

Establishment	Her Majesty's Prison (HMP) Isle of Wight
Type of establishment	Male adult – category B and C training
Inspection type	Full announced
Dates of inspection	4-15 October 2010
Establishment contact	Mr Colin Craven Director of Learning and Skills HMP Isle of Wight Clissold Road Newport Isle of Wight PO30 5RS Tel: 01983 554362

This is a summary report of the inspection findings of the learning and skills provision at HMP Isle of Wight

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, 4 is inadequate

<i>Common Inspection Framework (CIF) aspects</i>	Grade
Overall effectiveness	3
Capacity to improve	3
Outcomes for learners	3
Quality of provision	3
Leadership and management	3

Overall effectiveness

Grade: 3

The overall effectiveness of the learning and skills provision at HMP Isle of Wight is satisfactory. However, overall effectiveness across the prison's three sites varies. It is good at Albany, satisfactory in Parkhurst, but inadequate at Camp Hill. Learners on an education programme achieve well in Albany and Parkhurst but their achievement is satisfactory in Camp Hill. Many prisoners develop good vocational and work skills, but these are insufficiently accredited and recorded poorly. The quality of teaching, training and learning is good at Albany and Camp Hill where learners receive good support with their learning and additional needs, and their progress is monitored well. However, target setting in Parkhurst is insufficiently challenging. The Albany and Parkhurst sites do not use information and learning technologies enough to enhance learning. Good partnership work in Parkhurst enhances community and external activities, but much of the provision is narrow and inflexible, offering insufficient progression opportunities and pre-release guidance. The vocational training and work offer does not meet learners'

needs. The prison has a very clear vision for the learning and skills provision and demonstrates good team work and commitment towards the clustering process. The management of the education provision is good at Albany and satisfactory everywhere else. The prison's council has influenced the education provider in Albany very effectively to bring about improvements in the courses offered. The prison does not share information sufficiently well across different departments to make some learning processes, and access to learning more efficient. The promotion of equality and diversity is satisfactory. The education provider adequately assures its own provision, however the prison has not fully developed its quality management processes to evaluate the delivery of all purposeful activities.

Capacity to Improve

Grade: 3

The prison demonstrates that it has satisfactory capacity to continue improving its learning and skills provision. Since the previous inspection, the prison has successfully completed the first phase of its clustering process and maintained the good standards in Albany. Furthermore, it has implemented several effective actions to improve the provision in Parkhurst substantially, although it still needs to resolve all the weaknesses identified at the previous inspections in Camp Hill and Parkhurst. The prison's leadership has a very clear understanding of the areas for improvement and priorities for the final stage of the clustering process. This is adequately reflected in the many development plans in the learning and skills department. However, the self-assessment report was the first for the prison since its clustering. It failed to meaningfully involve all parts of the provision and to clearly highlight its current strengths and areas for improvement.

Outcomes for learners

Grade: 3

Strengths

- good achievement of qualifications in 2009/10 in educational subjects in Albany and Parkhurst
- good achievements in 2010/11 of information technology qualifications in Parkhurst and industrial cleaning qualifications in Albany
- good development of vocational skills in many workshops in Albany and Parkhurst
- good enrichment activities in Albany to encourage prisoners to better manage their own health and well-being.

Areas for improvement

- insufficient accreditation of vocational skills
- insufficient recognition and recording of employability skills learnt at work.

Quality of provision

Grade: 3

Strengths

- good and motivational teaching and learning in Albany and Camp Hill
- effective use of prisoners' skills as teaching assistants in the education classes at Albany and Parkhurst
- effective and comprehensive monitoring of learners' progress in Camp Hill
- good literacy and numeracy outreach support in Camp Hill and Parkhurst
- good support for learners with additional learning needs in Albany
- good partnership working in Parkhurst to enhance internal and external community and commercial activities.

Areas for improvement

- insufficient use of information and learning technologies in education Albany and Parkhurst
- insufficiently challenging targets and recording of learners' progress attending education in Parkhurst
- narrow and insufficiently flexible range of education provision, especially in Parkhurst
- limited accredited learning above level 2
- insufficient range of work activities at Camp Hill and Albany
- insufficient guidance and support for prisoners before release.

Leadership and management

Grade: 3

Key Strengths

- clear strategic vision and particularly responsive team-working for the implementation of learning and skills clustering arrangements
- effective leadership successfully improving the quality and quantity of vocational training and work activities and promoting equitable access with high participation rates in Parkhurst
- good management of the education provision and particularly effective and purposeful prison council in Albany.

Key Areas for Improvement

- inadequate use of available data for efficient and effective initial assessment purposes and to inform prompt allocation to learning and activities
- insufficiently consistent action to monitor the current quality of provision and resolve identified areas for improvement from previous inspections
- under-developed quality improvement arrangements

- insufficiently self-critical and inclusive self-assessment report.

What does HMP Isle of Wight need to do to improve further?

- Improve the recognition and recording of the employability skills acquired by prisoners during their work in the prison.
- Increase the use of information and learning technologies to stimulate and vary the education classes in Albany and Parkhurst.
- Improve the use of information available about learners' needs to improve the efficiency of their initial assessment, the quality of target setting, and the recording of learners' progress attending education, particularly in Parkhurst.
- Extend the range and amount of accredited vocational skills and education provision available to prisoners across the three sites, ensuring adequate accredited learning above level 2.
- Improve the sharing and use of data and information across the prison to inform allocation to learning and activities and ensure prompt access to education and work at each site.
- Increase the amount of guidance and support available to prisoners before release to improve their prospects for engaging in education, training and/or employment.
- Further develop quality improvement and self-assessment arrangements to ensure the prison can monitor and evaluate the effectiveness of all the purposeful activities delivered and to ensure that the remaining identified areas for improvement from the previous inspections in Camp Hill and Parkhurst are resolved.

Record of Main Findings (RMF) – Young adult and adult prisons			
Prison Name:	HMP IoW	Inspection No	58987

	HMP IoW
Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	
Approximate number of learners in training and work and education with or without qualification outcomes at the time of inspection	1331 100%
Overall effectiveness	3
Capacity to improve	3
A. Outcomes for learners	3
A1. How well do learners achieve and enjoy their learning?	3
A1.a) How well do learners attain their learning goals?	3
A1.b) How well do learners progress?	3
A2. How well do learners improve their economic and social well-being through learning and development?	3
A3. How safe do learners feel?	2
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	3
A5. <i>How well do learners make a positive contribution to the community?*</i>	3
B. Quality of provision	3
B1. How effectively do teaching, training and assessment support learning and development?	2
B2. How effectively does the provision meet the needs and interests of users?	3
B3. How well do partnerships with employers, community groups and others lead to benefits for learners?	3
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	3
C. Leadership and management	3
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	
C3. How effectively does the prison promote the safeguarding of learners?	3
C4. How effectively does the prison actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3
C5. How effectively does the prison engage with users to support and promote improvement?	3
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3
C7. How efficiently and effectively does the prison use its available resources to secure value for money?	3

*if applicable to the type of prison