

# REINSPECTION REPORT

## **HMYOI and Remand Centre Feltham Reinspection**

**06 July 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
- **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.

## 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*

# **REINSPECTION REPORT**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMYOI and Remand Centre Feltham (Feltham, or the prison) is the largest young offenders' and juvenile establishment in the UK. The establishment serves the London courts, and has average movements of 35,000 offenders each year. Those in the care of Feltham come from a huge geographical area, including London and the whole of the southeast of England. Feltham is a split-site facility that holds juveniles and young adults. The juvenile population is around 320, while young adults account for some 400 offenders. The maximum certified normal accommodation is 761.
2. The juvenile site known as Feltham A is separated from the young adults in Feltham B. Juveniles and young adults are integrated in vocational training programmes, most of which are housed in a closed compound. Education courses are provided for juveniles and young adults by the North East Surrey College of Technology (NESCOT). Some 115 staff are on site, many of whom are now full-time members of college staff. Feltham B offers education places for young adults while following the Youth Justice Board's specification for juveniles. A large network of volunteers provide individual support in Feltham A and Feltham B for those who cannot or choose not to access classes. Feltham B provides a range of vocational training opportunities. Work opportunities for offenders also provide accredited learning, leading to nationally recognised qualifications. There are approximately 110 places available, most of which are full time, although learners are able to attend education part time. The head of learning and skills manages education and training for Feltham A and Feltham B.
3. During the inspection there were approximately 380 young adults at Feltham. The average length of stay for young adults varies between six and 11 days. However, only a third of them stay for less than a month, with some 11 per cent of unsentenced young adults and 22 per cent of sentenced young adults staying for between six months and a year. Over 70 per cent of offenders come from within 50 miles of Feltham. On average, 30 per cent are foreign nationals and over 50 per cent declare themselves as being from minority ethnic groups.
4. The prison follows the core prison curriculum for young adults, focusing on literacy, numeracy and language support, key work skills, social and life skills, art and drama courses and information and communications technology (ICT). The prison offers offenders accredited work as wing cleaners, gardeners, orderlies and in laundry work. It offers a range of accredited vocational training, including motor vehicle work, painting and decorating, brickwork, waste management, industrial cleaning, horticulture and catering. Connexions provides information, advice and guidance at Feltham, and organises work experience at local businesses. There is also a project, funded by the European Social Fund, on education and training for employment.

### OVERALL EFFECTIVENESS

#### Reinspection Grade 3

5. **The overall effectiveness of the provision is satisfactory.** At the previous inspection, Feltham B's hospitality and catering training was good and its construction programmes

## HMYOI AND REMAND CENTRE FELTHAM REINSPECTION

were satisfactory. Foundation programmes and ICT training were judged to be inadequate. The establishment's leadership and management were found to be satisfactory as was the approach to equality of opportunity. The arrangements for quality improvement were found to be inadequate. At the end of the reinspection process, all aspects of the provision covered by the reinspection were found to be satisfactory or better. The quality and standards of the hospitality and catering, and construction programmes have been maintained. Achievements in these areas continue to be satisfactory. Plans are in place to extend the range of provision in the Prison Information and Communications Technology Academy (PICTA) workshop to include trunking and cabling. Issues of staff recruitment for education and training programmes have been resolved and most of the current staff employed by NESOT are full time. Where necessary, qualified agency staff are recruited and employed in the establishment.

**6. The inspection team was broadly confident in the reliability of the self-assessment process.** The self-assessment process is well structured and systematically incorporated into Feltham's quality improvement activities. The quality improvement group is well established and functions effectively. The education department has its own quality improvement group which monitors the quality of the education provision and provides an important link to the overall quality improvement group. Other prison staff responsible for vocational training attend meetings and contribute to the self-assessment process. The self-assessment report prepared for the inspection is thorough, reasonably accurate and based on firm evidence from areas of learning and other regime activities. The development plan takes account of the strengths and areas for improvement identified by Feltham B.

**7. The provider has demonstrated that it is in a good position to make improvements.** There is good co-ordination of learning and skills development, especially in the library, resettlement, and education and training departments. Prison staff and staff in education and training are keen to support new initiatives. Recent changes in the planning of courses and allocation of young adults to residential units have improved participation in education and training programmes. The standards of teaching and learning have improved significantly in most areas and no sessions observed during the inspection were inadequate. Quality improvement arrangements have also improved and have had a significant effect on the quality of teaching practice, although the formal session observation programme has yet to be fully implemented.

## GRADES

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

### Grades awarded at previous inspection

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

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

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

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

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

#### Grades awarded at reinspection

Leadership and management 3		
Contributory grades:		
Equality of opportunity		2
Quality improvement		3

Information & communications technology 3		
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> Other government-funded provision	57	3 3

Foundation programmes 3		
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> Other government-funded provision	16	3
<i>Literacy and numeracy</i> Other government-funded provision	73	3

## ABOUT THE REINSPECTION

8. In this reinspection report, leadership and management, foundation programmes and ICT training are reported on and graded separately. Evidence from other areas of learning was used to contribute to the judgement on leadership and management and is reported on in the key findings.

Number of inspectors	3
Number of inspection days	9
Number of learners interviewed	30
Number of staff interviewed	12
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	1
Number of visits	1

## KEY FINDINGS

### Achievements and standards

9. In the vocational training programmes, learners continue to produce good standards of practical work and develop high standards of practical skills in a relatively short time.

**Those on the PICTA programme gain a wide range of practical skills** using modern industry-standard equipment. Learners on catering courses exhibit high standards of food preparation skills. Those on the art course produce very good pieces of work, which the prison displays around the establishment.

10. Most pass rates are satisfactory and those offenders entered for qualifications generally achieve a pass, **although pass rates on numeracy courses are low.** In industrial cleaning, 94 of the 136 starters have achieved a nationally recognised cleaning certificate. The average length of stay for learners on the motor vehicle programme is 15 weeks and, out of 37 starters, 24 have achieved Open College Network (OCN) practical crafts awards, 13 have achieved a level 1 national vocational qualification (NVQ) in valeting and 15 have gained a diploma in health and safety.

11. Attendance rates have improved in education classes and on vocational training courses. Poor attendance, where it is apparent, is due mainly to the rapid turnover of offenders, the short length of stay and the need for offenders to attend court appearances and legal visits. Some on remand may not return from court and may be released. Punctuality in education and vocational training classes remains high at over 85 per cent on average. The new timetabling arrangements ensure that learners get to classes on time and do not finish early.

### The quality of provision

12. The standard of practical teaching and training on most courses is good, particularly on vocational training programmes. Training is planned well and tutors make good use of



demonstrations. In catering, learners frequently prepare themed meals and charity lunches for staff, all of which are used as evidence for their portfolios. All teaching observed during inspection was satisfactory or better. Teaching on social and life skills courses has significantly improved, with good differentiation in the classroom **and very good use of staff and resources to support literacy and numeracy in the workshops.**

13. Staff provide the learners with good personal and training support and there is a strong network of volunteers working across the young adult sites to support literacy and numeracy. The network of enthusiastic volunteers is well managed and provides good literacy and numeracy support for learners in workshops and on wings where they are unable, or do not want to, access classes. Learners are supported well in physical education (PE) classes, where they are able to take support workers awards and key skills qualifications in communication and working with others.

14. Resources to support learning and skills are good. Classroom accommodation is satisfactory. Most teaching staff work full time and Feltham B has increased the amount of classes in English for speakers of other languages (ESOL) to meet the needs of the population. The new curriculum planning arrangements, while not meeting the needs of a few learners, have generally increased participation rates by some 40 per cent. Resources for vocational training are very good. The prison provides excellent facilities including mock cells and bathrooms for learners to practise industrial cleaning. The PICTA programme has a good range of computer software and hardware to support the programme. The grounds of Feltham provide learners on the horticulture programme with a wide range of activities to supplement their training.

15. The prison uses a satisfactory range of assessment methods on all courses. Learners' portfolios of evidence are well constructed and contain a variety of evidence. Target-setting and monitoring of learners' progress in ICT are good. Internal verification is satisfactory. Arrangements for the initial assessment of literacy, numeracy and language support needs are satisfactory. The prison screens all learners during induction and records the results on registers. It relies on staff using the information on the registers to help meet support needs. Learners have individual learning plans, **but completion and use of the plans vary and they are not yet fully established in a coherent way across the prison.**

### **Leadership and management**

16. **The prison continues to offer a well-developed and well-managed range of work and vocational training opportunities.** The average length of stay of most offenders at Feltham is between six and 11 days and many of them are on remand. Since the previous inspection, the prison has developed more accredited training opportunities including ICT trunking and cabling courses as part of the PICTA project. Staff have been instrumental in developing 10-hour modules to ensure that short-term learners gain accreditation, as well as providing longer qualifications such as NVQs for the longer-term offenders. The range of accredited opportunities includes laundry work, horticulture, waste management, industrial cleaning, catering NVQs, PE programmes, motor vehicle servicing and construction programmes and will shortly include music technology and radio work.

17. Staff from external agencies continue to provide the learners with good support. Connexions and Jobcentre Plus staff work well with support agencies and education staff to provide offenders with effective advice and guidance before their release. Feltham has

a number of careers guidance points located throughout the prison and a good range of support materials in the library. There are also close links between education and training and the resettlement unit.

**18. The prison continues to carry out innovative and effective work to support and promote equality and diversity among staff and learners.** Staff at Feltham promote and highly value learning and skills, and encourage a supportive environment for all learners. Education staff have worked closely with the establishment's race relations committee and have carried out research on education participation rates to identify areas for development and improvement. Staff have now received training in classroom management, teaching and learning styles, and the use of differentiation in the classroom.

**19. Feltham B has a well-established self-assessment process,** which clearly links to a development and implementation plan. Self-assessment reports are detailed and cover many of the activities in the establishment, including work activities. Judgements are made against the Common Inspection Framework and cover leadership and management in each area of activity. **Some quality improvement processes have yet to be fully implemented, for example for lesson observations.**

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

### **Leadership and management**

#### **Strengths**

- good range of well-planned accredited work and vocational training programmes
- innovative and effective work to support equality and diversity, and widen participation
- effective self-assessment process supporting continuous improvement

#### **Weaknesses**

- insufficient use of data to contribute to decisions
- insufficiently implemented quality improvement arrangements in some areas

### **Information & communications technology**

#### ***Using IT***

##### *Strengths*

- broad range of courses and skill development opportunities
- good short-term target-setting and monitoring of progress

##### *Weaknesses*

- inadequate curriculum planning to meet individual learning needs

## **Foundation programmes**

### *Strengths*

- good range of literacy, numeracy and language skills support outside of the education department
- good implementation of actions to improve the quality of teaching and learning

### *Weaknesses*

- low pass rates in numeracy
- insufficient consistency in recording learners' progress

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 3

#### Strengths

- good range of well-planned accredited work and vocational training programmes
- innovative and effective work to support equality and diversity, and widen participation
- effective self-assessment process supporting continuous improvement

#### Weaknesses

- insufficient use of data to contribute to decisions
- insufficiently implemented quality improvement arrangements in some areas

21. The strengths identified at the previous inspection remain as key strengths. The establishment continues to offer an extensive range of well-planned and well-managed accredited training opportunities, most of which are full time and available to convicted offenders and those on remand. Despite the fact that the average length of stay can be as little as six days for many young adults, Feltham B has developed its work and training provision to accommodate as many learners as possible. Vocational training is not formally a requirement of a dispersal establishment, but all staff have a strong commitment to encouraging all young adults to participate and gain skills to increase their employability prospects upon release. Many short 10-hour accredited courses are still being developed and offered. Offenders who stay for longer periods continue to benefit from good, well-planned training and skills development on a full-time basis. Construction programmes provide offenders with a high standard of brickwork, and painting and decorating skills. Additional programmes offered include waste management and industrial cleaning that have nationally accredited qualifications. The plans for developing the music technology courses and radio station are well advanced, with teaching staff already appointed. Art and drama classes continue to be good. Attendance continues to be low on occasions due to court appearances, legal visits and the high level of movements between prisons. This is beyond the control of the establishment but every opportunity is taken to keep waiting lists short.

22. Achievement of qualifications in many vocational training areas is generally satisfactory for an establishment such as Feltham B which has a largely transient population. In brickwork, for example, the average length of stay is nine days. Although in the past year only 15 out of 130 learners have achieved a full qualification, some 148 individual unit achievements have been recorded. On painting and decorating courses for the same period, 36 out of 116 learners have achieved a full qualification while 80 individual units have been achieved. In industrial cleaning, 94 out of 136 starters have achieved a nationally recognised cleaning certificate. The average length of stay for learners on the motor vehicle programme is 15 weeks and, out of 37 starters, 24 have achieved OCN practical crafts awards, 13 have achieved a level 1 NVQ in valeting and 15 have gained a diploma in health and safety. Ten learners out of 56 have achieved a level 1 NVQ in food preparation and cookery. The new horticulture course is bedding in well

and working in partnership with local park rangers, providing native trees and plants for Hounslow Heath. Another partnership with a local school has resulted in the prison supplying the school with plants for a sensory garden as well as fruit and vegetable plants. The prison has a thorough and well-established system for monitoring leavers and in all areas most learners have been transferred or released.

23. Communications with NESCOL have improved significantly with the new appointment of a full-time education manager and a quality manager both of whom work on site. This has contributed significantly to the improvement in teaching and learning standards, which were a weakness at the previous inspection. Most of the education staff are full-time employees and this has enabled curriculum co-ordinators to be appointed. The prison has also appointed a deputy head of learning and skills to provide additional support. Library staff provide good support to learners and staff as well as offering a well-stocked resource facility, which provides learning materials and space for classes for ESOL lessons. Connexions staff continue to provide effective advice and guidance on further education and training opportunities.

24. Managers have reviewed the education and training provision since the previous inspection and arrangements are now satisfactory. Following a comprehensive induction, offenders are offered the full range of programmes. The learners are able to decide on a core curriculum and are then located on a residential unit which provides this programme. This enables the prison to control learners' movement and try to ensure that they have the range of courses that they want. However, in some cases learners are put onto programmes which do not meet their needs. There is no review of individual learners' needs, and learners have to rely on the prison's application system to change courses. This sometimes results in learners being demotivated and occasionally causes issues of classroom management, with disruptive behaviour in the classroom.

25. Tension sometimes remains between groups of learners which revolves around gang cultures which have developed outside the prison. Senior staff have worked hard to resolve this issue. In addition to the effective prison violence reduction strategy, a list is produced on a daily basis for education and training staff which indicates those learners who must be kept apart from each other. This has led to a significant reduction in poor classroom behaviour and there is generally a positive atmosphere conducive to learning in most classroom and training areas.

26. The approach to staff development continues to be satisfactory. All staff receive appropriate performance appraisals and take part in training activities. Training has been delivered in skills for life, the government's strategy for training in literacy, numeracy and the use of language. Many staff are entered for formal teacher training courses with a local college. This includes some vocational training staff.

## **Equality of opportunity**

## **Contributory grade 2**

27. The approach to equality of opportunity has significantly improved since the previous inspection. There continues to be innovative and effective work to support and promote equality and diversity among staff and learners. Staff at Feltham promote and highly value learning and skills, and they encourage a supportive environment for all learners. The establishment has a diverse population, which is drawn from the London area and the whole of the southeast of England. In the past two years, the proportion of the prison population who are foreign nationals has increased rapidly to approximately 35 per cent.

There is access to education and training for all offenders. The new approach to placing offenders in residential units which provide the educational programmes, in the main, meets learners' requirements.

28. Participation rates in education and training programmes have increased, in some cases by up to 40 per cent. However, in a minority of cases some learners are on programmes which do not meet their requirements. Not all foreign nationals require English language support but the proportion is still high. The number of ESOL classes has increased and there has been an increase in qualified staff to teach ESOL. The head of learning and skills has secured funding for computerised touch-screen learning equipment for those who struggle with technical language in the workshops and these machines are shortly to be installed. There is a representative number of staff from minority ethnic groups in the prison and the education department and diversity is celebrated well, particularly in the art and drama lessons and through displays of art on the walls in the education department.

29. Library staff provide a wide range of literature, including magazines and newspapers in a variety of languages. Library staff also provide a range of well-known visiting speakers to support awareness of cultural values through music and literature. Learners greatly value this contribution. The prison has further developed the celebration of diversity with a comprehensive range of visual displays which raise awareness, for example of tensions in other countries, and focus on the issues arising from them. One such example is a display focusing on Srebrenica which promoted many meaningful discussions in classrooms. A number of learners were short-listed for a national writing competition. Subsequently, the work of five learners was selected for publication.

30. Education staff have worked closely with the prison's race relations committee and have carried out research on education participation rates to identify areas for development and improvement. A key outcome was that many more learners from minority ethnic groups participated in education classes and generally were satisfied with the provision. Areas for review at the last inspection were cited as the quality of teaching and learning, and the low level of challenge to learners set by tutors, as well as the issue of poor discipline in some classes. Staff have now received training in classroom management, teaching and learning styles, and the use of differentiation in the classroom.

31. The prison produces a comprehensive booklet for all residential units, with hints and tips on how to communicate effectively with foreign nationals, which continues to be a success. The booklets give potted histories for each of 30 countries to help staff engage with offenders. There are regular meetings of an equality and diversity group, which includes unit representatives and the education manager. Meetings concentrate on identifying issues of concern, such as the relevance and content of classes. There are focus groups for Irish travellers, Africans, East Europeans and Jamaicans, and these are well supported by staff and learners. A 'Rough Guide to Feltham' has been produced and translated into a number of languages to help learners' induction into Feltham.

32. Staff have a good awareness of equality and diversity and learners are generally respectful of staff and each other. Learners have a good understanding of the prison's complaints procedures.

33. The education and training areas are clean, brightly decorated and accessible to



learners with restricted mobility. Voluntary educational support workers continue to provide experienced and well-managed support to learners. This is often on an individual basis on the residential wings, healthcare unit and in the workshops. Learners appreciate this support and it encourages learners to participate in education, especially in the construction vocational training workshops. Volunteer support is managed by the prison's voluntary and external partnerships manager.

### **Quality improvement**

### **Contributory grade 3**

34. The approach to quality improvement has improved since the previous inspection. A member of NEScot's staff has been appointed and has worked hard to introduce a systematic approach to assuring the quality of education and training, as well as improving the provision and the teaching and learning skills of staff. A quality improvement group has been established for four years. Membership of the group has a good representation of different sections of the prison's community, including workshops, education, gym, chaplaincy and Connexions. Some aspects of good practice are shared, such as health and safety and the use of surveys to gather learners' views. Meetings are held monthly with a standard agenda and they are a good forum for discussion about issues and activities across the prison. The group has established a good standard self-assessment process in each section and staff in each section are fully involved in the identification of strengths and weaknesses. A significant improvement has been the introduction of an education quality improvement group which meets frequently and provides a quality report to the prison's overall quality improvement group. The education report highlights progress and outcomes of learners' achievements and the implementation of the lesson observation schedule.

35. The prison has produced good, detailed development plans as a result of the self-assessment process, especially in education, to rectify its weaknesses. Following self-assessment, the prison has made significant improvements in physical resources, particularly in the vocational workshops and library facilities. Resources for vocational training programmes are very good and workshops are spacious and very well equipped. Learners have their own working spaces which they are able to 'own'. They take pride in their work and quickly develop good practical skills. Learners have created an attractive lounge area with a fireplace and relaxing space in the education department. This is often used for displays and exhibitions.

36. The prison collects a wide range of data in varying formats but it analyses this data insufficiently to help develop decisions or set targets. The prison keeps data to help develop its key performance targets but does not carry out analysis to identify where and when any issues may arise. There are wide variations in the manner in which the prison records retention and achievement data and insufficient explanation as to its use. Every day, the prison keeps data regarding the cancellation of classes and workshops and collates the results each month. It uses this data to monitor prison performance targets such as classroom efficiency, but carries out no analysis to establish trends or take action. The system for collecting achievement and progression data is complex and lacks coherence, and does not enable data to be collated and used in a manner that can establish trends.

37. Some aspects of quality assurance are not sufficiently monitored to ensure consistency and continuous improvement across all aspects of education and training. The systematic observation of education and training takes place but has yet to be fully

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implemented throughout education and training. Some training has been provided for teaching and learning but the processes for recording learners' progress on courses remains inconsistent. Staff have insufficient opportunities to share good practice, and often use their own very effective methods in isolation.



## AREAS OF LEARNING

### Information & communications technology

Grade 3

Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i>		<b>3</b>
Other government-funded provision	57	3

38. There are 49 learners currently on ICT training courses in the education department and a further eight on the full-time PICTA project. The number of ICT sessions that learners attend is dictated by the residential unit where the learner is placed. Learners are allowed to attend a maximum of 12 hours of ICT sessions in one week, and a minimum of three and a half hours. Learners are able to take a range of courses at basic to intermediate levels. On the PICTA project, learners can take an internationally recognised computer course up to intermediate level, hardware installation at entry level, networking and software design. Learners can stay in the PICTA workshop for four and a half days a week. There are three full-time members of staff, two sessional staff and two agency staff in the education department. There are two instructional officers who teach learners on the PICTA project.

#### *Using IT*

##### *Strengths*

- broad range of courses and skill development opportunities
- good short-term target-setting and monitoring of progress

##### *Weaknesses*

- inadequate curriculum planning to meet individual learning needs

### Achievement and standards

39. Pass rates for unit accreditation on the basic ICT course are very high at 91 per cent. This is important when most learners are moved quickly on to other institutions. However, learners are only registered for the qualification when they sit the exam and there is no data for achievement rates and no reliable data to determine retention. Only 45 per cent of learners who begin the programme stay to take a qualification, but this does take account of a high percentage of learners who are moved out to other establishments or released. Learners' standards of work are satisfactory and meet the awarding bodies' requirements. Learners on the PICTA project are well motivated and are keen to progress, but motivation levels in education are inconsistent. Many learners are keen and complete their learning goals by the end of the session. Some learners are bored and are at a loss to understand why they spend so much time in ICT. In these cases, progress towards goals is barely satisfactory. There are a range of clear health and safety posters and reminders, and the tutor often starts the session with a reminder of how learners should sit at the computer and the importance of taking regular breaks.

### **The quality of provision**

40. Target-setting and monitoring of learners' progress are good. Learners are well aware of what units they are taking at the start of the programme. Meaningful short-term targets are negotiated between tutor and learner and set for steps within each unit. Learners' files contain detailed records of progress on each course the learner is on, which gives tutors a good overview of learners' progression. Targets are thoroughly discussed with each learner at the end of each session. Progress recording is good and individual learning plans contain detailed records of learners' progress with clear assessment judgements. Learners know exactly where they are on their course and what they need to do at the next session. There is an effective electronic recording system for monitoring learners' progress.

41. At the previous inspection, the range of courses was judged to be too narrow. However, improvements have been made and a broad range of ICT programmes is now on offer. Learners' average stay is two to three weeks and many do not stay long enough to attempt a qualification. Learners are able to gain qualification units at basic and intermediate level with a wide range of options including desktop publishing, presentational graphics, using a computer and computer art. New courses are presently being planned including a business start-up course and computer aided design, and the prison also plans to include a unit for e-mailing in the basic ICT course. Those on the PICTA project can access courses from beginners' to advanced level across a number of areas. Training is available in office applications, computer hardware, networking and software design.

42. Teaching and learning overall are satisfactory. In education, a range of workshop and taught classroom sessions is offered. In the workshop, learners receive good individual coaching with practical demonstrations. In more structured sessions, there is good planning for differentiation with planned peer mentoring. In these sessions, much learning is taking place.

43. Assessment is satisfactory. Learners' work is assessed rigorously after they complete each exercise and they keep all marked work in their folders. Tutors and learners decide together when it is time for the learner to sit an exam. Induction is satisfactory. All offenders receive an induction on entry to the prison that also includes literacy, numeracy and language screening. Support from tutors is satisfactory. Learners all said they felt able to talk to tutors and trusted their advice and guidance. Learners in education are able to progress to the PICTA programme if they want to pursue an interest in ICT.

44. Learning resources are satisfactory in the education department. Learners with additional learning needs receive regular support from basic and key skills tutors. This is offered at the learners' workstation. One learner could not speak any English before he came to the prison. With support from instructors and tutors, he can now hold conversations and follow verbal instructions through headphones on the computer. Most learners start with an examination-based qualification and progress onto building computer hardware and troubleshooting. There are good resources on the PICTA programme workshop, which houses an impressive range of modern hardware, software and course materials. The workshop offers a pleasant working environment with a good atmosphere, conducive to learning. The ratio of staff to learners is good and all learners

are motivated. Learners speak about their ambitions to continue with their ICT when they leave the institution, and some want to extend their ICT knowledge at university.

45. There is little individualised learning. Learners are able to take ICT options but only after they have completed three basic units. All start on word processing at level 1 unless they can prove competence. Learners who opt for education are required to attend ICT classes whatever their level of literacy or command of English. These learners begin with the word-processing unit, and have no tailored programme to suit their needs. Those who cannot write well or who do not understand much English are asked to type text from a handout onto the computer. Planning of the curriculum is determined by the learners' residential unit. Some learners do not want to be in the ICT classroom and are bored with the number of classes they are required to attend. Classroom discipline is sometimes poor. Learners often do not understand their timetable and frequently ask the tutor where they should be for the next session.

### **Leadership and management**

46. The management and co-ordination of ICT in the education department has improved since the previous inspection, with a co-ordinator now identified to support the provision. However, some learners do not want to attend ICT courses and instead want to attend vocational training courses. At the time of inspection, these learners had not been transferred to another more appropriate residential unit. Leadership and management of the PICTA project are good. Equality of opportunity is satisfactory and learners are protected in the classrooms. Arrangements for quality improvement are satisfactory and internal verification is frequent and structured. There are regular observations of staff which are accurate and supportive. The development plan is a useful document that identifies most of the weaknesses in provision.

**Foundation programmes****Grade 3**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b><i>ESOL</i></b> Other government-funded provision	16	3
<b><i>Literacy and numeracy</i></b> Other government-funded provision	73	3

47. Seventy-three learners are on foundation courses and 16 are following ESOL courses. Feltham B provides foundation programmes in the education centre. Literacy, numeracy and ESOL support is provided in groups or on an individual basis across other areas of the establishment. This support is provided in the workshops, living units and healthcare. All learners have the opportunity to gain accreditation. In the education centre, courses are provided in the context of a chosen subject area dependent on learners' residential unit. These are grouped by main subject area, such as art, vocational training or ICT. If learners wish to change their main subject programme, they must apply to change residential unit. Learners' programmes form a part of a wider curriculum including literacy, numeracy, ICT, social and life skills, art, drama and cookery classes. Evening classes are available to learners, but during inspection were cancelled due to the World Cup. The average class size is six. Lesson duration is approximately one and a half hours.

***Strengths***

- good range of literacy, numeracy and language skills support outside of the education department
- good implementation of actions to improve the quality of teaching and learning

***Weaknesses***

- low pass rates in numeracy
- insufficient consistency in recording learners' progress

**Achievement and standards**

48. Learners generally progress well towards their learning goals as identified on their individual learning plans. A significant number of learners stay long enough to benefit from literacy, numeracy and language skills support and are entered for qualifications in literacy and numeracy. Pass rates for literacy qualifications are satisfactory. Between November 2005 and February 2006, 52 per cent of learners who were entered for examinations passed them. Ten per cent of learners achieved citizenship qualifications in the same period. However, pass rates for numeracy qualifications are low. Between November 2005 and February 2006, of those entered for qualifications, only 33 per cent achieved a qualification. There is no clear data on pass rates in literacy and numeracy in the workshops. Attendance is generally satisfactory, learners' behaviour is managed effectively and relationships are respectful.

## The quality of provision

49. Actions to improve the quality of teaching and learning are successful. All sessions observed during the inspection were graded satisfactory or better. At the previous inspection, tutors were not always placing learning into context. At this inspection, tutors used a range of themed topics around the World Cup to increase their relevance to learners in a range of subjects such as numeracy, cookery and social and life skills. Learners in cookery prepared food from the remaining countries playing in the semi-finals, which was shared with learners from different classes. Learners in numeracy used data from different football matches to understand and interpret data tables. Learners were involved in active discussion regarding international football and the effects of poverty.

50. Workshop support concentrates on the literacy and numeracy skills required for specific occupational areas. Learning materials are selected to reflect occupational relevance. Tutors in the workshops use copies of rulers and tape measures to practise measuring skills to solve mathematical problems and build numeracy skills. Lesson plans now take account of different ability levels and differentiation is apparent in learning materials and activities. However, insufficient use is made of ICT to develop learners' literacy and numeracy skills in education. Feltham B recognises this as an area for development, and is effectively involved in activities such as the better teaching initiative. The planning of individual learning has improved since the previous inspection. Learning plans are now used across foundation programmes, and in most cases, the setting of short-, medium- and long-term targets is good. Targets are now more specific to learners' needs. However, timetabling of education means that learners can only access the class that is available to their residential unit on a particular day. If learners are allocated to a residential unit before allocation to education, they may not receive the most appropriate number of classes to meet their need. For example, one learner who could not read and write was allocated to a predominantly social and life skills programme requiring reading and writing skills.

51. The provision of literacy, numeracy and language support to learners across the prison is good. Outreach work in ESOL has recently been extended to learners in the workshops and for those who do not wish to attend formal education classes. Outreach support is provided on the equivalent of one full day a week. Tutors use a good range of resources to support learning, including laminated copies of diagrams of the human body from which learners practise vocabulary, sentences and pronunciation. Approximately 45 voluntary supported education volunteers work on an individual basis with 38 offenders. All volunteers are trained. Offenders receive two hours of support each week over a four-week period. The skills for life policy is effective at extending support in literacy, numeracy and language across the prison. The use of a national pilot scheme has increased awareness of literacy and numeracy in areas such as horticulture.

52. Initial assessment is satisfactory and covers literacy, numeracy and language skills. There is a sufficient range of programmes and the introduction of key skills qualifications meets a range of learners' needs at higher-ability levels. It is identified in the development plan that staff require further training in key skills. New qualifications for ESOL are in place and schemes of work are currently being produced for these. Induction for learners is satisfactory.

53. Staff frequently discuss progress with learners, and agree and record achievements and targets. For those learners with additional support needs working in the vocational training areas, the processes for recording literacy, numeracy and language skills development are inconsistent. There is little monitoring of additional support records and insufficient monitoring of the level of additional support needs across the establishment. Currently insufficient sharing of best practice takes place and staff often resort to using their own individual systems. Newly developed and detailed recording systems have been recently introduced in literacy and numeracy classes, which relate specifically to qualifications and programmes being followed. However, these systems are not in place across courses such as ESOL or consistently applied across all courses.

### **Leadership and management**

54. Course leaders are allocated for literacy, numeracy, language and social and life skills. Good use is made of data to monitor attendance between different courses. Records are maintained monthly to show actual and possible attendance, and in further detail to include attendance by residential unit/course area. Retention and achievement data is maintained for each course. However, the prison does not monitor learners according to intake, and judgements on achievements can only be made on the number of learners entered for qualifications. Workshop data is collated differently, showing the numbers of learners seen for literacy and numeracy support with the total number of achievements. Effective systems are in place to observe teaching and learning by trained staff and action plans are produced following observations. Staff have received training on learning by carrying out activities in differentiation. New staff have been recruited to provide cover for absent staff. Quality improvement is effective at making improvements to the quality of provision. In foundation programmes, quality improvement plans are regularly updated and clearly indicate improvements made.

