 per cent of the 130 learners attending the prison data-entry workshop successfully completed a level 1 certificate for IT users. On the newly introduced computer engineering course, over 50 per cent of those who began the course have completed it successfully.

### Quality of education and training

10. Curriculum planning was identified as poor in the previous inspection. It has improved significantly. The prison now has a well-planned provision with good progression opportunities. The closed and open sides of the prison co-ordinate the ICT

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curriculum very effectively. Progression routes from beginner level to level 2 are available throughout the prison. Care has been taken to ensure that learners moving from the closed to the open side of the prison can continue with their ICT studies. Full-time courses were unavailable on the closed side of the prison at the time of the previous inspection, but they have now been introduced. Additional, examination-based qualifications for IT users are now available on the open side of the prison, and a computer engineering course has been introduced at level 2. Full-time learners have good access to computer rooms for up to seven half-day sessions each week. The previous inspection identified that not enough study time was made available to part-time learners. Study time has been significantly increased to provide more time for learners to practise.

11. Learners on both sides of the prison have good opportunities to obtain externally awarded qualifications at elementary, foundation and intermediate levels. This strength was recognised in the previous inspection and has been maintained. Learners with little previous knowledge of computers have opportunities to gain certificates of competence in basic computer operations, while those having some previous experience can study for units or modules in word processing, spreadsheets, databases and desktop publishing at level 1 and level 2. The newly introduced computer engineering course also carries a nationally recognised qualification. Where learners are unable to obtain a complete qualification, they receive accreditation for the modules or units that they complete.

12. Standards of teaching and learning are satisfactory. Learners work at their own pace, developing their computer skills through the use of good-quality self-teaching materials. Tutors respond efficiently to learners' requests for help, but do not make sufficient use of these opportunities to check learners' understanding of their work. Learners feel well supported and value the constructive feedback that they receive from tutors. Learners are encouraged to make progress, but the extent of the expected progress is not routinely negotiated at the beginning of each session. Learners who complete their qualifications quickly are encouraged to carry out more challenging tasks, either in the form of assignments that allow them to apply their skills, or by studying modules in desktop publishing or website design.

13. Individual learning plans were not used adequately at the time of the previous inspection. The prison's use of the plans has now improved and is generally satisfactory. A newly designed individual learning plan has been introduced recently. Initial advice and guidance for learners is satisfactory and more plans now reflect the outcomes of the initial advice and guidance interviews given to new arrivals at the prison. Some plans record the results of learners' initial assessments for literacy and numeracy skills. All plans contain learners' short- and long-term targets, although some are not expressed clearly enough in terms of the outcome required and the timescale for completion. Tutor-led progress reviews assess learners' progress against individual learning plan targets, but do not set challenging targets for learners.

14. Learners' literacy and numeracy skills are carefully diagnosed through initial assessment. Effective support is available for those learners who need to improve their skills. Tutors regularly visit the prison workshops to provide well-planned support for



individual learners. This integrated approach allows support tutors to focus on learners' specific needs and to provide individual tuition to prepare them for accredited literacy and numeracy tests.

15. ICT resources on the closed side of the prison were found to be inadequate at the previous inspection. These resources have improved significantly and are now satisfactory. Three computer suites, with a total of 33 computers, are available to support ICT and other courses. All the computers are networked and have industry-standard office software. Each classroom on the closed side has a computer and four more are available in the library. The electronics workshop is adequately resourced for the new engineering computer course.

16. On the open side, computer resources are adequate to meet most learners' needs. The computer workshop, identified as good at the previous inspection, continues to provide a good learning environment, but the computers are now old and some are becoming unreliable. The data entry workshop also provides a good environment, but the computers are not powerful enough to provide the level of graphics processing that is required to produce illustrated leaflets. A second computer room with nine computers has been introduced since the previous inspection. Computer-based display and projection facilities for tutors have been improved significantly. Learners still have very restricted opportunities to practise sending and receiving e-mails, or searching for computer-based information, but some simulation of these activities has been introduced.

17. At the previous inspection, learners' poorly developed keyboarding skills were identified as a weakness. Improvements have been made but the weakness has not been fully resolved. However, the quantity of commercial data-entry work carried out by the prison has decreased significantly and learners no longer spend long periods entering data using a keyboard. The prison recognises the advantages of encouraging the correct use of computer keyboards and has planned for learners to be offered the option of learning to type correctly. Tutor-led sessions to teach keyboard skills have been introduced, and self-teach software for typing is also available on some computers.

## **Leadership and management**

18. Staff from the education department and the prison have been involved in planning and implementing the improved ICT provision. Hardware and software resources have been improved and are now satisfactory on both sides of the prison. A planned replacement programme has been established for equipment and software. There are sufficient numbers of qualified and experienced staff to deliver the current provision. An observation of teaching and learning systems has been established, and the development needs identified from observations are discussed at annual appraisals. Staff are given good opportunities to take part in additional training to meet their development needs. Internal assessment and verification processes comply with awarding body requirements. Staff have a clear understanding of the self-assessment process and recognise its value in promoting continuous improvement. The self-assessment report is sufficiently critical and identified the same weaknesses found during the reinspection.

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19. Achievement data is not analysed sufficiently. Data is collected and presented for the modular ICT courses, but it is not analysed sufficiently to determine how well individual courses are performing. Although the number of learners beginning each course is now recorded, there is no readily available data showing the percentage of learners retained on each course, and the percentage gaining a full qualification. The prison does not systematically compare the success rates of the courses offered by the education department and those provided by instructional officers. This situation has been recognised by the prison and a new data collection form has recently been issued. When collected, the new data will also provide a means of analysing achievement by ethnic background.