

Establishment	Her Majesty's Prison (HMP) Gartree
Type of establishment	Male adult Category B
Inspection type	Full announced
Dates of inspection	10 – 14 May 2010
Establishment contact	Head of Learning and Skills HMP Gartree Gallow Field Road Market Harborough Leicestershire LE16 7RP Tel: 01858 426 600

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

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

<i>Common Inspection Framework (CIF)</i> aspects	Grade
Overall effectiveness	2
Capacity to improve	2
Outcomes for learners	2
Quality of provision	2
Leadership and management	2

Overall effectiveness

Grade: 2

The overall effectiveness of the prison's learning and skills provision is good. In most areas, learners' achievements and standards of work are good. The quality of provision overall is good. Learners benefit from good teaching and learning support. In addition, many are able to demonstrate good personal development in work and vocational training. Learners are on time for work and education and workshops. All activities have good attendance rates. Learners enjoy their learning experience and develop skills that improve their employability. They say they feel safe. However, some have to wait too long before commencing a programme. Short-term target setting and the recording of learners' progress in achieving personal and learning skills on individual learning plans are not fully effective. The acknowledgment and recording of prisoners' personal development in work is under-developed. Leadership and management of the provision are good. Arrangements to safeguard learners are satisfactory. HMP Gartree promotes equality and diversity satisfactorily. The prison has good arrangements to engage with users to support and promote improvement.

Capacity to Improve

Grade: 2

The overall capacity to improve learning and skills is good as is the day-to-day management of the education and activities provision. Achievement of qualifications is good and particularly high for those following vocational training and most education programmes. The prison's effective use of its quality assurance arrangements to improve standards includes satisfactory use of self-assessment. In many areas, both learning resources and accommodation are good. Staff are suitably qualified and experienced. HMP Gartree effectively deploys its resources to provide good value for money. Workshops replicate commercial standards. The prison has an appropriate strategy for the development of learning and skills. However, staff development arrangements do not fully support the achievement of strategic objectives. Since the previous inspection, the education and training provision has changed to reflect the context of the prisoners' length of stay and personal aspirations. In response to prisoners' requests, and to improve employability within the prison, the prison has introduced a range of new courses and discontinued many programmes with a recreational focus. Overall, the current range of curriculum activities is reasonable to meet the needs of prisoners serving long sentences, the majority of who will be transferred within the secure estate. However, the prison recognises there are insufficient opportunities for all prisoners to develop their personal and social skills and progression beyond intermediate level is limited. The number of planned places does not ensure that all prisoners are engaged in purposeful activity. The prison does not set and make sufficient use of appropriate targets for programme performance monitoring.

Outcomes for learners

Grade: 2

Strengths

- good achievement and high standards of work in most areas
- good personal development in many areas of work and vocational training

Areas for improvement

- insufficiently established wider key skills in all areas of learning

Quality of provision

Grade: 2

Strengths

- good teaching and learning in education and vocational training
- well-structured training in some work
- good personal and learning support

Areas for improvement

- ineffective short-term target setting and the recording of learners' progress in achieving personal and learning skills on individual learning plans
- insufficient opportunities for prisoners to develop their personal, social and learning skills
- slow process to allocate learners to a programme

Leadership and management

Grade: 2

Key Strengths

- effective use of quality assurance arrangements to improve standards
- good learning resources and accommodation in many areas
- good day to day management of education and activities

Key Areas for Improvement

- insufficient linkage between staff development arrangements and the achievement of strategic objectives
- insufficient setting and use of measurable targets at the individual programme level to aid performance monitoring
- insufficient purposeful activity places to meet the needs of the whole prison population
- insufficient opportunities for prisoners to progress beyond intermediate level and access to programmes that develop their personal and social skills

What HMP Gartree needs to do to improve further?

- Take effective action to improve individual learning plan short-term target setting and the recording of learners' progress in achieving personal and learning skills.
- Introduce more opportunities for prisoners to develop their personal, social and learning skills and a wider range of programmes above intermediate level.
- Ensure all staff participate in development opportunities that support the attainment of strategic objectives.
- Set and use appropriate, measurable targets to improve programme performance monitoring.
- Increase the number of purposeful activity places to meet the needs of the whole prison population.

- Reduce the time prisoners must wait before commencing a preferred activity.

Record of Main Findings (RMF) – Young adult and adult prisons

Prison Name:	HMP Gartree	Inspection No	52284
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	Overall
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	596
Overall effectiveness	2
Capacity to improve	2
A. Outcomes for learners	2
A1. How well do learners achieve and enjoy their learning?	2
A1.a) How well do learners attain their learning goals?	2
A1.b) How well do learners progress?	2
A2. How well do learners improve their economic and social well-being through learning and development?	2
A3. How safe do learners feel?	2
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	yes
A5. <i>How well do learners make a positive contribution to the community?*</i>	3
B. Quality of provision	2
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?	2
B3. How well do partnerships with employers, community groups and others lead to benefits for learners?	2
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2
C. Leadership and management	2
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>	n/a
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?	2
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?	2

