

# INSPECTION REPORT

## **HMP Whitemoor**

**03 February 2006**



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
- **learnirect** 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.

### 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*

# INSPECTION REPORT

## HMP Whitemoor

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# INSPECTION REPORT

## DESCRIPTION OF THE PROVIDER

1. HMP Whitemoor is a high security 'dispersal' prison for male adult offenders in category A and B. Its offender population is drawn from all over the United Kingdom. The prison operates at the highest security level and offenders include exceptional risk category A offenders. The prison population has a high proportion of offenders serving life and high-tariff sentences, often for the most serious crimes. Presently, three-quarters of offenders are serving 15 years or more but despite this, HMP Whitemoor has a focus on rehabilitation and amending offending behaviour, through various programmes including developing learning and skills.

2. The prison's certified normal accommodation is 492, with an operational capacity of 458. The average population varies from 420 to 435 offenders. HMP Whitemoor does not normally accept offenders who are serving less than a four-year sentence.

3. An assessment unit examines links between dangerousness and severe personality disorder (DSPD), developed in partnership with the Department of Health and Mental Health Unit. Since 2002, a suitable regime has developed for the management and treatment of dangerous and severe personality disorders.

4. HMP Whitemoor's main role is as a dispersal prison, but it also serves as containment for some of the most serious offenders in the country, and security is rigorously prioritised in all practice and processes. HMP Whitemoor has finite 'high security' boundaries. The nature of the population and the geography of the prison means that the regime includes a strict wing segregation policy, and a range of special programmes exist to maintain this.

5. The role of learning and skills activity is to fulfil, as far as practicable, the prison's estate aims for rehabilitation and resettlement. It aims to secure the best possible provision and simultaneously to make a positive contribution towards security without compromising 'hard' security or public safety. HMP Whitemoor's purposeful activity target is 20.5 hours a week. It currently has a black and minority ethnic population of 26 per cent.

6. The head of learning and skills has been in post since October 2005 and is the senior manager responsible for activities including education, the library, chaplaincy, work/industries, vocational training and the gym. The kitchens and cleaning services are the responsibility of the works department. Education is contracted to Norwich City College and consists of 17,160 annual teaching hours. Activities are scheduled for 20 hours a week over five days. The education manager has been in post for 16 months and is supported by a deputy, both of whom are full-time employees of the subcontracting college. Education staff include 11 full-time and 19 sessional/part-time staff. Education provides 33 per cent of offenders with some type of education. Sixty places are available in the main education area for 'A' and 'B' wing offenders, discrete provision of 28 places for 'C' wing vulnerable offenders and 28 education places for DSPD 'D' wing residents. Seven education places are available in the gym and the remaining hours are used across the prison in areas such as the segregation and close supervision centre where teachers visit those who are restricted in their access to education. Higher education at HMP

## HMP WHITEMOOR

Whitemoor offers progression routes from level 1 to level 4. There is no weekend or evening provision other than recreational gym and the library.

7. Workshop activity includes two contract workshops, with offenders involved in recycling activities, two construction craft workshops and a desktop publishing workshop where offenders are engaged in producing leaflets and brochures for a charitable organisation. Three workshops house the laundry, industrial cleaning and clothing exchange store. Two further workshops have discrete provision for the DSPD wing, and one for vulnerable offenders.

8. The library provision is provided by Cambridgeshire Council Library Service. There are two full-time officer librarians, who also advise on legal services. A library manager post from the county library service is due to be filled. Three prison orderlies work in the library, all of whom have enhanced status within the prison. The library is located near the education area. Access during the day is prioritised for education classes, with the general prison population using the library in the evenings. This is organised on a residential wing basis with each individual allowed at least 20 minutes a week. Sometimes offenders cannot get to the library as the time coincides with their entitlement for physical education (PE). Use of the library has been monitored and this indicates that over 100 visits a week took place in the evenings in addition to the mobile provision which is taken to the segregation areas and the close supervision centre (CSC) unit. Stock includes all the legal volumes required by prison service orders and a range of foreign language books. Additional books are ordered through the county library service. The library has two small work desks, but the two computers intended for research are not working.

9. The PE department consists of a temporary manager and six PE instructors, although two staff are on long-term sickness. A new senior officer is due to take up their post shortly. Three prison orderlies also work in the area. PE activities consist of a recreational programme covering daytime and evenings on weekdays and during the day at weekends. Courses in sports leadership, weight and fitness training, and sports nutrition have recently been introduced. The range of activities includes racket and ball handling, fitness and team sports in addition to weight training. Offenders are able to access at least two PE sessions a week. Fifty per cent of the prison population attends PE in a typical week. A small number of special classes which target the physically less active are organised to attract other offenders.

10. The PE facilities consist of a large sports hall, and a weight training and cardiovascular gymnasium. These facilities are well used. However, timetabling and planning are allowing the facilities to be under-used on some days. One classroom is available for theory work for courses. Changing and shower facilities are available, as are storerooms for PE equipment. The outdoor playing area is no longer being used as there are concerns about prison security.

## OVERALL EFFECTIVENESS

## Grade 4

11. **The overall effectiveness of the provision is inadequate.** More specifically, the prison's leadership and management of learning and skills, and its arrangements for quality improvement are inadequate. The arrangements to ensure equality of opportunity are satisfactory. Construction, planning and the built environment and ICT provision are satisfactory. The provision for preparation for life and work is inadequate.

**12. The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment process has been established recently across the prison. Inspector's findings matched many of the strengths and weaknesses in the self-assessment report for the areas of learning and leadership and management. The self-assessment report includes separate grades for each key question for each area of learning and an overall average calculation for the overall grade. An addendum gives a self-assessment of leadership and management, but there are no grades for quality improvement or equality of opportunity. The report is overly descriptive.

**13. The provider has demonstrated that it has sufficient capacity to make improvements.** Learning and skills across the prison has had a higher profile since the introduction of a head of learning and skills. In the past 18 months there has been some improvements. A new education manager is working collaboratively with the prison to increase access to learning and provide a wider range of learning opportunities and progression. Difficulties in recruiting appropriate staff have in most cases been resolved. There is an appropriate vision for learning and skills. The prison is working towards a case management model which has been successful in other high-security establishments. The current transition is having some effect on the progress that has been made with the weaknesses in the self-assessment report.

## KEY CHALLENGES FOR HMP WHITEMOOR:

- improve the planning of learning to meet individual needs
- improve curriculum management
- implement procedures to ensure good punctuality and attendance at learning activities
- improve the recruitment procedures to ensure that learners are well informed about education and are appropriately assessed
- link learning targets to sentence plans
- gain a clear, strategic overview of learner participation and the quality and performance of learning and skills
- use of management information to set targets and secure improvements in the provision
- improve the arrangements to monitor and improve the quality of the provision
- effectively engage prison staff in the development of learning and skills and accreditation opportunities across the prison

## GRADES

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

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

<b>Construction, planning and the built environment</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Construction crafts</b>		<b>3</b>
Other government-funded provision	15	3
<b>Information and communications technology</b>		<b>3</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>ICT for users</b>		<b>3</b>
Other government-funded provision	35	3
<b>Preparation for life and work</b>		<b>4</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>ESOL</b>		
Other government-funded provision	8	4
<b>Literacy and numeracy</b>		
Other government-funded provision	102	4

## ABOUT THE INSPECTION

14. Provision was inspected and graded in construction, information and communications technology (ICT), preparation for life and work which included literacy, numeracy and English for speakers of other languages (ESOL). Inspectors reviewed all aspects of learning and skills and purposeful activity across the prison, including non-accredited training in ICT, and higher education. The inspection was carried out over four consecutive days.

Number of inspectors	5
Number of inspection days	24
Number of learners interviewed	88
Number of staff interviewed	49
Number of subcontractors interviewed	1
Number of visits	1

## KEY FINDINGS

### Achievements and standards

15. **In construction, learners attain good work skills** that match employability requirements. Learners who have no previous experience of construction quickly develop



good practical skills. There is good interaction between instructors and learners in the construction workshop and learners increase their self-esteem and confidence. They demonstrate motivation and commitment and take pride in their work.

16. **In ICT, learners produce work of a high standard.** A wide range of courses and levels allow learners to take different modules and progress onto computer aided design courses. They design innovative materials, some of which are used as teaching aids by staff.

17. **In the literacy and numeracy classes, the diverse range of learners achieve good social and learning skills.** They become more articulate by developing good speaking and listening skills and are able to offer constructive feedback that is valued by their peers. The standard of learners' work in literacy, numeracy and ESOL is satisfactory.

18. **Attendance and punctuality in education and training is poor** and this affects the learning. Learners often arrive 20 minutes late to lessons and leave 20 minutes early to return to the wings. Attendance in education and training is consistently poor, but the prison is not taking sufficient action to improve it.

19. **Overall, judgements about retention and achievement could not be made, as management information systems are inadequate.** The collection and use of data is poor and insufficient information is available on trends in retention and achievement.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information and communications technology	0	1	1	0	2
Preparation for life and work	0	2	6	1	9
<b>Total</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>11</b>

20. The table above only shows areas of learning where two or more learning sessions have been observed and graded.

21. **In ICT, effective teaching and learning strategies are deployed by teachers.** Learners are engaged in their work and learning is regularly checked. Teachers use good coaching techniques by observing learners before offering advice. They carefully monitor and observe until the learner has mastered the task.

22. **Resources in construction are good** and simulate a realistic working environment. An ample supply of tools and equipment are available. Instructors are appropriately qualified and experienced. However, when instructors are absent there is insufficient staff cover and classes are cancelled.

23. **In preparation for life and work, the good range of individualised training and support helps to widen participation for learners across the prison.** Tutors are responsive to individual needs and the learners' morale and motivation improves. Teaching in the better sessions includes clear objectives and uses a range of methods to develop the learners' skills and understanding. However, too much emphasis is placed on meeting the core curriculum and external accreditation requirements and not on learners' interests and

needs.

24. Practical training in construction is satisfactory. Learners are given effective instructions and demonstrations which aids their learning and progression. Session plans do not outline learning aims and there are no theory sessions to support and reinforce practical activities.

25. **Planning of training in construction is poor** and does not take account of initial assessment results or previous skills and knowledge. Allocation of offenders to the construction course is not determined by any clear rationale, other than an assessed security risk. Instructors are not involved in the allocation process. There is no overall learning plan which links the education and training activities that learners are attending. Procedures for the review of progress and recording targets for progression are weak.

26. **In ICT, the planning of learning is insufficient.** Initial assessment is not used effectively to plan individual learning. The setting and recording of targets for completion of tasks is poor. Learners who have additional learning needs have no record of their literacy, numeracy or language needs for the teacher to refer to when planning learning. Some inappropriate use is made of workbooks for learners who have English as an additional language.

27. **Learners' previous skills, knowledge and aims are not known by staff when they are allocated to preparation for life programmes.** Allocation is not based on an assessed need. However, once they arrive in education, initial assessment is used appropriately to determine the required course level.

28. **There is insufficient provision for offenders with different language needs.** In ESOL classes there is some response to the needs of foreign nationals, but the needs of the small number of lower-level learners are not met.

## Leadership and management

29. **In the past year, a range of successful initiatives have widened participation in education across the prison.** Offenders who are isolated from mainstream education, such as in the segregation unit and close supervision centre, are visited by education staff to deliver training. The working relationship between the education department and the prison is good with effective collaborative working to meet the prison's mission.

30. **The prison does not have a clear management overview of learning, skills and education.** The vision towards 'learn and work' has not been communicated effectively to key prison staff, and their co-operation has yet to be secured. The prison is unclear about participation in learning and how effective the provision is in meeting the offenders' needs. There is insufficient monitoring of the subcontractor, other than through contract compliance and the achievement of key performance indicators.

31. **The prison makes inadequate use of data to set targets, monitor performance and make improvements.** Data is not held centrally and there is no system whereby an ongoing analysis can be made of participation rates and retention and achievement.

32. **The recruitment and allocation process for programmes of education and training are poor.** There is no clear rationale, other than through an assessed security risk. Induction across the prison is not standard and offenders are not well informed about education and training. The allocation process does not take account of offenders' needs and is not linked to sentence planning.

33. **The management of the curriculum is inadequate.** Individual learning plans are poor and there is insufficient recording of progress and targets. The move from full- to part-time education and training work has been poorly managed and there are some under-subscribed classes. The prison has found it difficult to recruit staff and workshops have been closed for considerable lengths of time. There is insufficient accreditation of work skills.

34. **The management of punctuality and attendance is poor.** Offenders consistently arrive late at activities and leave early as there are restraints on prisoner movement. There is significant impact on teaching and learning. Some classes are cancelled as offenders do not attend. This situation has been allowed to continue consistently and there is no evidence that any action is being taken to deal with it.

35. Policies and procedures relating to equality are in place and are displayed across the prison. **Offenders have a sound understanding of the procedures relating to harassment, bullying and complaints.** Staff are fully aware of the procedures and there is regular reinforcement through staff development. The prison has made some adaptations to improve access, although for learners with restricted mobility, the steps restrict access in the main education area. Offenders who are housed in areas away from the main education are offered discrete provision through visiting education staff.

36. **The prison's arrangements for quality improvement are inadequate.** Some improvements have been made in the past year, but most of the quality procedures to support learning and skills across the prison have yet to be developed. The quality improvement group meets on a quarterly basis. **Attendance is often poor by the key**

**people who could contribute to quality improvement** across the prison. The group is not effective in bringing about improvements in learning and skills at HMP Whitemoor. Observations of teaching and learning are carried out in the education department, but not across the whole of education and training.

37. The self-assessment report includes the views of each activity area. The education department submitted its own self-assessment report which was then integrated into the overall self-assessment report. Inspectors found that many of the strengths and weaknesses matched their own findings. Each key question was graded separately for each area of learning and then given an overall grade. There was no grade for equality of opportunity or quality improvement and no overall grade for leadership and management. The report is very descriptive and **does not include evaluative judgements**.

## **Leadership and management**

### **Strengths**

- successful initiatives and actions to widen participation in education across the prison

### **Weaknesses**

- insufficient strategic overview of learning and skills to prioritise management action
- insufficient collection and use of management information to review performance and set targets
- poor recruitment and allocation procedures to ensure learners are on programmes that meet their individual needs and link to sentence planning
- insufficient curriculum management
- insufficient monitoring and management of punctuality and attendance
- inadequate arrangements to monitor and improve the quality of the provision

## **Construction, planning and the built environment**

### ***Construction crafts***

***Grade 3***

#### *Strengths*

- good standard of practical skills attained by learners
- good personal development that matches employability requirements

#### *Weaknesses*

- inadequate planning of training
- insufficient procedures to monitor learners' progress and achievement

## **Information and communications technology**

### ***ICT for users***

**Grade 3**

#### *Strengths*

- good standards of work by learners
- particularly well-designed programmes to meet individual needs
- very effective teaching and learning strategies that engage learners

#### *Weaknesses*

- insufficient planning, monitoring and recording of individualised learning
- poor punctuality at learning sessions

## **Preparation for life and work**

#### *Strengths*

- good development of social and learning skills
- wide range of good individual learning and support

#### *Weaknesses*

- insufficient planning of teaching and learning
- insufficient management of the curriculum

## **WHAT LEARNERS LIKE ABOUT HMP WHITEMOOR:**

- the teachers and staff - 'they are supportive and helpful'
- the construction course - 'the training and having the opportunity to gain qualifications'
- the instructors - 'they encourage and motivate'
- the sports facilities
- the kitchen - 'it is a good working environment'
- 'the help we get from library officers'
- 'having structure to my day'
- participating in education - 'it gets me off the wing'
- 'it gives me the opportunity to prove myself'

## **WHAT LEARNERS THINK HMP WHITEMOOR COULD IMPROVE:**

- 'the disparity in pay between education, vocational training and work'
- 'more variety and opportunity in accredited courses'
- 'the allocation process to the choice of activity and employment'
- 'access to more IT training'
- 'the delays in getting to activities'

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 4**

#### Strengths

- successful initiatives and actions to widen participation in education across the prison

#### Weaknesses

- insufficient strategic overview of learning and skills to prioritise management action
- insufficient collection and use of management information to review performance and set targets
- poor recruitment and allocation procedures to ensure learners are on programmes that meet their individual needs and link to sentence planning
- insufficient curriculum management
- insufficient monitoring and management of punctuality and attendance
- inadequate arrangements to monitor and improve the quality of the provision

38. There is no clear strategic overview of learning, skills and education across the prison. Although there is a clear vision towards learning and work at senior level, many of key prison staff are not effectively engaged. The records are not clear on the current offender participation rates in learning, the success of different courses and the extent of how the provision is meeting individual needs. No targets are set for retention and achievement, or participation in learning. There has been insufficient monitoring of the subcontractor. Contract review meetings take place on a quarterly basis, but these are based on contract compliance and key performance indicators. Few demands are placed on the subcontractor and there are few expectations or targets. The action plan that supports the self-assessment report has not been effective in improving education and training.

39. The prison does not gather or make adequate use of data to set targets, review performance and improve the provision. The education department has recently developed a data management system which is starting to provide some useful information about participation, retention and achievement rates. However, the prison has not used this information effectively. Data is not held centrally and there is no system to analyse trends in performance across the prison.

40. The arrangements for recruitment and allocations to education and training are poor. Offenders are freely able to apply for education and work, but there is no rationale to the allocation of training or education. There is no standard induction procedure at the prison. Each wing has adopted their own procedure and education is not well promoted to enable offenders to make an informed choice. Offenders are better informed by their peers. The information that is available is not sufficiently accessible for learners with literacy needs, including those with poor or no English. Materials are not available in other formats. Allocation of offenders to education and training is not based on identified needs and is not linked to sentence plans. The offender activity application form asks for the sentence plan targets to be considered in the application, but this rarely happens. Recruitment of

offenders into learning is the responsibility of the allocation labour board and is based on personal officer reports and security risk. Insufficient effort is made to check whether the area that the offender is applying for is appropriate, or that courses are at the correct level. Offenders continue to be allocated to two workshops that have been closed for some time.

41. There is insufficient management of the curriculum. Planning of learning does not take account of initial assessment outcomes, or previously acquired skills, knowledge or experience. A move to part-time education has not been well managed or promoted, and some learners have resented the changes. Most classes have few learners and teachers are under-deployed. Two workshops have been closed for some time through staffing difficulties. There is no cover when instructors are absent and workshops are closed. There is insufficient accredited provision for work skills, other than the construction workshop and four learners in the kitchen and cleaning. There is no other opportunity to gain formal recognition for vocational work. There is insufficient provision and no accreditation in ESOL to meet the language needs of the diverse population in the prison. The gym had insufficient management and direction. The manager post is to be taken up shortly. Although there have been discussions relating to extending provision to Saturdays, there is currently nothing available in the evenings and weekends.

42. The management of attendance and punctuality is poor. During the inspection, learners arrived late at all education and training activities, some as much as 30 minutes late. Learners also left lessons early to allow movement back to the wings. This is having a significant effect on teaching and learning. The attendance rate in education sessions observed by inspectors was 43 per cent. There is insufficient action to deal with poor attendance and punctuality, and there is no evidence that there is support from the duty prison officers to improve this situation. No targets are set for attendance.

### **Equality of opportunity**

### **Contributory grade 3**

43. A range of initiatives have been introduced in the past year and they have successfully widened participation in education across the prison. This includes access in areas of the establishment that house offenders with extremely difficult and challenging behaviour. The education department is working effectively with the prison to help them achieve their mission of a learn and work culture. Since the new education manager was recruited, an effective working relationship has developed between the prison and the subcontractor. The curriculum has been developed to widen the choice of courses and to offer good progression routes in some curriculum areas. For example in ICT, learners can work from entry-level to advanced courses at level 4. Another example is the recent introduction of the access to higher education course which provides a more appropriate option through its modular format. There has been an increase in participation rates since June 2005 when there was 70 learners accessing education. This has now increased to 145. The education department has the co-operation of the security department in introducing new technology and equipment into the prison to support learners with their studies. For example, three electronic typewriters are available for offenders on the main wings and three computers are now available in the CSC unit. The education department is also making personal visits to offenders on the wings to help identify those who cannot read or write, and to provide appropriate access.

44. There are appropriate written equal opportunities policies and procedures that include harassment, complaints and appeals. Copies are displayed throughout the prison and offenders display a sound understanding of them. Reinforcement of equal opportunities is



an ongoing process for staff and offenders in order to ensure decency and respect within a high-security environment. The prison has a serious approach to bullying and racial harassment and has a satisfactory range of developing strategies and procedures to ensure that offenders are not subjected to intimidation or abuse. Complaints made by offenders are investigated and in most cases appropriate responses are made, although there is sometimes a time delay in dealing with concerns. Staff have a satisfactory awareness of equality and diversity and most have attended specific training. Education staff, in addition to their own training with the subcontracted college, also attend prison training on diversity and other relevant safety, security and equality issues.

45. Learners who attend education and training are treated with respect. They speak favourably about the help and support they receive from staff. Staff show an interest in the learners' progress. They provide effective help and guidance to allow learners to overcome barriers and develop a more positive attitude to personal development. Learning and training facilities provide a safe and suitable environment for learners to focus on their work. Learners display mutual respect for each other to create a positive environment for effective personal development.

46. Data relating to an offender's profile is collected and analysed and is used to help identify actions. Access to some learning activities are restricted because of prison movement and security issues, although there has been some good initiatives to provide additional educational opportunities. Some adaptations to facilities and equipment have taken place to improve access for learners with restricted mobility, but there are some areas in the prison where access is poor.

47. The prison library provides a good range of books and publications, including text in foreign languages and also books for learners with lower levels of literacy. Good use made of the library which also provides assistance with legal services. Satisfactory arrangements are usually made to allow learners of different faiths to carry out their worship and activities in a suitable facility and environment.

### **Quality improvement**

### **Contributory grade 4**

48. The prison's arrangements to monitor and improve the quality of the provision are inadequate. Since the head of learning and skills came into post, some new initiatives have been introduced to improve education and training. However, many of the key procedures to support learning and skills have yet to be developed. There are insufficient policies and procedures in areas such as verification or curriculum planning and development. In the vocational workshops and PE there are no clear procedures for the operation of training. Observations of instructors are not systematically carried out. Systems are insufficiently developed and formalised to monitor and evaluate the quality of learning provided by the education contractor. Formal and informal meetings take place between the head of learning and skills and the education manager. However, meetings are not systematically planned or recorded. Data is not routinely collected or analysed to identify trends for quality improvement. A quality improvement group meets quarterly, but it is insufficiently focused on monitoring the quality of the provision or setting targets for improvement.

49. The education contract is managed by an education manager. Since being appointed in October 2004, a new system of quality assurance has been developed which includes a quality audit cycle to help ensure key procedures are carried out. Many of the recently developed procedures in education are not well established and not systematically applied.

No formal auditing takes place to ensure a consistent approach is being maintained. A management information system has been developed in education and it is capable of generating reports to improve the quality improvement process. However, the system has only been introduced in the past few months and it is not developed enough to give a meaningful analysis. Further development is required to produce meaningful data on learners' achievement and to monitor and record learners' progress. The education manager and six team leaders carry out teaching observations on the education staff. The system is well planned and systematically carried out. However, the recording is not consistent and it does not provide developmental feedback. The results of lesson observations are linked to an annual appraisal process to plan overall staff development. The education manager has built links with other colleges to allow education staff in the prison to attend other providers of prison education to improve their skills, such as completing individual learning plans. Education staff have also received training in preparing the self-assessment report.

50. The self-assessment report uses the Common Inspection Framework as the basis of the assessment. It is comprehensive and sufficiently critical. It has been broadly effective in identifying many of the significant weaknesses. The education department produces its own self-assessment report for individual areas of learning. The process includes all staff and the results of learner surveys. A development plan for education is produced at team meetings and it is frequently reviewed and updated. The education self-assessment report is incorporated in the overall self-assessment for the prison. An action plan is prepared which links with the overall development plan for learning and skills. Insufficient use is made of data in the self-assessment process and there are no measurable targets in the development plan.

## AREAS OF LEARNING

### Construction, planning and the built environment

Grade 3

Contributory areas:	Number of learners	Contributory grade
<b>Construction crafts</b>		<b>3</b>
Other government-funded provision	15	3

51. Vocational training at foundation level is available in construction. This includes painting, decorating and plastering. Learners in painting and decorating training gain additional work experience by working on placement in the prison. Two qualified and experienced instructors deliver training and carry out assessment. The workshop has a total allocation of 36 learners on construction programmes. At the time of inspection, there were 15 learners in training, of whom eight were on painting and decorating, and seven on a plastering course. An additional instructor has recently been employed to deliver a basic carpentry and joinery course. In addition to the learners on construction training, there are four offenders engaged in making garden furniture for a charitable trust. All learners have an initial assessment for their literacy and numeracy skills on entry to the establishment and can apply for a construction course. Applicants are selected for one of the courses by the labour board. The courses are planned to allow offenders to start their training at any time. The training workshop is open for 21 hours a week. Most of the learners attend full-time training, while others split their time between construction and education, where they are studying for general certificates of secondary education (GCSE) literacy, numeracy and key skills qualifications. The prison provides additional learning support for individual literacy, numeracy and key skills tuition in the vocational area by specialist qualified staff.

#### **Construction crafts**

Grade 3

##### *Strengths*

- good standard of practical skills attained by learners
- good personal development that matches employability requirements

##### *Weaknesses*

- inadequate planning of training
- insufficient procedures to monitor learners' progress and achievement

#### **Achievement and standards**

52. The quality of work produced by learners is good and meets industry standards. Learners who have little or no previous knowledge or experience in the construction industry develop good practical skills in a short time. For example, learners demonstrate good skills in using hand tools with confidence and competence in the preparation and application of a range of painting and decorating, and plastering materials. There are opportunities for learners to gain additional skills and accreditation by selecting extra modules. For example in painting and decorating, there is marbling and graining and in plastering, there is coving and textured surfaces. Learners gain real work experience by

carrying out projects around the establishment.

53. Learners develop good personal skills in preparation for employment. There is a friendly atmosphere in all areas of the workshop. There are good standards of behaviour and interaction between instructors and learners. The teamwork is good and learners work well with each other, particularly in the confines of the work bays. Learners are enthusiastic, take pride in their work and increase their self-esteem and confidence. Learners enjoy their training, look forward to going to work and show high levels of commitment to their training and skills development and quality of work.

54. The management information systems are insufficient to monitor retention and achievement rates and there is a reliance on individual instructors keeping their own records. Most of the learners who start the training achieve the qualification, but there is insufficient reliable data to accurately identify trends in retention and achievement. Between 2002 and 2005 there were 67 achievements in painting and decorating and 68 in plastering. Currently 15 learners are working towards a new qualification, but none have achieved it as yet.

### **The quality of provision**

55. The standard of practical training is satisfactory. Instructors give effective individual instruction and demonstrations. Constructive, verbal feedback ensures that learners are clear about their progress and what they need to do to improve. An overall scheme of work is used for both courses, but it does not clearly outline the weekly training programme for practical work and theory sessions. Generic session plans are used, but these do not include clear aims and objectives. There are no dedicated theory training sessions to support practical activities. All background knowledge teaching takes place on an individual basis during practical training which is time consuming and has to be repeated numerous times over the training period.

56. Resources to support learning in construction are good. Painting and decorating and plastering are delivered in one workshop. There is a purpose-built classroom to support literacy, numeracy and key skills. The workshops simulate conditions in the workplace. They are spacious and well lit, with an ample supply of consumables and hand tools. Instructors are appropriately qualified and are experienced trainers and assessors. There is only one instructor for each trade area which affects learners when tutors are absent, as the course is cancelled. There are insufficient health and safety signs on two machines, and the storage of personal protective equipment is inappropriate.

57. Planning of training is inadequate. Initial assessment results are not used routinely to plan learning. Offenders are not interviewed before selection, but reliance is placed on wing officer reports and labour board selection. Instructors are not involved in sentence planning. Individual learning plans are not used routinely. If a learner attends literacy or numeracy sessions there is no overall plan to maximise the integration of literacy and numeracy into the vocational programme. No consideration is given to the planning of training for learners who attend vocational training part-time for half of each day.

58. Learners are often late attending their training. This has an effect on the teaching and learning and there has been insufficient action to rectify this.

59. Procedures for learners' progress reviews are insufficient. An assessment action plan is

completed when a learner starts a course, but there is insufficient detail on the learners' prior skills, knowledge or experience or how the learner will be assessed to achieve the qualification. Action plans are reviewed after the learner completes two units of the qualification. These and subsequent action plans are weak and do not set clear specific short-term targets to help learners progress. Training and achievement charts are displayed in the workshop and learners use this to identify their progress.

### **Leadership and management**

60. There are inadequate arrangements for the collection and analysis of data for retention and achievement. Resources are good. Instructors are appropriately qualified and experienced, but there are no arrangements to cover staff absence. A new instructor has been appointed to deliver an accredited course in carpentry and joinery which will increase the range of construction courses offered.

61. Sentence and individual learning plans are not used routinely for learners. There is no overall plan for part-time learners who attend other educational lessons. Schemes of work and session plans are insufficient and theory teaching is not sufficiently structured. Progress reviews and action plans are not setting targets for completion of aspects of the award.

62. Instructors are involved in the self-assessment process and have a satisfactory understanding of the prison's overall aims. The self-assessment report identified some of the strengths identified by inspectors, particularly the standard of learners' work and skills. However, it did not identify key weaknesses.

63. Procedures for internal verification are insufficient. There are no written policies and procedures for internal verification. There is insufficient planning for sampling portfolios of evidence or monitoring assessors by observation. A record is kept on which assessor, learner and unit of work is sampled, but there are no records of written feedback to assessors on their assessment decisions. Discussions between instructors are informal and there are no records of standardisation meetings. There are no arrangements to monitor the quality of induction, training or progress reviews.

**Information and communications technology****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<i>ICT for users</i>		<b>3</b>
Other government-funded provision	35	3

64. There are 35 learners taking accredited ICT and text processing qualifications. Fifteen are taking a level 1, 12 are taking level 2, seven are taking level 3 and one is taking level 4. Two learners are taking a non-accredited course at entry level 3, 18 are working on non-accredited training in desktop publishing, two are taking an open university degree and two are taking additional units in ICT. There are courses in web design, computer engineering and computer programming at levels 2, 3 and 4. Many courses are externally certificated. Sessions run for two hours in the morning and afternoon. There is one full-time tutor and four sessional tutors.

***ICT for users*****Grade 3***Strengths*

- good standards of work by learners
- particularly well-designed programmes to meet individual needs
- very effective teaching and learning strategies that engage learners

*Weaknesses*

- insufficient planning, monitoring and recording of individualised learning
- poor punctuality at learning sessions

**Achievement and standards**

65. Learners' work is good, particularly at level 3 and above. For example, one learner has designed a range of programmes including word and number games and is presently designing a crossword to be used by the ICT tutor as a teaching and learning aid. Two learners on the computer aided design course are producing work to a very high standard. This includes examples of detailed chassis layouts of lorries and new innovative design ideas for use in the prison.

66. The desktop publishing workshop gives learners good opportunities to produce work for external organisations in a commercial setting. Learners are able to progress their ICT skills. They produce cards and marketing leaflets for charities. One learner from a Muslim background asked to design a card for the Eid festival and the card was then used by a Muslim charity. Another learner has been in the workshop for only four months but is already very proficient in desktop publishing. He is working on a design that he began four months ago and has kept samples of early work which clearly demonstrates the progress that has been made. There is currently no accreditation available for learners in this workshop.

67. No data is collected. Inspectors found it difficult to ascertain current numbers on ICT

programmes and were unable to determine learners' progress. There is no data on trends over time or achievements, and no way of judging retention rates.

68. Punctuality is poor in ICT classes. Often learners arrive in the session 20 minutes late in morning and afternoon sessions, and are asked to go back to the wings 20 minutes early in the afternoon. This has an effect on learning as lesson times are reduced.

### **The quality of provision**

69. Programmes are particularly well designed to meet the needs of individual learners. The ICT courses accommodate the needs of learners who have little or no IT skills, to those studying advanced courses. There is a wide range of courses including web design, computer aided design, accounting, text processing and programming courses. Learners are able to progress through the different levels and courses at their own pace. There is also the opportunity for learners to choose from a menu of modules at different levels that they are particularly interested in. They can take different levels in different modules, depending on their needs. A significant number of learners attain a qualification in desktop publishing. This allows them to progress and move into the desktop publishing workshop where they can work on creating new designs. This also involves putting the ICT skills that they have learnt to good use by meeting the needs of outside agencies where leaflets and pamphlets are produced. Learners are well motivated in ICT, they enjoy the courses and are keen to progress.

70. Very effective teaching and learning strategies are used to engage and motivate learners. Tutors are very experienced and fully qualified in ICT and impart their knowledge and expertise well to learners. Teaching is well structured and careful thought is put into the teaching methods. Learners like the clear explanations and support that tutors give in lessons. This is evident in the work that learners produce. Good questioning techniques help learners develop their understanding of the subject. There are good practical demonstrations and learners are allowed to handle hardware components to aid their understanding. Learners are engaged in their work which is checked regularly to ensure mistakes are rectified immediately. The atmosphere in the workshops is conducive to learning and learners work well together. Learners provide support to their peers through their assignments. One learner has learnt trigonometry for the computer-aided design course from his peer. One of the more experienced learners coaches his peers two afternoons a week. Tutors coach learners in a supportive way and watch them attempt a task before demonstrating how it should be done. Tutors then watch the learner repeat the task. Learning is affected by regime constraints, where different groups of offenders are moved to and from the wings.

71. There is insufficient planning of individual learning. Initial assessment is informal, where learners assess themselves and are given an ICT assignment to determine their level of competence. This is not recorded and there is no plan of when learners should complete their chosen module. There are inadequate individual learning plans and few short-term targets are set. The non-accredited entry level course is an exception. There is good short-term detailed target-setting which helps learners progress quickly through their programme. There is individual monitoring of progress, but no overall record of where learners are on their programme. Records are kept of learners' unit accreditation, but this data is not used to monitor and drive overall progress. Learners who have additional learning needs have separate individual learning plans. There is no record of learners' literacy, numeracy or language needs on their individual learning plan. Learners who have



language needs learn through workbooks which are not always suitable for these learners.

72. Most of the learners find out about courses through other offenders as education is not well promoted across the prison. Learners receive effective support through their programme and are able to take extra units and additional qualifications.

### **Leadership and management**

73. Curriculum management is unsatisfactory, and there is insufficient collection and use of management information to drive the programme. Resources are satisfactory. Up-to-date computers are running industry-standard operating systems in most classrooms. In the learning support sessions, computers are not to industry standard. Teaching rooms are bright and airy and there is room for learners to work in comfort.

74. There is no clear evidence that quality assurance is having an effect on the provision. There have been observations of teaching and learning in this area, but many of the key stages of the training process have not been formally reviewed.

75. Assessment practice is satisfactory, but there is no systematic sampling of assessors' work and no standardisation meetings between staff. Assessment is by moderation of work in the classroom. The computer-aided design course is not currently registered with the awarding body, although there have been registrations in the past.



**Preparation for life and work****Grade 4**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>ESOL</i></b> Other government-funded provision	8	4
<b><i>Literacy and numeracy</i></b> Other government-funded provision	102	4

76. HMP Whitemoor currently offers literacy, numeracy and ESOL sessions on five days each week. There is no evening or weekend provision. At the time of the inspection, 25 per cent of the total prison population are registered for courses. Of these, 89 per cent are registered to attend literacy and numeracy classes and 11 per cent, ESOL classes. Courses include entry-level and level 1 and 2 literacy and numeracy courses, intensive 'move on' literacy and numeracy courses and a small ESOL programme. The department also runs an outreach programme. At the time of inspection, 65 hours of the total provision were used for individual support on the wings, in the segregation unit, in the close supervision unit and in sessions within the workshops, such as the workshop for offenders with severe personality disorders. There are three full-time staff and eight part-time tutors.

*Strengths*

- good development of social and learning skills
- wide range of good individual learning and support

*Weaknesses*

- insufficient planning of teaching and learning
- insufficient management of the curriculum

**Achievement and standards**

77. Learners develop and achieve a wide range of social and learning skills. They have complex needs, poor skills, exhibit difficult behaviour and many recall limited and often negative experiences of previous education. Learners are offered good opportunities to increase their confidence and self-esteem and gain a greater understanding of their individual needs. They develop oral skills and become more articulate and able to express their opinions, listen to each other and offer each other constructive feedback. They work collaboratively, learn to value each other and become more independent and self-critical in their learning. This strength was recognised in the self-assessment report. Some learners develop strong ambitions to progress and achieve qualifications, and value education as part of their rehabilitation.

78. Accreditation is available for literacy and numeracy at entry level and at level 1 and level 2. Currently there is no accreditation for the ESOL programme. Some learners achieve individual targets within short timescales. In 2004-05, 46 numeracy awards were gained at entry level, level 1 and 2, and 85 literacy awards at entry level and level 1. In the current year, learners have already achieved 110 awards. Inspectors were unable to give an overall judgement on achievement and retention as the use of data is inadequate.

79. The standard of learners' work is satisfactory, although it is not consistently well organised and often not dated. Learners are proud of their achievements and value learning opportunities which stimulate interests and help them explore talents and aims. Many learners value and take great pride in gaining accreditation, often for the first time in their lives.

80. There is insufficient celebration of achievement. This weakness was recognised in the self-assessment report. Punctuality is unsatisfactory and during the inspection, classes often started 30 minutes late. Poor punctuality significantly effects the planning of learning.

### **The quality of provision**

81. The wide range of individual learning and support is good and there are productive working relationships between many tutors and learners. Tutors are responsive, flexible and work hard to improve the learners' morale and motivation. In the best sessions, tutors outline clear objectives and use a range of methods to develop skills and understanding. Tutors effectively use questions to check progress and extend thinking. There are a number of good initiatives to overcome barriers to participation. Tutors are very aware of the significant barriers many learners face and provide opportunities to provide education for learners who, without the outreach element of this work, would not access any education. This work includes sessions in some of the most demanding settings throughout the prison. There are also a small number of sessions to support the development of literacy and numeracy in vocational areas, including construction and in the kitchen. A small programme of ESOL has been started in response to the needs of foreign nationals, although the size of this programme limits opportunities for sustained speaking. The needs of a small number of learners on lower-level qualifications are not well met.

82. Assessment and monitoring of learning is satisfactory. Initial and diagnostic assessment is used to place learners at appropriate levels and to set targets. Background information, which is obtained from learners during initial assessment and induction, is not sufficiently detailed to give education staff full information on the learners' qualifications and aims. All learners are set specific learning goals which are reviewed regularly. However, the reviews do not sufficiently reflect on and evaluate the developmental needs of learners. For example, details of specific spelling needs or difficulties with particular number concepts are rarely identified. Some of the progress review paperwork is difficult to read.

83. The current range of provision is satisfactory, although there is insufficient ESOL provision for different language levels. There is an adequate range of progression opportunities including GCSE and Access programmes. The induction process is largely an assessment exercise and learners are provided with an information handbook. However, the handbook is not sufficiently accessible for learners with literacy needs. There is little informal support for learners with specific learning needs, including dyslexia.

84. The insufficient planning of teaching and learning limits the overall quality of provision. Inspectors observed a range of learning sessions where too much of the teaching is only satisfactory. In many sessions, there is too much emphasis on meeting core curriculum and accreditation requirements. Learning plans do not reflect learners' wider interests and needs. Although each learner completes a learning style questionnaire, it is not used to plan learning activities which build on learners' strengths. The lack of detail on lesson plans does not allow continuity as learners move between different tutors on different days. There is an over-reliance on worksheets in some lessons. There is some out-of-date IT

equipment and little use of ICT to promote learning in literacy, numeracy and ESOL. There are few teaching resources for outreach tutors. Some of these weaknesses are recognised in the self-assessment report.

### **Leadership and management**

85. There is insufficient management of the curriculum. The department has experienced significant change in the past 18 months. The shift to provision of part-time education is yet to be completed and the new profile of the work is to be fully promoted. Many learners appreciate full-time provision, and resent and do not understand the changes. Many classes are very small, and some staff are not used effectively when learners do not attend sessions. Although the department is seeking to deliver outreach work to recruit new learners, there is no clear strategy or appropriate marketing materials to support the campaign. Course outlines which are sent out to the wings are dull and uninviting.

86. There have been difficulties in the recruitment of staff and gaps in staffing during a period of change. There is no provision to support additional learning needs and/or disabilities. Although there is a good team spirit, there is insufficient communication with part-time staff. This weakness was recognised in the self-assessment report. Resources are generally satisfactory, although classrooms are small and difficult to organise into effective and safe learning environments. Some of the rooms which are allocated for outreach provision, particularly on the wings, do not have suitable furniture. There is no privacy in classrooms and this limits opportunities for confidential diagnostic assessment and feedback. The inadequate space does not allow opportunities for listening activities in ESOL. There is a satisfactory range of books and dictionaries. Staff have a range of teaching qualifications, although some of these are not currently adequate. Staff have a good understanding of equality and diversity. A few of the tutors do not have sufficient skills to differentiate learning activities to promote inclusion.

87. The use of quality assurance and data to analyse performance and to plan improvements is weak. The department has carried out a learner perception survey to be used for the self-assessment. The self-assessment report is generally accurate, although it did not recognise some of the weaknesses in the quality of provision. The development plan outlines key action points, although it does not include a sufficiently challenging time-frame for actions.

