

HMP Haverigg

Inspection dates: 27 February to 2 March 2023 and 18 to 20 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Grade 2

Information about this prison

HMP Haverigg was opened in 1967 on the site of a former RAF base and is the only prison in Cumbria. It fulfils a national function of providing services for people convicted of sexual offences. At the time of the inspection, there were 320 prisoners in the setting that can house up to 499 prisoners. In December 2019, HMP Haverigg was re-categorised from a category C to a category D prison. Just over two thirds of the population are serving sentences of over 10 years, with just under a third serving life sentences. Around 80% of prisoners are aged over 40, with just over 10% aged over 70 years. The prison uses its dynamic purchasing system (DPS) budget to provide additional training for prisoners, linked to regional and national skills shortages. These courses are provided by Innovative Alliance and Fusion 21.

What does the prison do well and what does it need to do better?

Leaders and managers have developed a suitable strategy that provides prisoners with the education, training and skills that they need for effective resettlement. The strategy includes a pathway from entry into the prison, including assessment of prior learning. Leaders and managers have put in place a suitable curriculum, with relevant qualifications, in a range of subjects, including English, mathematics, horticulture and interior fitting that meets the resettlement plans of prisoners.

Leaders and managers use labour market intelligence and national strategic priorities adequately to plan the curriculum. Leaders and managers make good use of the DPS budget to provide a range of short courses linked to regional and national skills shortages and employment. The range of the curriculum is adapted to meet the length of stay of prisoners, which can be as little as a few months to up to four years.

Tutors frequently check prisoners' retention of knowledge. They recap topics using effective questioning to enable prisoners to demonstrate recall of what they have learned. Those studying English and mathematics routinely reflect on what they have learned and what learning or skills they need to develop further. As a result, prisoners retain learning securely in their long-term memories. In vocational areas such as interior fitting, prisoners assess aspects of health and safety when preparing and planning work. This enables them to minimise hazards and work safely.

Leaders and managers have created an ambitious curriculum that develops prisoners' employability skills well. In education, prisoners accurately calculate area, perimeter and volume when costing materials. They know how they can use the skills they are developing in future employment such as fencing, plastering and construction. In English lessons, prisoners write letters effectively using the correct layout, spelling, punctuation and grammar.

Leaders and managers have developed a range of effective forums that involve prisoners in decision-making, regarding education and training. They respond positively to prisoners' suggestions for improvements. Examples of this include the introduction of standardised work practices on the prison farm.

The prison education framework (PEF) provider, Novus, has put in place a successful curriculum that meets the needs of the population. Prisoners benefit from a well-planned and well-taught curriculum that is sequenced in a logical way. Leaders and managers put in place appropriate support for tutors, including external mentoring and training in topics such as assessments at the start of the course and how to provide effective feedback. Leaders and tutors accurately identify prisoners' starting points at the start of their courses. They complete a comprehensive assessment that identifies what prisoners already know and can do. This enables tutors to challenge prisoners effectively to reach their full potential.

Prisoners with additional learning needs (ALN) are supported well by education and vocational training staff to make good progress on their course and achieve their qualifications. Tutors recap topics frequently to help prisoners with short-term memory loss to retain and recall previous learning. They individualise their approach for those prisoners where English is an additional language, taking care not to use colloquialisms or slang language. Leaders provide additional resources for prisoners with disabilities, which help them at work, such as extra lighting and a braille ruler. However, leaders have not yet put in place a prison-wide strategy to ensure that all prisoners with ALN are effectively supported in all aspects of work across the prison.

In workshops, prisoners develop their English and mathematics skills well over time. In vocational training such as bricklaying and woodworking, prisoners apply their mathematics skills accurately to calculate volumes and quantities. They develop scaled plans to produce finished products to required specifications.

In education, prisoners take pride in their work which is neat and tidy. Most prisoners' work improves over time because most tutors mark the work in a timely manner and give feedback that tells prisoners what they need to do to improve.

At work, prisoners gain knowledge, skills, and insights into possible employment as a result of their experiences. They become fluent in the use of technical terminology and can perform practical tasks to a good standard and within time. However, tutors and instructors do not record prisoners' employability skills. Leaders and managers have advanced plans to address this.

Most teaching staff have relevant qualifications and experience, or are working towards appropriate qualifications. However, not all instructors hold the necessary teaching or training qualifications to support prisoners to achieve qualifications. A small minority of tutors do not hold qualifications at an appropriate level for the subjects that they teach, for example in mathematics.

Prisoners benefit from good quality learning resources. Vocational training workshops are well equipped and industries workshops replicate industry standards. A significant proportion of the products made by prisoners are of a high commercial standard and sold or contracted to outside customers. Prisoners who are studying Open University and distance learning courses have good access to the virtual campus (VC) during the day and in the evening to support their studies.

Prisoners on release on temporary licence (ROTL) gain significant value from the good range of unpaid work and volunteering opportunities that they access. They appreciate the skills and behaviours that they develop which prepares them well for release and resettlement. They gain confidence in their interactions with the public, for example when driving for the prison and working in the farm shop or at the local market. However, leaders and managers recognise that they have insufficient places available for prisoners to access external paid employment and volunteering opportunities. They are actively liaising with local employers and organisations to secure additional placements.

The allocations process is efficient and effective. Managers review each prisoner's progress regularly to ensure that they are engaging in their activities. They discuss with them any further options to support their chances of employment on release.

There are ample activity places for the current population and these are utilised well. Pay scales do not act as a disincentive to attending education. Leaders and managers are preparing well for an increase in prisoner numbers by recruiting more staff and extending some work areas to provide additional places.

Leaders and managers have developed an appropriate strategy for reading that includes effective support for non-readers. Leaders and tutors routinely encourage prisoners to read for pleasure. In all activity areas, prisoners enjoy reading in quiet designated areas. As a result of their reading, many prisoners extend their vocabulary to include words such as 'totalitarianism.' Prisoners enjoy attending the book club. Leaders have only recently started to evaluate the impact of their reading strategy but already recognise that they need to encourage more non-readers to access the Turning Pages reading scheme and English classes. Leaders have recently put in place a new process to assess prisoners' reading ability on entry to the prison. However, this is a very new process, so it is too soon to assess the impact.

A high proportion of prisoners achieve their qualifications. Prisoners value the qualifications that they achieve to help them to demonstrate to potential employers the knowledge and skills that they have developed through their training.

Prisoners respond well to the standards of self-discipline required of them to attend their activities punctually and when expected. Attendance and punctuality are high. In all activity areas, prisoners display positive and respectful attitudes to each other and to staff. Prisoners demonstrate good attitudes to their work and learning that mirror the high expectations set by staff.

Leaders and managers have developed an inclusive and positive environment that provides prisoners with a safe place in which to work and learn. The culture within the prison is one of mutual respect and incidents of bullying or discrimination are rare. Prisoners have a good understanding of fundamental British values.

Prisoners benefit from a highly effective enrichment programme aimed at developing their interests and building their self-confidence, resilience and self-esteem. Prisoners contribute positively to the prison community and to the wider society by taking responsibility for prison community projects. A wide-ranging curriculum runs during the day and on some evenings, enabling prisoners to develop their independent living skills, as well as their interests.

Prisoners are supported well to develop healthy lifestyles. The cookery course enriches their knowledge of a healthy diet and their cooking skills. Retired prisoners participate in a wide range of activities such as art, music, and games such as bowls, which supports their mental and physical well-being well.

Prisoners benefit from a comprehensive pre-release programme. Of the prisoners released in the past year, nearly half secured employment. However, a minority of prisoners do not receive sufficient initial and ongoing advice and guidance to inform their employment choices. Too few prisoners use the VC facilities for job search activities or to research options for further education.

Leaders and managers monitor the improvement actions identified through their self-assessment process. They hold the PEF and DPS providers to account for the quality of provision they provide. Leaders and managers have successfully resolved most of the recommendations from the previous inspection.

What does the prison need to do to improve?

- Leaders and managers should ensure that instructors in woodworking, and mathematics tutors are supported to gain relevant teaching qualifications.
- Leaders and managers should provide mechanisms for recording the wide range of employment-related skills that prisoners develop at work and in vocational training.
- Leaders and managers should swiftly continue their work to increase paid ROTL opportunities.

Provider details

Unique reference number	52288
Address	North Lane Haverigg Millom LA18 4NA
Contact number	01229 713000
Governor	Adam Connelley
Provider type	Category D Prison
Date of previous inspection	17 to 28 May 2021
Main subcontractors	Innovative Alliance Fusion 21

Information about this inspection

The inspection team was assisted by the Head of Reducing Reoffending, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report or monitoring visit letter. The inspection was carried out using the Handbook for inspecting education, skills and work activities in prisons and young offender institutions.

<https://www.gov.uk/government/publications/inspecting-education-skills-and-work-activities-in-prisons-and-young-offender-institutions-eif>

Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising prisoners' work, seeking the views of prisoners, staff and other stakeholders, and examining the prison's documentation and records. An additional visit was carried out on 18 to 20 April 2023 to gather additional evidence.

Inspection team

Sheila Willis, lead inspector	Ofsted Inspector
Sambit Sen	His Majesty's Inspector
Malcolm Bruce	Ofsted Inspector
Allan Shaw	Ofsted Inspector
Alison Cameron Brandwood	His Majesty's Inspector
Kim Bleasdale	His Majesty's Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023