

# INSPECTION REPORT

## **HMP Wayland**

**09 June 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 Wayland

### Contents

#### Summary

Description of the provider	1
Overall effectiveness	1
Key challenges for HMP Wayland	2
Grades	2
About the inspection	3
Key Findings	3
What learners like about HMP Wayland	9
What learners think HMP Wayland could improve	9

#### Detailed inspection findings

Leadership and management	10
Equality of opportunity	12
Quality improvement	13
Engineering and manufacturing technologies	15
Construction, planning and the built environment	18
Information and communications technology	21
Leisure, travel and tourism	24
Preparation for life and work	27

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Wayland (the prison) is a Category C training prison situated in the Brecklands, Norfolk, between Watton and Thetford. Opened in 1985 to accommodate 450 offenders, the prison has since been enlarged to a certified normal accommodation of 657. The operational capacity is 709.
2. Most offenders are located on the main residential units which include the induction wings, with a wing situated on the vulnerable offender treatment residential units. Most of these offenders are high risk and come to the prison specifically for special treatment programmes.
3. The head of learning and skills has the overall responsibility for the quality of education and training of offenders at the prison. This includes subcontracted education courses, vocational courses run by prison staff, and accredited subcontracted courses run by charitable organisations. The head of learning and skills also has line management responsibility for the instructional officers who run the workshop-based vocational training courses. As a member of the senior management team, the head of learning and skills attends key management meetings to monitor performance and carry out strategic planning. Education courses are provided by City College Norwich. A new education and training provider will take over the contract in July 2006 and the current education staff are expected to transfer to the new provider when the new contract starts. The vocational training instructional officers, employed by the prison service, are expected to transfer to the new provider.
4. Offenders received from the three local prisons in Norwich, Bedford and Chelmsford are put on the main residential units. Offenders are also accepted from all over the country, with many from the London area. All offenders at HMP Wayland are adult men over the age of 21. The average length of stay for offenders is 18 months to two years. The prison currently has approximately 170 foreign national offenders. Currently 18 per cent of offenders are from minority ethnic groups.

### OVERALL EFFECTIVENESS

**Grade 3**

5. **The overall effectiveness of the provision is satisfactory.** Leadership and management are satisfactory, as are equality of opportunity, quality improvement, information and communications technology (ICT) for users, motor vehicle courses, and literacy and numeracy. Provision in construction crafts, and sport, leisure and recreation, is good.
6. **The inspection team had some confidence in the reliability of the self-assessment process.** Self-assessment takes place annually and takes account of the views of staff, offenders and contractors. Senior managers at the prison give a high priority to education and training, and regard self-assessment as an important part of the process. The prison's most recent self-assessment report was produced in April 2006. Some of the judgements and grades in the report matched those of inspectors. Some of the strengths were considered to be no more than normal practice and they identified a number of additional

weaknesses.

**7. The provider has demonstrated that it has sufficient capacity to make improvements.**

The education and training provision in the prison is about to undergo significant changes. A new subcontractor has been awarded the contract for education and training and will take over the provision in August 2006. Most of the current staff are expected to transfer to the new provider. Quality improvement systems are in place and improvements are brought about through various meetings and the sharing of best practice. However, data is mainly used to monitor the prison service's key performance targets and not to measure the effectiveness of courses or to set quality improvement targets.

## KEY CHALLENGES FOR HMP WAYLAND:

- continue to increase the range of accredited work skills programmes
- better planning of individual learning
- broaden the range of courses and improve resources in the education department
- better utilisation of workshops and education time in line with industry standards
- build on and share identified strengths
- use data to analyse the effectiveness of programmes
- manage effectively the change to the new provider to ensure minimal disruption for learners

## GRADES

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

Grades awarded at inspection

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

Engineering and manufacturing technologies			3
Contributory areas:	Number of learners	Contributory grade	
<b>Motor vehicle</b>		3	
Other government-funded provision	33	3	

Construction, planning and the built environment			2
Contributory areas:	Number of learners	Contributory grade	
<b>Construction crafts</b>		2	
Other government-funded provision	66	2	

Information and communications technology		3
Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		3
Other government-funded provision	118	3

Leisure, travel and tourism		2
Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		2
Other government-funded provision	16	2

Preparation for life and work		3
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		3
Other government-funded provision	213	3

## ABOUT THE INSPECTION

8. Inspectors reported on and graded motor vehicle courses, construction crafts, ICT for users, sport, leisure and recreation, and literacy and numeracy. Provision in catering and horticulture did not have sufficient learners to be inspected and graded. These areas were inspected and reported on under leadership and management. One inspector visited the prison before the inspection week to look at the vehicle body repair course as this would not be running at the inspection week due to staff annual leave arrangements. All other inspection evidence was collected during the inspection visit.

Number of inspectors	4
Number of inspection days	16
Number of learners interviewed	112
Number of staff interviewed	28
Number of subcontractors interviewed	23
Number of locations/sites/learning centres visited	1

## KEY FINDINGS

### Achievements and standards

9. Achievement is satisfactory on most engineering programmes. Some staff are new to teaching, but have very recent and comprehensive industrial experience. Learners' work is of a satisfactory standard and they develop useful employability skills.

10. Achievement in construction is satisfactory. Health and safety awareness is promoted at all times and all learners wear appropriate personal protective equipment. Health and safety assignments are completed at the start of each programme and are ongoing throughout the programmes.

11. **Most learners develop a good range of computing skills on ICT courses.** Between May and April 2006, 682 introductory computer literacy units, 125 computer literacy and business technology units, and 14 advanced computer literacy units were achieved in total. These achievements represent nearly 100 per cent achievements when compared with units that were submitted to the awarding body for accreditation.

12. **There is good achievement of the fitness for life programme in physical education (PE).** Of the 16 learners who started the programme last year, seven were transferred out of the prison before completing their full qualification. The nine who remained in the prison achieved all their planned units.

13. **Achievement rates are very good at entry level and level 2 in literacy and numeracy.** Achievement rates on the adult literacy and numeracy awards at entry level and level 2 are particularly good for May 2005 to April 2006, with almost 100 per cent of learners achieving their awards. Many learners become more self-confident and their self-esteem improves. They become better able to express themselves both orally and in writing.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Engineering and manufacturing technologies	0	0	2	0	2
Construction, planning and the built environment	0	0	3	0	3
Information and communications technology	0	1	3	0	4
Leisure, travel and tourism	2	0	0	0	2
Preparation for life and work	0	4	4	0	8
<b>Total</b>	<b>2</b>	<b>5</b>	<b>12</b>	<b>0</b>	<b>19</b>

14. Inspectors observed two lessons in engineering and both were graded as satisfactory. In construction, three lessons were observed and all of them were graded as satisfactory. In ICT for users, three lessons were graded as satisfactory and one as good. Physical education had two lessons observed and graded as outstanding. Literacy and numeracy programmes had eight lesson observations, four of which were satisfactory and four good.

15. **There are good, well-equipped and spacious workshop facilities in all three engineering areas.** Classrooms in the workshops are not as well resourced, with no overhead projection equipment. The welding classroom is poor. **There is good support for learners in workshops.** Instructors use results from initial assessment to identify learners who need literacy, numeracy and/or language support.

16. **There are good, well-equipped and spacious construction workshop facilities in all four craft areas.** These are all well laid out and include a classroom, an instructors' office, and stores.



17. **There is a good range of provision in construction.** All crafts offer a level 1 qualification. Electrics, and painting and decorating programmes are offered at level 1 and level 2. Plumbing offers programmes at level 1 to level 3. There is an effective and innovative link with a work-based learning provider that will carry out work-based assessment for learners on release, to convert the qualification to a national vocational qualification (NVQ). There is good support to enhance employability skills in all four of the construction crafts.

18. **There is good support to enhance employability skills in all four of the construction crafts.** The craft areas build and use external links to enhance the programme. These include carrying out work in the community. Electrician learners carry out various projects around the prison including fitting out computer rooms.

19. Overall ICT teaching is satisfactory. There is good monitoring of learners' progress. Where possible, learners' printed work is marked in the session and quick feedback is given. Tutors mark their work consistently according to awarding body guidelines. In some areas, resources are insufficient. One of the computing rooms is poorly laid out. The desks on which computers are placed are unsuitable and the position of the monitors cannot be adjusted. There is insufficient space for learners to work.

20. **Teaching and learning is very good on PE courses.** Tutors are very knowledgeable and well qualified. There are good working relationships between tutors and learners. The high professional standards expected by employers are constantly reinforced. Very good use is made of video to help learners evaluate and improve their coaching techniques.

21. **There is very good support for learners on literacy, numeracy and English for speakers of other languages (ESOL) courses.** Tutors work well to develop good working relationships with learners and to engage them in learning. Overall, the quality of teaching is satisfactory, although some of it is good.

22. There are insufficient suitable learning resources in literacy, numeracy and ESOL courses. There is too much use of photocopied handouts and worksheets, some of which are unsuitable and inappropriate for adult male learners. Too few learning activities are set within relevant contexts, such as learners' previous occupations or hobbies.

### **Leadership and management**

23. **The senior management team at the prison works very effectively to promote education and training to staff and offenders.** It is regarded as central to sentence planning and preventing re-offending. Offenders attending education or training courses earn the same pay as those doing production work. Offenders are allowed to attend education lessons for two half-day sessions per week from the work areas or vocational training workshops without any loss to their pay.

24. In the engineering areas, all new staff have good recent vocational experience. The induction programme is comprehensive, and includes a week of general introduction to the prison, one week shadowing another instructor, and two weeks instructing alongside another member of staff. New staff complete assessor awards and are expected to progress to a teaching qualification.

25. Leadership for ICT courses is delegated by the education manager to a part-time information technology (IT) team leader who manages five part-time computing tutors. Formal staff meetings are held four times a year, in addition to regular informal meetings. Tutors discuss a wide range of relevant issues such as recruitment, teaching and learning strategies, and learner feedback.

26. **Leadership and management of the PE programme is good.** Continuous professional development and teamwork is good. Staff communicate regularly and effectively, both formally and informally, about the programme. They set high professional standards for the programme and work effectively to implement improvements.

27. Management of literacy, numeracy and language courses is delegated by the education manager to three part-time skills for life team leaders who together manage 11 part-time tutors. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. Some staff have had many years teaching experience. There is, however, a loss of learning time in many afternoon sessions due to the late arrival of learners.

## **Leadership and management**

### **Strengths**

- good staff development for instructional officers
- very effective promotion of education and training
- good equal pay policy to support education and training
- good initiatives to improve training

### **Weaknesses**

- insufficient accreditation of some work skills
- poor punctuality
- no monitoring of use of data to monitor course effectiveness
- insufficient monitoring of equality and diversity

## **Engineering and manufacturing technologies**

### ***Motor vehicle***

#### *Strengths*

- well-equipped and spacious workshop facilities
- good range of provision
- good support for learners in workshops

#### *Weaknesses*

- insufficient planning and target-setting
- ineffective use of training time

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

### ***Construction crafts***

#### *Strengths*

- well-equipped and spacious workshop facilities
- good range of provision
- good support to enhance employability skills

#### *Weaknesses*

- slow progress
- poor classroom facilities

## **Information and communications technology**

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

#### *Strengths*

- good skills development
- good monitoring of learners' progress

#### *Weaknesses*

- insufficient resources
- insufficient ICT courses

## **Leisure, travel and tourism**

### ***Sport, leisure and recreation***

#### *Strengths*

- good achievement of the fitness for life programme
- very good teaching and learning
- good leadership and management

#### *Weaknesses*

- insufficient provision

## **Preparation for life and work**

### ***Literacy and numeracy***

#### *Strengths*

- very good achievement at entry level and level 2 in literacy and numeracy
- very good learner support

## HMP WAYLAND

### *Weaknesses*

- insufficient resources
- insufficient use of individual short-term targets

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

- better prospects of getting a job
- receiving literacy and numeracy support in the workshops
- very experienced and supportive instructors and teachers
- gaining useful skills and a qualification
- the time available to practice skills
- the very beneficial resettlement programme
- 'learning about myself'
- gains in self-confidence and self-respect

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

- delays in starting work because materials and tools have to be issued
- the timing of training in the sentence - 'training happening at the start of my sentence rather than towards the end means I will have forgotten all the skills I've learnt'
- having to wait for those who started their programme later to catch up with the work
- evening provision - none currently provided
- the range of occupational training and access to education for vulnerable offenders
- the size of some teaching rooms

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- good staff development for instructional officers
- very effective promotion of education and training
- good equal pay policy to support education and training
- good initiatives to improve training

#### Weaknesses

- insufficient accreditation of some work skills
- poor punctuality
- no monitoring of use of data to monitor course effectiveness
- insufficient monitoring of equality and diversity

28. There is good staff development for instructional officers. Staff employed by the prison to carry out vocational training are either completing a recognised teaching qualification or have already done so. Managers have arranged for a local company to provide teaching courses each Monday evening at the prison. Some staff have already completed the courses and some have progressed to advanced teaching qualifications. Staff have annual appraisals with managers to discuss and arrange further training and development needs. Staff training and development is reviewed by managers every six months to ensure staff are progressing well.

29. The promotion of education and training to offenders and staff is very effective. It is regarded as an important part of the sentence planning process and central to preventing re-offending by providing offenders with skills and knowledge that may help them to secure further education, training or employment on release. A skills for life strategy has been agreed by senior managers and is a prison priority. Offenders are encouraged to attend education and training courses. Those working in the production and training workshops can attend two education sessions a week without it affecting their pay and work placement. Managers from other departments attend the quality improvement group meetings held every two months and chaired by the head of learning and skills. These meetings look at the performance of education and training courses, discuss issues, improvements and good practice, and review the self-assessment report and subsequent action plan, to ensure agreed actions are carried out. The prison governor holds a daily morning meeting with senior managers. Part of this meeting discusses learners' attendance at education and training and reasons for non-attendance. Non-attendance is followed up and, if found to be unreasonable, offenders are penalised using the incentives and earned privileges scheme. This helps to minimise low attendance on courses and demonstrates to offenders that managers regard education and training as an important aspect of their sentence. The senior management team also meet as a group each month to review the performance of each department and to plan changes and improvements.

30. Resources and facilities are good in art. Visual art courses are provided and are popular with learners. These are well organised and learners produce an excellent standard of work. Learners enjoy the courses and can achieve qualifications to accredit the skills and knowledge gained. Learners can access nationally accredited qualifications at levels 1, 2 and 3 in ceramics, pottery, sculpture, pencil work, and paints. Learners work at their own level and are able to participate in sufficiently challenging activities. Learners can take additional qualifications in health and safety and hygiene in the workplace. Some learners who become disengaged from learning at a young age, are effectively engaged in learning through art. For example, some have successfully achieved literacy and numeracy qualifications after enrolling on art programmes.

31. Currently 23 offenders work in the kitchen and 40 work in the serveries, five of whom are working towards NVQs at level 1 and one is working towards an NVQ at level 2 in food preparation. Learners develop good practical skills to enhance their employability. They work in a commercially realistic, pressurised environment producing 700 meals three times a day. The skills they learn enable them to work on release as commis chefs, porters or night porters. Learners move to different jobs around the kitchen to learn new skills. Learners can identify the skills that they and their colleagues develop. One learner has had a recipe he devised published in a cookery book.

32. The catering manager is fully committed to ensuring that offenders working in the kitchen take qualifications. He plans to ensure that all catering staff are qualified as assessors. Senior managers fully support these plans. However, learners are making slow progress. Only three NVQ units have been achieved by learners since November 2005. It takes approximately 12 months for learners to achieve their NVQ at level 1. Only one learner was taking an NVQ at level 2. All learners start on the NVQ at level 1 regardless of ability or past experience. There is no internal verifier and the only assessor is leaving the prison. The external verifier has suspended certification until the situation is resolved. Three other members of staff are qualified assessors and the previous internal verifier has offered to help in the short term.

33. The farms and gardens department covers the four main areas of market gardens. The sports fields and amenity areas in the main prison, the waste management unit, and the gardens outside the perimeter fence. There are currently 40 offenders working in market gardens, 13 in sport, and 13 in waste management. The department is well managed by the conservation and sustainable development manager. Five instructors are responsible for delivering the provision. There are two instructors working in market gardens and one on each of the other areas. Instructors are well qualified and occupationally competent. The market gardens grow food for the prison and provide vulnerable offenders with purposeful activities as they are the only offenders to be employed there. Accreditation opportunities are currently being developed. The only qualification currently available is a national proficiency test for sports fields and amenity areas at level 2. However, the prison has recently been accredited to deliver a level 1 qualification in horticulture. Waste management qualifications are now being planned. The department provides offenders with good preparation for release and employment. Good use is made of local agricultural shows for exhibiting livestock bred and cared for by offenders. These shows publicise the work of the prison well and make a good contribution to improving offenders' self-confidence and self-esteem.

34. There is insufficient accreditation of some work skills. Work is available in production

workshops, farms and gardens, kitchens, and in cleaning the prison. One of the production workshops is a tailoring shop where approximately 30 offenders work to produce prison clothing using sewing machines. In another workshop, contract work is available for up to 40 offenders packing goods for external customers. A workshop funded by a charitable organisation provides work for about 10 offenders. In the workshop they repair bicycles and wheelchairs and send them out to the developing world. A waste management workshop employs 13 offenders recycling materials from around the prison. Offenders working in these areas demonstrate important work skills but none of these workshops accredit these skills through any nationally recognised qualifications. These learners have no recorded or accredited evidence of the employability skills they have gained in these areas.

35. Punctuality is poor. Learners regularly arrive at least 15 minutes late for courses due to being released from their accommodation wings late or being slow to get to the courses from their accommodation wings. This problem is worsened by vocational training instructors having to sign out workshop tools to learners in addition to the time it takes to check all tools have been returned. The morning and afternoon sessions are quite short and follow a two and a quarter-hour lunch period. The short day does not reflect life outside the prison and does not fully prepare offenders for release.

36. Managers do not use data to monitor the effectiveness of courses and ensure positive outcomes for offenders. Data is collected on those offenders who gain jobs or go on to further education or training on release. This information is not shared or used to measure the success of courses and help offenders to progress. Race relations are monitored effectively and offender representatives attend regular meetings with prison managers to discuss race issues. However, there is no monitoring of disability, age, or sexuality issues at the prison. Access to education and training courses for vulnerable offenders is restricted and poorly resourced.

### **Equality of opportunity**

### **Contributory grade 3**

37. There is a good equal pay policy to support education and training. A basic rate of pay is provided across the prison for all areas. The basic rate of pay applies to education and vocational training courses as well as to production working areas. This ensures that offenders are not penalised when attending education and training courses rather than work. Learners on full-time training courses receive the same pay as those working in the production or vocational training workshops.

38. The promotion of equality and diversity is satisfactory. On arrival at the prison, offenders are given information about equality, diversity, respect, rights and responsibilities. The information is updated and reinforced throughout their sentence. There are satisfactory policies and procedures for equal opportunities. These are regularly checked and updated. The processes for dealing with complaints are effective and well recorded.

39. There are approximately 170 foreign national offenders in the prison. They have dedicated officers to help them with any relevant issues. The prison is the first in the country to introduce special phone cards so that they can make cheap phone calls abroad. The prison has recently purchased a mini DVD recorder. To date, two foreign-national offenders have used it to make a DVD for their family. This is posted free



of charge by the prison to the family.

40. There are effective working relationships between offenders and staff in all areas of the prison and particularly in the education and training departments. A varied multicultural menu is provided by the kitchens and most offenders are happy with the food provided. There is a good selection of books, newspapers and information available to offenders in different languages. The prison has purchased a software programme to convert text, such as prison policies and procedures, into 11 different languages.

41. Access arrangements for people with restricted mobility are satisfactory in most training areas. Alternative arrangements are available in areas with poor access. Wheelchair access is not adequate on some of the accommodation wings.

42. There is insufficient monitoring of equality and diversity. The prison employs a full-time race relations officer. Monitoring of ethnicity in work, training and education activities, is regularly carried out. There are regular meetings to discuss race issues with offender representatives, prison staff, and managers. However, there is no systematic monitoring of offenders according to age, disability or sexuality. The needs of some vulnerable offenders are not adequately met. For example, they have insufficient access to education courses. Apart from a market gardening course, they have no access to vocational skills training or accreditation. They do not have adequate access to the full range of prison facilities and resources which are available to other offenders.

## **Quality improvement**

## **Contributory grade 3**

43. There are good initiatives to improve education and training. Regular surveys of offenders and staff are carried out to plan and implement improvements. For example, offenders suggested that there should be more multicultural meals and better minority ethnic representation in the kitchens. A Caribbean offender is now being trained by working in the kitchens and is helping to provide multicultural meals. Following a staff suggestion, a self-employment programme was implemented to provide realistic key skills projects. New or inexperienced tutors initially work alongside experienced tutors to help them develop their skills and improve their teaching. Regular meetings are held between 10 prisons in the region to share best practice and discuss ways to improve teaching and learning.

44. Assessment and verification processes are satisfactory and meet awarding body requirements. There are satisfactory quality assurance arrangements, with regular observations of lessons and improvement feedback provided. Policies and procedures are regularly checked and updated.

45. The latest self-assessment report involved learning and skills staff and included the views of staff, learners and subcontractors. The quality improvement group agreed the report and the self-assessed grades.

46. There insufficient use of data to improve the provision. Data about offenders going into positive outcomes of employment or further training is collected by other departments in the prison but is not used to compare the effectiveness of courses in helping offenders' resettlement opportunities when released. There is no systematic analysis carried out about course retention or achievements apart from to check if the

## HMP WAYLAND

Prison Services key performance targets are being met. This does not extend to any analysis about how effective individual courses are compared with others, and whether they are helping offenders' progress and preventing re-offending.

## AREAS OF LEARNING

### Engineering and manufacturing technologies

Grade 3

Contributory areas:	Number of learners	Contributory grade
<b>Motor vehicle</b>		<b>3</b>
Other government-funded provision	33	3

47. Nationally accredited engineering training is provided in welding, motor mechanics, and light vehicle body repair. The welding programme offers an introductory welding skills qualification at level 1. There are currently 12 learners working towards this qualification. The motor mechanics programme offers industry-recognised awards at level 1 and a technical certificate at level 2. There are currently nine learners on this programme, with six at level 1 and three at level 2. The light vehicle body repair programme offers NVQs in performing engineering operations at level 1 and 2. There are 12 learners on this programme. All practical training is carried out in the workshops by occupationally experienced staff, with relevant recent industrial experience. The instructor officers have assessor awards and have, or are working towards, teaching qualifications. Assessment is carried out by instructors who also internally verify each other's assessments. Initial advice and guidance about career opportunities for the industry are discussed when the sentence plan is agreed.

#### **Motor vehicle**

##### *Strengths*

- well-equipped and spacious workshop facilities
- good range of provision
- good support for learners in workshops

##### *Weaknesses*

- insufficient planning and target-setting
- ineffective use of training time

#### **Achievement and standards**

48. Achievement is satisfactory on most programmes. In 2005, of the 20 learners who enrolled on the light vehicle body repair programme, nine achieved the full qualification and two achieved part of the qualification. In the same year, 43 modules were achieved by the 16 learners on welding programmes. However, of the 25 learners who enrolled on motor mechanics programmes, only 19 achieved part of their qualifications with 11 transferred to other prisons, removed from the programme, or released before completing them.

49. Learners produce work of a satisfactory standard. They develop useful skills for possible employment on release. Their portfolios of evidence are satisfactory and meet awarding body requirements. Learners' progress is monitored using clear wall charts in

the workshop or instructors' office.

50. Health and safety awareness is promoted at all times, with learners all wearing appropriate personal protective equipment. Health and safety assignments are completed at the start of each programme and are ongoing throughout the programmes. Learners in the light vehicle body repair workshop complete a health questionnaire before they start their programme and complete a health surveillance every six months due to the hazardous nature of the products used.

51. There is insufficient planning and target-setting to help learners progress well through their qualifications. Although learners work at their own pace to improve their self-confidence, staff do not work to set demanding achievement targets. There is no record of appropriate planned completion dates or individual milestones. Little challenge is offered to learners at different stages of their award if they are not participating in the work of the main group being instructed. The scheme of work is on view on the wall in the motor mechanics workshop. The welding scheme of work is currently being developed. The instructor in light vehicle body repair has produced a pictorial format scheme of work for those with literacy support needs.

### **The quality of provision**

52. There are good, well-equipped and spacious workshop facilities in all three areas. They all provide substantial work space, are well laid out, and include a classroom, instructors' office and stores. The motor mechanics workshop includes a number of relatively modern vehicles and various pieces of electrical testing equipment. The light vehicle body repair workshop has a professional spray booth with water and dry-filtration systems. Different paint systems are available including synthetic, two pack, and solvent-based paints. The welding workshop is also well resourced with a large central working space. Around the room are bays for learners to develop their welding skills using different materials. Currently two of the welding systems, metal inert gas and tungsten inert gas, are awaiting repair. The classrooms within the workshops are not as well resourced. They are small, with no projection equipment and the welding workshop classroom is not an adequate learning environment.

53. Engineering offers a good range of provision to improve learners' employability on release. In light vehicle repair and motor mechanics, learners can progress from level 1 to level 2 programmes. Although in welding only basic craft skills at level 1 are provided, a new scheme of work due out shortly will allow learners to progress to level 2. Until recently a claims sanction had been placed on welding by the awarding body. This has now been removed and the prison can now put forward claims for qualifications. Learners fully understand how the skills they learn can help them gain jobs in, for example, tyre, exhaust and brake-fitting. Although letters received by instructors indicate successful job outcomes by previous learners, there is no formal follow up of learners when they are released.

54. There is good support for learners in workshops. Instructors use initial assessment results to identify learners who need additional literacy, numeracy and/or language support. This support is given with sensitivity and discretion in addition to the specialist support offered to learners in the workshop by the education department for two half days each week. This support is specific to the work activities learners carry out.

Instructors give whole-group and individual demonstrations, useful advice, and information to help learners gain the skills and to understand the information necessary to progress. All instructors have recent industrial experience and can relate many of the topics to their working practices. In welding, this has enabled more emphasis to be placed on certain modules of the qualifications to enhance future employability. In motor mechanics, the scheme of work is displayed on wall to give learners a clear understanding of the programme they are following as they are often at different stages to each other. As the programmes are roll-on/roll-off, more experienced learners are often used to give peer support and assistance to newer members of the group.

55. There is ineffective use of training time. The training sessions operate nominally from 0830 to 1120 and from 1345 to 1630. This short day does not help learners to prepare for real working life and extends the duration of courses. However, due to security issues such as getting learners to the workshops, identifying absences, and issuing and returning tools, most learning sessions are actually much shorter. Some instructors are not sufficiently experienced in managing groups of learners of different ability levels. On one occasion, an instructor went through work missed by one learner, giving the others a worksheet to complete. Those learners who finished their work early were given no additional work. In another lesson, learners completed an activity early and no additional tasks were planned. There are interruptions to learning on a regular basis due to transfers, releases, re-categorisation, absence of instructors, and other regime issues. Courses take a considerable time to complete. Observations of teaching and learning are satisfactory. Some staff are new to teaching and relatively inexperienced. However, they have very recent and comprehensive industrial experience.

### **Leadership and management**

56. The recruitment of new staff and their induction is satisfactory. All new staff have good recent vocational experience. The induction programme is comprehensive and includes a week of general introduction to the prison, one week shadowing another instructor, and two weeks instructing alongside another member of staff. New staff complete assessor awards and are then expected to progress to a teaching qualification.

57. Assessment and verification of qualifications are satisfactory. Course and progress monitoring is satisfactory at assessor and internal verifier level, including lesson observations and verifier meetings. However, there is no overall routine comparison of performance between programmes. Data is collected each month but is generally not evaluated or used to aid management decisions other than to monitor the Prison Service's key performance targets.

58. Equality and diversity is well managed to ensure that a representative mix of learners are on the programmes, although this is mainly to ensure that ethnicity is monitored. There are good levels of respect between learners and instructors and between learners, and equality and diversity issues are promoted and managed well.

59. The self-assessment report included some aspects of the strengths identified by inspectors, but not the weaknesses. Many of the strengths in the self-assessment report were descriptive rather than judgmental and often no more than normal practice.

**Construction, planning and the built environment****Grade 2**

<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>
<b>Construction crafts</b>		<b>2</b>
Other government-funded provision	66	2

60. Nationally accredited training in construction is provided in brickwork, electrics, painting and decorating, and plumbing. All four workshops offer a nationally recognised level 1 multi-skills award. Plumbing also offers a level 2 and level 3 basic skills qualification, with an arrangement with another training provider to carry out the on-site assessments to complete the NVQ requirements on offenders' release. Learners on electrics programmes work towards NVQs at levels 1 and 2 in performing engineering operations. There are 15 learners in brickwork and 12 in painting and decorating. In plumbing there are 25 learners, four of whom are working towards level 3 and the remainder towards level 2. In electrics there are 14 learners. All training is carried out in the workshops by occupationally qualified staff with relevant recent industrial experience. Instructor officers have assessor awards and also have, or are working towards, teaching qualifications. Assessment is carried out by instructors who also internally verify each other's assessments. Verification services are bought in if necessary. Initial advice and guidance about career opportunities are discussed when the sentence plan is agreed.

**Construction crafts***Strengths*

- well-equipped and spacious workshop facilities
- good range of provision
- good support to enhance employability skills

*Weaknesses*

- slow progress
- poor classroom facilities

**Achievement and standards**

61. Achievement in construction is satisfactory on most programmes. In 2005 of the 31 starts on the brickwork programme, 10 learners achieved their full qualification and 14 achieved part of their qualification. Of the 17 learners on electrics courses, eight achieved their full qualification and two achieved part of their qualification. In painting and decorating, of 18 learners, nine achieved their full qualification and four achieved part of their qualification. Of the 36 plumbing learners, 21 achieved their full qualification and two achieved part of their qualification. Learners' work is at least satisfactory. They develop useful skills that can help them prepare for employment on release.

62. There is slow progress by learners to complete many of the qualifications. The waiting lists for courses are too long and some learners leave the prison before completing their course. Learners are not set appropriate planned completion dates or

individual milestones. Instructors make good use of wall charts to monitor individual learners' achievements. Individual learning plans are also used to record achievement but are generally not used for planning. However, in plumbing individual learning plans are used during progress reviews and learners are set short-term targets to complete by the following review date. Learners work at their own pace and this is not in line with a real working environment. The issuing of tools causes delays. Most of the crafts have tools in numbered cupboards, with shadow boards for security, to which learners have immediate access. Only specialist tools are issued individually. However, in the electrical installation workshop, every tool is issued at the start, delaying learners by at least an additional 30 minutes.

### **The quality of provision**

63. There are good, well-equipped and spacious workshop facilities in all four craft areas. They are all well laid out and include a classroom, instructors' office and stores. The brick workshop has working spaces marked out on the floor, giving each learner their own workspace. The walls display a good variety of posters, most produced by learners, to reinforce terminology and work skills. The painting and decorating shop has work cubicles, which appropriately simulate a room for each learner to decorate, including ceilings, walls, doors and window openings. The electrics workshop includes work bays and a central area for bench work. The plumbing workshop has a training area for new learners and a series of bays and cubicles with a variety of plumbing and gas-fitting tasks. All the workshops are kept clean and tidy. There are sufficient good tools and materials for learner use.

64. There is a good range of provision in construction. All crafts offer a level 1 qualification. Electrics and painting and decorating offer programmes at level 1 and level 2. Plumbing offers programmes at levels 1 to 3. There is an effective link with a work-based learning provider who will carry out work-based assessment when learners are released and in work, to convert the qualification to an NVQ. The plumbing instructor has also arranged for assessments to be carried out online. In brickwork, the projects used to assess the level 1 work also incorporate the specifications for the NVQ, for use as accredited prior learning on release. Brickwork learners and some plumbing learners have also achieved the health and safety test needed to gain a construction site certification scheme card to allow them to work on construction building sites. A multi-skills programme across all four crafts has been developed as a taster programme for learners.

65. There is good support to enhance employability skills in all four of the construction crafts. Learners receive good individual advice and information from instructors who are well qualified and have considerable recent industrial experience. Specialist literacy and numeracy support from the education department tutors is available and taken up by learners in the workshop on two half-days each week. This support is specific to craft learners. The craft areas build and use external links to enhance the programme such as carrying out work in the community and inviting employers and manufacturers into the prison to meet with learners. The electricians carry out various projects around the prison, including fitting out computer rooms. Brickwork learners take part in inter-prison competitions.

66. Observations of teaching and learning in construction are satisfactory. The



observation process is relatively new and has not yet led to improvements or the sharing of best practice. Some staff are new to teaching. However, all instructors have very recent and comprehensive industrial experience.

67. Health and safety awareness is promoted at all times. Learners all wear appropriate personal protective equipment. Health and safety assignments are completed at the start of each programme and are ongoing throughout the programmes. Staff and learners use health and safety teaching resources provided by the standards unit at the Department for Education and Skills.

68. Learners' portfolios of evidence are satisfactory and meet awarding body requirements. In brickwork learners' portfolios include photographs of each piece of assessed work to show to prospective employers. Learner progress is monitored using clear wall charts in the workshop or in the instructors' office. In plumbing and in painting and decorating these are particularly detailed and show units that have been internally verified.

69. Assessment is satisfactory. Feedback to learners is given to ensure skills are continually improving. Internal verification is effective and meets awarding body requirements. Qualified instructors verify across the crafts, except in plumbing where a specialist is required. Currently one instructor is on sick leave and internal verification services are being sourced externally.

### **Leadership and management**

70. Working relationships are good in the workshops between learners and tutors. Equal opportunities is promoted and monitored well in the vocational workshops. Learners are fully aware of their rights and responsibilities and there are effective complaints and grievance procedures in place.

71. Course monitoring is satisfactory at assessor and internal verifier level, including lesson observations and verifier meetings. However, the overall performance comparison between programmes does not routinely take place. Data is collected each month but is rarely evaluated or used to aid management decisions about the courses provided. There is no mechanism to identify and share good practice. For example, brickwork and plumbing have individual tool kits on shadow boards in each bay to reduce time delays issuing tools to individual learners. This practice is not followed in electrics.

72. Classroom facilities are poor in the workshop areas. All, except electrics, are too small for a whole-group theory session. Instructors must constantly move between small theory groups and those in the workshop carrying out practical tasks. The classrooms are built and decorated by the learners, often to a reasonable standard, but are not as well resourced as the workshops. All classrooms have a television and video player but no overhead projector, except in plumbing, and no facilities to play learning materials in other formats.

73. The self-assessment report included some aspects of the strengths. However, inspectors found additional strengths and weaknesses. Many of the strengths in the self-assessment report were descriptive rather than judgmental and often no more than normal practice.



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

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		<b>3</b>
Other government-funded provision	118	3

74. There are 118 learners on ICT training programmes who are working towards accreditation at levels 1, 2 and 3. Learners attend ICT classes on a part- or full-time basis for between one and five sessions a week. Learners work toward qualifications at levels 1, 2 and 3. While some learners obtain one or more qualification, some do not complete the work for a full award because they are transferred to another prison or complete their sentence and are discharged. Learners can also take an IT key skills qualification at level 2. Most learners develop skills in word-processing, spreadsheets, databases, desktop publishing, and business presentations. The sessions are organised to allow learners to progress at their own rate and acquire computing skills for home-user leisure activities, employment, self-employment, or as a basis for further study. There are five part-time computing tutors and a part-time ICT team leader.

***ICT for users******Strengths***

- good skills development
- good monitoring of learners' progress

***Weaknesses***

- insufficient resources
- insufficient ICT courses

**Achievement and standards**

75. Most learners develop a good range of computing skills, including word-processing, spreadsheets, databases, graphs and charts, business presentations and desktop publishing. They gain accreditation for these applications by preparing for an introductory computer literacy qualification. After this, they progress to a computer literacy and business technology qualification and an advanced computer literacy award if they are in the prison long enough. Between May and April 2006, there were good achievements with 682 introductory computer literacy units, 125 computer literacy and business technology units, and 14 advanced computer literacy units gained by learners. These achievements represent almost 100 per cent achievements when compared with units that were submitted to the awarding body for accreditation. Learners are well prepared for assessment by working through mock assessments before taking their proper assessment. Many learners are particularly interested in obtaining computing skills that will help them gain jobs or become self-employed on release.

76. The standard of most learners' work is at least satisfactory and some of it is good or very good. One learner, for instance, has produced a coloured promotional catalogue for a historic house in which images are superimposed and combined with textual

descriptions. Learners' keyboarding skills are poorly developed and too little attention is given to establishing good inputting techniques and safe working practices.

### **The quality of provision**

77. Overall, tutoring is satisfactory. Tutors fully understand the applications they are teaching and provide good assistance and advice to learners, particularly when they are having difficulties with their practical tasks. Tutors obtain relevant information about learners' previous experience of computing and computing qualifications and ensure they work for the most appropriate qualification. Workshop teaching is not used well to offer a wider and stimulating range of learning experiences. While learners are allowed to work at their own pace, there is insufficient planning to determine how much time each learner will need to complete their units. Insufficient use is made of individual learning plans to plan learning and set targets. Learners work through training manuals and the learning is not sufficiently varied. One learner, for example, who is aiming for a database award at level 3, is working his way through exercises in a textbook to develop his skills and knowledge. His learning has not been planned, short-term targets have not been set and he is unaware of how long it will take him to complete the book. Literacy and numeracy skills are not taught alongside ICT skills. Insufficient use is made of learners' literacy and numeracy diagnostic assessment results. Tutors provide too few opportunities for learners to improve their literacy and numeracy through relevant tasks and exercises.

78. There is good monitoring of learners' progress. Where possible, learners' printed work is marked in the session and quick feedback is given. Tutors mark their work consistently according to awarding body guidelines. Before the work is submitted to the awarding body, previous marking is carefully moderated by a second assessor. Accurate records are maintained to show what learners have achieved and what they still have to do to complete a unit. Good efforts are made by tutors to make learners responsible for monitoring their own progress. They are encouraged to record the date in their course description book when they begin and complete a unit, and when they feel they have mastered each listed assessment objective. In addition, tutors also maintain their own detailed records of learners' progress and units completed. Many learners, however, do not have a clear understanding of what they are trying to complete within the session. Short-term learning targets are not used sufficiently to guide learning or to form benchmarks against which progress can be measured. A small number of learners do not work to their full potential and do not produce sufficient work in the time available. As identified in the self-assessment report, learners do not have enough access to information, advice and guidance.

79. In some areas, resources are insufficient. One of the computing rooms is poorly laid out. The desks on which the computers are placed are unsuitable and the position of the monitors cannot be adjusted. There is insufficient space for learners to work effectively. The office adjoining one of the computer rooms is inadequately furnished and equipped. Both computing rooms become very hot and insufficient action has been taken to ensure that the temperature can be maintained. Learners from the vulnerable offender wings do not have sufficient access to ICT training. There are no computers on the residential wings and the weekly computing session they are able to attend in the education department is too short. Some computers are not adequate for learners to develop their skills. There is insufficient technical support to maintain the computers in good working order and deal with problems. There are no modern teaching aids and no data projection

facilities for tutors. Learners do not have access to a secure intranet to acquire and practise electronic messaging skills and information searching and retrieving skills.

80. There are insufficient ICT courses. The computing courses comprise only computer literacy qualifications at levels 1, 2 and 3 and key skills at level 2. This has been identified by the provider and some action is being taken to improve the provision by introducing other nationally recognised awards. There is no short introductory computing course for beginners and no course to challenge learners who have acquired advanced end-user skills. Learners do not have the opportunity to prepare for an examination-based qualification in IT. There are too few opportunities for learners to acquire skills in a broader range of computer applications such as web page development and computer-aided design. There are no courses to enable learners to acquire practitioner knowledge and skills, such as those needed to build, repair and maintain computer systems, and no courses for computerised accounting or digital imaging. The prison has recently set up a six-terminal learndirect suite but it is not yet operational.

### **Leadership and management**

81. Leadership for ICT courses is delegated by the education manager to a part-time IT team leader who manages five part-time computing tutors. Formal staff meetings are held four times a year at which tutors discuss a wide range of relevant issues such as recruitment, teaching and learning strategies, and learner feedback, in addition to which there are regular informal meetings. Course leaflets give satisfactory course and subject-specific information. Staff appraisal takes place annually and is satisfactory. Staff development needs are identified and staff are offered appropriate training, although some staff have not had sufficient general prison training. Satisfactory arrangements have been made for the observation of teaching and learning and for following up identified weaknesses. There is a loss of learning time in many afternoon sessions because of the late arrival of learners. Staff and learners have good working relationships. Learners are aware of their rights and responsibilities and there are effective processes in place to deal with any complaints or grievances. The self-assessment process is satisfactory. All staff contribute and learners' comments are collected through quarterly questionnaire surveys. While the provision is correctly graded, the key strengths and weaknesses are not accurately identified in the report.

**Leisure, travel and tourism****Grade 2**

Contributory areas:	Number of learners	Contributory grade
<b><i>Sport, leisure and recreation</i></b>		<b>2</b>
Other government-funded provision	16	2

82. Sixteen learners are currently following a 30-week nationally accredited fitness for life qualification at level 2. Three units of the award are currently offered and a fourth is being introduced. Learners attend learning every morning for five days each week. Learners accessing extra help with literacy and or numeracy also attend education once a week. A principal officer and a senior officer, supported by a team of five physical education officers, are responsible for the physical education recreational and training programme. Four orderlies help clean and maintain the facilities. Outdoor facilities include a rugby pitch, two soccer pitches, four cricket wickets and a softball pitch. Indoor facilities include a sports hall with four badminton courts, a five-a-side soccer pitch, basketball and volleyball courts, a weights room with free weights, machines and cardiovascular equipment, a separate exercise room and a classroom. Currently 60 per cent of the prison's population accesses recreational physical education.

***Sport, leisure and recreation****Strengths*

- good achievement of the fitness for life programme
- very good teaching and learning
- good leadership and management

*Weaknesses*

- insufficient provision

**Achievement and standards**

83. Achievement is good on the fitness for life programme. Of the 16 learners who started the programme last year, seven were transferred out of the prison before completing their full qualification. The nine who remained in the prison achieved all their planned units.

84. Learners can maintain and improve previously acquired coaching skills. The department encourages those with coaching qualifications to plan and teach recreational exercise sessions. Appropriately qualified offenders take sessions in spinning and weight training, and referee sports matches, to keep their skills up to date. Learners who have previously passed the fitness for life course are encouraged to help current learners. Orderlies take the fitness for life programme and one orderly achieved an NVQ at level 2 in operational services.

85. A special needs group uses the facilities each week and offenders help with the activities. Those who work with the group can take a basic sign language course.

86. Some learners who became disengaged from learning at a young age, are effectively engaged in learning through physical education. Learners can identify improvements in their own and their peers' self-confidence and skills. Learners' written work is neat and detailed and their practical work is of a satisfactory standard.

### **The quality of provision**

87. Teaching and learning is very good. Tutors are well qualified and have good industry experience. There are good working relationships between tutors and learners. The high professional standards expected by employers are constantly reinforced. Good links are made between practical and theory work. Learners ask a wide range of questions to ensure they understand their work. Learning is well planned with a comprehensive scheme of work and lesson plans in place. Learning sessions are evaluated. Learners' comments are recorded alongside information on attendance. Tutors teach in teams to give learners sufficient support. Very good use is made of videos to help learners evaluate and improve their coaching techniques. A very good training manual, produced by the department, is given to each learner. It contains clear, relevant information and tasks, and suggests further reading and websites to encourage independent learning. Good use is made of paired and small group work to increase learners' confidence and to share ideas. Learners receive good feedback from tutors and their peers on their progress and learn how to self-evaluate their own performance.

88. Literacy and numeracy support is satisfactory. One dyslexic learner currently attends education once a week for support with his work and is making good progress on the course. A new system is currently being developed with the education department to offer literacy and numeracy support to learners within the PE department's facilities.

89. Facilities and resources are satisfactory. Learners have access to a large classroom situated close to the sports hall. The PE department does not have any books or videos of its own for learners to borrow, but the library has a satisfactory range of relevant texts and these are well used.

### **Leadership and management**

90. Leadership and management of the programme is good. Continuous professional development is good. One tutor has a certificate in education and three others are working towards a qualification in teaching adults. Teamwork is good. Staff communicate regularly and effectively, both formally and informally, about the programme. The team sets high professional standards for the programme. Support from managers is good. Staff have clear roles and responsibilities, and the programme is well organised and administrated. Requests for information and data are dealt with quickly and effectively. Reasons for non-attendance are quickly identified and followed up. A useful quality assurance system involving course reviews, learner feedback and staff meetings is used to evaluate provision. Good references are made throughout the course to meeting the needs of individuals with differing abilities in exercise sessions. Equality and diversity issues are well monitored and promoted at all times.

91. There is insufficient provision. Staff have a clear strategic direction to increase the amount and type of accredited provision. They have identified the need to offer both an entry level qualification and a level 2 exercise and fitness coaching qualification which is

## HMP WAYLAND

widely recognised by employers. A community sports leaders award and the NVQ at level 2 in operational services have, in previous years, been offered to learners. However, due to staff shortages, these have not been available in the last 18 months. Only one fitness for life course was offered last year. Only a small proportion of the prison's population benefit from the PE training programme. Learners unable to meet the demands of the fitness for life qualification do not have access to any other accredited provision. The fitness for life course does not run frequently enough to meet the needs of all offenders. None of the orderlies are currently working towards the NVQ at level 2.

92. Inspectors found most of the strengths identified in the self-assessment report to be no more than normal practice. Self-assessment did not identify any weaknesses. Inspectors identified additional strengths and a weakness. The grade given by inspectors was higher than the grade in the self-assessment report.

**Preparation for life and work****Grade 3**

Contributory areas:	Number of learners	Contributory grade
<b><i>Literacy and numeracy</i></b>		<b>3</b>
Other government-funded provision	213	3

93. Preparation for life and work courses include literacy and numeracy, ESOL, social and life skills, and business studies. All learners complete a basic skills initial assessment in literacy and numeracy during their induction programme, after which they take diagnostic tests to highlight their specific strengths and weaknesses in literacy, numeracy and language. Part-time learners can attend up to four sessions a week while full-time learners attend five sessions each week. There are no evening classes. Currently, there are 213 full- and part-time learners. Learners who are studying literacy, numeracy and ESOL can gain accreditation if they are successful in the national tests. There are three part-time co-ordinators for literacy, numeracy and ESOL, and 11 part-time tutors for foundation training.

***Literacy and numeracy****Strengths*

- very good achievement at entry level and level 2 in literacy and numeracy
- very good learner support

*Weaknesses*

- insufficient resources
- insufficient use of individual short-term targets

**Achievement and standards**

94. Achievement of the adult literacy and numeracy awards at entry level and level 2 is very good for the period May 2005 to April 2006, with pass rates ranging from 94 per cent for level 2 literacy courses to 99 per cent for level 1 literacy and numeracy courses. Numeracy courses at level 2 have a pass rate of 96 per cent. The pass rates for level 1 literacy is satisfactory at 75 per cent but the pass rate for level 1 numeracy is poor at 66 per cent. The pass rate for ESOL at foundation level is good at 85 per cent.

95. Many learners develop their self-confidence and self-esteem. They become more able to express themselves orally and in writing. In literacy, learners improve their knowledge of placing punctuation marks and choosing correct words. In numeracy, learners develop an understanding of functions as a basis for understanding fractions, decimals, areas and averages. Some learners develop their language fluency well and become able to express themselves effectively with their tutors and peers. Many learners produce a satisfactory standard of work, although some written work is untidy and poorly presented. Some learners do not develop their literacy and numeracy skills sufficiently to achieve the required standards to pass the national tests at level 1, particularly in numeracy.



### **The quality of provision**

96. There is very good support for learners. Tutors work well to develop good working relationships with learners. Tutors help learners to settle into their classes and to apply themselves effectively to their learning. Tutors have a good understanding of the difficulties many learners face and the effect they can have on learners' learning and motivation. Tutors understand when to discipline learners and to challenge inappropriate behaviour. Learners are particularly well supported during the five-week pre-release foundation for work programme that effectively prepares them for living and working on release.

97. Overall, the quality of teaching is satisfactory, although some of it is good. Tutors provide theory training and follow-up practical work for learners to enable them to apply and test their knowledge. Satisfactory individual support is provided for learners in classes and on the wings. Some lesson plans contain poorly formulated objectives and insufficient detail. Often they are inappropriate when individual learners, or groups of learners, are working on a range of different activities. When planning learning, too little attention is given to learners' preferred learning styles. Although most tutors evaluate their sessions, some do not adequately focus on the learning that has taken place or on improvements that can be made to the learning experience. Some disruption to diagnostic assessment has occurred following failure of the computer network. However, learners are now being assessed using a paper-based test. Steps are being taken to ensure that all new learners are given a diagnostic assessment before beginning their literacy, numeracy and language courses. In many cases, however, the diagnostic assessment results are not used sufficiently to plan individual learning.

98. The range of literacy, numeracy and language courses is adequate for learners who can progress from entry level 1 to level 2. There is also provision for learners to study at a higher level through open learning and self-study resources, and through distance learning university courses. There are good opportunities for learners to join social and life skills programmes to help with their social reintegration and future employment prospects on release.

99. Learning resources are insufficient. There is too much use of photocopied handouts and worksheets, some of which are unsuitable and inappropriate for adult male learners. Too few learning activities are set within contexts relevant to learners, such as their previous occupations or hobbies. Some learners are not given sufficient opportunities to develop their skills using practical activities or real work tasks. One literacy tutor, however, makes good use of topics, such as dry-stone walling and sport. Some classrooms are too small for the number of learners. There are not enough computers to help learners develop their literacy, numeracy and language skills. The provider has identified the need for improved computer resources as a key weakness. There are too few data projectors or interactive whiteboards and no colour photocopying facilities are available. There are too few learning resources for offenders on E and F wings. The classroom on E wing does not have a panic button and too little attention has been given to the safety of tutors when using the room.

100. There is insufficient use of short-term targets to plan learning. An individual learning plan and learning plan review are compiled for each learner, but are not used effectively



to plan and review learning. A key weakness identified by the provider is the need for more time to develop and monitor individual learning plans and reviews. Some of the learning targets are too general. Some targets are not dated and there is no indication as to when they are to be completed. Many tutors do not understand how to use individual learning plans. There is often confusion between the function of lesson plans, individual learning plans and progress reviews. Some classes contain a wide range of learner levels, sometimes from entry level 2 to level 2, and there is often insufficient differentiation of learning to meet each learner's needs. Some learners are insufficiently challenged by the work and make poor progress. However, for other learners the work is too difficult.

### **Leadership and management**

101. Management of literacy, numeracy and language courses is delegated by the education manager to three part-time skills for life team leaders who together manage 11 part-time tutors. Some staff have considerable teaching experience. Formal staff meetings are held four times a year at which tutors discuss a wide range of relevant issues, such as recruitment, teaching and learning strategies and learner feedback, in addition to which there are regular informal meetings. There are course leaflets that give satisfactory course and subject-specific information. There is insufficient course information in languages other than English. Staff appraisal occurs annually and is satisfactory. Staff development needs are identified and staff are offered appropriate training. Some staff have gained a level 3 qualification and some are currently working towards level 3 and 4. Satisfactory arrangements have been made for the observation of teaching and learning and for following up identified weaknesses. There is a loss of learning time in many afternoon sessions because of the late arrival of learners. Equal opportunities and diversity issues are well promoted and monitored by staff. Learners understand their rights and responsibilities and there are effective procedures for complaints and grievances. The self-assessment process is satisfactory. All staff contribute to the process and learners' comments are collected through quarterly questionnaire surveys. Inspectors did not agree with a number of the strengths and weaknesses and gave a lower grade than that in the report.

