

# HMP Dartmoor

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**Inspection date**

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**Inspection number**

302884

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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](http://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](http://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:

- Employability training
- Literacy, numeracy and ESOL
- Personal development and social integration

## Description of the provider

1. HMP Dartmoor is a category C adult male training prison situated in the middle of Dartmoor, Devon, built at the start of the 19<sup>th</sup> century. It was re-categorised from Category B to Category C in 2001.
2. The prison has an operational capacity of 646 with a current population of 622 offenders all of whom are convicted and sentenced. The prison receives an average of 20 men each week. All offenders are aged 22 years and, apart from 14 who are category D offenders, have category C status. Twenty offenders are on life sentences. The average length of stay is currently six months. For management and supervision the prison is divided into the three areas. The main area for around 400 normally located offenders, the allocation and assessment unit (AAU) for 180 vulnerable offenders, and the resettlement unit (RSU) for 45 offenders. Nine offenders are working in the local community on licence. Equality and diversity monitoring data indicates that 88% of the prison's population are white British, and 7% are foreign national offenders.
3. The Devon and Cornwall LSC funds education, training and employment through the Offenders' Learning and Skills Service (OLASS). This provision is delivered by three main contractors. Strode College delivers a core curriculum of education and training. A4e delivers personal development and social integration programmes. Tribal delivers information, advice and guidance (IAG) services. Matrix re-accreditation for IAG was awarded to Tribal staff working at HMP Dartmoor in August 2007. Additional vocational skills training is provided by instructional officers employed directly by the prison, but most offenders engaged in this training are not working towards qualifications.
4. An estimated 43% of the prison's population engages in learning and skills activities. Education is provided in the main prison and in the AAU and offers around 80 places daily. Typically 50 to 60 learners attend. Around 110 places are available for offenders to engage in accredited work and/or training programmes. A dedicated team of tutors provides literacy and numeracy support to learners in work areas, workshops and residential wings. A further 32% of offenders engage in non-accredited work activities. Insufficient places are available to occupy all offenders.
5. The head of interventions, who chairs the prison's interventions team, is responsible for the strategic development and overview of learning and skills. The prison's learning and skills co-ordinator has daily operational responsibility. Each OLASS contractor has an appointed team leader to manage service delivery.

## Summary of grades awarded

<b>Effectiveness of provision</b>	<b>Satisfactory: Grade 3</b>
<b>Capacity to improve</b>	<b>Satisfactory: Grade 3</b>
<b>Achievement and standards</b>	<b>Satisfactory: Grade 3</b>
Employability training	Contributory grade: Satisfactory: Grade 3
Literacy, numeracy and ESOL	Contributory grade: Satisfactory: Grade 3
Personal development and social integration	Contributory grade: Satisfactory: Grade 3
<b>Quality of provision</b>	<b>Satisfactory: Grade 3</b>
Employability training	Contributory grade: Satisfactory: Grade 3
Literacy, numeracy and ESOL	Contributory grade: Satisfactory: Grade 3
Personal development and social integration	Contributory grade: Satisfactory: Grade 3
<b>Leadership and management</b>	<b>Satisfactory: Grade 3</b>
<b>Equality of opportunity</b>	<b>Contributory grade Satisfactory: Grade 3</b>

## Overall judgement

### **Effectiveness of provision**

#### **satisfactory: Grade 3**

6. The overall effectiveness of the provision for employability training, literacy, numeracy and ESOL, and personal development and social integration, is satisfactory. Achievement and standards are satisfactory as is the quality of provision. Teaching, training and learning are satisfactory and programmes and activities meet the needs of learners, although best use is not being made to maximise opportunities for learning. Arrangements to guide and support learners are satisfactory. Leadership and management are satisfactory as are the prison's arrangements for equal opportunities and social inclusion.

### **Capacity to improve**

#### **satisfactory: Grade 3**

7. The prison has demonstrated that it is in a satisfactory position to make improvements. The interventions team works well with learning and skills providers at the prison. Working relationships between and within teams are collaborative and productive and staff work well together to review and develop a curriculum which meets the needs of local employers and offenders.
8. Overall the effectiveness of steps to make improvements since the previous inspection has been satisfactory. The interventions team has made changes in the arrangements for quality improvement although these are not yet sufficiently developed to demonstrate significant improvements in the quality of the provision. Learning and skills data is now routinely collected. However, it is not sufficiently analysed or used to assist in management decision making. The skills for life strategy links well with other development plans but this is not sufficiently detailed to ensure continuous improvement. Strategic planning for learning and skills, however, demonstrates a clear vision to support the resettlement of offenders.
9. The self-assessment process is evaluative and inclusive and is central to the prison's business planning cycle. The three OLASS providers carry out separate self-assessments and each involves their staff as an integral part of the process. Managers fully consult with staff and use their views to produce judgements for the final reports. The self-assessment report covers all aspects of the learning and skills in the prison. The self-assessment accurately evaluates the quality of its learning and skills provision and it includes most of the judgements identified by inspectors. However, some of the aspects highlighted as strengths were considered by inspectors to be no more than satisfactory. The prison has used this and earlier reports effectively to identify areas for improvement. However, managers have been slow to act on these to make improvements.

## Key strengths

- Good development of learners' personal and vocational skills in employability training

- Good development of learners' self-esteem and confidence in personal development programmes
- Good literacy skills development in Storybook Dads programme
- Effective widening of participation through outreach learning support
- Good collaborative working to develop learning and skills provision

## Key areas for improvement

- Narrow range of employability training opportunities for some offenders
- Ineffective links between sentence planning and learning and skills programmes
- Insufficient opportunities for personal development and social integration
- Poor recording and target-setting in individual learning plans
- Insufficient analysis and use of data to make management decisions
- Underdeveloped arrangements for quality improvement

## Main findings

### Employability training

#### Achievement and standards

Contributory grade: satisfactory: Grade 3

10. Achievement and standards are satisfactory in most programme areas. Retention and achievement on industrial cleaning courses and in land-based training has been particularly good. During the last 12 months learners started and successfully completed 264 and 204 accredited modules in industrial cleaning and land-based skills respectively. In information and communication technology (ICT) retention was 81% and all completers achieved the full qualification. In construction industry training, however, achievement was low and only 46% of learners starting the programmes achieved the targeted level 2 award. Achievement of the construction skills certification scheme (CSCS) card was good.
11. Overall, learners' attendance in training and workshops during the inspection was low. For example, only 72% attended courses on one morning. Many absent offenders were attending other activities in the prison.
12. Development of personal and vocational skills is good. Most workshops and training courses are effective in developing a positive work ethic among offenders. Most offenders significantly improve their self-esteem, confidence, interpersonal and communication skills during workshop skills sessions.

#### Quality of provision

Contributory grade: satisfactory: Grade 3

13. Teaching and learning are satisfactory. Staff are patient and knowledgeable and provide thorough skills training in workshops and training areas. Offenders enjoy the courses and have high respect for the training staff. Learners are supported in learning during well managed sessions. Support for offenders is effective and well directed. Staff spend additional time during sessions to individually support learners who experience difficulty and require further explanation and guidance.
14. Offenders in the workshops and work areas requesting support for literacy and numeracy receive good on-site support. This helps learners to complete course assignments and build evidence portfolios. However, much reliance is placed on self-referral by learners rather than referral for specialist support by training staff.
15. Learners are generally aware of what they need to do to complete qualifications and to progress. However, the planning and recording of individual progress and personal development by staff in many areas is weak and not routine.
16. Generally staff are adequately experienced and qualified. Trainers across the prison estate including the gym are particularly well qualified. Workshop instructors are appropriately qualified and many have extensive and recent industrial experience. Training staff use their knowledge and experience well to deliver appropriate training and assessment.
17. Facilities for learning and skills are satisfactory and workshops provide suitable training environments. Workshops are large, clean and well lit, containing well maintained training equipment. Attention to health and safety matters in all work areas is appropriate. Classrooms are of a good size. The prison estate is well resourced with modern equipment



including grass mowers, wood chippers and tractors and this is used well to support land-based occupational training.

18. Planning for the replacement of expensive facilities, equipment and plant for training is inadequate. For example, no plans are in place to replace expensive forklift trucks or diggers. In physical education accredited training opportunities are now restricted by an absence of usable outdoor facilities. The all-weather pitch is unsafe for use.
19. The range of training and work activities provided in the prison is extensive, but not all activities are available to all offenders. For some learners the choice of training is too narrow. For example, construction workshops are not available to vulnerable offenders. Work across the prison offers a wide range of more than 20 accredited landbased skills courses from chainsaw handling to dumper truck driving, but these courses are provided only to small numbers of offenders in the resettlement unit. In some cases learners are not able to pursue the training of their choice.
20. Current provision does not provide sufficient places for all learners to engage in training and work. Action is being taken by managers to increase learners' choices in accredited training. For example, courses in dry lining and domestic electrical installation have been recently introduced. These each offer accredited training for 10 offenders and provide skills to improve their chances of employment on release.
21. Many offenders are not engaged in accredited learning. For example, two contract service workshops, each accommodating 20 offenders, provide only unskilled assembly and packing work. This does not provide learners with opportunities to gain employability skills or qualifications.
22. The link between training programmes and sentence planning is weak. Sentence plans and individual learning plans are often developed without sufficient collaboration between staff. Learners' attendance at training is frequently disrupted by their attending activities stipulated as part of the sentence plan. Notice to learners to attend courses in other parts of the prison is often too short leaving insufficient time to inform training staff. Continuity of training is disrupted and the duration of courses is frequently extended to compensate for missed learning sessions.

## Literacy, numeracy and ESOL

### Achievement and standards

Contributory grade: satisfactory: Grade 3

23. Achievements and standards are satisfactory. Most learners enjoy learning and fully understand their work. Learners contribute enthusiastically to class discussions and work well on set assignments. The standard of work displayed in learners' work files is satisfactory and supports the achievement of their target qualifications.
24. Attendance is satisfactory, although many of the group sizes are small and teaching resources are not used to full capacity. Absence from classes is often caused by regime clashes in activities resulting in erratic attendance for some learners. Such clashes occur with little notice and disrupt the continuity of learning.
25. Retention is satisfactory. During 2006/07 retention was 78%, with most early leavers being transferred or released. Achievement for literacy and numeracy is satisfactory. Data collation does not provide sufficient information to identify learners achieving multiple qualifications. However, for learners completing courses, over 90% achieve the target qualification. For example, 181 learners enrolled on literacy and numeracy courses during the last 12 months achieved 221 qualifications. Achievement is very low in ESOL with only five learners out of 29 gaining a qualification. Progression is satisfactory. Many learners achieve and progress to higher level courses.

### Quality of provision

Contributory grade: satisfactory: Grade 3

26. Teaching and learning are satisfactory. Tutors prepare for learning sessions adequately and manage them well. They establish good working relationships with learners and maintain classroom control and a suitable learning environment. In the better sessions learning is set within meaningful contexts, such as the world of work, relevant to learners' resettlement needs. In some sessions, however, insufficient attention is given to learners' different learning preferences and individual abilities/skills. Generally, tutors make little use of information learning technology to support teaching and learning although computers are available in most classrooms.
27. Arrangements for assessing skills for life during induction are satisfactory and the findings are used to identify learning needs. However, in some cases, those who speak English as an additional language complete standard tests for literacy and numeracy rather than diagnostic assessments of language needs. Some have been placed on inappropriate courses.
28. Generally tutors' record keeping of learners' course work is routine and detailed. Records are used well to manage learners' progress towards qualifications. However, recording in learners' individual learning plans is insufficiently detailed and agreed targets are not sufficiently precise or relevant to the individual learner to aid learning or evaluate progress. Arrangements to recognise and record progression and achievement have not been implemented. Targets to improve personal effectiveness are not set and increases in learners' motivation, self-esteem and confidence gained through completion of course elements are not recorded. Tutors do not sufficiently plan reviews of learners' progress

and assessment of their needs. Often future review dates are not recorded in individual learning plans.

29. Resources for literacy, numeracy and ESOL are satisfactory. Classrooms are spacious and bright, are decorated with information posters and are adequately equipped. AAU classrooms are without ceilings and noise intrusion between classrooms disrupts teaching.
30. The Story Book Dads project provides good skills development for learners. The project is particularly proactive in motivating learners otherwise not engaged in learning. Learners are encouraged to volunteer for story writing workshops during which they are helped to improve their creative writing and basic literacy skills.
31. The curriculum for literacy, numeracy meets the needs of learners. Sufficient numbers of weekly learning sessions are provided and courses extend from pre-entry level to level 2 and to level 3 in English and mathematics. ESOL provision, however, does not meet learners' needs. The present provision of only one session a week for the AAU and the main department is insufficient to provide continuity in learning, particularly for those learners with poor language skills.
32. Managers have introduced effective measures to expand literacy and numeracy support into all areas of the prison, including work areas, workshops and the residential wings. This has widened participation and engaged learners who otherwise would not attend education. The quality of outreach support is good and enables learners to achieve qualifications. The introduction of contextualised key skills into vocational areas has only recently started.
33. Arrangements to guide and support learners are satisfactory. Good working relationships with learners enable tutors to offer advice on a range of topics, to include domestic issues and giving information on training and employment matters. Learners receive good individual support during learning sessions from tutors who are diligent in identifying needs as they arise. The routine use of volunteer support assistants and peer supporters, however, has not been developed.

## **Personal development and social integration**

### **Achievement and standards**

Contributory grade: satisfactory: Grade 3

34. Achievement and standards are satisfactory. Many learners successfully complete short courses and modules to gain a range of qualifications and awards. During the past 12 months 92% of 64 learners starting social and life skills courses gained a qualification. Of 95 starters on the financial literacy course 90 successfully completed the one-day course. Success rates in sociology are satisfactory with 67% achieving. All 70 learners starting two drama courses completed and 50% achieved a key skills qualification. Achievement in skills for life ICT has been low with only 34% of those starting the course achieving. Offenders on the pathway to journalism course progress successfully to higher levels and a few have progressed to a level 4 qualification from level 2.
35. Many learners benefit from the courses by developing their confidence and self-esteem. This is particularly the case for learners participating in the periodic drama group and for those working to produce the prison magazine. Learners produce an excellent monthly

prison magazine using the skills and knowledge developed on the course such as writing skills and interview techniques. Learners gain specialist skills required to produce the magazine in formats adapted for those with dyslexia and visual impairment.

### Quality of provision

Contributory grade: satisfactory: Grade 3

36. The quality of teaching and learning is satisfactory. Generally learning sessions are adequately prepared and session plans and schemes of work are in place. However, some tutors' responses to changes in demands in the group are insufficient to meet needs. Tutors do not always adapt their teaching style or content to fully engage learners. New learners may join programmes at any time and in some cases this disrupts the continuity of teaching and learning. Tutors frequently repeat parts of a programme for the benefit of new arrivals. Attendance during inspection was low in some sessions with learners frequently absent to attend other programmes.
37. Managers have introduced standard forms for individual learning plans. However, information recorded in these individual learning plans by tutors and learners is often too general and insufficiently specific to each learner. Smart targets are not being set to guide progress and often the detail of recorded information is insufficient to be of use in revising learning plans during review sessions. These sessions are often not routinely planned and happen at irregular intervals. An exception is in the pathway to journalism course where individual learning plans are highly effective and used well to identify progression and set targets to achieve higher levels. Generally procedures to recognise and record progress and achievement of personal effectiveness skills are not well implemented.
38. Insufficient opportunities are available for personal development and social integration. Although a satisfactory breadth of curriculum for social integration and personal development is offered across the prison the full range is not available to all learners and for some learners the choice is narrow. Art, for example, is offered only in the AAU as part of prison magazine production activities. Some courses are held in response to learners' interests, but often only intermittently during the year. For example, good courses are provided in using film to understand respect and in music and poetry. There is, however, little continuity in learning and courses are not frequently repeated. Offender-led activities to promote social wellbeing are few, as are organised social integration activities during offenders' association times.
39. Distance learning, including Open University programmes, is well managed and 14 participants are studying a wide range of subjects. However, access to computers is very limited, especially for those in the AAU.
40. The librarian has established separate reading groups for offenders and meetings are held monthly. Offenders enjoy the opportunity to read and discuss new books. Several times a year an outside reading group meet with them to share views and experiences. The chaplaincy is effective in promoting integration across different faiths. Good contacts with local communities and faiths maintain offenders' links with their local minister. A programme introducing the Christian faith and chaplaincy groups is used effectively to develop learners' conversational skills.
41. Advice and guidance are satisfactory. Information on the opportunities for learning and work is given to offenders during induction. All offenders receive an individual interview

with IAG staff to establish an individual learning plan. Generally learners' appointments with IAG staff are well managed. However, sentence planning and offender management is not well linked and there is insufficient collaborative working in the development of learning plans to encompass all aspects of the offender's resettlement needs. The advice and guidance unit have good links with external agencies and good use is made by learners of their expertise, especially by those offenders coming to the end of their sentence.

## **Leadership and management**

### **Satisfactory: Grade 3**

#### **Equality of opportunity**

Contributory grade: satisfactory: Grade 3

42. Leadership and management are satisfactory. The interventions team works well in collaboration with learning and skills providers at the prison to develop learning and skills provision. Individual providers and the interventions team have regular discussions to review the range and appropriateness of learning and training opportunities. Strategic planning for learning and skills demonstrates a clear vision to support the resettlement of offenders and plans are developed in line with the overall strategic planning for the prison. A skills for life strategy links well with other development plans, but lacks sufficient detail to ensure continuous improvement.
43. Communication between staff and managers is open and effective and staff are kept fully up to date with developments. Working relationships between and within teams are collaborative and productive. Regular formal staff meetings are held, enabling staff to share information about courses and learners.
44. Managers form partnerships and links with external organisations which provide satisfactory assistance in supporting the curriculum and resettlement opportunities. For example, the Federation of Builders offers advice on the construction curriculum and the Forestry Commission is providing employment in the community for offenders from the resettlement unit. A recent useful employers' day re-established links with local employers.
45. Management of resources is satisfactory. Teaching staff are appropriately qualified and many have extensive teaching and industry experience. Arrangements for staff development adequately meet the needs of the prison. The prison is satisfactorily equipped with specialist equipment, computers and learning materials, including those in the library, to adequately support learning. Accommodation is generally satisfactory with some good workshops, classrooms and outside training areas. The materials budget is carefully managed to meet the varying needs in classes and workshops. Low numbers in some classrooms and workshops leads to poor value for money in some areas.
46. Data is not routinely analysed or used to make management decisions and drive improvement. Monthly information on achievement, retention and reasons for leaving programmes is collected. However, data is collected differently by the three OLASS providers making comparative analysis difficult. Data does not provide sufficient information about success rates on programmes relative to the numbers of starters and

collation of the information does not provide a coherent picture of provision for the management team.

47. Links with the offender management unit and sentence planning are poor. Information about offenders' achievements and progress is not currently collated in a form to assist in planning for resettlement. Learning and skills are not sufficiently integrated with the prison regime and learners are often taken from classes to attend other interventions.
48. Quality improvement arrangements are not fully developed or implemented. The quality improvement manual was updated very recently but is not yet used to routinely monitor and improve the provision. The interventions team has recently introduced standardised templates for schemes of work and planning of learning sessions but the effectiveness of this action in improving the quality of teaching and learning has not been evaluated.
49. Standard arrangements to provide consistency for observing teaching and learning and IAG sessions have not been fully implemented. Each OLASS provider carries out its own observations using their own guidelines. Many observation records do not have clear qualitative judgements and some are incomplete. Observation data is not understanding of the overall standard of teaching and learning or changes over time.
50. Arrangements for equality of opportunity are satisfactory. The prison environment is one in which offenders can learn without fear of discrimination and harassment. The prison monitors equality and diversity issues through the race relations action team. Offenders' awareness of equality and diversity is raised by the posting of diversity awareness notice boards in the wings. Policies for race relations, violence reduction and diversity are prominently displayed in several European and Eastern languages, reflecting the prison's foreign national population. The work of the chaplaincy is effective in promoting multi-faith partnerships to support racial harmony and understanding.
51. Support for offenders with learning difficulties and/or disabilities is satisfactory. Some adaptive resources are available to support learning, for example, computer software and information provided in Braille for visually impaired learners. However, physical access to the AAU and the gymnasium is difficult for those with restricted mobility.
52. Initiatives to widen participation in learning are effective. A team of tutors frequently visits offenders in the training workshops, industries, gymnasium, the segregation unit and on the residential wings to offer literacy and numeracy support to learners unable or unwilling to attend education sessions. Promotion of equality and diversity within teaching schemes, however, is infrequent, although discussions about respect, cultural values and the acceptance of differing opinions was observed in an ESOL class.
53. The use of collected data to monitor performance by different groups of learners is weak. Information on participation is collected and analysed by ethnicity and prison area but this is not used systematically to identify areas for improvement or guide action planning.

## What learners like:

- 'Good teachers who do their best'
- 'This course has enabled me to see where I need to go on release'
- 'Education is good and I look forward to attending'
- 'I couldn't do mathematics at school but now I've improved from level one to level two'
- 'Being in prison has enabled me to read and write and speak English'
- 'I've learnt good skills here that will get me a job on the outside'
- 'The instructors are excellent and this is the best training I've ever received in prison'
- 'Helping produce the prison magazine has been excellent'

## What learners think could improve:

- 'More practical courses to help us get a job on release'
- Preparation for release and resettlement'
- 'You used to be able to do combine work and education but most of us now have to choose one or the other'
- Sentence planning'
- Access to the library'
- 'Quite often the learning sessions I want to do clash with other things'
- 'Some courses have waiting lists and I won't get on them before I leave'