

INSPECTION REPORT

HMP Dorchester

23 April 2004



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

HMP Dorchester

Contents

Summary

Description of the provider	1
Scope of provision	1
About the inspection	2
Overall judgement	2
Grades	3
Key findings	3
What learners like about HMP Dorchester	8
What learners think HMP Dorchester could improve	8
Key challenges for HMP Dorchester	9

Detailed inspection findings

Leadership and management	10
Equality of opportunity	11
Quality assurance	12
Hospitality, sport, leisure & travel	14
Foundation programmes	17

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Dorchester is a category B local prison receiving both remand and convicted men from Dorchester, Weymouth, Poole, Bournemouth and Yeovil magistrates and crown courts. The prison is situated in the town centre of Dorchester. The prison's operational capacity is 263 and its certified normal capacity is 150. It currently holds 197 adult prisoners and 33 young offenders, of whom 149 and 19 respectively are sentenced prisoners. Three prisoners are serving life sentences. HMP Dorchester has 162 prisoners whose home address is within a 50-mile radius of the prison. Thirty-two learners are from minority ethnic groups. HMP Dorchester has approximately 35 prisoners arriving and leaving the prison each week as transferrals from other prisons, or arriving from local courts on their way to serve their sentences at other prisons.

2. The head of learning and skills is one of eight senior managers who report directly to the governor. He was appointed in November 2003 and is responsible for education, training, library and resettlement activities. The head of works manages the estate maintenance and development, the kitchen and the works department. The head of learning and skills is responsible for the education contract and the library contract.

3. The education contract is held by a further education college that has nine prison education contracts in the southwest of England. Prisoners who have not been to HMP Dorchester's education department before are expected to attend an introductory five-day course that includes a food hygiene course and discussions about further study. Prisoners choose from literacy and numeracy and parentcraft, practical skills, information technology (IT) and level 2 literacy and numeracy and art. The department provides qualifications in literacy, numeracy, IT, foundation, practical craft skills and parentcraft. All provision is part time, with prisoners either enrolling for five mornings or four afternoons a week. The vulnerable prisoners can attend the education department for one afternoon a week and can study literacy, numeracy or IT. The physical education (PE) department offers short course personal proficiency awards. No qualifications are provided for prisoners working in other areas of the prison such as cleaning, the laundry, the prison kitchens, grounds and as orderlies. The library is provided by the local county library services.

SCOPE OF PROVISION

Hospitality, sport, leisure & travel

4. HMP Dorchester provides food hygiene training as part of the education access/introductory course and training for catering work in the prison kitchen. The prison has a new kitchen and provides two hot meals a day for approximately 230 prisoners. A catering manager and three civilian staff operate this service with nine prisoners who are employed for 59 hours a week. In addition, there are prisoners who operate the servery in the vulnerable prisoners' unit. The PE department provides

HMP DORCHESTER

personal proficiency and recreational training. The PE department is managed by a senior PE officer, with two staff and a prisoner who works as a gymnasium orderly. He is responsible for cleaning, laundry and providing assistance to prisoners using weight training equipment. The PE facility consists of a small general sports hall, a weight training room and a cardiovascular gymnasium. PE proficiency courses are offered on Fridays and include up to 16 places on badminton proficiency, volleyball preliminary awards, a weight-lifting award, an emergency first-aid award, and manual handling courses. These courses are provided on an eight-week rolling programme.

Foundation programmes

5. The foundation programmes take place in the ground floor education department. The education manager has been on sick leave for some time and the acting manager has now been in charge for approximately six months. There are eight part-time teaching staff and a full-time manager and administrative assistant. There are four classrooms, a computer suite and a practical crafts workshop. Classes operate on weekdays for 30 hours a week. There are no evening classes. The capacity is for 38 learners at a time, who attend either five mornings or four afternoons a week. In addition, 21 vulnerable prisoners attend classes on Friday afternoons. There are four courses to choose from comprising literacy and numeracy entry and level 1 and parenting, IT, practical craft skills and level 2 literacy and numeracy skills and art classes. Staff are qualified to provide English for speakers of other languages (ESOL) and life skills classes.

ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	16
Number of learner interviews	52
Number of staff interviews	15
Number of subcontractor interviews	12
Number of locations/sites/learning centres visited	1
Number of partner/external agency interviews	1

OVERALL JUDGEMENT

6. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, hospitality and sport and the foundation programmes are unsatisfactory. Leadership and management are unsatisfactory as is quality assurance. Equality of opportunity is very weak.

GRADES

grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management		4
Contributory grades:		
Equality of opportunity		5
Quality assurance		4

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i>		
- Other government-funded provision		4
<i>Leisure, sport and recreation</i>		
- Other government-funded provision		4

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i>		
- Other government-funded provision		4

KEY FINDINGS

Achievement and standards

7. **Good skills are developed by prisoners working in the modern, well-equipped kitchen.** These basic skills in food preparation and cooking techniques include the safe use of knives, prioritising work loads and the preparation of meat and vegetables. Additional life skills, confidence and social skills are also developed.

8. **There is good celebration of learner success on foundation programmes.** Learners' completed work is prominently displayed in all classrooms and corridors of the education department. Learners' practical work is of a high standard and is donated to charity shops and organisations.

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Hospitality, sport, leisure & travel	0	0	0	1	0	0	0	1
Foundation programmes	0	0	1	5	0	0	0	6
Total	0	0	1	6	0	0	0	7

9. **Kitchen facilities and equipment are very good**, and exceed many found in industry. The kitchen has been designed to specifically avoid cross-contamination between raw and cooked foods. There are tilting ovens, brat pans, computer-controlled deep fat fryers and a machine operated pot wash. There are changing and shower facilities for the kitchen workers.

10. **Working relationships are good between staff and learners.** Many learners have a history of poor experience of education and others have significant gaps in their formal education. The education department's staff are appropriately experienced and work effectively to create a positive learning environment and motivate learners. In many sessions staff provide individual tuition.

11. **The accreditation of skills in catering and sport is insufficient.** Gym orderlies, kitchen workers and servery staff are not able to gain vocational, literacy and numeracy or key skills.

12. **Staff do not use effectively a good range of learning styles, methods and resources.** Handouts are out of date and use inappropriate examples. There is not enough use of visual aids and IT to enhance and reinforce learning.

13. **Staff make inadequate use of learners' experiences in the teaching of literacy and numeracy.** Lessons comprise mainly hand outs with insufficient focus on job application forms, curriculum vitae, and driving licence application forms.

14. **Sports shower and changing facilities are inadequate.** There are only five shower heads for up to 40 users at a time. Most users change clothes in the gym.

15. **The foundation crafts workshop is poor** and does not have adequate facilities, tools or equipment for the nationally accredited award the learners are working towards.

16. The gym inductions are not pre-arranged and prisoners' first visit to the gym sometimes take place when only one member of staff is available. Prisoners are not given satisfactory instruction into the safe use of equipment.

17. **On foundation programmes, insufficient target-setting and action-planning takes place for learner achievement.** Initial assessment at induction has recently been introduced, but no short-term learning goals are set for learners. Some learners do not attend induction and only complete initial assessment when they start a course.

18. **The foundation curriculum is inadequate.** The recent changes in the subjects offered by the education department have significantly reduced the choices available to learners. The subjects offered do not relate to short-term prisoners' needs or allow for longer-stay prisoners to develop and progress. The range of courses available to vulnerable prisoners is inadequate and comprises only literacy, numeracy and IT.

Leadership and management

19. **HMP Dorchester has a number of developments to extend education and training provision and give resettlement support.** Three new managers have been appointed since November 2003 and the education provision has doubled places by introducing half-day attendance. Staff have been re-trained and are ready to introduce an industrial cleaning course.

20. **Operational management is inadequate.** Developments are not based on thorough needs analyses and evaluation of the prison. Management of the two subcontractors is ineffective.

21. No risk assessment of the education department's activities has been carried out. This includes the use of sharp tools such as scissors and hand saws. Staff members of the new allocations to activities/labour board are not given sufficiently detailed information to make decisions.

22. Management of resources is poor, with no maintenance/replacement programme for equipment used by learners and staff, such as cardio vascular gym equipment.

23. Communications between departments are poor. For example, learners are often entered for external examinations which they do not take as they are transferred to other prisons. Although the education department now sends literacy and numeracy results to the gym staff, they are not adequate or sufficiently detailed to enable them to assess learners' abilities.

24. **Equality of opportunity is very weak.** The prison policies are comprehensive but are not used effectively in the education and training activities. The education department contract does not adequately cover equal opportunities and is not up to date in requiring compliance with recent legislation. Equality of opportunity data are collected by the education subcontractor and analysed, but results are not used to monitor trends in participation, achievement or retention.

25. Prisoners do not have equal access to learning activities. Prisoners do not receive enough information about the activities available. Induction information is poorly produced in very small print and is only available in English.

26. Diversity training is not mandatory for staff. Equal opportunities issues are not a set agenda item at the quarterly contract meeting and the quality assurance improvement group meeting. The last recorded meeting of the prisons' equal opportunities committee was in May 2001. The race relations committee meet regularly and is chaired by a governor.

27. Access to the library is inadequate and prisoners who attend full-time work cannot visit the library as it is not open in the evenings or at weekends. Physical access to the library is unsatisfactory for people with restricted mobility. Vulnerable prisoners do not have access to the library. There is a library cupboard on their wing, but it is poorly

HMP DORCHESTER

stocked.

28. There is an inequality in relation to the hours worked by prisoners. For example, although the pay is the same, kitchen orderlies work 24 hours a week more than library orderlies.

29. **HMP Dorchester has made very slow progress in responding to weaknesses** identified by external agencies. Weaknesses in the sports areas still exist, initial assessment has only recently been introduced at induction and a needs analysis to inform management decisions has not been carried out. The self-assessment process is inadequate. However, the new senior manager is currently implementing improvements.

30. The self-assessment report is well written and realistically portrays the current position within the prison. The report acknowledges that the self-assessment process requires development and the involvement at an early stage of all relevant staff before it can be used as a basis for continuous improvement. A thorough development plan with clear targets and responsibilities has been established.

31. **Quality assurance arrangements are inadequate.** HMP Dorchester does not have policies and procedures for monitoring and evaluating the processes relating to education and training. The quality assurance arrangements in the education department are not operating effectively and prison managers have insufficient information about them. The regular learner evaluations and survey results are not shared with prison managers and the prison does not have a system for collecting learner feedback.

Leadership and management

Strengths

- some good developments to extend learner provision
- well-written, realistic self-assessment report and development plan

Weaknesses

- inadequate operational management
- very slow progress in responding to identified weaknesses
- very weak equality of opportunity
- inadequate quality assurance arrangements

Hospitality, sport, leisure & travel

Hospitality and catering

Strengths

- good development of skills in the kitchen
- very good kitchen facilities

Weaknesses

- insufficient accreditation of vocational, literacy, numeracy and key skills
- no appropriate classroom facilities

Leisure, sport and recreation

Strengths

- there are no significant strengths

Weaknesses

- insufficient accreditation of vocational, literacy, numeracy and key skills
- inadequate changing and shower facilities for practical sports sessions
- no appropriate classroom facilities
- inadequate gym inductions for effective and safe use of the equipment

Foundation programmes

Other contributory areas

Strengths

- good celebration of learners' work
- good working relationships between staff and learners

Weaknesses

- ineffective use of a range of teaching and learning styles and methods
- inadequate use of learners' experiences in teaching of literacy and numeracy
- poor foundation crafts workshop
- insufficient target-setting and action-planning for learner achievement
- inadequate curriculum

HMP DORCHESTER

WHAT LEARNERS LIKE ABOUT HMP DORCHESTER:

- the practical skills course in education
- the good variety of activities in PE
- the support provided by education department staff

WHAT LEARNERS THINK HMP DORCHESTER COULD IMPROVE:

- the range of job-related courses provided
- the amount of work prisoners have to carry out in the kitchen, which is currently too much at seven days a week full-time
- the provision of higher level courses that can easily transfer to another prison
- the access to the library

KEY CHALLENGES FOR HMP DORCHESTER:

- maintain the good working relationships
- undertake a needs analysis to aid developments
- introduce effective systems to manage learning and skills
- manage effectively the subcontracts
- prioritise and tackle effectively identified weaknesses
- prioritise equality of opportunity and diversity issues
- implement an appropriate learning and skills induction programme
- review the arrangements for the maintenance and replacement of equipment
- develop and establish appropriate quality assurance systems

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 4

Strengths

- some good developments to extend learner provision
- well-written, realistic self-assessment report and development plan

Weaknesses

- inadequate operational management
- very slow progress in responding to identified weaknesses
- very weak equality of opportunity
- inadequate quality assurance arrangements

32. HMP Dorchester runs a number of developments to extend education and training provision and give resettlement support. Three well-qualified and experienced managers have been recently appointed. The head of learning and skills was appointed in November 2003, the catering manager in February 2004 and the PE manager in March 2004. The number of education places improved from 38 full-time places to 76 part-time in March 2004. This change to half-day provision allows learners to enrol for five mornings or four afternoons. In March 2004, regular half-day a week classes were introduced for the learners based in the vulnerable prisoners' unit, enabling them to attend the education department and use these facilities for literacy, numeracy and IT. The workshop above the education department is currently being converted to house an assessment centre, life skills classes, a classroom for industrial cleaning studies and other related activities. Two prison staff have undergone training to teach the industrial cleaning nationally accredited awards, when the assessment centre opens in August 2004. There are good links with external agencies and community groups, such as Prison Dialogue for improving communications, Newcastle University for a research project and Plymouth University for post-graduate teaching practice.

33. Operational management is inadequate. Developments are not based on thorough needs analyses and evaluations of the prison. There is ineffective management of the two subcontractors and the prison managers do not receive enough information from them to help plan prison developments. The prison managers were not involved in the subcontracting college's decision to send the education manager to manage another prison's education department in late 2003. The contracts are not adequately detailed. Staff at the prison do not know whether it is the college's or the prison's responsibility to organise and provide the training and development activities for education staff, such as equal opportunities and diversity training.

34. No risk assessment of the education department's activities has been carried out. Staff members of the newly formed allocations-to-activities/labour board are not given

sufficiently detailed information to make decisions. No prison officers are on duty in the education department, which is in a separate building to the main prison. The labour board has not yet established procedures or a regular pattern for meetings. Management of resources is poor and there is no maintenance or replacement programme for equipment used daily by learners and staff.

35. Communications between departments are poor. Many education department learners are entered for external examinations that they do not take as they are transferred to other prisons. This demotivates learners and staff and also wastes money. Although the education department has started to send the literacy and numeracy results to the gym and kitchen, these are not appropriately detailed or written.

36. HMP Dorchester has made very slow progress in responding to identified weaknesses. The 1999 HMCIP inspection report identified that no gym inductions were taking place. This has not been rectified. The PE changing facilities are still poor. The initial assessment of learners' literacy and numeracy skills has only recently been introduced as part of the prison induction. No review of activities has taken place for four years. The self-assessment process is not sufficiently developed or established. However, the new head of learning and skills is currently implementing improvements to this.

Equality of opportunity

Contributory grade 5

37. Equality of opportunity is very weak. Promotion of equality of opportunity to staff and prisoners is inadequate. There are prison policies, statements and guidelines for race relations and diversity as well as for anti-bullying and suicide awareness. These policies are comprehensive and relate directly to areas of the prison. However, they are not used effectively in the education and training activities. The contract between the education department and the prison does not adequately cover equal opportunities. It does not clearly outline the responsibilities of the education department in relation to equal opportunities and is not up to date in requiring compliance with recent legislation. Equality of opportunity data are collected by the subcontractor college, but are not used to monitor trends in participation, achievement or retention.

38. Diversity training is organised by the prison for all staff with voluntary attendance. It is planned to take place on the same day of the week every three months. If education staff attend they are paid half their teaching rate. At the last diversity training four out of the nine education staff attended. Equal opportunities is not a set agenda item at the quarterly contract meeting and the quality assurance improvement group meeting. The last recorded meeting of the prisons' equal opportunities committee was in May 2001. The race relations committee meets regularly and is chaired by a governor.

39. Prisoners do not have equal access to learning activities. Prisoners do not receive enough information on the activities available. Priority for education, training and work is given to convicted prisoners and those with enhanced status. Induction information is poorly produced in very small print and is only available in English. Learners' needs are not adequately assessed and over 90 per cent of education and training is at foundation

HMP DORCHESTER

level. This does not meet the needs of many learners. For example, one learner with a commercial pilots' licence was required to complete basic skills numeracy worksheets. Staff are not qualified to teach learners with additional needs and there is no specialist equipment available to support any additional needs, such as dyslexia.

40. Access to the library is inadequate. Prisoners who work full time do not have an alternative time allocated to visit the library. It is not open in the evening or at weekends. Access to the library, which is situated on the fourth floor, is unsatisfactory for learners with mobility difficulties. Vulnerable prisoners have no access to the library. The vulnerable prisoner library facility is insufficiently stocked.

41. Vulnerable prisoners have poor access to education. Education programmes are only available to vulnerable prisoners one afternoon a week. They cannot attend the access to education courses or the essential food hygiene qualification, even though some are responsible for serving food.

42. There is inequality in salaries paid in relation to hours worked by prisoners in different jobs. Although library orderlies work 35 hours a week and kitchen orderlies work 59 hours a week they are paid the same salary.

Quality assurance

Contributory grade 4

43. The self-assessment report is well written and realistically portrays the current position within the prison. It reflects most of the strengths and weaknesses identified by inspectors. Most staff and managers were involved in the self-assessment process, but feedback from learners and prisoners and other stakeholders was not used. The self-assessment report acknowledges that the self-assessment process requires development and the involvement at an early stage of all relevant staff before it can be used as a basis for continuous improvement. A thorough development plan with clear targets and responsibilities for individual managers has been established to meet the needs identified through self-assessment.

44. A quality assurance improvement group is responsible for the self-assessment process and overall quality assurance of education and training processes within the prison. It has only met twice since October 2002. The new head of learning and skills, who was appointed in November 2003, now chairs this group and has planned a calendar of meetings for the next 12 months.

45. Quality assurance arrangements are inadequate. HMP Dorchester does not have quality assurance policies and procedures for monitoring and evaluating the processes relating to education and training. There are no systems to quality assure the prison's related internal processes. A quality assurance manual is currently being developed. The subcontracted college for the education provision operates its own quality assurance systems. It compares results from the annual observations of training and teaching staff to similar college staff. However, these systems have not recorded some weaknesses identified by inspectors, such as poor lesson planning and spelling mistakes by staff. The report identified inadequate awareness by prison managers of their staff's performance

or of any actions taken. The regular learner evaluations and survey results are not shared with prison managers. The prison does not have a system for collecting learner feedback.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> - Other government-funded provision	10	4
<i>Leisure, sport and recreation</i> - Other government-funded provision	16	4

Hospitality and catering

Strengths

- good development of skills in the kitchen
- very good kitchen facilities

Weaknesses

- insufficient accreditation of vocational, literacy, numeracy and key skills
- no appropriate classroom facilities

Leisure, sport and recreation

Strengths

- there are no significant strengths

Weaknesses

- insufficient accreditation of vocational, literacy, numeracy and key skills
- inadequate changing and shower facilities for practical sports sessions
- no appropriate classroom facilities
- inadequate gym inductions for effective and safe use of the equipment

Achievement and standards

46. Good skills are developed by prisoners working in the modern, well-equipped kitchen. These basic skills in food preparation and cooking techniques include the safe use of knives, prioritising work loads and preparing meat and vegetables. These are mostly at national vocational qualification (NVQ) level 1 standard. Additional life skills, confidence and social skills are also developed.

47. Learners attending the access/introductory course in the education department

work towards an essential food hygiene certificate a course that takes two half days to complete. However, the pass rates are only 67 per cent. No use is made of the kitchen facilities to reinforce learning. Currently, only four kitchen workers hold this award. No prisoners working on the servery in the vulnerable prisoners' unit hold the food hygiene award.

48. The personal proficiency awards in the PE department take between two and six hours to complete. In the last 12 months, 174 weight lifting awards have been achieved, 158 emergency first aid awards, 230 volleyball preliminary awards and eight badminton skills awards. Learners who participate in these awards also gain team-building, social and communication skills.

Quality of education and training

49. Kitchen facilities and equipment are very good and exceed many found in industry. The kitchen has been designed to specifically avoid cross-contamination between raw and cooked foods. There are tilting ovens, brat pans, computer-controlled deep fat fryers and a machine-operated pot wash. Staff resources are sufficient to meet the kitchen's operational needs and to train a frequently changing team of workers. The new catering manager is appropriately experienced and well qualified and has an NVQ assessor award.

50. Although training is satisfactory, the accreditation of skills in both catering and sports is insufficient. Gym orderly, kitchen workers and servery staff are not able to gain vocational, literacy and numeracy or key skills. Prisoners who use the PE facilities are not able to gain accreditation for new skills in similar subjects. There are poor links between the education and PE departments and staff do not work to ensure that prisoners understand how literacy and numeracy skills are used in vocational environments.

51. Indoor resources for PE are satisfactory. There are no outdoor facilities. The weight-training area is heavily used. It is well equipped with cardio-vascular training equipment, free weights and static weight-training stations. The sports hall contains two badminton courts. It is used to provide team sports and circuit training. All prisoners are provided with training kit and staff encourage them to take a shower after exercise.

52. The shower and changing facilities are inadequate. There are only five shower heads for up to 40 users at a time. Most users change in the gym. PE staff use a small changing facility located outside the PE department. The kitchen changing and shower facilities are good and are sited in the new kitchen building.

53. There are no classrooms adjacent to either the kitchen or the sports facilities. The planned kitchen-classroom was converted during building to shower and changing facilities. Background knowledge training for work in the kitchens is carried out in food preparation areas. There are two small staff offices adjacent to the kitchen. In sports, learners sit on training benches in the sports hall. Demonstrations in practical skills techniques, such as resuscitation in first aid training also take place in this area. Neither

HMP DORCHESTER

the sports nor the catering areas display learners' work or celebrate learners' achievements of national awards.

54. Gym inductions are inadequate and are not pre-arranged. Prisoners' first visit to the gym can take place when there is only one member of staff available. This situation has been occurring at HMP Dorchester for at least four years. The prison induction includes a verbal introduction to the PE facilities' opening hours and access arrangements. It does not involve a tour of the facilities or familiarisation with gym equipment. Kitchen workers receive a well planned and recorded induction to the kitchens. It is planned over two weeks to ensure that they are aware of all the systems they are expected to work with and starts their training for work activities.

55. Results of initial assessments of literacy and numeracy are not communicated effectively to the sports and PE departments from the education staff. The sports and catering staff do not know the literacy and numeracy abilities of prisoners in their areas, or if they can read written instructions about equipment or health and safety information. There are no links to give prisoners additional learning support outside of the education classes. Kitchen workers and the gym orderly cannot receive literacy and numeracy support as they work full time.

Leadership and management

56. The catering manager started at HMP Dorchester in February 2004. He holds an assessor award and has gained approval for future catering learners to be put on hold to enable them to stay at the prison until awards are completed. Development plans include the introduction of industrial cleaning awards for kitchen workers in August 2004, when the new facility is completed. Access to catering training is limited as all nine places are full-time. There are no plans to introduce rotas, teams or other part-time initiatives to increase participation, or to introduce food hygiene training for the vulnerable prisoners. Quality assurance of food hygiene training is carried out by the education department where the training takes place.

57. The senior PE officer started at HMP Dorchester in March 2004. The department has a small budget and there are no plans to introduce further training. When staff attend inter-departmental meetings or other events it puts severe pressure of remaining staff to operate the facility. There is no maintenance or replacement strategy for the expensive cardio-vascular equipment. The senior PE officer and catering manager are members of the quality assurance improvement group, but do not have formal quality assurance procedures that currently cover their areas.

Foundation programmes

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<i>Other contributory areas</i> - Other government-funded provision	97	4

Other contributory areas

Strengths

- good celebration of learners' work
- good working relationships between staff and learners

Weaknesses

- ineffective use of a range of teaching and learning styles and methods
- inadequate use of learners' experiences in teaching of literacy and numeracy
- poor foundation crafts workshop
- insufficient target-setting and action-planning for learner achievement
- inadequate curriculum

Achievement and standards

58. There is good celebration of learners' work. Learners' completed work is prominently displayed in all classrooms and corridors of the education department. This is particularly motivating for some learners as it is the first time their educational achievement has been recognised. The practical craft skills work is of a high standard and is donated to charity shops and other organisations. The governors participate in presenting certificates for national awards to learners to further promote and celebrate their success.

59. Prison key performance targets for literacy and numeracy level 1 and 2 awards were achieved for the 12-month period April 2003-March 2004. Many learners stay at the prison for very short periods of time, often less than two weeks or get transferred at short notice. Subjects taken include literacy, numeracy, English speaking, IT, life skills, parenting and practical craft skills. More than half the prison population is assessed at being at or below level 1 for literacy and numeracy and are able to enter for entry level 1 and entry level 2 in literacy and numeracy.

Quality of education and training

60. Working relationships are good between staff and learners. Many learners have a history of poor experience of education and others have significant gaps in their formal education. Education department staff are appropriately experienced and work effectively to create a positive learning environment and to motivate learners. Staff give effective support to reluctant learners and in many sessions give individual tuition for encouragement.

61. Although teaching is generally satisfactory, staff do not use effectively a good range of teaching and learning styles, methods and resources. Many sessions are taught in formal rows of desks, using mostly handouts to communicate lesson content. Some handouts are out of date in content and use poor examples that are not relevant to learners' experiences. Not enough use is made of visual aids to enhance and reinforce learning or experiential, project or group learning activities. This is despite staff acknowledging the need for differentiated learning for a diverse range of learners. Classrooms are generally equipped with information and communications technology facilities but these are not used well to teach literacy and numeracy.

62. Staff do not make adequate use of learners' experiences in the teaching of literacy and numeracy. Lessons comprise mainly worksheets and handouts, with insufficient focus on job application forms, curriculum vitae, and driving licence application forms. Good examples of relating literacy and numeracy to vocational tasks used in the practical craft workshop are not shared with other staff.

63. The foundation crafts workshop is poor and does not have adequate facilities, tools or equipment for the nationally accredited awards learners are working towards. Learners are not able to use power tools in the poorly ventilated room and some aspects of their award cannot be completed. There are still unacceptably high levels of wood dust. Learners use chisels, saws and other hand tools and on-course evaluation forms have recorded their concerns about this. The workshop does not have a water supply and the tutor cannot demonstrate the elementary plumbing skills.

64. Insufficient target-setting and action-planning takes place for learner achievement. Initial assessment at induction has recently been introduced, but no short-term learning goals are set. Some learners do not attend induction and only complete an initial assessment when they have started a course. There is no target-setting to measure the achievements of learners on those courses that do not offer accreditation.

65. The foundation curriculum is inadequate. The recent changes in the subjects offered by the education department have significantly reduced the choices available to learners. The subjects do not relate adequately to the needs of short-term prisoners or allow for longer-stay prisoners to develop and progress. The recent requirement to attend either for mornings or afternoons is not true part-time provision, although it has doubled the number of learners who can access study. Learners select one of four courses, but the learning goals are unclear for these courses. The selection by learners is usually after attending the education access/introductory week. Some learners,

especially those who have been at HMP Dorchester before, are enrolled directly onto courses to continue their studies. The vulnerable prisoners who attend for two hours on Friday afternoons can only choose literacy, numeracy or IT classes.

Leadership and management

66. Management of the foundation programmes is satisfactory, with good communications and working relationships between the team. There are frequent informal discussions in support of learners' needs. Learners move freely around the education department, classrooms and workshops. There are no prison officers on duty and it is based in a separate building to the main prison. Risk assessments have not been completed for the department despite learners having access to scissors, hand saws, chisels and hand tools. Most staff are women.

67. Staff meetings discuss issues to maintain the smooth operation of the department. Time is not allocated to review effectively the provision and share good practice. Equal opportunities and diversity issues are not regular agenda items and there are not enough materials promoting diversity on display in the education department. Staff have copies of the subcontracting college's quality assurance manual. They are observed teaching annually and given feedback. This information and learner feedback, course reviews and evaluations, are not used effectively to improve the provision. The planning and evaluation of staff training are inadequate.