

# **INSPECTION REPORT**

## **HMP Whatton**

**25 January 2007**



**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 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 achievement and standards and the quality of provision and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

**Outstanding** provision should typically have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 1. All strands within achievement and standards and the quality of provision will be graded 1 or 2.

**Good** provision should have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 2 or better. All strands within achievement and standards and the quality of provision will be grade 3 or better.

**Satisfactory** provision should have adequate or better grades in leadership and management and at least two of the strands within achievement and standards and the quality of provision grades. An adequate provider might have a range of grades for the strands within achievement and standards and the quality of provision, with no more than one graded 4.

Provision will normally be deemed to be **inadequate** where two or more of strands within achievement and standards and the quality of provision 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. The descriptors for the four grades are:

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

# INSPECTION REPORT

## HMP Whatton

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Whatton is a specialist category C prison in Nottinghamshire for sentenced adult male sex offenders. The population was predominantly older than that typically found in a category C prison. Historically, all offenders had admitted their offending behaviour and had consented to take part in the Sex Offender Treatment Programme. During 2006 the profile of the prison population changed significantly. Now 49 per cent of offenders in the prison have committed sexual offences against adults and over half are aged below 40. Fifty-seven per cent of offenders are serving sentences of between four and 10 years and 14 per cent are serving between 10 years and life. A high number of offenders are unwilling to participate in offending behaviour programmes. The probation service has a significant presence in the prison and a large psychology department reflects the high risk assessment of offenders. Offenders' average length of stay at the prison is 2.7 years. At the time of the inspection there were 752 offenders.
2. Accommodation at the prison is varied. Some of the cells on B wing are the smallest in the country, but some improvements have taken place and an expansion programme was completed in 2006 to accommodate the growth in prison population.
3. Education and some vocational training at the prison are provided by a partnership between South Nottingham College and West Nottinghamshire College. Nottinghamshire County Council is responsible for library services and a number of voluntary and community organisations work within the prison. A new industries manager has recently been appointed and vocational training outside of the scope of the offender learning and skills service provision has been introduced. Courses available to learners in the gym, industries and the kitchen are delivered by prison staff in those departments. The courses available to learners aim to take into account the offenders' history and their potential risk to the public as well as the individual learners' need, and aim to reduce the capacity for further offending.
4. The governor and deputy governor took up their posts in April 2006 and June 2006, respectively. The head of learning and skills was appointed in 2005 and is a member of the senior management team. A new learning and skills policy was agreed by the senior management team in September 2006.

### OVERALL EFFECTIVENESS

**Grade 3**

5. **The overall effectiveness of the provision is satisfactory.** More specifically, achievements and standards and the quality of the provision, including vocational training and literacy, numeracy and language support is satisfactory. Personal and social development provision is good. Leadership and management are satisfactory and the prison's approach to equality of opportunity is good.
6. **The inspection team was broadly confident in the reliability of the self-assessment process.** The self-assessment process is understood well by all staff, who can clearly identify how it links to and brings about quality improvement. The process covers all areas of the prison and includes feedback from staff and learners. The process routinely takes place and staff understand when key parts of the process are to be completed. Staff have received training to ensure that they are clear about how to carry out the process. The self-assessment process links to a detailed development plan, containing realistic targets, which is understood by staff and regularly reviewed to assess progress.

The self-assessment report is supported and agreed by the senior management team. The draft version of the report is submitted to staff prior to completion to ensure that the document is a good reflection of the overall provision. The resulting report is sufficiently critical and has a good range of evidence to support judgements. It identifies most of the strengths and weakness identified by inspectors and its grades reflect those given by the inspection team.

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

The prison has been subject to considerable change over the past year. A new governor, deputy governor and education provider have been appointed and the prison population has doubled. Against this background the prison has continued to make improvements to the provision. Accredited training has recently been introduced into six of the workshops, with plans at an advanced stage to introduce accredited training into a further four. The operational quality improvement meeting draws together the key departments within the prison and there is a clear focus on quality improvement. The systems for collecting and analysing data are not sufficiently developed to carry out trend analysis to support the overall planning of training, set targets or identify the effectiveness of quality improvement.

### KEY CHALLENGES FOR HMP WHATTON:

- develop and implement a system for the collection, analysis and use of data to improve the provision
- maintain and continue to improve the provision to meet the diverse needs of learners
- improve the accommodation for teaching and learning
- increase the number of places available in education and industries

### GRADES

grade1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= inadequate

<b>Achievement and standards and the quality of provision</b>	<b>3</b>
Contributory grades:	
Employability and vocation training	3
Literacy, numeracy and language support	3
Personal and social development	2

<b>Leadership and management</b>	<b>3</b>
Contributory grades:	
Equality of opportunity	2

### ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learners interviewed	89
Number of staff interviewed	51
Number of subcontractors interviewed	2

*The following strengths and weaknesses were identified during this inspection:*

## **Achievement and standards and the quality of provision**

### ***Employability and vocational training***

#### **Strengths**

- good attainment of skills in brickwork, woodcrafts, and catering
- high achievement of qualifications in information and communications technology (ICT)
- good teaching and learning in brickwork

#### **Weaknesses**

- inconsistent use of individual learning plans to support learners in some workshops
- poor accommodation to support teaching in gardens and some workshops

### ***Literacy, numeracy and language support***

#### **Strengths**

- very good success rates
- good progression opportunities to level 2
- good initiatives to increase participation in literacy and numeracy

#### **Weaknesses**

- inadequate timetabling for literacy and numeracy
- insufficient English classes for speakers of other languages (ESOL)
- insufficient literacy and numeracy support in some workshops

### ***Personal and social development***

#### **Strengths**

- good standards of work and progression
- good implementation of differentiation in personal and social development
- very wide range of suitable activities effectively developing personal and social skills
- effective integration of older offenders in all activities

#### **Weaknesses**

- very long waiting lists for most social and life skills courses

## **Leadership and management**

#### **Strengths**

- clear strategy for developing learning and skills
- good internal links to benefit learners
- good recognition and implementation of actions to meet the needs of a diverse prison population

### **Weaknesses**

- insufficient collection and use of data to monitor and improve performance
- insufficient work and education places to meet the needs of the prison population



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

- the different range of activities
- the physical education
- the opportunity to try a new subject
- the opportunity to be respected as a human being
- the good opportunities to revise what was learnt at school
- the opportunity to obtain qualifications

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

- the exercise times
- the amount of space in learning and skills
- the space provided to display work
- the number of advanced courses
- the examination-based qualification in information technology (IT) – it should be restarted
- the painting and decorating provision
- the advice provided on distance learning university courses
- the waiting lists – they are too long
- the library opening hours
- the range of vocational training

## DETAILED INSPECTION FINDINGS

### ACHIEVEMENT AND STANDARDS AND THE QUALITY OF PROVISION Grade 3

#### Achievement and standards

##### *Employability and vocational training*

8. Success rates in ICT provision are very good, with most learners who start the course achieving a qualification. From August to December 2006, 36 introductory computer literacy course units, 44 units for a computer literacy and business technology course and one level 1 information technology key skills qualification were submitted for accreditation. All the units and the key skills qualification were successfully accredited.

9. In brickwork, achievement is satisfactory. One of the 19 learners on programme who started in November 2006 has completed his qualification early and a further four are nearing completion. All other learners are on target to achieve on time and all learners have been retained.

10. Learners develop a high level of skills in brickwork and the workshop has been successful in consistently winning national awards for the standard of brickwork. Learners develop a strong work ethic and are competent at working to a high commercial standard. Employers linked with the prison appreciate and value the skills developed by learners, many of whom have gone on to gain employment.

11. In catering, learners develop good skills and are professional in their approach to their work. Learners quickly develop skills in food preparation and become confident in their work. They gain good communication skills which they use well in describing practical process they are working on.

12. In the wood crafts workshop, learners have been successful in winning national awards for their work on several occasions. Learners produce high-quality woodwork, such as display cabinets, which are used throughout the prison. Learners design and produce high-quality of items of furniture using a variety of different types of wood.

13. Achievement in horticulture is satisfactory. Of the 18 learners who started programmes since November 2006, four have achieved their qualification and seven are ready to complete. All other learners are on target to achieve within the designated time.

##### *Literacy, numeracy and language support*

14. Success rates are very good in literacy and numeracy provision. In literacy all of the learners who entered for entry level qualifications were successful, while 86 per cent passed the level 1 test and 76 per cent obtained a level 2 qualification. Similarly, for numeracy, all learners who entered for an entry level qualification passed while 86 per cent and 87 per cent obtained level 1 and level 2 qualifications respectively. The two learners who entered for ESOL qualifications at entry level 1 were also successful.

15. Some learners are unable to read and write when they enter the prison. With good support from their tutors, and through their determination to succeed, many make

progress quickly and can recognise their increased self-confidence, self-esteem and self-worth.

### ***Personal and social development***

16. The standard of learners' work is high, particularly in art and creative writing where offenders have won prestigious awards within the prison service. Many learners show a good aptitude for learning new skills and are able to progress through the qualification levels. A few learners achieve a level 3 accreditation, most often in art and creative writing. Learners develop good personal and social skills and quickly grow in confidence and self-esteem. They take pride in their work and look forward to their activities.

17. Since October 2006 there have been 435 enrolments on 18 different social and life skills accredited courses. Of these enrolments, 225 have achieved a full qualification across a range of levels from entry level 1 to level 3. In 202 enrolments, the offenders are still in learning. Many learners are enrolled on more than one activity. All current learners are progressing well.

### **Teaching, training and learning**

#### ***Employability and vocational training***

18. The standard of teaching in brickwork is good. Tutors have a good understanding of their learners' individual needs and are successful at identifying learners who require additional coaching and support. Learners receive a high level of individual coaching which they value and recognise as helping them develop their skills quickly. Lessons are supported by a lesson plan which reflects the different capabilities of each learner. Learners are motivated and take pride in the work they produce. They quickly become confident and their communication skills increase. Background knowledge is successfully linked to their practical work and learners have a good understanding of health and safety. Learners have a high level of respect for their tutor and value the experience he has within the construction industry.

19. The teaching accommodation in the prison's gardens is inappropriate with no suitable designated area. Background knowledge classes are sometimes delivered in either a small office or, on occasion, in the greenhouse. There is no access to resources to support teaching such as whiteboards and learners are working in an environment that does not effectively support learning.

#### ***Literacy, numeracy and language support***

20. Overall, teaching is satisfactory. Tutors are conscientious and place satisfactory emphasis on practical work. However, some learners spend too much time working through unimaginative and unstimulating exercises and handouts, diagnostic assessments and past examination papers. Some of the teaching accommodation is cramped and learners have insufficient space in which to work. Learners' progress is reviewed at the end of each lesson and targets are set for the next lesson. Many targets on individual learning plans are too general and progress reviews do not include sufficient information on learners' personal and social development. When learners attend both ESOL and literacy classes, individual learning plans are not used effectively to inform literacy and ESOL tutors about the targets set and progress made.

### ***Personal and social development***

21. Offenders have a wide range of ability and there is good implementation of different teaching methods in classes to take account of learners' varying learning abilities. The recognition of different learning styles is good. Learners are able to carry out activities suitable to their level of learning. In a pastry making class those who were new to cooking were making a simple shortcrust pastry while the more experienced were making a flaky pastry. Assignments and activities are set according to learners' ability and no-one is disadvantaged if their reading, writing and comprehension skills are at a lower level. The standard of training is good, across a very wide range of subjects from practical activities to those requiring a high level of intellect. Learners are motivated and quickly gain confidence in developing new skills.

22. The preparation for work course is adapted well to meet the needs of learners and is structured well to ensure learners have good opportunities to consider the problems they may face. Sessions are lively and thought provoking and thoroughly engage all learners.

### **Range of provision**

#### ***Employability and vocational training***

23. Offenders have the opportunity to work to a commercial standard in a variety of well-equipped workshops throughout the prison. Activities include industrial cleaning, textiles, footwear, electrical assembly, packaging, recycling brickwork, wood crafts, kitchens and gardens. Recently accredited training has been introduced into six of the workshops, but currently only a small number of learners are following accredited courses. Plans are at an advanced stage to introduce accredited qualifications into four additional workshops in the next few months. Learners in the kitchen have the opportunity to follow a course leading to a national vocational qualification at level 2 in industrial cleaning. Learners in brickwork work towards an industry-recognised qualification.

24. In ICT, learners are able to progress from an introductory computer literacy course to a computer literacy and business technology course. However, the range of qualifications available above this level is restricted. An examination-based qualification in IT has been withdrawn and there is no advanced computer literacy course for those who wish to develop their skills further, or courses for installing and maintaining computers. Although the 31 computer terminals are satisfactory, in some cases they have insufficient working memory. Many learners have to wait before being allowed to begin an ICT course.

#### ***Literacy, numeracy and language support***

25. Learners have good opportunities to progress from entry level 1 to level 2 in literacy, numeracy and ESOL and to obtain accreditation from recognised awarding bodies. The range of provision enables learners to move easily from one level to the next. However, there is a shortage of literacy and numeracy provision for learners above level 2.

26. Some good initiatives have taken place to increase participation in literacy and numeracy. For example, two-week 'move on' courses are periodically arranged to enable learners to take literacy and numeracy tests after intensive, focused revision. A recently appointed 'writer in residence' is giving good encouragement to aspiring writers to develop their skills. A very successful 12-week reading group helped low-level readers

to improve their reading and personal effectiveness skills. Presently, a peer-tutored basic reading course for learners with very low literacy levels is being carefully risk-assessed before being introduced next month.

27. Timetabling arrangements for literacy and numeracy classes are inadequate. Separate classes are not provided for literacy and numeracy, and learners are not grouped according to literacy and numeracy levels. There are too few self-study learning resources to promote individual learning in literacy and numeracy. Many learners have to wait before being allocated a place on a course.

28. There are insufficient ESOL classes. Learners are only able to attend a class for one half-day each week, which prevents them obtaining the regular practice that language learning requires. Language development is inhibited and progress is too slow. There are too few ESOL resources and insufficient development of learners' oral and written skills.

### ***Personal and social development***

29. A very wide range of different activities clearly lead to personal and social progression for offenders. There are 18 different social and life skills courses which include relationships, budgeting and money management, healthy living and alcohol awareness. Sixty-six per cent of the social and life skills courses have long waiting lists. Many courses are prerequisites to other courses and men on the waiting list are scheduled to do the courses in the right order, but this information is not communicated to offenders. A comprehensive range of physical education activities is available five days a week, including specific programmes for the older community and those recovering from injury or who wish to gain a greater level of personal fitness. Fine needlework is carried out supported by the fine cell work organisation. Music and choir activities are run by the chaplaincy. Yoga was introduced in September 2006 and is gaining in popularity. A small number of learners take advantage of distance learning programmes accessed through the library. Many of these programmes are effectively assisting offenders to gain an interest and skill that will help them to lead an active life on release, where many employment opportunities may not be open to them because of the type of their offence.

### **Guidance and support**

#### ***Employability and vocational training***

30. Learners receive effective inductions into workshops and education programmes. They receive good individual support from tutors and workshop staff. Learners in workshops can receive individual support with their literacy and numeracy needs in the education department, and support is available within the brickwork workshop. However, in most workshops, literacy and numeracy support is not integrated into the programme and areas for individual support are cramped and do not create a positive learning environment. Throughout all the vocational areas of the prison, offenders work easily and comfortably with each other with a high degree of mutual respect. The environment in workshops and training areas is professional and supportive, where learners can quickly develop new skills with confidence.

31. Arrangements to support learners before their release are in place. Resettlement officers have effective systems to identify those who are due for release and provide advice on accommodation employment and benefit entitlement. The information, advice and guidance worker provides valuable information to learners on employment

opportunities and training opportunities prior to release. The brickwork workshop has developed good links with a national employer who will interview learners for employment upon release.

32. The use of individual learning plans in some of the workshops is inconsistent and gives tutors insufficient information on learners' prior attainments to guide teaching. The plan gives insufficient guidance to learners on what they need to achieve and the steps they need to take to progress. Target-setting for learners is inconsistent and not sufficiently focused on learning outcomes.

### ***Literacy, numeracy and language support***

33. Initial assessment and diagnostic assessment are appropriate and the results are well used to determine learners' literacy and numeracy levels and learning needs. Satisfactory arrangements are in place to screen learners who may have dyslexia and staff have undergone some training to raise awareness of how learners can be supported. Learners' targets on some individual learning plans are too general and progress reviews do not always include sufficient information on learners' personal and social development.

34. There is no literacy and numeracy support in some workshops. Learners who have no support in the workshop need to attend education classes to receive help in developing their literacy and numeracy skills. There is insufficient teaching of literacy and numeracy specifically related to defined occupational areas, such as cleaning, textiles and woodcrafts. This has been recognised by the prison, and a member of staff has recently been appointed to introduce literacy and numeracy support into all occupational areas.

### ***Personal and social development***

35. The whole prison is very supportive, encouraging offenders to participate in many of the activities offered. The older members of the population are effectively integrated into all activities and are actively encouraged to learn new skills and develop additional interests. Fifteen per cent of the prison population is aged over 60. Many offenders appreciate being given the opportunity to develop a new skill and interest and can identify how their confidence and self-esteem have increased. Departments in the prison collaborate well to ensure that appropriate learning activities which reflect the individual needs of learners take place. The library is welcoming, lit well and spacious. It is used well, with a wide variety of texts to supplement learning. The library is also effectively used for some of the personal and social development courses, and books on prescription are recommended by the health department within the prison to support self-development are accessible.

**LEADERSHIP AND MANAGEMENT****Grade 3**

36. Good strategic planning for learning and skills has taken place against a background of significant change in the size of the prison population, and offender profile, and a new education provider. The direction for learning and skills for prison is clear, with a strong focus on improving the quality of the provision which has the full support of the senior management team. The prison has carried out a needs analysis to identify areas for improvement and how the provision should develop. The provision of learning and skills is central to the overall strategy for the prison and all senior managers recognise its importance in supporting the resettlement function of the prison. The individual strategy for learning and skills is clear and is understood by staff. The plan is linked to an overall development plan which has realistic targets and clear indicators to judge progress being made. The plan is reviewed frequently.

37. The learning and skills function at the prison has developed good internal links with all areas of the prison. Key managers throughout the prison have a clear understanding of the objectives of learning and skills within the prison and many routinely attend the quality improvement meetings. The different departments within the prison work effectively together to support the planning of programmes to benefit learners. For example, the psychology department shares information with the learning and skills team about the individual support needs of learners and how best to design their learning programmes. The large probation department and resettlement officers work with the head of learning and skills and the education department to ensure that learners are following programmes in areas that will enhance their employability. The head of learning and skills has developed good links with the new provider who is sharing good practice with the rest of the prison.

38. Resources are broadly satisfactory, with classrooms having satisfactory equipment available to support learning. Accommodation in education has been redeveloped and has recently been completed. It is generally satisfactory, being purpose built to accommodate the education provision. However, many of the spaces used for teaching and training are small and are inadequate for the group sizes. In cookery, preparation areas are small and cramped. Where craft subjects are being taught, tables are at the wrong height. In some theory sessions, learners have to have their back to the whiteboard.

39. Systems to ensure quality improvement within the prison are satisfactory. Quality improvement groups meet at a strategic and operational level and actions resulting from these meetings have led to improvement to the provision. The prison has successfully introduced accredited qualifications into most of the workshops, with accredited qualifications planned for the remaining workshops within the next few months. The prison has worked hard at developing existing staff to be able to offer the newly introduced qualifications. The education provider has a well-established quality assurance system that it has implemented in the prison. This includes a system for observation of teaching and learning, which is subject to external moderation. Observation of teaching and learning on the vocational courses offered by the prison has been introduced and a small amount of observations have taken place. Grades for lessons observed by inspectors broadly match those given by the education provider. Systems are in place for staff development and the results of lesson observations support staff development plans. Prison staff have good opportunities for staff development, with many of them working towards teaching qualifications.

40. The collection and use of data by the prison is insufficient to guide planning or curriculum development. The data that tutors collect at a course level gives them sufficient information on learners' progress and achievement, which is recorded in a satisfactory monitoring system. However, the management information system is insufficiently developed and does not provide information or analysis of the activities carried out by learners. Information is not available for staff to set targets or judge the effectiveness of quality improvement.

41. The prison has insufficient places to accommodate fully the number of offenders requesting activities within the prison. Most offenders are involved with some activity throughout the week, although sometimes on a restricted basis. Many courses have waiting lists, but most offenders do access courses they have requested before release. The range of activities within the prison is satisfactory and successfully meets the needs of learners. The prison is aware of the need to increase the overall number of places available in education and industries to meet the increase in the prison population. Plans are at an advanced stage to increase the overall number of places in industries by the expansion and opening of additional workshops.

### **Equality of opportunity**

### **Contributory grade 2**

42. The prison has been successful at recognising and implementing actions to meet the needs of the diverse prison population. It has taken an individual approach to meeting offenders' needs. A high proportion of the prison's population is classed as elderly and the prison has worked hard at successfully integrating this group into main provision. Elderly offenders are encouraged to develop new skills and interests and are given good support in helping them achieve their goals. The education and prison staff work hard to create an environment that is harmonious with a high degree of respect, to enable learning to take place in an unthreatening way. The prison successfully promotes social inclusion and the celebration of cultural diversity. Teaching in art classes reflects material from different cultures, and in catering different foods are produced to celebrate cultural differences. Inappropriate behaviour and language are challenged by staff and learners, who have a good understanding of equality and diversity. In learning and skills, regular meetings take place with offenders' representatives from each of the wings, which gives offenders the opportunity to raise issues that may be a barrier to learning. Offenders' representatives are given minutes from previous meeting and actions arising from meetings are implemented and reported on. Allocation to activities throughout the prison is appropriate and equitable. The current pay structure disadvantages offenders who access education rather than work. This is currently under review by the prison, which plans to introduce a new policy within the next few weeks.

43. The prison has an appropriate range of policies on race relations, equal opportunities, diversity, anti-bullying, complaints and resettlement. Equality and diversity training for staff has taken place and some staff have received training in how to support learners with dyslexia. Physical access to the education department for learners with restricted mobility and who use wheelchairs is good, with lifts available to access the second floor accommodation. However, access to the library is difficult for wheelchair users.