

REINSPECTION REPORT

HMP Wandsworth Reinspection

09 March 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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HMP Wandsworth Reinspection

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REINSPECTION 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 intake from a range of local magistrates' and crown courts. It is also the national repatriation centre for British offenders convicted of offences abroad, who have applied to serve their sentences in Britain. The prison's total population during the week of inspection was 1,429. Of these, 588 were unconvicted and 318 were categorised as vulnerable prisoners housed separately from the rest of the population. A relatively small number of offenders are serving short- or medium-term sentences at the prison. 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 offenders is centred around work, education, training and treatment. Work, accredited training and education programmes take place every weekday. Some educational courses are now available on some evenings and at weekends. All offenders who take part in education classes do so part time. Some offenders are engaged in full-time work. Some are able to combine work, education and training. Those in the vulnerable prisoners unit take part in separate work, education and training activities. Unconvicted men are not required to engage in education, work and training but some choose to do so. During the week of reinspection, around one-third of the prison's total population was engaged in education classes and accredited training.

2. The education department offers programmes in literacy, numeracy, English for speakers of other languages (ESOL) and key skills. Some of the key skills programmes are delivered through courses such as cultural and world studies and the arts. Separate Open College Network (OCN) qualifications are also available in arts subjects. The prison also offers programmes in information and communications technology (ICT) and a range of short accredited courses in sports and fitness instruction. Offenders work in the laundry on internal and external production contracts, in the kitchens, as wing cleaners and as orderlies in various areas of the prison. Opportunities for work are also available in the textiles and tailoring workshops. Training towards accredited qualifications is now available in cleaning and laundry work. Other accredited training is now offered in bricklaying and plastering workshops and in bicycle maintenance.

3. The prison's head of learning and skills is a member of the senior management team. She has overall responsibility for learning and skills and the library contract and reports to the prison governor. She was appointed in August 2005 after a period of around eight months when there was no head of learning and skills at the prison. The former head of industries has since been appointed as the deputy head of learning and skills. Amersham and Wycombe college currently delivers the education contract at the prison. The education manager is the college's on-site representative. She is supported by a full-time deputy education manager and 14 curriculum co-ordinators. There are 26 part-time and sessional tutors who teach in the education department.

4. Forty-one per cent of the prison's current population are from minority ethnic groups.

Thirty-five per cent of the offenders at the prison are foreign nationals and 17 per cent of the most recent monthly intake speak English as an additional language.

SCOPE OF PROVISION

Hospitality, sport, leisure & travel

5. The physical education (PE) department at the prison provides a range of training courses and recreational activities including general fitness, power-lifting, a community sports leader award and a fitness instructor training award. At the time of the inspection, 44 learners were enrolled on the six-week community sports leader award, which has recently been re-established after a long period of inactivity. Since the previous inspection, the prison has introduced a new programme that uses PE to tackle drugs misuse. Two such courses have been offered to offenders.

6. Offenders have access to recreational PE sessions throughout the week. Squad training sessions are organised at weekends. Around 82 per cent of offenders use the recreational sports facilities. The PE department is managed by a senior officer supported by nine prison officer tutors and one trainee. A further two officers are working towards PE officer status. Five of the PE tutors are qualified assessors and two are internal verifiers. It is planned that all staff will work towards adult teaching qualifications. Eight prison orderlies assist in the cleaning and maintenance of the gymnasium areas and the sports hall.

Visual & performing arts & media

7. During the week of inspection, 127 learners were enrolled on visual and performing arts courses. Sixty-three learners are working towards the OCN art and culture award. Fourteen learners are following a journalism course and the remaining learners are pursuing non-accredited courses in music, drama and creative writing. A further 12 learners are enrolled on to a radio production course, separately funded and delivered through London Metropolitan University. The notional length of most courses is between 10 and 15 weeks depending on the levels of attendance. Offenders can enrol at any time during the programme. Attendance is part time and learners are able to attend up to four daytime sessions each week. Learners in the vulnerable prisoners unit can also study for general certificates of secondary education and A-levels using open learning packages. They can also attend weekend sessions in art, music and drama. Craft activities are available for one evening a week, but these are not accredited. In the main prison there is no provision beyond OCN at level 3. There are opportunities for additional creative activities through partnership arrangements with various external agencies.

Foundation programmes

8. During the week of inspection, 72 learners were following literacy programmes. Of these, 63 were on numeracy courses and 65 were on ESOL programmes, with many learners on more than one course. The education department offers opportunities for offenders to improve their basic skills in literacy, language and numeracy through classes in the main education unit and in the vulnerable prisoners unit. Support is also offered in the vocational workshops and through other areas of learning within the education department. Individual tuition is available on the residential wings. All offenders complete an initial screening assessment. Those who volunteer to take part in education complete a more extensive assessment once they begin tuition. Qualifications in basic and key skills are offered. Fast-track literacy and numeracy options are available for learners who are assessed initially as being at entry level 3. Four co-ordinators are responsible for literacy, numeracy, ESOL and key skills provision.

ABOUT THE REINSPECTION

Number of inspectors	5
Number of inspection days	18
Number of learners interviewed	39
Number of staff interviewed	40
Number of subcontractors interviewed	14
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	4

OVERALL JUDGEMENT

9. The ALI's previous inspection in May 2004 found that the prison's ICT provision was satisfactory. Its electrical engineering and arts and crafts provision was unsatisfactory. Provision in foundation and PE and sport was very weak. The leadership and management of learning and skills was very weak. The arrangements for equality of opportunity and quality assurance were unsatisfactory. At the end of the reinspection process, ICT provision had been monitored and was found to have remained satisfactory. Engineering was not reinspected. Provision in PE and sport was unsatisfactory as were the arrangements for quality assurance. Provision in foundation and in arts was found to be satisfactory. Leadership and management was satisfactory as were the arrangements for equality of opportunity.

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

Grades awarded at previous inspection

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	
Using IT			
- Other government-funded provision	122	3	

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

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

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

Grades awarded at reinspection

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

Hospitality, sport, leisure & travel			4
Contributory areas:	Number of learners	Contributory grade	
Leisure, sport and recreation			
- Other government-funded provision	44	4	

Visual & performing arts & media			3
Contributory areas:	Number of learners	Contributory grade	
Arts			
- Other government-funded provision	77	3	

Foundation programmes			3
Contributory areas:	Number of learners	Contributory grade	
ESOL			
- Other government-funded provision	65	3	
Literacy and numeracy			
- Other government-funded provision	135	3	

KEY FINDINGS**Achievement and standards**

10. **Learners on PE courses are particularly well motivated.** Learners work well together and make good progress in their own personal development and social skills. All learners who remain on the programmes attain their qualifications.

11. **Attainment of practical skills is good in art.** To date 45 certificates in art and culture and eight in access to journalism have been awarded to learners. Learners develop research, report writing, editorial and script writing skills.

12. **Retention on most foundation programmes is good,** with most programmes maintaining retention rates above 90 per cent.

Quality of education and training

13. **In PE, initiatives to improve learners' self-development are good.** For example, the prison has recently successfully introduced two national programmes that use PE to help prisoners examine drugs misuse.

14. **Teaching in PE is poor.** Most tutors do not use an adequate range of teaching methods and resources. There is too much focus on written rather than practical work. Insufficient attention is given to safe working practices. Good practice is not routinely reinforced and poor practice is not always identified and discouraged. **Support for literacy, numeracy and key skills is inadequate.** Staff are unclear about how they can support and develop learners' literacy, numeracy and key skills during PE sessions. **The planning and management of the curriculum is poor.** Planning does not target potential learners from all areas of the prison.

15. **In art, links with external partners are very effective.** Print-making workshops have been organised and learners have produced work for exhibition to be displayed in the Museum of London.

16. **The planning and management of individual learning in art is inadequate.** Schemes of work and lesson plans are not adapted to specific teaching sessions or individual learners. Individual learning plans are not used to plan the learning process. **Accommodation for art is unsatisfactory.** There are insufficient facilities for learners to carry out observations drawings. The size of the art room in the main education area is too small for the number of learners attending.

17. **Teaching and learning on the fast-track literacy programme is good** and meets learners' individual needs. Clear aims and objectives are translated into well-designed learning activities. **Development of the provision is good.** Since the previous inspection, the prison has significantly increased the number of learning opportunities available to offenders. Learners can now access computers for literacy, language and numeracy work.

18. **There is poor planning of individual learning in mixed level literacy and numeracy programmes.** Initial assessment does not lead to any clear personal learning goals for learners other than to achieve a qualification. Individual learning plans are not used effectively to record progress. **Learning environments are poor.** Rooms are small and often noisy. The environment is unsuitable for learners who need to practise listening and speaking skills.

Leadership and management

19. **Very effective initiatives have been introduced across the prison** and a clear strategic direction for the development of learning and skills has been established since the previous inspection. Significant changes and improvements have been made to the accommodation for learning and skills.

20. **The range of accredited education and training has increased.** Links with partners are good. Communication within and between the different learning and skills areas has improved significantly since the previous inspection and is now satisfactory.

21. **Data is insufficiently used in the planning and management of learning.** The learning and skills department is in the very early stages of collecting data on recruitment, retention and achievement. Work has begun on analysing the collected data. Some information is not yet collected or analysed.

22. Equality of opportunity is satisfactory. Offenders in education and training programmes are treated in a positive and respectful manner. They are well supported by their tutors and instructors. All staff have received satisfactory equality and diversity training. The learning and skills department has a satisfactory complaints and appeals procedure which is well publicised.

23. **The promotion of learning and skills is insufficiently thorough.** Education and training is insufficiently promoted on residential wings. Examples of offenders' work are not displayed around the prison. Access to education and training has improved since the previous inspection but there are still an insufficient number of places to meet offenders' needs or the prison's targets.

24. The education department has satisfactory and well-established arrangements for the observation of teaching and learning and for reviewing and evaluating courses. A calendar for the observation of teaching and learning in PE programmes and accredited training in the workshops has now been devised. The most recent self-assessment report provides a useful base on which to develop action-planning for learning and skills in the prison.

Leadership and management

Strengths

- very effective initiatives for improvement
- good development of accredited training programmes
- good links with partners to enhance learning and skills

Weaknesses

- insufficiently thorough promotion of learning and skills
- insufficient use of data to plan and manage learning
- insufficiently established arrangements for the quality assurance of teaching and learning

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- particularly well-motivated learners
- good initiatives to improve learners' self-development

Weaknesses

- poor teaching
- insufficient attention to safe working practices
- inadequate support for literacy, numeracy and key skills
- poor curriculum planning and management

Visual & performing arts & media

Arts

Strengths

- good attainment of practical skills
- very effective links with external partners

Weaknesses

- inadequate planning and management of individual learning
- unsatisfactory accommodation for some art classes

Foundation programmes

ESOL

Strengths

- good retention on most programmes
- good development of the provision

Weaknesses

- poor learning environments

Literacy and numeracy

Strengths

- good retention on most programmes
- good teaching and learning on fast-track literacy programmes
- good development of the provision

Weaknesses

- poor planning of individual learning in mixed-level literacy and numeracy programmes
- poor learning environments

DETAILED REINSPECTION FINDING

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- very effective initiatives for improvement
- good development of accredited training programmes
- good links with partners to enhance learning and skills

Weaknesses

- insufficiently thorough promotion of learning and skills
- insufficient use of data to plan and manage learning
- insufficiently established arrangements for the quality assurance of teaching and learning

25. Very effective initiatives to plan for improvement have been introduced across the prison. A clear strategic direction for the development of learning and skills has been established and the strategic planning is now integrated well with the planning for the whole prison. A more appropriate business plan has been produced and is better aligned with the service level agreement for learning and skills. The planning and management of learning and skills has improved since the previous inspection. The prison has experienced considerable changes in its senior management staff since the previous inspection and has managed these changes well. The deputy education manager at the time of the previous inspection was appointed to the post of education manager soon after. A new governor was appointed in May 2005 and a new deputy governor in July 2005. The current head of learning and skills took up her post in August 2005 and has quickly established herself as a key manager for learning and skills. The former head of industries has been redesignated as the deputy head of learning and skills. The partnership between the head of learning and skills and her deputy is effective, as is that between her and her line manager, the new governor. Links between industries and education are now well established and better co-ordinated. The recently introduced initiatives have been carefully planned to improve the management and delivery of learning and skills. The education centre has been moved from its poor accommodation at the time of the previous inspection to a purpose-built facility in the information technology (IT) workshop. While the new accommodation provides significant improvements for several curriculum areas, some classrooms are still small and noisy. The prison has identified that there are too few places available on learning and skills programmes for the number of offenders in the prison. The core day has been reviewed to maximise the availability of education and training places. The current system is now seen to be too complicated and a further review is being carried out. An officer has been given responsibility for co-ordinating offender movement. While some offenders still arrive late to learning sessions, there has been an overall improvement in punctuality and attendance. Reasons for non-attendance are now more accurately

recorded and action is taken where a place in learning and skills is not being used effectively. The combination of all these initiatives has raised the profile of learning and skills across many areas of the prison.

26. Good development of accredited training programmes has taken place since the previous inspection. The former brush assembly, electrical assembly and packaging operations, which did not provide accredited training, have largely been discontinued. New programmes have taken their place. At the time of the previous inspection, accredited training in the laundry had only just started and very few offenders were enrolled on the programme. Since that time, of the 18 offenders who started the 18-week cleaning and laundering accredited technician training programme, 16 have been successful in achieving the award. In September 2005, the prison introduced a one-day certificate in health and safety at work accredited at level 1. Of the previous 31 starters, 29 have been successful in achieving their certificates in the laundry, while across the prison, over 80 learners have achieved the award. The prison laundry will shortly be closing for a major refurbishment. Managers are actively pursuing alternative forms of purposeful activity for this group which include plans to establish a number of recycling and reclamation projects. Schemes are planned to provide short-term work, training and qualifications. These will involve the repair and return to service of prison furniture and electrical items as well as the collection of tins, bottles and plastics for recycling.

27. Links with partners are good. At the time of the previous inspection, links with partners were judged to be good and developing. Further improvements have been made so that these links are now well established and very effective. Existing links with partners have been further developed and new ones made. Many of these partnerships have already provided clear benefits to learners. Others are in an earlier stage of development, but demonstrate the involvement of the partner as part of the overall strategic planning of learning and skills. Partnership links have contributed to the improved range of accredited programmes and plans for new programmes. They have also provided enrichment to existing courses.

28. The bricklaying workshop is well established, with two national vocational qualification (NVQ) programmes now running. At level 1, groups of 19 delegates follow a 12-week full-time programme. Progression is available to level 2, with learners working in small groups of six. The first two learners from the programmes are now working outside the prison on a building project and are expected to progress to temporary licences and work in the community at an appropriate time. As part of the brickwork course, an adjacent workshop is being rebuilt into a plastering workshop. This will provide 10 working bays and an assessment bay, with accredited programmes being launched in mid-2006. Staff resources for these programmes are good. Some staff are seconded from industry and a local college. The expertise from the national contractor is used well and there are realistic prospects of work placements and jobs in the industry for suitable learners on discharge from prison. Learndirect programmes have recently been introduced into the prison. The former computer maintenance and repair workshop has been closed and the space used to provide a 10-station learndirect centre. The centre is in its fourth week of operation and is the first inside a prison to offer restricted internet access. Learner numbers are low at present, but they are

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gradually increasing. Programmes are mainly aligned to the achievement of skills for life qualifications at level 2. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. A small range of personal interest programmes is also available. The centre is operated in partnership with an outside contractor that provides tutorial staff to work with a uniformed prison officer who is the project leader.

29. The textile and tailoring workshops continue to provide employment for vulnerable prisoners, although for some time this has been without formalised qualifications. Funding has now been secured to reintroduce manufacturing textiles at NVQs at level 1 and 2. These will provide training and qualifications for a workforce of 42 potential learners. In addition, a specialised textile repair and alteration award will be made available to learners in both textiles and the laundry. An accredited cleaning training and assessment programme runs at two levels. At foundation level, groups of 10 to 12 learners follow programmes of four to six weeks' duration. The overall achievement rate for this programme is currently around 65 per cent. This programme leads on to a cleaning operatives' proficiency certificate which provides selected learners with a high chance of achieving at the end of the three-month programme. Cleaning awards are also open to vulnerable prisoners who may attend evening sessions. Food hygiene basic training awards are provided on demand by the prison catering service. Over 70 learners have achieved the basic award since September 2005. In addition, a pilot programme is currently running with five offenders and one member of staff following an NVQ food preparation and service award at level 1. On completion of a successful pilot in mid-2006, a further intake of 12 learners are planned be enrolled on this programme, with an additional six registering for the food processing and service NVQ at level 2. Assessors are in place and training events for more assessors and internal verifiers are planned.

30. The newly established cycle maintenance workshop is now operating OCN-accredited awards at introductory level. An award at level 1 is planned to start shortly. There are 10 work stations that cater for 20 learners following a 30-hour programme. Retention on this programme is currently weak. Of 41 learners who have started on the programme since September 2005, 22 have left without a qualification, six have achieved, and a further three are waiting external verification. Resources are good, with a range of appropriate tools and equipment, cycles and staff expertise on hand. Key skills provision in literacy is well integrated with some industrial programmes. In brickwork and cycle maintenance, each team has a worker responsible for key and essential skills. Every learner is assessed for literacy skills and supported to achieve a literacy qualification at level 1 or 2 as part of their industrial programme. Similar programmes in numeracy may be introduced later in 2006. The essential skills workers spend significant amounts of time working with learners in the workshops to extract evidence from their industrial work and provide material for literacy files and assessments. A range of other initiatives is currently in the advanced stages of planning. It is planned to offer summer outdoor brickwork classes to offenders in the vulnerable prisoners unit. A room has been set aside for a multi-skills construction workshop to provide kitchen-fitting qualifications. Discussions are also underway to work towards establishing a motor vehicle parts training and assessment centre and to develop the cleaning programmes to include kitchens and car valeting.

31. Communication within and between the different learning and skills areas has improved significantly since the previous inspection and is now satisfactory. Learning and skills staff are well represented at the weekly labour board meetings. The induction team is now located in the same area as the prison's resettlement team. Communication is now more effective. A representative from the education department now attends library meetings. Communication between the library and learning and skills staff has improved. The meetings of the quality improvement group are now more regular. The head of learning and skills now holds a monthly data meeting with the deputy head of learning and skills and the education manager to review starters on education and training programmes, retention and achievements. The prison has a satisfactory strategy for the development of literacy and numeracy. There has been an increase in the amount of outreach work linking education with the workshops and the residential wings. For example, literacy and numeracy support is now provided in the bricklaying workshops and in the laundry, and another scheme supports offenders on residential wings. However, this is not yet sufficiently well integrated with the work of workshop instructors.

32. There is insufficient use of data in the planning and management of learning. The learning and skills department is in the very early stages of collecting data on recruitment, retention and achievement, using a consistent format across all workshop areas. A new data collection form has recently been produced and this will shortly be distributed to all relevant functional heads. Monthly returns in this consistent format will be required. At monthly data meetings the head of learning and skills, her deputy and the education manager have started to analyse the collected data. Over time, there are plans to use the data to analyse trends. The education department has its own database which records information by learner and which is similar to the data which will be collected in learning and skills. An administrator in the education department collates the monthly reports for the education manager. In the past, forms were not always fully completed but the monthly data meetings are intended as a mechanism to monitor this. Information about participation rates, attendance and achievement by minority ethnic group, additional learning need or disability is not yet collected or analysed. There is no system to assess additional learning needs or the effectiveness of any support offered. The appointment of an officer responsible for movement has enabled the education department to have a more accurate picture of attendance rates and reasons for non-attendance at education classes. Data about attendance, retention and achievement in the workshop training areas is now being systematically collected. The system has been well planned and is thorough. However, data has not yet been collected over a long enough period to be able to analyse trends or aid planning.

Equality of opportunity

Contributory grade 3

33. Equality of opportunity is satisfactory. Learning and skills staff are well represented on the prison's monthly diversity and race relations management meetings. Both these teams meet to discuss and resolve prison-wide issues as well as many matters that directly involve learning and skills. For example, the diversity team has recently focused on access for offenders with mobility difficulties, and records clearly identify actions

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taken. Through the race relation management team meetings, the learning and skills department monitors participation by minority ethnic group. Retention and achievement by various groups or within curriculum areas are not monitored. Around 42 per cent of the current population of the prison are from minority ethnic groups and 35 per cent are foreign nationals. Approximately 17 per cent of those arriving at the prison each month are identified as having a need for English as a second language. This population has increased since the previous inspection and the learning and skills department has made significant progress in increasing the number of ESOL classes and the levels taught. A quarterly meeting for foreign national offenders is chaired by the governor. Other members of the senior management team, the chaplaincy team and foreign national offenders are well represented at these group meetings. Issues important to this group of offenders, such as the availability of translation services, are discussed and resolved. Working relationships within and between groups of offenders and staff have improved since the previous inspection. Offenders in education and training programmes are treated in a positive and respectful manner. They are well supported by their tutors and instructors.

34. Improvements have been made to the induction process. An education guidance worker attends induction sessions to inform offenders of what is available in the prison and to carry out the preliminary literacy, numeracy and language skills tests. Offenders who wish to select an education or training course are given an individual follow-up interview, with the guidance worker, and a further diagnostic assessment. The prison has its own radio station that is used effectively to inform offenders of some of the learning and skills programmes on offer. Radio interviews are frequently recorded with learners and education and training staff. Many instructional officers keep offenders up to date about their courses. Staff visit residential wings to recruit offenders to courses. Tutors in the education department also take time to informally advise offenders about education and training in the prison. The education worker responsible for induction is located in the area that houses the prison's resettlement staff. Links between the education induction staff and the prison's sentence planning and resettlement staff have improved since the previous inspection.

35. All staff have received satisfactory equality and diversity training. The learning and skills department has a satisfactory and well-publicised complaints and appeals procedure. The prison is housed in an old building with few lifts and ramps. However, care has been taken to ensure that the education classrooms and workshops on the first floor are accessible by lift. A request to install ramps around the prison has recently been made by the governor. There are currently only 12 offenders with mobility difficulties in the prison. Tutors and instructors provide sensitive pastoral support for learners. Support for literacy, numeracy and ESOL is also offered. The prison does not provide other forms of specialist help to support learners.

36. The promotion of learning and skills is insufficiently thorough and systematic. There are few materials available to advertise all the education and training on offer and the requirements for each of these programmes. Although the induction booklet contains some information about education and training, it is not produced in an appropriately readable format and is not clearly available in other formats or languages. There is not

enough promotion of education and training on residential wings. Some wings contain notice boards, but not all courses are promoted and there is no clearly identifiable area on the wings where offenders know they can obtain information about the courses available. Examples of offenders' work are not displayed around the prison. Many prison officers are supportive and helpful to offenders, but some are not sufficiently well informed about the prison's learning and skills programmes to offer effective assistance. While tutors and instructors use teaching and learning materials relevant to learners' needs and situations, diversity is not actively promoted in learning sessions. Access to education and training has improved since the previous inspection, but there are still an insufficient number of places to meet offenders' needs or the prison's targets. However, much has been done to successfully extend the range of appropriate accredited training. The prison has also adopted a constructive approach to the allocation and management of access to learning and skills. The core day has been reviewed to extend opportunities to more offenders. Evening and weekend classes have been introduced. Offender movement is now better managed to ensure attendance and punctuality.

Quality assurance

Contributory grade 4

37. The education department has produced a satisfactory quality assurance manual following the previous inspection. Standardised procedures are included in the manual and have been incorporated into a staff handbook. The arrangements for the observation of teaching and learning in the education department are well established, as are the arrangements for reviewing and evaluating courses. All full-time staff are observed annually by a trained observer and staff are given verbal and written feedback. Training needs identified during these observations are included in staff development plans. However, until very recently, the written records were not routinely made available to the head of learning and skills, and observations were not graded. Teaching staff are not observed by similar subject specialists. The records of observations are fairly detailed but they lack rigour and are descriptive rather than judgemental. While they usually contain information on what went well in the lesson and include points for action, these are not always sufficiently constructive or critical. Lessons which meet expectations satisfactorily are often graded as good. Points for action from previous reports are not followed up. Observation reports are not used in appraisals to set teaching and learning targets for staff. Good practice identified in observations is not routinely and formally shared. At the time of the previous inspection, staff teaching on PE and sports programmes were not observed. No formal observations have been carried out since that time. Many of the weaknesses in the quality of teaching and learning identified in PE lessons at the previous inspection still remain. A calendar for the observation of teaching and learning in PE programmes and accredited training in the workshops has now been devised. The deputy head of education is currently being trained in observation techniques by the college and there are plans to start the programme of observations in the near future.

38. There is no separate quality assurance manual for learning and skills. The draft quality assurance policy available at the time of the previous inspection has been rejected as it is now regarded as being too complicated. However, the head of learning and skills has recently devised and introduced quality assurance files for each accredited

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training area. Each file contains a quality statement and an audit document detailing what is required in the file. Examples of the blank monthly data return and learner evaluation forms are included in the file, to encourage a standardised approach. These files were distributed in December. There are plans to audit them every other month until they are complete and subsequently to review them annually.

39. At the time of the previous inspection the quality improvement group was not well established. It met quarterly and, despite showing a commitment to quality improvement, progress was slow. Since that time, the importance of quality improvement has been highlighted and the group now meets every month. Meetings are chaired by the governor or the head of learning and skills. Attendance has improved and the group is now operating effectively as a forum for discussion and as a means to inform functional heads. However, action to improve the quality of the provision as the result of the group meetings is still at an early stage of development.

40. A self-assessment report was produced in December 2005. This is the first self-assessment report since March 2004. Most staff are involved in the self-assessment process and now have a satisfactory understanding of its function and importance. The head of learning and skills and the education manager have worked effectively to co-ordinate the range of returns from the learning co-ordinators and training staff. The report provides a useful base on which to develop action-planning for learning and skills in the prison. In some areas it is self-critical and accurately reflects the judgements made by inspectors. However, some strengths identified in the self-assessment report are judged by inspectors to be normal practice and some weaknesses identified by inspectors have not been included in the prison's report. The recent updates to the self-assessment report demonstrate a developing understanding of the current state of the provision.

41. The prison's arrangements for the quality assurance of teaching and learning are insufficiently well established. Observation of teaching and learning is not yet routine across all areas of learning and skills. In the education department, where it is well established, the results are not yet used effectively to aid the self-assessment process or the quality improvement group, or to improve teaching and learning generally. The routine collection of feedback from learners across learning and skills has only recently started. This information is collected in various different formats and the overall data is not analysed or used in development planning. Arrangements for internal verification in the PE department are poor.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Other government-funded provision	44	4

Leisure, sport and recreation

Strengths

- particularly well-motivated learners
- good initiatives to improve learners' self-development

Weaknesses

- poor teaching
- insufficient attention to safe working practices
- inadequate support for literacy, numeracy and key skills
- poor curriculum planning and management

Achievement and standards

42. Learners are particularly well motivated. Learners on the PE courses are from a range of ethnic groups, backgrounds and ages and work together well on PE programmes. They make good progress in their own personal development and social skills through these sessions. Working relationships between tutors and learners are good and based on an atmosphere of mutual trust and respect. Learners develop self-confidence and are willing to try out new skills and techniques. Sports and PE courses are popular with offenders and most programmes are oversubscribed. Attainment is satisfactory. All learners who remain on the programmes attain their qualifications. However, at the time of the inspection, there was insufficient evidence of learner work and assessment of performance to make a judgement about the thoroughness of the assessments.

Quality of education and training

43. Initiatives to improve learners' self-development are good. The prison has recently successfully introduced two national programmes that use PE to help prisoners examine drugs misuse. Learners who have followed the two courses so far have developed their self-confidence and personal skills as well as their knowledge and awareness of healthy living. At least two of the learners who took part in these courses have since enrolled on

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a sports programme. The good links established with a local school for the partially sighted have continued. Children from the school visit the prison each week to take part in PE sessions led by learners. The school has recently developed its own sports facilities. The head teacher of the school has agreed to provide work-placement opportunities for some learners when they have achieved their sports qualifications. Plans are well advanced to develop a structured PE programme for drug misusers currently accommodated in the prison's detoxification wing. PE staff have worked closely with wing officers to devise this programme to discourage substance misuse. The first course will start in a few weeks when the detoxification wing has been fitted with the appropriate PE equipment.

44. Teaching is poor. Of the four classes observed, teaching and learning was satisfactory in only one. Most tutors do not use an adequate range of teaching methods and resources. They do not use IT and other audiovisual resources. Handouts used in lessons do not challenge or inspire learners. Course work on the community sports leader award focuses too much on the written completion of learners' personal reports. Individual learning styles are not identified and teaching methods are not sufficiently varied to accommodate different ways of learning. Lesson planning is weak. Lessons plans do not routinely identify key teaching and learning objectives. They are not evaluated and do not include information about which methods will be used in the session, the timing of the activities, or how learning will be assessed. In activity sessions, emphasis is placed upon participation. Learning is given insufficient attention. Learners have insufficient access to IT to develop, for example, session plans or fitness programmes. There are no facilities for individual work or study in the PE department. Staff prepare individual learning plans, but these plans are not used to record and monitor progress and achievement and do not have realistic and measurable targets. Most individual learning plans are not signed by a tutor and many are not signed by learners.

45. In teaching and learning sessions, insufficient attention is given to safe working practices. Good practice is not routinely reinforced. Poor practice is not always identified and discouraged. Learners are not sufficiently prepared to be able to promote and reinforce good health and safety practice in their own future working environments. For example, in one session, learning points from a previous theory lesson on safety were ignored by tutors and learners. Personal protective equipment used in a football session was worn incorrectly. In another session, learners cooled off rapidly from their activity while they were grouped together for a long period of time to discuss coaching skills. They restarted their session without being given any guidance about how to warm up or prepare themselves for exercise.

46. Support for literacy, numeracy and key skills in PE is inadequate. This weakness was identified at the previous inspection. Little improvement has been made. Opportunities to develop literacy and numeracy skills in PE programmes have not been identified. Staff are unclear about how they can support and develop learners' literacy, numeracy and key skills in PE sessions. Some support is provided by a part-time tutor from the education department. However, there has been no attempt to use PE-related materials or activities to engage learners or to enhance progress. Facilities for individual tutorial

work in PE are inadequate. The only classroom available for this type of work is noisy, poorly heated and has only one computer.

Leadership and management

47. The planning and management of the curriculum is poor. This weakness was identified at the previous inspection. Improvements have been made in communication within the PE department and between other learning and skills areas in the prison since that time. However, many of the aspects of this weakness still remain. PE accommodation is satisfactory. It consists of two gymnasiums with a mix of free weights and resistance machines. At one end of one gym is a classroom where GP referrals and theory lessons take place. The sports hall has a good all-purpose floor and a full range of changing facilities and equipment. However, the planning of the programme does not maximise the resources in the department. It does not effectively target potential learners from all areas of the prison. Prior learning or achievement gained from other work or training in the prison or outside is not identified or used. PE officers deliver training in emergency resuscitation, manual handling and first aid at work to other workshop areas in the prison, but they are unable to offer these industry recognised awards to PE learners because of budget constraints. A number of learners act as gym orderlies. They clean the changing rooms and showers, set up equipment and organise personal sports equipment and clothing. However, this work is not assessed or accredited. The skills and understanding developed through this work are not formally recognised or managed. The range of PE programmes offered provides insufficient opportunities for progression. Relationships between tutors and learners are good. Offenders are treated respectfully and have good access to the wider recreational PE facilities. However, access to accredited courses and progression is insufficient. Demand for accredited courses is greater than the supply and some learners have waited more than three months for a place on their chosen course. The arrangements for the quality of assurance of teaching and learning in PE are unsatisfactory. There is no evidence of internal verification of PE courses run by external organisations. The reports from the external verifier take very little account of completed written work. Most are based on brief observation of learning sessions. Internal observations of teaching and learning have not been systematically planned or used to aid staff development or to improve the quality of teaching and learning. The range of courses available to learners is insufficient and staff lack information about potential alternatives. The self-assessment report is not accurate. It shows an improving recognition of the quality of learning within PE but it fails to identify many strengths and weaknesses.

Visual & performing arts & media

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
Arts		
- Other government-funded provision	77	3

Arts*Strengths*

- good attainment of practical skills
- very effective links with external partners

Weaknesses

- inadequate planning and management of individual learning
- unsatisfactory accommodation for some art classes

Achievement and standards

48. Attainment of practical skills in all areas of activity is good. For many learners this is their first experience of art and design and, for some, of education in the wider context. They are able to work in a supportive, safe and non-threatening environment that can lead to accreditation and progression at a number of levels. Art classes are made up of representatives from all areas of the prison population. Absolute beginners, foreign national and ESOL learners are all able to participate in classes and produce work of an acceptable standard that can be submitted for accreditation. Since the previous inspection, access to accreditation and progression opportunities has increased. To date, 45 certificates in art and culture and eight in access to journalism have been awarded to learners. Opportunities are available to gain a communication key skills qualification alongside the accredited courses. Two full communication certificates have been achieved and a further 11 developed through the print-making project are awaiting external verification. Those attending the journalism course are able to develop research, report writing and editorial skills that culminate in topical articles being produced for internal publications. Members of the creative writing group produced a script for the Christmas pantomime performed by 19 members of the drama group. This provided them with the opportunity to gain valuable experience of acting, singing and dancing in front of an audience, as well as developing self-confidence, and group and team working skills.

Quality of education and training

49. Links with external partners are very effective. For example, the Arts Alive Trust provides enhanced creative activities that extend learners' experiences and supports resettlement into the community. Print-making workshops have been organised and learners have produced work for exhibition to be displayed in the Museum of London. Since the previous inspection, this work has been professionally mounted, framed and exhibited. During the reinspection, learners in the vulnerable prisoners unit were working on a commission from the trust to develop simple design ideas that can be reproduced in the textiles workshop for basic garments or artefacts. Through the trust, work is available for sale, and a percentage is returned to the learners. This money goes towards the purchase of additional art materials. It is also used to support the reintegration of offenders into the community on release from the prison. The trust provides mentors who meet men at the gate when released and provide valuable support during the early stages of resettlement. Those learners who wish to continue with their art studies can do so by attending sessions at the centre run by the trust. The director of the centre is a regular visitor to the prison and provides encouragement and support to learners. Work in partnership with the London Metropolitan University enables learners who are involved with a radio initiative to achieve a qualification in radio production. They gain self-esteem and become confident with interview techniques, programme packaging and script writing. All 10 learners who recently completed the four-month programme were successful in achieving the award. This partnership contributes to offender resettlement. Some learners have been able to gain employment in the media industry upon release. Learners also have the opportunity to become involved with producing the weekly radio programme that is broadcast to parts of the prison. The prison radio is used to promote education programmes to offenders.

50. Many of the aspects of teaching and learning are satisfactory. During the reinspection all three observations were graded satisfactory or better. Tutors have adapted well to the flexible enrolment patterns of learners. New learners are given a simple art-related task which enables tutors to make a more accurate assessment of their capabilities. Learners are able to work in a supportive and non-threatening environment where they are encouraged to become involved in group discussions about each other's work. In key skills sessions they are encouraged to read more widely and to research their chosen artist or movement by writing to the librarian, tutor or local museums to request additional information. They acquire new knowledge about techniques and the context surrounding the conditions under which the work has been created. The most able learners make personal comments about the work they have been studying and consider applying some of the techniques in their own work. In the journalism course, learners research topics of interest for the prison population and produce articles that are published in the two internal prison newsletters. Both of these publications provide good opportunities for developing research and editorial skills and they act as an effective vehicle for the promotion and current topics of interest. For example, a recent publication has focused on the impact and experiences of the increasing numbers of foreign national prisoners at the prison who cannot speak English. It has also informed offenders about planned visits to the prison by government ministers and about the prison's recycling policy.

51. The planning and management of individual learning is inadequate. Schemes of work and lesson plans are in place but lesson plans are generic. They are used for a number of sessions without being adapted to specific teaching sessions or individual learners. Entries made in individual learning plans and learners' records of progress are not used to plan the learning process. In the best cases, some of the recently introduced records of progress contain some reflective entries made by the learners, but these are often not supported by constructive comments from the tutor. However, one learning plan had no entries made by the learner or tutor. Learners receive specific and continuous support and guidance from tutors about their individual projects. However, insufficient attention is given to the systematic planning of individual learning. There is not enough individual or group learning.

Leadership and management

52. A full-time arts co-ordinator is supported by six part-time, hourly paid staff. A further part-time member of staff delivers the access to journalism course. Part-time staff are appropriately qualified and are professional practising artists and craftspeople representing a range of art and design disciplines. Those who do not possess a teaching qualification are actively encouraged to work towards one. The co-ordinator attends the regular quality improvement group meetings. Arrangements for internal verification consist of a series of checklists to ensure that the appropriate pieces of work have been completed and a level agreed for recommendation. The external verifier attends the prison twice a year and the work has to be retained for long periods, often beyond the time when learners have been released or moved on. There are very few examples of learners' work on display around the prison to promote and celebrate the opportunities available. The self-assessment report is broadly accurate, The strengths and weaknesses identified by inspectors are similar to those identified in the self-assessment report.

53. Accommodation for the art classes in the main prison education centre is unsatisfactory. Since the previous inspection, the art and design provision has moved from small, poorly lit accommodation, below one of the main wings, to more appropriate and cleaner accommodation above the industries workshop. Although the new accommodation does provide some improvement in surroundings, the size of the allocated space is inappropriate for some of the activities required by the awarding body. There are insufficient facilities for learners to carry out observational drawings and when this is required it tends to be completed by learners in their cells without supervision or support. The size of the art room in the main education area is too small for the number of learners attending the sessions. During the reinspection a number of learners were required to work in an area outside the teaching room. While this arrangement did allow for increased numbers to engage in the activity, the tutor was constantly moving between the two areas. Those working within the classroom had very little working space. The main art room does not have adequate storage space for materials, equipment, work in progress and completed work. There are insufficient clean working areas for written work to be completed alongside practical activities in such a way that it will not become damaged or marked. Accommodation in the vulnerable

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prisoners unit is adequate for the numbers attending the courses. A satisfactory range of equipment and storage is available. In the vulnerable prisoners unit, buckets of water are placed on the floor for cleaning brushes and equipment. There is no access to running water in either of the art rooms. Accommodation for the other areas of activity is satisfactory.

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
ESOL		
- Other government-funded provision	65	3
Literacy and numeracy		
- Other government-funded provision	135	3

ESOL

Strengths

- good retention on most programmes
- good development of the provision

Weaknesses

- poor learning environments

Literacy and numeracy

Strengths

- good retention on most programmes
- good teaching and learning on fast-track literacy programmes
- good development of the provision

Weaknesses

- poor planning of individual learning in mixed-level literacy and numeracy programmes
- poor learning environments

Achievement and standards

54. Achievement on the fast-track literacy programmes is good. Retention on most programmes is good, with only literacy at entry levels 1 to 3 falling below 90 per cent in the last quarter of 2005. Working relationships between learners and tutors are good. Learners generally apply themselves well, and are able to ask for advice. However, in the lessons observed during the inspection, the attendance rate of learners from the vulnerable prisoners unit was low at 56.5 per cent. Learners produce a satisfactory standard of work on most courses and a good standard on the fast-track literacy programme. The number of qualifications achieved by learners has increased significantly since the previous inspection. Out of 337 learners entered for literacy, numeracy and ESOL qualifications in the most recent quarter, 274 learners achieved.

Quality of education and training

55. Teaching and learning on the fast-track literacy programme is good and meets learners' individual needs. There are clear aims and objectives translated into well-designed, manageable tasks that learners are able to accomplish. Overall, teaching and learning are satisfactory. Staff are committed and purposeful. In the poorer lessons, aims and objectives are not clear and some tasks do not adequately challenge learners. Learners' files show an over-reliance on commercially produced material with no immediate relevance for learners.

56. Individual programmes for learners studying literacy and numeracy at entry levels are not well planned. Initial assessment does not lead to any clear personal learning goals for learners other than to achieve a qualification. The number of qualifications being gained by learners has increased dramatically since the previous inspection. However, little attention is given to the social applications of literacy and numeracy, or to identifying how learners might better develop their skills. Individual learning plans are an ineffective tool for recording progress. The targets listed are often not clear and review dates are often missing. Other documents used for recording progress tend to focus on what learners have done, or how they feel, rather than what they have learnt. In ESOL, individual learning plans contain specific linguistic targets, but these are not referenced to purpose or context. These weaknesses were identified at the previous inspection.

Leadership and management

57. Development of the provision is good. Since the previous inspection, the prison has significantly increased the number of learning opportunities available to offenders. Literacy provision has increased by approximately 75 per cent, numeracy provision by 150 per cent and ESOL provision by 46.5 per cent. The range of provision has also been extended. Learners can now access computers in the IT suite for literacy, numeracy and language work. Fast-track options in literacy and numeracy have been introduced. Some individual tuition is available on the wings for those who need individual support or dyslexia assessment. Two ESOL evening classes have also been introduced, and ESOL provision is now organised by level. Good efforts have been made to contextualise literacy learning within the activities carried out in the brickwork and bicycle maintenance workshops. Opportunities for numeracy learning are less well developed. The potential for promoting skills for life learning in the context of PE has not been realised. A learndirect facility offering further programmes in skills for life learning has been recently established.

58. A quality assurance cycle has been introduced and the collection and analysis of data is improving. The updated self-assessment report shows a growing assurance in assessing the strengths and weaknesses of the provision. However, there are no judgements about the quality of teaching and learning. Lesson observations carried out internally are not thorough. Links between skills for life provision run by the education department and that run by other agencies in the prison, are not yet fully developed.

59. Learning environments are poor. There have been significant improvements to

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accommodation. Since the previous inspection, foundation classes have been moved from the unsuitable basement accommodation to a temporary base while a purpose-built centre was prepared. These classes are now held in the new centre, but rooms are small and often noisy. Tutors have difficulty providing differentiated activities for learners and the environment is unsuitable for learners who need to practise listening and speaking skills. Supportive, individual tutorials are available for learners on demand but these are usually held in an open area between classrooms with little privacy.