

HMP Wealstun

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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' quality monitoring or annual assessment 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 Wealstun, near Wetherby in West Yorkshire, is a category C closed training prison with 520 prisoners. Part of the prison, which was for category D prisoners, closed in October 2008 to be redeveloped to provide additional category C facilities. The head of learning and skills is responsible for education, the library, all work and workshops, the training allocation unit and physical education. The Manchester College (TMC) holds the main learning and skills and information, advice and guidance service contracts. The education department provides 72 places four and a half days a week. Currently 53 learners attend education full-time and a further 110 learners attend education either in the education department, in the workshops or on the residential wings on a part-time basis. The education provision is from entry level to level 3 and includes literacy, numeracy, English for speakers of other languages (ESOL), information and communication technology (ICT), art and personal and social development subjects. Higher level distance learning and higher education courses are also available. learndirect is not available in the prison.
2. Over 100 of the learners, employed in the workshops, are on accredited vocational training. East Riding College is subcontracted by TMC to deliver National Vocational Qualifications (NVQs) in construction. North Warwickshire and Hinckley College, Hull College and the Training Partnership provide assessment and verification services for tailoring awards, recycling and performing manufacturing operations and retailing qualifications. Other accredited vocational training includes industrial cleaning and physical education (PE). The Foundation Training Company provides a resettlement programme. Leeds Library and Information Service is contracted to run the library. Learners complete basic food hygiene and a health and safety qualification in preparation for work as part of their induction into the prison.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	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
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

3. The effectiveness of the prison is good. Achievements and standards and the quality of provision in employability, literacy, numeracy and ESOL and personal development and social integration are good. Leadership and management and the prison's approach to equal opportunities and social inclusion are good.

Capacity to improve

Good: Grade 2

4. The prison has a good capacity to improve. It has made good progress to achieve its aim to provide a quality skills provision and qualifications relevant to the labour market. Achievement rates on many programmes are very good. Participation rates are also good. Strategic partnership working is effective. Prison and provider staff work well together to resolve learners' needs and to solve common issues. Waiting lists are managed effectively. The prison's quality assurance arrangements are satisfactory but some areas remain incomplete. Although the collection of data has improved significantly it is used insufficiently to monitor and review trends in participation, retention and achievement. The prison and providers have responded well to resolve areas identified for improvement at the previous inspection. Action plans are effectively monitored by the quality improvement group.
5. The self-assessment process provides a basis for evaluating the learning and skills provision. The prison and the main education provider completed separate self-assessment reports. The prison's self-assessment report is insufficiently evaluative. The overall inspection grade profile reflects the recent improvements made to the provision. The main education provider's self-assessment report is thorough and evaluative. Inspection findings matched many of the strengths and areas for improvement identified in the report. The development plans from the self-assessment processes are effective.

Key strengths

- Very good achievements
- Good standards of learners' work
- Particularly well established literacy and numeracy in vocational training
- Much good coaching, teaching and learning
- Much improved information, advice and guidance
- Clear sense of direction and purpose
- Good development of an inclusive curriculum

Key areas for improvement

- Insufficient higher level provision in construction workshops and literacy and numeracy
- Insufficient sharing of good practice
- Insufficient use of data to promote improvements

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

6. Achievement and standards are very good. In 2007/08, excellent achievement rates for many of the construction programmes and for the revised computer literacy (CLAIT) units and for business enterprise are 100%. Learners' achievement of the level 2 programme in computer engineering is excellent, with a very high level of distinctions. Achievement rates on accredited PE programmes are very good at 96%. Learners who begin the rail monitor maintenance programme (NVQ Permanent Way Renewal) achieve well and an excellent 72% progressed into employment. Achievements of over 90% on the preparation for work programme are very good and outstanding on the British Institute of Cleaning Science courses.
7. On a small number of courses achievement rates are satisfactory. These include the certificate in basic skills in construction joinery at level 1 and the computer information technology practitioners, with achievement rates between 70 and 75%. In 2008, programmes, including performing manufacturing operations, vocational retailing and warehousing and distribution services, have been introduced. Achievement is low on these courses for the first cohorts, but has improved for subsequent cohorts.
8. As identified by self-assessment, standards of learners' work are good. For example, on level 1 construction programmes many learners produce work of a level 2 standard. Learners on the pre-release programme produce good quality curriculum vitae appropriate to their educational level and previous job experience. In the sewing machine repair workshop learners develop good engineering skills and a good ability to analyse and solve engineering problems. Overall, learners' progress is good. They can work at their own pace, dependent on their capability and experience. Learners work hard and apply themselves well in sessions. Attendance is satisfactory.

Quality of provision

Contributory grade: Grade: Grade 2

9. The quality of the provision is good. Much of the coaching, training and learning is good. Learning is planned well and differentiated to meet individual needs. Vocational training in the workshops is designed well so learners can begin programmes at any time. Learners are able to work at their own pace and in some cases achieve quickly. Tutors monitor learners' progress well. Learners keep a daily diary of their work. Learners and their tutors effectively reference this diary to the tutor's individualised scheme of work to ensure each learner is monitored. Learners and tutors have a clear understanding of the units achieved. Learners are clear about the tasks they are working on. In most cases tutors have designed materials to support and extend learning, either to stretch more able learners or to add value to all learners' programmes. Resources and accommodation are satisfactory overall, although one workshop has to be closed

when it is cold because it is not heated. Most workshops have their own classrooms. Use of information learning technology is weak in most areas.

10. Individual learning plans are not always used well. The prison has identified this area for improvement. Staff in painting and decorating use individual learning plans and reviews of learners' progress well. However, staff in other areas are not always clear of their purpose or how to use them. In some workshops staff have three different sets of review paperwork. However, this does not seem to affect learners' progress adversely.
11. The range of employability provision is good. All work areas and workshop provision includes relevant accreditation. This strength is identified in the self-assessment report. Since the previous inspection the prison has introduced more short courses leading to accredited qualifications to meet the needs of shorter term learners. New vocational retail and warehousing and distribution qualifications have been introduced. A good range of accredited provision is available in PE. A well planned pre-release course has been introduced recently to help learners find employment and training on release.
12. Construction provision is only accredited at level 1 which is too low a level to be appreciated by employers. However, current construction facilities are inadequate for level 2. The computer engineering programme is only offered at level 2 although level 3 is the industry standard.
13. Learners have excellent opportunities to progress into work through the rail monitor maintenance programme and links exist with an employment agency for learners on the pre-release course. However, links with many employers, which before the closure of the category D part of the prison worked well, are no longer in place. A newly revised protocol to release offenders on temporary licence has been produced and includes reparative community work, unpaid employment, jobsearches, interviews and paid employment.
14. As identified by self-assessment, good literacy and numeracy support in workshops helps learners achieve their vocational qualifications. Uptake of this provision is good. Links between all workshops, work areas and PE with the education department are good. Instructors have a good awareness of learners' literacy and numeracy levels. Workshop instructors show a strong commitment to promoting education, in particular the uptake of literacy and numeracy and achievement of qualifications. Learners have to achieve or commit to achieving appropriate levels of literacy and numeracy to take their vocational qualifications.
15. Access to information, advice and guidance across the three strands is good. The quantity of information, advice and guidance has significantly improved in the few months before inspection. Learners are given helpful information, advice and guidance during their induction and also have an individual meeting with an information, advice and guidance worker. These arrangements work well and ensure individual learning and sentence plan needs are met. Further meetings take place after three months and on application. The whole process works well.

Links between information, advice and guidance staff and offender managers are good.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Good: Grade 2

16. Achievement by learners taking literacy and numeracy programmes and qualifications is good and improving. Of 276 learners who started literacy or numeracy programmes in 2007/08, 88% achieved a qualification at level 1 or 2. Achievement of literacy and numeracy qualifications by those learners taking established provision within the workshops is good overall and improving, with learners on the bricklaying programme being particularly successful. Individual learners are progressing well through entry level 1 to level 2. Within sessions learners are achieving well in literacy, numeracy and ESOL and the standard of their work is good. Learners on established literacy and numeracy provision volunteer to attend, concentrate within sessions, and are producing work of a good standard, related well to their vocational programme.

Quality of provision

Contributory grade: Good: Grade 2

17. The quality of provision is good. Learners on all programmes generally engaged well in their learning and make good progress. They remain focused during sessions and concentrate over extended periods. They are able to articulate the enjoyment and sense of achievement they gain from their participation. Many learners both within discrete and established provision have a high degree of motivation, and gain in skill, knowledge and understanding. Those taking ESOL programmes frequently start from a very low level of language competence and improve rapidly. One learner who entered the course unable to read or write in his original language is now doing so in English with increasing confidence. Learners across the provision appreciate and respect the support and guidance they receive from tutors.
18. All teaching observed during the inspection was satisfactory or better. Throughout the provision, planning of teaching and learning, and the recording and monitoring of learners' progress and achievement are appropriately systematic. Tutors have a good rapport with learners, and in particularly good sessions, imaginative use is made of projects to extend learning across curriculum boundaries.
19. Resources to support learning are satisfactory overall. Teaching staff are well qualified, with new staff supported where necessary to gain appropriate qualifications. Education classrooms are a suitable size for literacy and numeracy groups, well furnished and bright, forming a suitable learning environment. Accommodation within the workshop areas is less consistent, with classrooms varying from purpose-built and well furnished to small converted offices. Paper-based teaching resources are satisfactory.

20. The use of information learning technology to support and develop the curriculum is insufficiently established. This weakness was identified at the previous inspection and is identified in the self-assessment report. Action has been taken, with laptops and smart boards purchased for teaching areas. Staff and learners are not yet sufficiently confident or competent to use the equipment to full effect.
21. Literacy and numeracy are established particularly well in vocational provision in all work areas, although it is better developed in some sector subject areas than in others. Integration is continuing to improve across the provision. In the better developed areas, vocational competencies and the Adult Core Curriculum have been mapped to ensure relevance of the tasks and topics chosen. In the more recently developed curriculum initiatives, participation by learners is increasing, and vocational training staff enthusiastically promote the benefits to learners of improving their literacy and numeracy. Learners whose goal is to take up a vocational programme with a literacy or numeracy entry requirement of level 1 can fast-monitor to gain the necessary qualification should they be near, but not at the required level.
22. Opportunities for learners to raise their literacy and numeracy skills beyond level 2 are insufficient. The focus of the training prison is to support learners to achieve up to level 2, and in this they are very successful. Learners can diversify onto other higher level provision.
23. Support for learners is good. The information, advice and guidance team give effective guidance during induction to ensure that new learners access provision that best matches their abilities and realistic learning pathways. Learners receive a further scheduled guidance interview after three months and on application. Initial assessment to identify additional support needs is carried out and a learning support worker provides additional individual specialist assistance to those who require it. Within sessions, tutors are sensitive to the needs of learners. They are supportive and encourage learners to recognise their progress and achievement.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

24. Achievement and standards of work are good. Achievement rates of between 96% and 100% on the personal and social development programmes and art courses are outstanding. Learners' achievement rates of over 86% for units on a skills plus programme are mostly good or very good, but are low for level 3 in psychology and English literature and level 2 in sociology. Learners' standards of work are good. In art, learners use their sketch books well to develop their ideas and themes to a good standard. Learners on the alcohol awareness programme can effectively evaluate and understand the impact of their behaviour on the lives of others. In English literature, learners are very well prepared to debate issues arising from their reading and present well constructed arguments to support the book they are reviewing.

25. Participation rates in sessions are low. Numbers of learners in sessions are adversely affected by a combination of poor retention rates, poor attendance and/or low levels of recruitment. Too often the learning experience is restricted by the small number of learners attending sessions.

Quality of provision

Contributory grade: Good: Grade 2

26. The quality of provision is good. Much of the teaching and learning is good. The better sessions are planned and managed well. Learning is enhanced by the use of good learning aids. Tutors use a good range of learning activities to interest and motivate learners. Learners participate well and receive good support with their learning. Tutors use question and answer techniques well to draw out learning points and challenge bias and stereotypical thinking. Tutors provide helpful and encouraging feedback on assessed work, which supports learning. In weaker sessions learning is insufficiently planned and not all learners participate in the sessions. Learners are not always clear about what they need to do and tutors make insufficient assessments of learners' progress.

27. Facilities to support learning are good. Classrooms are bright, clean and provide a suitable learning environment. Tutors are suitably qualified or are working to achieve qualified teacher status. New staff are supported well. Learners have insufficient access to ICT to support self-directed learning. Learners do not have access to computers or DVD players for in-cell study. Controlled access to the internet is unavailable for learners on higher level courses for research or to communicate with their tutor or their tutor group. The prison has introduced arrangements to help to minimise the affect of these issues.

28. The range of accredited provision is good. The skills plus programme provides unit awards in mathematics, social sciences and English literature at levels 2 and 3. Art is available at levels 1 and 2. Higher level provision is available through distance learning and the Open University. Accredited provision to support the pathways to reduce re-offending is good. The chaplaincy provides a victim awareness course. Tutors work closely with the mental health team to provide individualised learning programmes to support learners with mental health issues.

29. Learners new to the prison receive good information, advice and guidance. Each learner agrees a learning programme. This plan prioritises learning and takes account of sentence plan requirements, learner expectations and their release date. The sequencing of individual learning is much improved. This approach also helps ensure waiting lists are managed well. Drop out rates resulting from absence from learning and skills due to prison requirements have reduced from 30% in 2006/07 to 10% in 2007/08. The provision of information is good, but some is insufficiently accurate.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

30. Leadership and management are good. Leaders, managers and staff have a clear sense of direction and purpose. The prison has made good progress to achieve its aim to provide a quality skills provision and qualifications relevant to the labour market. Learners are expected to improve their Skills for Life, personal and social development, employability and other sentence plan targets. Learners' participation rates are good. Staff recognise the value of learning and skills and positively encourage learners to engage. Needs analysis contributes adequately to the development of the provision. Strategic planning for learning and skills is satisfactory but is linked insufficiently to targets which can be used to assess outcomes. The prison and the providers have responded well to resolve areas identified for improvement.
31. Communication in the prison is good. Strategic partnership working is effective. Representation on key groups and committees is good and participation is encouraged. Prison staff and providers work well together to meet learners' needs, to solve common issues and improve the quality of the provision.
32. The prison's approach to equality of opportunity is good. The prison's development of an inclusive curriculum is good. The unit-based curriculum effectively supports achievements for most learners, regardless of how long they are in prison. Learners receive much improved information, advice and guidance to develop a relevant and realistic learning plan which takes account of their learning disabilities and difficulties. Learners have very good access to literacy and numeracy support across the prison and have opportunities to improve their employability through vocational training which is available in all work activities. Waiting lists are managed effectively. Learners feel safe. Learners and staff treat each other with mutual respect and learners take their learning and skills development seriously.
33. Equality and diversity is integrated effectively within the curriculum through themes and topics which challenge bias and stereotypical thinking and encourage acceptable behaviours. The race equality action plan is monitored effectively by the prison's race equalities team which includes offender representation. An accessibility audit, completed in 2005, is under review to further improve access across the prison. Staff have access to a wide range of training in diversity, but the programme to provide staff with awareness training is delayed. Effective actions are in place to resolve this issue. Current pay rates disadvantage those engaged in full-time education. Learners from minority ethnic backgrounds in education are over represented. The procedures for safeguarding learners meet current government requirements.

34. The prison's quality assurance arrangements are satisfactory but need further development. A revised quality assurance policy was introduced in July 2008. The quality assurance system covers all key elements and has a quality calendar. It sets out responsibilities and the audit function but it is too soon to fully assess the effectiveness of these revised arrangements. The quality improvement group has appropriate terms of reference, a wide membership and is responsible for self-assessment and monitoring the action plan. The prison and TMC completed separate self-assessment reports. Other providers do not provide the prison with an annual assessment of their performance. The prison's self-assessment report was published in December 2007. It is insufficiently evaluative. However, inspectors noted improvements to the provision which had been assessed through self-assessment as satisfactory. Arrangements to assess the quality of teaching and learning in workshops have not been fully implemented. TMC's self-assessment of their provision at the prison is thorough and evaluative. The college's arrangements for the observation of teaching and learning are good. Sharing of good practice across the prison is insufficiently well developed.
35. As identified through self-assessment, the prison makes insufficient use of locally produced data to agreed challenging, yet achievable targets to raise standards and improve performance. The collection of data for much of learning and skills has improved considerably in 2007/08. However, the prison does not have a common set of data it can use to assess the performance of all the provision. Staff are not using data adequately to monitor and review trends in participation, retention and achievements of different groups of learners.

What learners like:

- Good help with reading and writing to get to level 2
- Being able to access education and work quickly
- The very good tutors who give lots of guidance
- 'Time flies, they keep you busy'
- The good individual support from the information, advice and guidance workers
- 'It's such a buzz getting a qualification'
- 'By the time Sunday is here I am begging to be back in class'
- The group discussions - 'They help me learn and I enjoy the interaction'
- 'Tutors treat me with respect'
- 'The chance to improve my skills'

What learners think could improve:

- More higher level qualifications recognised by employers
- More courses on alcohol awareness
- Condense the part-time courses into fewer weeks to improve retention of knowledge