

HMP Wandsworth

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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 Wandsworth (the prison) is situated in south west London and is a category B local prison for men. It is the national repatriation centre for British offenders convicted of offences abroad, who have applied to serve their sentences in Britain. The prisons occupational capacity is 1644, approximately one-third of these are foreign nationals. The prison holds around 120 life-sentenced offenders. Approximately 40% of offenders are not convicted. The average length of stay is 10 weeks. The separate Onslow centre vulnerable prisoner unit (VPU) holds approximately 360 offenders. Most of those in the VPU take part in learning and skills separately to main stream offenders.
2. The range of vocational training includes: construction trades; motor cycle repairs; hairdressing; radio production and journalism; industrial cleaning; information technology and business studies. Most of these areas are taught by instructors from the prison although some areas are managed by the Offender Learning and Skills Service (OLASS) provider. In addition, the prison offers a range of physical education (PE) courses and runs several community projects.
3. Education and information, advice and guidance (IAG) is subcontracted to external providers. The OLASS provider for education is Kensington and Chelsea College (KCC) who also work with the London Advice Partnership (LAP) to provide IAG. Funding is provided through a range of funding sources. Education programmes are offered in literacy, numeracy, English for speakers of other languages (ESOL), information technology (IT), media and art, and key skills. Some of the key skills programmes are delivered through courses such as drama, music and art. A variety of social and life skills courses are also offered. Education is delivered in workshops, healthcare, gym and on the wings. Offenders undertaking distance learning and Open University courses are supported through the education department.

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: Satisfactory: Grade 3
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: Satisfactory: Grade 3
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Good: Grade 2

4. The overall effectiveness of the provision is good. Achievement and standards in employability training and personal development and social integration programmes are good and in literacy, numeracy and ESOL they are satisfactory. The quality of provision is good in employability training and literacy, numeracy and ESOL, and satisfactory in personal development and social integration programmes. Leadership and management of learning and skills are good and the prison's approach to equality of opportunity is satisfactory.

Capacity to improve

Good: Grade 2

5. The prison's overall capacity to improve is good. The senior management team sets a clear strategy for reducing re-offending and learning and skills is central to this. The prison has worked hard to expand the provision of learning and skills since the previous inspection and many improvements are outstanding. Actions introduced to develop the provision have been successful. This includes the significant expansion of vocational training areas with much good and some outstanding facilities. The introduction of a 'job club' has been particularly effective in improving offenders' employment chances when they leave. New vocational and education courses have been introduced and the range has been much improved following the previous inspection. Additional training areas are being developed for lift truck training, horticulture and hard landscaping to provide a wider choice of programmes for offenders. However, data is insufficiently analysed and used in curriculum planning and quality improvement.
6. Links between the prison and the education provider are very productive, and the prison works well with a wide range of other partners and employers. Several national and international companies sponsor provision in the prison and some offer employment opportunities for offenders upon release. Staff from across the prison work well together to ensure the prison's reducing re-offending through employment objective is met. Development plans are well understood by staff and are regularly checked. The prison has plans to expand its provision further and is in advanced stages of negotiating additional partnerships. Overall, quality assurance is satisfactory, although the quality of teaching and learning in vocational areas is not monitored.
7. The self-assessment process is inclusive and staff have a good opportunity to contribute to its development. The views of learners and partners are also well used to help develop the report. The self-assessment report is adequately critical and identifies most of the strengths and areas for improvement found at inspection, although some of the strengths in the report are considered to be normal practice. Most strengths and areas for improvement are supported by a

good range of evidence. The grades awarded at inspection are in line with those proposed through self-assessment, although the provision was not graded in the same way as inspection.

Key strengths

- Particularly good and some outstanding vocational training facilities
- Good peer mentor support
- Good literacy, numeracy and language support
- Good information, advice and guidance
- Particularly good leadership and management of provision
- Outstanding improvements to provision since the previous inspection
- Strong and effective links with external partners
- Exceptionally good focus on resettlement and employment

Key areas for improvement

- Poor punctuality in many areas
- Insufficient analysis and use of data to help develop provision
- Weak arrangements for the allocation of offenders to learning and skills and other activities

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

8. Achievement and standards are good. Success rates for learners on bricklaying, plastering, multi-skills, carpentry and ICT courses are high and are around 85% overall. Achievements on short courses such as PE, safety, food hygiene, tailoring and cleaning are also high. Disregarding learners transferred onto other prisons or released early, 92% of those starting the courses stay for the full duration and achieve their intended qualification. Attendance is good although punctuality is poor in some workshops with offenders often arriving up to half an hour after the start of the session and leaving early. This has a detrimental impact on their learning.
9. Learners demonstrate good practical skills and knowledge. The standard of learners work is good and they enjoy the courses. Learners work well together and have respect for other learners and for their tutors. They improve their job related skills as well as their self-esteem and confidence, although there is insufficient recording of these skills. The craft skills gained have often successfully helped learners to find employment when released. Approximately 20% of offenders released last year went into employment or full-time education.

Quality of provision

Contributory grade: Good: Grade 2

10. The quality of employability training is good. Vocational training is available in a wide range of useful employment areas. The vocational training facilities are good, and in some cases outstanding. The motorcycle repair workshop for example has state-of-the-art equipment and machinery provided by an international motorcycle company. Staff are well qualified and practical classes are well planned and taught. Learners are thoroughly engaged and are able to develop good practical skills. The prison runs its own internal radio station which provides good quality training for offenders in radio journalism.
11. Learners are given good support throughout their programmes. The support for language literacy and numeracy is particularly good and is delivered in well laid out classrooms in the workshops by qualified education staff. Learning materials are good and relevant to the vocational areas. Vocational tutors challenge the learners well to improve their skills and understanding. Good additional support is also provided by well trained peer mentors, some of whom have gained teaching qualifications while at the prison. Learners benefit from the support provided by the skilled and enthusiastic mentors.
12. A good range of vocational courses are available, which is a significant improvement since the previous inspection. Courses are well structured and meet the needs of learners and of awarding bodies. Many vocational courses lend

themselves well to those wishing to start their own business when released and a well structured business start up course is offered to offenders. Assessment and verification are effectively planned and recorded.

13. Monitoring of learners' progress on some programmes is weak. Although progress monitoring boards are displayed in most of the vocational training workshops, providing a good visual display of learner's achievements, this is not consistently applied. All education courses use individual learning plans to plan and monitor learning. These are suitably recorded.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Satisfactory: Grade 3

14. Success rates overall are satisfactory. Almost half the learners do not finish their course because they are transferred out or released early. Some offenders are only in the prison for a very short period and are unable to gain a full qualification. However, a good mix of long and short courses is available to accommodate most the population. Of those that remain, the achievement rate is satisfactory for literacy and numeracy at around 80%. The achievement rate for ESOL is satisfactory at 60% for those who remain on the course. Some of the literacy and numeracy provision is taught in vocational workshops to support those on vocational courses.
15. Punctuality is poor and during the inspection there was some poor attendance in classes. Many classes start up to half an hour late in the morning and a quarter of an hour in the afternoon, and some classes finished 20 minutes early which disrupted learning. The standard of learners work is satisfactory.

Quality of provision

Contributory grade: Good: Grade 2

16. Teaching and learning are good. Schemes of work and lesson plans are comprehensive. Teachers have good relevant qualifications and are well supported by peer support tutors who also do good work on the wings. In the vocational areas, schemes of work take account of the vocational setting and relevance. Teaching and tasks are well related to the vocational subjects the learners are following. Good use is made of ILT. Classrooms are well laid out in most areas although teaching accommodation in Onslow, for vulnerable offenders, is inadequate. The range of teaching strategies used is diverse and meets learners' needs. In all classes, learners were well engaged. Screening for dyslexia is thorough and good support is given by a well qualified member of staff.
17. Support for learners is good. The use and development of peer mentors is good and they are well used in classrooms and on the prison wings. ESOL provision has been carefully planned with good support in the workshops as well as discrete

classes in education for those whose English is rudimentary. Support for literacy and numeracy on the wings is good although there are an insufficient number of sessions. Good support is provided through the Toe by Toe reading scheme. Assessment and internal verification is well planned and clearly recorded.

18. Individual learning plans are incomplete. All offenders are given a thorough initial assessment, but the information is not routinely used on individual learning plans. Many tutors retest the learners themselves while others rely on the offenders to give them the information. Insufficient attention is given to agreeing interim stages and inadequate setting of targets and insufficiently clear identification of 'soft skill' targets and how they will be achieved exists.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

19. Success rates for part or full achievement of preparation for work and life skills courses are high. At entry level all 12 learners who started the programme in the last six months achieved the full qualification. Although many learners leave before completing their programme, retention rates are satisfactory.
20. Learners develop good personal and social skills. In drama for example, learners effectively develop confidence in expressing themselves in front of others and valuing different views. They effectively illustrate discussion points from personal experience. Learners in English literature classes demonstrate sound critical analysis and evaluative skills. Many learners report improved personal self-image and aspirations that motivates them to apply for further learning opportunities. Standards of learners work are satisfactory, although attendance and time-keeping in some classes is poor.

Quality of provision

Contributory grade: Satisfactory: Grade 3

21. Teaching overall is satisfactory. Tutors are experienced and enthusiastic about their work. All classes offer adequate opportunities for social interaction. Tutors appropriately plan teaching sessions and make clear links to the achievement of one or more resettlement agenda objectives. In many classes, learners work had particular personal relevance for them and demanded they apply a good range of skills and knowledge. Resources are satisfactory. In art an adequate range of facilities are available although some consumables are depleted and worn. Most classrooms offer adequate facilities to support learning. However, some accommodation is cramped and restricts the range of learning activities and teaching strategies. Learners, including those participating in Open University and distance learning programmes, have satisfactory access to computers.
22. The range of provision is satisfactory. The scope of the curriculum and progression routes is adequate although there is little evening provision. Recently

the prison has improved the range of courses through the introduction of music, drama, English literature and creative writing courses. Currently, progression routes for these courses are narrow, although the prison recognises this and has plans for improvements. The prison uses a suitable range of links with external organisations such as museums and community projects to enhance the curriculum and enrich learners' experiences.

23. Support for learners is satisfactory. Tutors and learners are mutually respectful during learning sessions. Where used, peer mentors are supportive and encourage learners to focus on both short and long-term targets. Individual feedback to learners on their success is effective. However, the prison does not sufficiently celebrate learners' success. Not all areas are accessible to learners with restricted mobility but appropriate alternative arrangements are available. Learners have good access to well co-ordinated IAG at induction and also through leaflets and posters on the wings, the prison radio, a bi-monthly newsletter and peer mentors.
24. Recognition and recording of learners' personal and social development is insufficiently effective. Learners do not have an effective plan that details relevant goals and how their course will help in achieving them. Short-term personal and social development skill targets are not routinely set. Insufficient recording takes place of new skills developed as a result of participating in learning activities.
25. A particularly well run 'job club' has been introduced since the previous inspection and is successful in helping offenders into employment. Staff provide good training in interview techniques, curriculum vitae and letter writing and legal requirements and work closely with the St Giles Trust to find job opportunities. Ex-offenders and employers visit the prison to speak to offenders about work opportunities. In addition, they benefit from effective follow-up sessions and support when transferring to another prison or before release.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

26. Leadership and management are good, with some outstanding aspects. There has been good management of change since the previous inspection and improvements to the range of vocational training opportunities have been outstanding. A good range of education and vocation training provision is available that effectively meets the diverse needs of the prison population. Resources and facilities in some vocational areas are outstanding. A wide variety of PE courses are available and training here is good. A well written development plan clearly focuses on learning and skills and its contribution to successful prisoner resettlement and reducing offending. Senior managers demonstrate a strong emphasis on improving the provision and advanced plans are in place to

secure the addition of further areas of vocational training. A clear focus exists on resettlement and ensuring offenders leave with appropriate skills for employment and/or further education.

27. Staff across the prison communicate well to ensure offenders needs are met where possible. Employer engagement is a prison priority and a high proportion of offenders are helped into employment or full-time education courses upon release. Partnership links are strong. The prison has used a good range of delivery partners to provide education and training to meet the individual needs of learners. The education department makes good use of a small financial fund to support learners undertaking open and distance learning programmes. Effective co-operation exists between national and international employers and the prison to provide good, and some outstanding, training facilities. Accommodation in motorcycle repairs, ICT, network cabling and construction skills are outstanding and well managed. Some of these employers provide jobs for offenders when released. Employers and ex-offenders often come into the prison to talk to groups of offenders about job possibilities and aspects of employment. Effective links with referral agencies, including Jobcentre Plus, support the work of the 'job club'.
28. Access to education courses is good although the allocation of offenders to learning and skills and other work areas is insufficiently co-ordinated and decisions are primarily based on security information. Insufficient account is taken of other information that is available such as initial assessment results and offenders' disabilities. The prison has two adequately resourced libraries that are well used and managed efficiently. The library on Onslow, serving the vulnerable offenders, is bright and airy, however, the library on the main wings is less conducive to learning.
29. IAG arrangements are good. All offenders receive good quality IAG during their induction and before release. Information is clearly displayed on TV screens and is available through the prison radio station, as well as through a good range of information on the wings and in the libraries.
30. Quality improvement is satisfactory. The self-assessment process is well informed and inclusive. The views of staff, learners and external partners are regularly collected and well used. The self-assessment report is satisfactory and identified many of the areas for improvement found on inspection, although some strengths were considered no more than normal practice. Quality monitoring of teaching and learning is good in education although there are insufficient observations of vocational areas to help develop and share best practice. The analysis and use of data to help develop and make decisions about improvements in the provision is poor.
31. Equality of opportunity is satisfactory. Offenders and tutors demonstrate a high level of respect for each other. Staff are good role models and suitably challenge inappropriate language and behaviour. All staff are well trained in equality and diversity and have a clear understanding of the key issues. Learners receive a

screening test for dyslexia at their induction and those requiring support have good access to specialist help. A bi-monthly newsletter produced and distributed by offenders, often carries articles which celebrates diversity and raises awareness of offenders' rights and responsibilities. Inadequate procedures are in place to ensure access to education and work is fair and transparent. Insufficient account is taken of available information such as initial assessment and disabilities when allocating places. Equality data is routinely collected about those who access education and work, although this is not used to analyse achievement of qualifications by minority groups against other groups of learners. Pay rates are generally equitable between different activities and do not preclude offenders from accessing education. The procedures for safeguarding learners meet current government requirements. Appropriate staff vetting and training are carried out. The prison has suitable policies and procedures in place to minimise risk and address identified concerns.

What learners like:

- Using the smart boards in lessons
- It's a good opportunity to learn a trade and improve my employment prospects'
- 'I never expected all this help and training in prison'
- The good support from staff
- 'This is the first-time I've ever had any training'
- The opportunity to get qualifications
- Getting such good support from peer tutors and mentors

What learners think could improve:

- Not enough recreational PE for full-time workers
- Not as many workshop opportunities for vulnerable offenders
- Getting to classes on time