

HMP Wymott

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Preparation for life and work programmes:
- Employability training
- Literacy, numeracy and ESOL
- Personal development and social integration

Description of the provider

1. HMP Wymott is a Category C Adult Male Training Prison situated near the town of Leyland in Lancashire. It has an operational capacity of 1,070. It currently holds 1,065 offenders of whom 56 are serving life sentences and 54 indeterminate sentences. Approximately half the population are vulnerable offenders and accommodated separately from the other offenders. Separate work activities and education sessions are provided. The prison also has a unit for retired offenders and a small therapeutic community.
2. All offenders are sentenced. The minority ethnic population is 116 and foreign nationals account for 3% of the prison population. The average length of stay is two years. Approximately 54% of the population participate in learning and skills activities.
3. Education and information, advice and guidance are subcontracted to Lancaster and Morecambe College. Library services are provided by Lancashire County Council.
4. The education department is managed by the education manager. Each week, approximately 350 learners attend the education department. Lancaster and Morecambe College provides a range of programmes funded by the LSC. Further programmes are directly funded and provided by the prison.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Outstanding: Grade 1
Employability training	Contributory grade: Outstanding: Grade 1
Literacy, numeracy and ESOL	Contributory grade: Good: Grade 2
Personal development and social integration	Contributory grade: Outstanding: Grade 1
Quality of provision	Good: Grade 2
Employability training	Contributory grade: Good: Grade 2
Literacy, numeracy and ESOL	Contributory grade: Good: Grade 2
Personal development and social integration	Contributory grade: Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Good: Grade 2

Overall judgement

Effectiveness of provision

Good: Grade 2

5. The overall effectiveness of the provision is good. More specifically, the quality of provision, including employability training, literacy, numeracy, English for speakers of other languages (ESOL), and personal development and social integration programmes, is good. Achievement and standards are outstanding. Leadership and management and the prison's approach to equality of opportunity are also good.

Capacity to improve

Good: Grade 2

6. The prison has a good capacity to improve. It has resolved all of the weakness identified at the previous inspection while maintaining, and in some cases improving on, the identified strengths. It has implemented significant changes in the range of provision to meet the needs of the population and consistently improved achievement rates and the standard of learners' work.
7. The self-assessment process is good. The current report is accurate and provides a good assessment of all learning and skills activities across the prison. Self-assessment is based on thorough evidence of performance and is influenced by a wide range of learners' views.
8. The prison uses the findings of self-assessment to develop and implement improvement plans effectively. The prison has made good and timely progress in rectifying the weakness it has identified. However, improvement plans focus insufficiently on maintaining and improving strengths.

Key strengths

- Very high achievement rates
- Good achievement of additional qualifications in employability training
- Good progression by many learners
- Good teaching and learning
- Good standard and wide range of resources
- Extensive range of provision
- Good links with sentence planning
- Good use of the library as a learning resource
- Well organised and well planned programmes
- Good partnership arrangements
- Very effective planning for improvement

Key areas for improvement

- Insufficiently detailed individual learning plans
- Ineffective progress reviews
- Insufficient reinforcement of equality of opportunity in some areas
- Ineffective quality assurance arrangements for some aspects of provision

Main findings

Employability training

Achievement and standards

Contributory grade: Outstanding: Grade 1

9. Achievements and standards are outstanding. The achievement rate and standard of learners' work was good at the previous inspection and has consistently improved since. Achievement rates on most programmes are outstanding. In the last year, the achievement rate on engineering programmes at levels 1 to 3 was 100%. Achievement rates over the same period on industrial cleaning programmes ranged from 94% to 100% and the achievement rate of learners on the bricklaying level 1 course was 95%. Some 96% of learners on the bricklaying course also achieved a national safety certificate. Achievement rates of physical education programmes in the gym are also very high.
10. Learners produce a high standard of work that clearly meets industry standards. Training takes place in an industrial environment within the prison. Learners produce components and assemblies for external contracts and meet the high standards required. The standard of learners' portfolios in engineering, construction, textiles and printing is satisfactory.
11. Learners gain a wide range of additional qualifications as part of their employability programmes. Construction learners are awarded a college foundation certificate in bricklaying, the Construction Safety Certification Scheme card, and qualifications in numeracy and key skills as part of their programme. Learners on industrial cleaning programmes are supported with numeracy qualifications and are able to gain a specialist first aid qualification. Some engineering learners gain qualifications in specialist welding and spraying techniques and some achieve qualifications as National Vocational Qualifications (NVQ) assessors. Further additional qualifications for learners on employability training programmes include key skills, manual handling, food hygiene, the control of substances hazardous to health, health and safety, introduction to work and team work.

Quality of provision

Contributory grade: Good: Grade 2

12. The quality of provision is good. Staff are effective in passing on industrial information and helping learners to develop good technical skills. Work is organised well and good opportunities are used to develop and extend learners knowledge and skills. Training programmes are organised well and effective in linking with industry needs. The industrial cleaning and bricklaying programmes are arranged in short modules with tasks and activities that meet the standards of the award. Instructors accurately monitor and record the progress learners make. Information and communication technology (ICT) tutors keep accurate training records and electronic diaries to monitor the progress of learners and identify any difficulties learners may be experiencing. Central records provide managers and staff with an accurate profile of programme performance.

13. The assessment of learners' work is satisfactory. Assessors comment on the quality of learners' work and the progress they are making in their attitude and behaviour in relation to their working environment. In the kitchens, the regular and well documented standardisation meetings provide assessors with good opportunities to develop their skills.
14. Individual learning plans are insufficiently detailed to plan and fully support learning activities. Some plans do not indicate initial assessment results and the single page is insufficient to record all the information required to describe the learner's intended learning plan fully. The review of learners' progress is inhibited by the insufficient detail on learning plans.
15. The good range of provision provides learners with opportunities to develop a wide range of employability skills in engineering, printing, bricklaying, industrial cleaning, gardening, gym instructing, tailoring and computing skills. Learners train on a wide range of industry standard equipment and machines. The conditions in the engineering, print, laundry and tailoring workshops are of the standard found in employers' premises. Industrial cleaning learners gain experience and use their newly developed skills in cleaning areas of the prison.
16. Progression routes are good. Learners can progress from foundation to level 3 programmes in industrial cleaning, welding, ICT and as gym instructors. Around 44% of ICT learners progress from level 1 to level 2 programmes and have the opportunity to gain further specialist qualifications in computer repair and maintenance.
17. Learners receive satisfactory information, advice and guidance. Offenders receive information on programmes at induction. After starting their learning programmes in the workshops, learners are given a short trial period to establish the suitability of their programme.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Good: Grade 2

18. Achievement and standards are good. Achievement rates on Skills for Life and key skill programmes are good. In the last year, the overall achievement rate for literacy, language and numeracy qualifications was 88%. Key skills achievement was also good at 83%. The achievement of entry level qualifications for ESOL was excellent at 100%. Achievement of literacy and numeracy qualifications among those in workshops is good; 24% of Skills for Life qualifications achieved during 2007/08 were obtained in the vocational workshops.
19. Progression between different levels of qualifications is good. Of 413 learners who achieved a qualification, 397 have moved up one level mostly from entry level to level 1. Around 36% of these learners have progressed two levels.

Attendance is good and is consistently above 80%. The standard of learners' written work and numeracy skills is good.

Quality of provision

Contributory grade: Good: Grade 2

20. Teaching and learning are good on literacy, language and numeracy programmes. Sessions are planned well and make good use of a range of active learning strategies. In ESOL and literacy sessions, the development of speaking, listening, reading and writing skills is good. Tutors encourage discussion and debate to reinforce ideas and concepts. Tutors make good use of computer-based learning resources to demonstrate aspects of theory. Tutors have strong classroom management skills and a healthy mutual respect exists between learners and tutors. Accommodation in the main education centre is professionally equipped and provides a good learning environment.
21. All learners have appropriate individual learning plans although some do not contain the results from initial assessment. Learners' progress is not reviewed with sufficient frequency. No overall system is in place to monitor when reviews are due or carried out. Reviews carried out do not adequately reinforce the understanding of equality and diversity and health and safety. Few individual learning plans indicate that formal reviews have been carried out.
22. Initial assessment is satisfactory and is carried out during the prison induction as part of the initial advice and guidance role. A recently introduced database accurately logs initial assessment results, sentence planning targets and learners' achievement. Further diagnostic assessment is carried out when learners are referred to appropriate programmes.
23. The range of literacy and numeracy provision is good. Programmes are available from pre-entry to level 3. Learners can attend full- or part-time discrete programmes in the education department or outreach programmes in the prison workshops. Literacy and numeracy support extends to the drug therapeutic community, the unit for the elderly and disabled, the care and separation unit and those who are confined to their cells because of healthcare issues. A wide range of support is provided in the workshops and on the wings.
24. In industrial cleaning, laundry and light engineering, key skills are integrated well into the vocational areas. Good relationships exist between workshop instructors and education staff to ensure that relevant evidence from NVOs is used as evidence for key skills in communication and application of number. Learners are highly motivated to produce evidence that is relevant to their main area of work and achieve their key skills awards.
25. Additional support for learners is satisfactory. A range of support is available for learners with dyslexia and those requiring specialist equipment. An appropriate range of information and advice is available to potential learners through the induction process, resettlement and offender management meetings and information, advice and guidance workers. Offenders at entry

level are supported well in sessions by teaching assistants. The prison also runs the 'Toe by Toe' programme whereby learners unable to read are helped by other trained learners to develop reading skills.

Personal development and social integration

Achievement and standards

Contributory grade: Outstanding: Grade 1

26. Achievement and standards are outstanding. The prison has consistently improved on the good achievement of qualifications reported at the previous inspection. Achievement of art and design qualifications and social and life skills modules over the last year have been outstanding at 100%. In the same period, 80% of learners taking distance learning programmes successfully achieved a qualification. The lowest achievement rate was in history of art at level 1 which was a respectable 69%. Learners develop a good range of social and personal skills. In particular they develop very high levels of confidence and motivation, actively taking part in lively and informed discussions. Learners take advantage of the good opportunities to progress to higher levels especially in art where progression from entry level to level 3 is common. Learners' attendance is good with an average over the past year of 86%.

Quality of provision

Contributory grade: Good: Grade 2

27. The quality of teaching and learning is good. Tutors are particularly effective in creating and facilitating an interesting learning environment. Learners develop the confidence to enter and contribute to informed discussion. Learners successfully develop and demonstrate appropriate social behaviour skills. For example, they actively listen to each other during discussions, have respect for each other's views and opinions and wait for an appropriate opportunity to express their own views. Tutors use information technology well in sessions. In art, learners are taught a wide range of concepts to develop skills in painting, drawing and three dimensional design. Teaching and learning resources are good and are used effectively to support learning. Learners are given suitable feedback on the quality of their work in their portfolios to enable them to further improve. The development of learners' literacy and numeracy skills is integrated well in a number of social and life skill modules.

28. Individual learning plans are in place. However, records of reviews are insufficient and sporadic. Dates are not set and reviews are mainly focused on what has taken place and not on what the learner has to do to progress and achieve. The recognition and recording of short-term goals is insufficient.

29. The range of accredited programmes is good and includes art and craft, art history, psychology, criminology, healthy living, family relationships, alcohol and drug awareness, and parenting skills. The chaplaincy offers a range of programmes including religious study, resettlement sessions and drug and alcohol programmes.

30. Opportunities to develop social and life skills in the evenings or weekends are restricted to activities run by the chapel. Learners have few opportunities for study or practise music. Opportunities for social integration for learners who are elderly and/or those with disabilities are insufficient. No day care facilities are available and activities such as craft are only available one afternoon a week.
31. The library is a vibrant learning centre with good access for all learners from nearby accommodation. Learners attending education access the library for study and personal use frequently. Advice and guidance, available within the library, are satisfactory. A good range of external agencies are available to help learners in the resettlement process.

Leadership and management

Contributory grade: Good: Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

32. Leadership and management are good. Learning and skills has a high priority in the prison and over half of offenders in the prison take part in some form of formal study or training. Communication between learning and skills and other parts of the prison are effective. Learning and skills has a clear direction and is linked to employers' needs to enhance offenders' chances of employment on release. Despite the good participation and achievement of learners the prison continues to identify areas for further improvement. Managers and staff monitor learners' performance closely and have been successful in improving achievement rates since the previous inspection.
33. The quality improvement group, chaired by the head of learning and skills and consisting of relevant senior managers from the prison and education provider, sets the direction for learning and skills effectively and monitors the quality of provision. It makes good use of evidence from self-assessment and data in analysing performance. A second group, the quality action group, is tasked with operational issues arising from the work of the quality improvement group. This is also effective in identifying operational concerns and taking action to improve provision.
34. The prison is very effective at identifying where it needs to improve and implementing actions to achieve this. The three-year learning and skills action plan is based on an accurate assessment of the provision and sets clear, challenging and achievable targets. This is reviewed regularly and the prison is on target with the agreed actions. The action plan resulting from self-assessment is equally challenging and has led to evidenced improvements. Although challenging and effective, plans focus insufficiently on maintaining and building on existing strengths.

35. Links between learning and skills and sentence planning are strong. All offenders on entry to the prison are now set a target to improve their literacy and numeracy skills by at least one level, and this becomes a sentence plan target. The prison has recently appointed an officer with responsibility for sequencing interventions with offenders and this work is developing well. A useful spreadsheet has been developed to bring together information from learning and skills, sentence planning and the psychology department about the interventions they are planning for an offender. This helps to ensure that interventions do not conflict and that learning needs and sentence plan targets are integrated.
36. Partnership arrangements between internal departments and with external agencies are good. The education department has established very effective working relationships with the library, resettlement, industries and sentence planning. Communication is good. The prison also works effectively with a range of external partners including Jobcentre Plus, NACRO and the Citizens Advice Bureau. Links with employers are beginning to be established.
37. The prison makes effective use of management information, which is readily available. Good use is made of feedback from learners on their education and training experiences. The prison has analysed the needs of learners on both sides of the prison using an offender questionnaire and has used this effectively to decide what programmes to provide.
38. The Skills for Life strategy is satisfactory, with some particularly innovative aspects. For example the prison has adopted a whole-organisation approach to Skills for Life encouraging staff and offenders to improve their literacy and numeracy skills. However, the strategy does not identify sufficiently how the aims will be achieved.
39. Information, advice and guidance are available to all offenders during induction and throughout their sentence from well qualified staff. However, interviews carried out during induction do not establish the offenders' needs sufficiently. They are too short and do not explore offenders' needs to a sufficient depth.
40. Quality improvement is good. However, some aspects of quality assurance are insufficiently systematic. The observation of teaching and learning for programmes funded by the prison are too short to provide a sufficiently detailed analysis of learning and not all staff were observed in 2007/08. The prison has good data on the performance of training programmes, and the prison's own system for presenting data has been designed to mirror that of the education provider making comparison and collective judgements easier. Although this data is accurate and reliable the prison does not have a system in place to validate it.
41. The prison's approach to equality of opportunity is good. It has an appropriate range of policies and procedures for equality and diversity. The range of resources to support learners with identified needs is good. Showers for those

with restricted mobility are available in the gym and hearing loops are installed in classrooms and the chaplaincy. Access to education and skills is good. A lift in the education department enables access to all education accommodation and the library. In addition the range of outreach education across the prison is good enabling those in work, the health centre and the segregation unit to engage in study. Wheelchair users and those with impaired vision are supported well to work in the gardens and join in other activities. The prison collects data relating to the participation of different groups in activities and engaging with formal study. The education department analyses learners' performance according to ethnicity and disability and this shows that learners from minority groups and those with disabilities perform slightly better than others in the prison. A high level of respect is shared between tutors and learners in all areas. Learners' views are actively sought and contribute to decision making. Vulnerable offenders have access to the same education opportunities as other offenders. All offenders have equal access to work. The prison is responsive to the individual needs of learners. For example, it has made good use of a national charity to support a learner with poor and degenerating sight, both in the provision of learning aids and in developing tutors' understanding of his condition and needs. The prison does not reinforce equality and diversity adequately in the workshops. It does not make use of the review process with learners to check their understanding and to reinforce their knowledge. Attention to equality of opportunity in the self-assessment process is insufficient. Analysis of the performance of different groups on programmes which are not run by the education provider is insufficient.

42. Safeguarding procedures meet current government requirements and appropriate checks on staff are completed. Arrangements for staff induction are good and include training in equality and diversity. However, the promotion and reinforcement of equality and diversity in learning and skills is incomplete.

What learners like:

- The friendly and relaxed teaching staff
- Building confidence, particularly in English and mathematics
- 'This prison compares well with others'
- 'Information, advice and guidance are good'
- Being treated with respect by the tutors
- 'The programmes are just what I need'
- The library
- Good support to develop reading and writing skills in the workplace
- 'Being out in the gardens has changed my life'

What learners think could improve:

- The length of waiting lists for some programmes, particularly for accounts and ICT
- Procedures to organise distance learning
- To have more construction programmes
- The use of computers in sessions
- The use of the assault course for outside exercise
- To get to class on time
- To have more activities in the evenings and weekends
- Getting to the library from I wing
- Insufficient work in the windows workshop