

REINSPECTION REPORT

HMP Dartmoor Reinspection

25 February 2005



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. 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
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes 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.

REINSPECTION REPORT

HMP Dartmoor Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Dartmoor (the prison) is an adult male, category C prison serving the Southwest. Built in 1809 to hold French and American prisoners of war it became a criminal prison from 1850. Most of the buildings are listed and date from the end of the 19th century. The operational capacity is 625. Currently, there are 614 prisoners including 20 serving life sentences. All prisoners are category C status, except 24 who are category D status. The present governor began at the prison in July 2003 and the deputy governor in January 2004. The resettlement unit has 45 prisoners and the vulnerable prisoners unit 180.

2. Education is subcontracted to a further education college. Training programs include literacy, numeracy, English for speakers of other languages (ESOL), information and communication technology, business administration, heartstart, life skills and preparation for work, access to higher education and food hygiene. Construction training is subcontracted to an additional further education college. Vocational training is offered in electronics, Braille translation, furniture manufacture and assembly, the manufacture of concrete and textile products, the preparation of joiners for fibre-optic cables, industrial cleaning, horticulture and physical education (PE). Prisoners work in the stores and the kitchens, and on the prison wings as cleaners. The inspection report covered construction, engineering, technology and manufacturing, hospitality, sport, leisure and travel, and foundation. The library, industrial cleaning and horticulture work were also included in inspectors' considerations of the provision.

SCOPE OF PROVISION

Construction

3. Fifty-eight learners are training in construction. This provision includes training and assessment in painting and decorating, brickwork, bench joinery, plumbing, and mechanical engineering services. These learners are following foundation programmes in construction at level 1 and 2 which are accredited by an external organisation. These programmes are offered on a full-time basis, extending to 25 hours each week for 15 weeks. Learners can begin these programmes at any time and work through them at their own pace. Learners who leave the prison before completing their programmes are accredited with the units that they have completed successfully. Learners attend workshops to develop the necessary occupational skills. Aspects of background knowledge are developed in the adjacent classrooms. Learners who have been identified by initial assessment as having literacy and numeracy needs are supported in the workshops and the classrooms by a specialist tutor. All occupational tutors are appropriately qualified and experienced and two are accredited assessors and internal verifiers. Two tutors are undergoing teacher training and are working towards internal verifier qualifications. The programme leader interviews each learner before they begin their programmes to explain the work activities and the training and assessment

requirements. This is followed by a health and safety induction.

Engineering, technology & manufacturing

4. The prison offers engineering and manufacturing training in the vocational training centre and in the production workshops. Learners can begin training at any time during the year. The training centre provides level 1 modular qualifications in electronics, leading to a national vocational qualification (NVQ) in performing engineering operations at level 2. Production workshops provide training in Braille translation, furniture manufacture and assembly, the manufacture of concrete and textile products, and the preparation of joiners for fibre-optic cables. Other workshops prepare and package bulk materials for resale. The prison also has a pilot project for the production of greetings cards. Workshops have offered NVQs in performing manufacturing operations at level 1 and 2, but are in the process of updating these and introducing additional qualifications. Learners in the Braille workshop gain proficiency certificates from a charitable trust and some progress to a nationally recognised Braille certificate. All training, assessment and verification is carried out by instructors. There are 157 prisoners in engineering and manufacturing. Of these, 22 are working towards qualifications in the vocational training centre, or the Braille workshop.

Hospitality, sport, leisure & travel

5. The PE department at the prison provides a range of training courses and recreational activities including heartstart, kinetic lifting, community sports leader award and sports leader's award. Progression is possible to assistant gymnasium instructors' and football association treatment of injuries awards. The department is accredited to deliver NVQs in sport and recreation, but these courses are not available to learners at present. Eleven learners are attending a two-week first-aid at work course, and five learners are completing an Open College Network (OCN) accredited sports course. Key skills communications evidence is being cross-referenced from the portfolios of both these groups of learners. Courses are advertised extensively on prison wing noticeboards, in the gymnasium and in the library. Facilities include a weights gymnasium, incorporating a mix of free weights and resistance machines. This is linked directly to a general sports activity area, and a rotating climbing wall. Additional recreational resistance and cardiovascular equipment is situated in the resettlement unit. A synthetic turf area is available next to the indoor PE facilities, but was not in use at the time of the inspection. Recreational PE is structured to provide access for all learners wishing to participate throughout the week and including weekends and evenings. Currently, approximately 39 per cent of prisoners use this facility. The PE department currently has five PE officers and one senior PE officer. All staff have trainer/assessor awards and two are qualified internal verifiers. Two of the staff are currently working towards full teaching qualifications. Two prison orderlies assist in the cleaning and maintenance of the gymnasium area.

Foundation programmes

6. The provision for foundation programmes at the prison is unsatisfactory. The education centre, subcontracted to a further education college provides full- and part-time courses over six days and three evenings each week. There are five full-time staff, including the education centre manager, and 19 part-time staff. A range of learning opportunities exist, from entry level to level 3. Foundation programmes include literacy, numeracy, ESOL, level 1 information technology (IT), art, life skills and preparation for work. Learners receive an induction which includes vocational training. Most new learners' literacy and numeracy levels are initially assessed during induction. All courses are externally accredited. Learners in education are paid. At the time of inspection, 232 learners were taking part in foundation programmes. Approximately 100 learners were taking literacy, numeracy or ESOL courses and 45 learners were receiving literacy and numeracy support on the wings and in their workplaces. Seventy-two learners were on IT courses and there were eight learners on business courses. Seven learners were working towards a qualification in art. Performing arts courses are provided by an external company which offers three 10-week courses throughout the year for 15 learners.

ABOUT THE REINSPECTION

Number of inspectors	8
Number of inspection days	21
Number of learners interviewed	75
Number of staff interviewed	78
Number of subcontractors interviewed	3
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

7. At the previous inspection the foundation provision was good. Hospitality, sport, leisure and travel, and the engineering, technology and manufacturing provision was satisfactory. Leadership and management were unsatisfactory as was equality of opportunity and quality assurance. At the end of the reinspection process, construction was outstanding, hospitality, sport, leisure and travel, and engineering, technology and manufacturing were satisfactory. The foundation provision was unsatisfactory. Leadership and management and equality of opportunity were satisfactory, but quality assurance was unsatisfactory.

KEY FINDINGS

Achievement and standards

8. **Achievement in all construction programmes is outstanding.** The development of learners' practical skills is extremely good and **they produce work of a very good standard.** Most learners who began construction programmes in the year previous to the reinspection achieved their qualifications.

9. **Learners make good progress through the various literacy and numeracy levels** in foundation programmes. Attainment in most classes is satisfactory. Learners gain confidence in numerical applications and producing written work. Learners develop confidence in learning and using the basic principles of IT, and word processing. **Achievements, however, are poor in level 1 IT courses.** At the reinspection there were no achievements for basic IT or entry level 3. Attendance levels on courses are poor.

10. **Standards of learners' practical work are very good in engineering.** Workshops have a good reputation for the quality of their products and demand is high. The level of achievements has improved significantly during the past three years. Data concerning retention, achievement and progression of learners is not analysed systematically to produce annual figures.

11. **Learners develop a good level of knowledge and practical skills in the PE department.** In practical coaching sessions, learners demonstrate the confidence and ability to instruct groups in a safe and organised manner. Achievement rates for those learners who complete their sport-related courses are satisfactory.

Quality of education and training

12. **Teaching and learning in construction is very effective.** Eighty-six per cent of lessons were judged by inspectors to be good or better and 14 per cent were satisfactory. Lessons are very well planned and aims and objectives are made clear to learners. Practical lessons are linked effectively with background knowledge provision.

13. **Learners in construction receive excellent support from their tutors.** Specialist support is available for those learners with literacy and numeracy needs, and is given in a construction context. Tutors give considerable support to learners while they are in prison and after learners have been released.

14. **Resources in construction are excellent.** Tutors are well qualified and appropriately experienced. All of them are accredited assessors and two are working for their internal verifier qualifications. **Assessment and internal verification are outstanding.** Accommodation has been refurbished to provide dedicated facilities. Tools and equipment are good and each learner has a personal toolkit. Learning materials are of very good quality and learners have good access to computers.

15. **Training in electronics is good.** Learners develop good skills in component

recognition and circuit building, and produce good portfolios. Teaching in the training centre is good and learners demonstrate a sound knowledge of electronics.

16. Learning skills are well developed in engineering. Learners and tutors have good working relationships. The less experienced learners are helped by those with more experience. Literacy and numeracy needs are identified and supported well. Tutors visit the workshops to provide individual coaching for learners.

17. Opportunities for learners to gain qualifications in the engineering workshops are restricted. Instructors were active in introducing NVQs for learners in the workshops, but they only have time to assist small numbers of learners in gaining these qualifications. Assessment and internal verification are satisfactory for the engineering provision.

18. Individual learning plans are not used sufficiently to define and develop engineering learners' training programmes. Learners' needs and goals are not planned for effectively. In one workshop, tutors have devised a simple plan to define short- and long-term goals, but this practice has not been shared with other areas.

19. Individual learners' progress is not reviewed and action-planned in a systematic way. In engineering, the prison has no systematic, formal reviews of progress and no action-planning to set learners challenging progression targets.

20. A good range of sport-related courses is available for learners. These courses provide skills and qualifications recognised in the industry, and a progression route for learners.

21. Learners' coaching skills are enhanced by a very effective partnership arrangement that also promotes equality and diversity in a practical way. Three groups of adults with varying degrees of learning difficulties and disabilities attend the prison's sports facilities. Learners are assessed on their abilities in coaching these real client groups.

22. Sports facilities are unsatisfactory. This situation was identified at the previous inspection. The gymnasium roof is in poor condition and the adjoining classroom is of a poor standard. Learners' and staff's changing facilities are ageing and poorly sited. There are no changing facilities for women. Other facilities and equipment, including the synthetic turf, are in need of refurbishment and updating. Staff at all levels have made considerable efforts to arrange for the gymnasium to be refurbished and work is due to begin in March 2005. Additional accommodation will also to be made available.

23. Internal verification procedures for the sports programmes are poor. Observations of assessments do not clearly indicate which learning outcomes are being assessed. Portfolios are not verified effectively. Assessment practices are also poor.

24. Support for PE learners' literacy and numeracy needs is not provided effectively in the workplace. This was a weakness at the previous inspection. Learners' needs in terms of literacy and numeracy support are not being met.

25. **Foundation learners are offered a good range of courses.** Literacy and numeracy courses at entry level, level 1, and level 2 are provided in discrete classes in several venues during the day, evenings and at weekends. A range of short courses provides learners with specific skills in preparation for work, life skills, and self-employment.

26. **A lot of the teaching throughout the foundation provision is unsatisfactory.** Almost 25 per cent of the lessons observed by inspectors were judged to be unsatisfactory. In particular, ESOL lessons do not focus on appropriate language for prison life. Most lessons do not contextualise teaching, and rely heavily on worksheets.

27. **The foundation programme does not use diagnostic assessment** to identify specific learning objectives and outcomes for the learner. Individual learning plans contain only generalised targets.

28. **The review process is poor throughout foundation courses.** Learners are not given frequent reviews of their learning goals. Records of reviews are inadequate.

29. Internal verification procedures in literacy and numeracy at entry level, and in IT are inadequate. Assessments are not thorough enough. Some assignments in literacy and numeracy portfolios were not marked.

30. **Management of foundation programmes is inadequate.** None of the weaknesses identified in the previous inspection have been resolved. No significant progress has been made in the areas identified for improvement.

Leadership and management

31. The senior management team has been changed completely since the previous inspection. **Significant cultural changes have been managed successfully within the provision.** Most areas of learning are now managed satisfactorily.

32. **A significant number of agencies** within the Southwest are working in partnership with the prison's senior management team to develop training and identify employment needs.

33. **Self-assessment is being used very effectively** throughout all activities within the provision. The strengths and weaknesses identified in the self-assessment report give a good impression of the standard of the provision.

34. **Management information data is not analysed sufficiently, or used in decision-making.** The weaknesses were identified by the previous inspection and in the self-assessment report.

35. **The management of one subcontractor is ineffective.** Disagreements have occurred about many of the new initiatives proposed by the quality improvement group. Protocols have not been established sufficiently to clarify effective communication

channels with the increasing number of subcontractors.

36. Quality assurance of the education and training activities is unsatisfactory. Key learning processes do not have enough established documented procedures. Some teaching is reviewed, but there is no clear strategy to assure the quality of provision. The quality assurance policy does not have specific, measurable, achievable, realistic and time-related targets.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good management of cultural change
- good partnerships with external agencies
- very effective self-assessment process

Weaknesses

- poor analysis and use of data
- ineffective management of one subcontractor
- incomplete quality assurance strategy

Construction

Strengths

- particularly good pass rates on all programmes
- very good standards of learners' work
- very effective teaching and training
- outstanding assessment and internal verification
- excellent support for learners
- excellent resources

Weaknesses

- insufficient progression opportunities

Engineering, technology & manufacturing

Strengths

- very good standard of learners' practical work
- good training in electronics
- good development of learning skills

Weaknesses

- insufficient access to qualifications in the workshops
- insufficient use of individual learning plans
- unsystematic review and action-planning process

Hospitality, sport, leisure & travel

Strengths

- good development of learners' knowledge and practical skills
- very effective partnerships to promote equality and diversity
- good range of courses relevant to the industry

Weaknesses

- unsatisfactory sports facilities
- poor internal verification procedures
- insufficient support for literacy and numeracy skills

Foundation programmes

Strengths

- good progression through literacy and numeracy levels
- good range of courses

Weaknesses

- poor achievements in IT courses
- much unsatisfactory teaching
- no diagnostic assessment to inform individual learning plans
- poor review process
- inadequate management of provision

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

37. Leadership and management and equality of opportunity arrangements are satisfactory. Quality assurance is unsatisfactory.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good management of cultural change
- good partnerships with external agencies
- very effective self-assessment process

Weaknesses

- poor analysis and use of data
- ineffective management of one subcontractor
- incomplete quality assurance strategy

38. All members of the senior management team have been changed since the previous inspection. The team focuses closely on education and training. Significant changes have taken place in the provision, including total restructuring of education hours, increased library provision and a significant increase in the number of vocational training places in the prison. At the time of reinspection, all but 30 prisoners were actively engaged in work or education. The approach, attitudes and ethos of senior management, of prison staff and training staff have contributed effectively in changing the establishment to a high-performing category C training prison. The refurbishment of the old segregation unit has created a high-standard resettlement unit which has had a significant impact on the prison. The unit now has more work placements in industry than learners to fill them. The prison has made excellent use of external agencies. Additional funding has been used to change the provision in the prison, as in the case of construction and horticulture training for those learners in the resettlement unit. The high standard of décor throughout the prison is appreciated and respected by learners.

39. A significant number of high-profile agencies in the Southwest area are working with the senior management team to develop training and identify employment opportunities. Employers now approach the prison for trained construction learners when the learners are due for release. A major building supply company has helped construction learners to convert the exercise area of the resettlement unit into four attractive courtyard gardens.

HMP DARTMOOR REINSPECTION

40. Horticultural training is provided in the prison for five or six learners. A local land-based college is providing horticulture and environmental studies for 15 learners in the resettlement unit. A suitably qualified project manager has been appointed and a new classroom provided. Refurbishment of the old farm buildings is being carried out to provide indoor hard-landscape facilities. Plans are in place to replace the old dog kennels in the prison walls with a horticultural unit to increase the capacity of learners and to allow good progression throughout the resettlement project. Industrial cleaning courses have been provided since September 2004. Courses are offered at entry level, and level 1, 2 and 3. Every third course is offered to the vulnerable prisoners unit.

41. Management information is not analysed sufficiently and is not used in decision-making. This weakness was identified at the previous inspection and in the self-assessment report. Large amounts of data are collected, but are not used to assess achievement and retention rates for different areas of learning. Not all data is held centrally. For example, although library attendance is recorded, no analyses are carried out to identify any groups of learners or prisoners who are not attending.

42. In implementing some major initiatives to improve the quality of the provision throughout the prison and particularly in education, problems have arisen with one subcontractor. The major issues have not been dealt with by the subcontractor in a manner calculated to result in a satisfactory outcome.

Equality of opportunity

43. The prison's approach to equality of opportunity is satisfactory. Significant changes have been made to prisoners' allocation and access to training and employment since the previous inspection. An allocation board was set up in November 2004 to allocate jobs and education through a fair system for all prisoners. Prisoners are actively involved in the allocation board meetings. Before the formation of the board, some prisoners were allocated work by wing officers. Some officers are still allocating work. Prisoners then attend board meetings to find that they do not have work or training. This situation is being remedied through a governor's order to staff. Good information about learners' previous qualifications and employment and the results of initial assessments is obtained during a well-structured induction. A well-presented brochure, detailing all activities in the prison, is given to prisoners at induction. Those learners with weak literacy and numeracy skills are encouraged to take part in full-time education or literacy and numeracy training on the wings in the evenings or during the day in their places of work.

44. Equality of opportunity is well promoted in the prison. Learners understand their rights and responsibilities. Notices about bullying and harassment are displayed prominently throughout the prison.

45. At the previous inspection, access to the library was denied to prisoners. The library is now open seven days each week. All wings and the education department are allocated time slots to attend. A good range of books for different levels of interest and reading is available. The library also has listening books, CD-ROMs and music tapes. An active reading group has been established by the librarian which takes place in the

evenings on different wings. A reading group from another library meets with the prison group every six months. This activity is appreciated by the prisoners. A small library has also been developed in the resettlement unit to help with careers and job-making decisions.

46. Equality of opportunity data is not used sufficiently to monitor trends in participation, achievement or retention of learners.

Quality assurance

47. Self-assessment is carried out very effectively for all activities in the provision, including those vocational areas that are not currently providing accredited training. The strengths and weaknesses identified in the self-assessment report are a good reflection of the standard of the provision. The quality improvement group initiated the self-assessment process and ensured that it was well developed. Some weaknesses identified at the previous inspection have not been fully resolved, although they were identified in the self-assessment report.

48. Internal verification and assessment procedures vary in quality. In construction both elements are outstanding. In the sports programmes assessment and verification procedures are poor. Assessment in foundation programmes are not thorough enough. Some assignments were not marked at the time of inspection. Internal verification procedures in literacy and numeracy at entry level and in IT are inadequate. For the engineering provision, assessment and internal verification are satisfactory.

49. Quality assurance of the education and training activities is unsatisfactory. A new quality assurance manual has recently been distributed to members of the quality improvement group for discussion. The manual was written by the head of learning skills, was completed without consultation. Some targets are set but they are not specific, measurable, achievable, realistic and time-related. There are not enough established documented procedures for key learning processes. Some procedures have been written but do not contain specific details for carrying out audits. For example, the procedure for teaching observations requires all tutors to be observed on a regular basis, but no specific number of observations has been specified. The prison does not have a sufficient number of protocols to establish effective communication channels with the increasing number of subcontractors employed by the prison.

50. A quality improvement group was reintroduced in March 2004. All group members attended a two-day training course to learn about the self-assessment process. The new quality assurance manual refers to terms of reference for the group. Recent meetings of the group have focused on the impending inspection. Some improvements have been made by the quality improvement group, including better allocation of work and courses for learners. The group includes representatives from all areas of work, subcontractors, members of the senior management team, and occasionally a representative of the Offenders' Learning and Skills Unit.

AREAS OF LEARNING

Construction

51. Construction provision is outstanding.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- particularly good pass rates on all programmes
- very good standards of learners' work
- very effective teaching and training
- outstanding assessment and internal verification
- excellent support for learners
- excellent resources

Weaknesses

- insufficient progression opportunities

Achievement and standards

52. In the year before the reinspection most of the learners who began construction programmes achieved their qualifications. Thirty-six learners began the brickwork programme and 81 per cent of them achieved the qualification. Of the 27 learners doing bench joinery, 80 per cent were successful. Of 39 learners on the plumbing programme, 82 per cent were successful. In painting and decorating, 91 per cent of the learners who began training successfully completed their courses. The learners who left these programmes before completing the full qualification were accredited with the units that they had achieved. Most learners who are achieving their learning goals are accredited at level 1, but they are working to level 2 standards. Some learners are working to level 3 standards. Learners' development of practical skills is extremely good. They are very well-motivated and supported by tutors in an exemplary way. The prison has well-advanced plans to offer community projects to learners, to enable them to collect the necessary work-based evidence for their NVQs.

Quality of education and training

53. The quality of teaching and learning is exceptionally good. Eighty-six per cent of lessons are good or better and 14 per cent are satisfactory. Lessons are very well planned and aims and objectives are made clear to learners. Tutors engage learners effectively in the development of lessons and check their understanding by sensitive questioning. Very well-prepared learning resources have been developed around

industrial-specification data sheets. Practical sessions are planned effectively to link background knowledge and numerical concepts which learners can readily contextualise within their training programme. In one exceptionally good lesson, learners were acquiring skills to cut and hang ceiling paper, having learnt in a previous lesson how to prepare the work and estimate the quantity of materials and labour for the project.

54. Assessment and verification are outstanding. Learners understand what they have achieved and what they have left to do to achieve their qualifications. Good records are maintained in the workshops to show which training has been completed. When learners feel confident they are able to succeed with a particular project, they indicate that they wish to be assessed. Most learners are given opportunities to assess themselves and some can choose the order in which they complete their assignments. Assessments are negotiated between tutors and learners and an assessment plan is drawn up and signed. After the assessment learners are given detailed written and verbal feedback which clearly identifies any problems, and they are asked to evaluate their own performances. Learners are developing good portfolios of evidence of assessments and of work they have completed successfully. When they have completed their course, learners are given their own CD-ROM which contains good photographic evidence of their project and assignment work. From this evidence a prospective employer is able to validate the standards that learners have achieved during their courses.

55. Internal verification systems and procedures are equally thorough. The process is well planned, and the system is very effectively implemented and fully documented. Assessors are observed while they are assessing and are given constructive written feedback. The verification sampling process takes a diagonal slice through the assessment records, which ensures a good, random sample. Staff are working effectively together and the whole process is standardised throughout the provision. The procedures are fully compliant with the examination board's requirements.

56. Support for learners with additional literacy and numeracy needs is very effective and is delivered on an individual basis in a construction context. Learners receive support from a specialist tutor in workshops and classrooms and individual tuition is directed to each learner's needs. Short-term targets are set by the learners themselves and reviewed on a weekly basis with the literacy and numeracy tutor. Learners receiving this support value it and are making good progress in developing their literacy and numeracy skills. One example of this is a learner who reports that he is now able to write letters home to his partner. Another learner states that he is now able to read the daily newspapers. Tutors give considerable support to learners while they are in prison and when they have left prison.

57. An open day was organised last year in which 90 employers were invited into prison to look at the resources. They were able to see what learners are producing and to speak with them about the opportunities that the industry can offer them. Tutors help learners leaving prison to gain employment or work experience by supplying references or introductions to companies. Some companies are now making enquiries through tutors about learners due for release. Some learners have been successfully employed and are now progressing with NVQs.

58. Tutors are well qualified and appropriately experienced. All are accredited assessors and two are working for internal verification qualifications. Accommodation has been refurbished to combine dedicated facilities for classrooms and workshops in all the craft areas. Tools and equipment are of a good standard and each learner uses his own toolkit. Learning materials are of very good quality and industrial-specification data sheets are used extensively. Learners have good access to computers in classrooms, the library and on the wings and are using these facilities well to word-process their written work.

59. Learners are unable to obtain NVQs during their time in prison, but plans are well advanced to give learners opportunities for temporary release to gain work-based evidence. A steering group has been established to involve external organisations and funding bodies to help with these plans.

Leadership and management

60. The programme area leader manages construction training very effectively. Regular weekly meetings are held with the course team, which includes the literacy and numeracy tutor. Team members receive a detailed agenda together with guidance notes about the items to be discussed. Minutes are taken and actions are followed up at subsequent meetings. Roles and responsibilities are made clear and are understood by staff. Lines of communication are good and staff are well informed. Good working relationships exist among staff and between staff and learners. Staff monitor performances in the workshops and classrooms, and this process is used to share and ensure good practice. The literacy and numeracy tutor is fully involved as a member of a well-integrated teaching team. All staff contributed to the self-assessment report.

Engineering, technology & manufacturing

61. Provision in engineering, technology and manufacturing is satisfactory.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- very good standard of learners' practical work
- good training in electronics
- good development of learning skills

Weaknesses

- insufficient access to qualifications in the workshops
- insufficient use of individual learning plans
- unsystematic review and action-planning process

Achievement and standards

62. Achievement levels for all qualifications have improved significantly for three consecutive years. In 2004, 25 learners successfully achieved the level 1 NVQ in performing manufacturing operations, compared with 14 in the previous year. Also in 2004, 17 learners successfully achieved a modular award in electronics. Six of these learners went on to gain the level 2 NVQ in performing engineering operations, compared with nine and four, respectively, in 2003. However, data is not systematically analysed to provide yearly retention, achievement and progression figures.

63. The standards of learners' practical work are very good. This strength was recognised in the previous inspection. Workshops have a good reputation for the quality of their work, and demand is high for their products. In the furniture workshop learners work with manual and machine tools to produce high-quality doors, tables, and chairs as well as individual pieces to order. In the Braille unit, learners translate technical textbooks for school pupils with impaired vision, constructing three-dimensional images of pictures and diagrams. Other learners produce colourful garden ornaments to very good standards. One of the ornaments was designed by a learner. Learners in the textile workshop produce high-quality garments. In electronics, learners build and test amplifiers and power supplies. In a pilot project, some learners use computer systems to design and produce individual greetings cards ordered by prisoners. Learners have sophisticated computer-based stock control and accounting systems that provide an effective overview of the success of the project.

Quality of education and training

64. Training in electronics is good. In the vocational training centre, learners work through a series of practical exercises, with assistance from the instructor. They develop good skills in component recognition and circuit building. Teaching in the training centre is good and learners demonstrate a sound knowledge of electronics. Small groups of learners are taught the background knowledge relevant to their stage of development. Learners' understanding is checked by questioning and through observation of their use of test equipment. Learners progressing to the NVQ in performing engineering operations produce good portfolios of clearly presented evidence. Training in the production workshops is carried out through practice exercises and individual instruction. It is effective in developing and raising learners' skills levels.

65. Learning skills are well developed. This strength is based in part on the effective support identified in the previous inspection. In the workshops, instructors encourage a friendly, yet productive, environment. Learners and instructors have good working relationships. The more experienced learners willingly assist new arrivals, building on their own self-esteem and earning the respect of their peers. One learner is studying for assessor qualifications and provides expert support for other learners. Support for the recognition and development of learners' literacy and numeracy skills is good. Tutors visit workshops to provide support to individuals. One learner expressed his delight in his ability to carry out basic mathematical operations for the first time, and others have gained certificates that represent the first-ever formal recognition of their abilities.

66. Training resources in most areas are adequate, but the condition of many workshops is poor and major improvements are planned. The furniture production workshop is well equipped with manual and wood-machining tools, but many computers in the Braille workshop are old and unreliable. The workshop does not have sufficient socket outlets. Multiple extension leads are used with accompanying health and safety risks. A reasonable range of test equipment and facilities for electronics bench work is available in the vocational training centre, but teaching aids are poor. There is no interactive board or data projector. Instructors have appropriate occupational competence and most hold assessor or verifier awards.

67. Assessment in the vocational training centre is satisfactory. Work is carefully marked, but there is not enough written feedback.

68. Learners in the workshops do not have enough opportunities to gain qualifications. Instructors were active in introducing NVQs for learners in workshops, but only have time to assist a small number of learners to gain qualifications. In most workshops priority is given to the manufacture, assembly or packaging of products in fulfilment of contracts. The NVQ in performing manufacturing operations has not been updated and is not currently offered to learners. New qualifications for textiles and furniture production are under consideration, but are not fully developed. Most workshops have not registered any learners for NVQs in the last 12 months.

69. Learning plans are not used sufficiently to allow focus on the learner as the centre of the training process. The learning plans do not provide learners with an overview of their route through training. Training is not planned sufficiently in terms of individual learners' needs. There are not enough well-defined goals, except for the assessments that occur after some training exercises. In the workshops, most training centres on production, rather than the learners' needs. In one workshop, instructors have devised a simple plan that identifies short- and long-term learning goals. The plans, which both the learner and the instructor sign, take account of estimated release dates. This practice has not been shared with other vocational provision.

70. Individual learners' progress is not reviewed and action-planned systematically. Although instructors are very supportive of learners' efforts and provide much encouragement, individual progress is not formally reviewed systematically. Action-planning is not used to set learners challenging progression targets. NVQ workbooks, that did allow some learners to record their progress, are no longer used in the workshops. In the vocational training centre, schemes of work indicate the sequence of topics to be covered during the modular courses. There are, however, no formal, individual, progress reviews in this area of learning to record learners' progress against planned milestones and set targets.

Leadership and management

71. Staff now have better opportunities to discuss and share good practice in regular meetings. The prison supports staff development activities, but has not allowed staff time to prepare learning materials for new provision.

72. Arrangements for internal verification have improved since the previous inspection, and are now satisfactory. Occupationally competent staff carry out the internal verification process. Sampling schedules are used to plan verification and records clearly indicate qualification, assessor and candidate details. NVQ and standardisation meetings allow good practice to be shared, although minutes do not identify deadlines for agreed actions.

73. The prison promotes equality of opportunity effectively. All learners interviewed had a good understanding of the education and training opportunities available to them. New course leaflets provide a clear guide to workshop training and the qualifications that are available to learners.

74. Self-assessment reports have been prepared for each workshop area. Although the reports are rather formulaic, they represent a reasonable first attempt at self-assessment and involve all relevant staff. However, the report does not sufficiently analyse the effectiveness of training and the delivery of qualifications.

Hospitality, sport, leisure & travel

75. Training in hospitality, sport, leisure and travel is satisfactory.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good development of learners' knowledge and practical skills
- very effective partnerships to promote equality and diversity
- good range of courses relevant to the industry

Weaknesses

- unsatisfactory sports facilities
- poor internal verification procedures
- insufficient support for literacy and numeracy skills

Achievement and standards

76. Learners develop good knowledge and practical skills on courses delivered in the PE department. On first-aid at work courses, learners make good progress with the theoretical and practical elements of the course, and respond well to questioning. Learners show good understanding and use of technical terminology, and an ability to relate coursework to the wider considerations of diet and healthy living. In practical coaching sessions, learners demonstrate the confidence and ability to instruct groups in a safe and organised manner. Some learners have qualified to deliver the heartstart award to their peers. One learner, currently in the resettlement unit, is working for five days each week in a local gymnasium and has been offered full-time employment after his release. The key skill of communication is well integrated with the curriculum, particularly in the first-aid at work course. This integration is a very recent development. The prison does not have a clear strategy which links other key skills to sports courses. Pass rates for those learners who complete their sport-related courses are satisfactory. In 2004, 208 learners successfully achieved a basic emergency aid qualification and 227 achieved a kinetic lifting qualification. On longer courses, six learners achieved the British amateur weightlifting association leaders' award, 11 achieved the British sports trust community sports leader award and 10 achieved the full first-aid at work qualification. Ten learners are currently completing an OCN-accredited sports course.

Quality of education and training

77. The prison has developed very effective partnership arrangements that support the promotion of equality and diversity. Three groups of adults with varying levels of learning difficulty and disability attend the sports facilities to provide learners with the opportunity to practise and be assessed on their coaching skills with real client groups.

Learners are able to involve themselves with these groups in their own time and at their own pace. In one observed session two learners worked very effectively in providing a general activity session for 90 minutes. The session was well planned and pitched at an appropriate level for the needs of the group. The learners were enthusiastic and caring, ensuring that none of the group was neglected. Learners demonstrated excellent communication and teamwork skills.

78. A good range of sport-related courses is available, providing skills and qualifications recognised by industry and a progression route for learners. Learners welcome the range of courses on offer and are aware of the progression routes available to them. They feel that the courses will assist them in obtaining employment in the industry on their release. There is no discrete access to PE courses for vulnerable prisoners. Learners often experience competing demands on their time. In all the sessions observed by inspectors, learners were removed from class for significant periods of time. No written strategy existed for the learners to catch up with the work they had missed.

79. Teachers are knowledgeable in terms of subject matter and demonstrate good class management skills. They deliver sessions in a lively manner using language that learners can clearly understand. The rapport between teachers and learners is excellent. Teachers and learners agree to a 'course compact' covering issues such as behaviour and completion of work which everyone signs. It is displayed prominently in the classroom. Learners respond well in class, becoming actively involved and showing very good levels of interest and concentration. Some theory classes do not have sufficiently varied activities. Aims and objectives are not always clearly outlined and teaching strategies and proposed learning outcomes are not complete. Teachers rely on question and answer sessions as the main way for learners to demonstrate their knowledge and understanding. Individual learning plans are not completed, reviewed and updated consistently.

80. The recruitment process for sports courses is very thorough, including excellent new advertising materials, extensive advertising throughout the prison, a written application process and individual interviews. Learners referred to the thoroughness of the selection process. Induction to the PE department is satisfactory, covering rules and regulations, health and safety, use of equipment, health screening and the courses available to learners. Individual support for learners is readily provided by PE staff, but not formally recorded.

81. Sports facilities and accommodation are currently unsatisfactory. This situation was identified at the previous inspection. A considerable amount of planning has been carried out by senior staff. Money has been granted to refurbish the gymnasium and work is due to begin in March 2005. The gymnasium roof is in poor condition. The adjoining classroom is poor-standard temporary accommodation. Prisoners experience inadequate changing facilities that are ageing, poorly designed and extend intrusively into the main activity area. Staff's changing facilities are sited inappropriately adjacent to the learners' changing area. There are no changing facilities for women. The synthetic turf is currently unusable and is in need of a major refurbishment. Storage is inadequate for both equipment and records. Some of the gymnasium resistance equipment used for

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vocational courses is below industry standard. PE staff have been resourceful in refurbishing part of an unused area of the prison to provide a satisfactory extra classroom with attractive and relevant wall displays. The resettlement unit has a small, well-equipped recreational PE area. Staff are generally well qualified as sports instructors and as trainer/assessors.

82. Internal verification procedures are poor. Portfolios are not effectively verified. Observations of assessment do not clearly indicate which learning outcomes are being assessed. Poor assessment practices include inconsistent completion of assessment records, and insufficient referencing of portfolios and inclusion of handouts in portfolios of evidence. Some learners' work is thoroughly marked and signed by the assessor with appropriate feedback, but this is not consistent for all learners. There is no verification planning or supporting documents. The PE department does not receive the results of initial assessments to include in individual learning plans. Assessors have developed some good assessment practices, using comprehensive assessment documents, which include an assessment checklist, peer and self-assessment forms.

83. The PE department does not provide effective support for literacy and numeracy needs in the workplace. Insufficient literacy and numeracy support was a weakness at the previous inspection. Support tutors occasionally visit the gymnasium unannounced, but these activities are not planned and integrated with sports courses. Learners' needs, in terms of literacy and numeracy support on these courses, are not being met. Some learners do not receive the results of literacy and numeracy tests to indicate their level of support needs.

Leadership and management

84. PE staff are well managed within the department. They are enthusiastic and well-motivated and share the objective of improving the department's provision of education and training and recreational opportunities for learners. The self-assessment report is well structured and detailed, and identifies many of the strengths and weaknesses found during inspection. Equality of opportunity receives satisfactory attention. Issues such as bullying and mutual respect are prominent in inductions to all sports courses and the PE department has stated its full commitment to prison service policies in this area. Vulnerable prisoners, however, are not able to access discrete training courses in sport.

85. The current PE facilities are not fully accessible to learners with mobility problems. Quality assurance systems are improving and a quality file has been developed for the PE department. These systems are not fully established in the day-to-day running of the department. Staff meetings are held where actions are noted, allocated and agreed, but no records exist of action points being checked or followed up. Although some examples of peer observations have been recorded, currently the prison has no established system for the observation of teaching and learning. None of the PE staff have been trained to carry out observations. Course evaluation forms are completed, but these are not analysed to improve the quality of education and training.

86. Foundation food hygiene training is available to all learners. The labour board

allocates learners to the course on a weekly basis. All kitchen workers and those serving food are required to achieve their foundation certificate before employment in these areas. The tutor who delivered the course during inspection was not qualified to do so.

Foundation programmes

87. The foundation provision is unsatisfactory.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good progression through literacy and numeracy levels
- good range of courses

Weaknesses

- poor achievements in IT courses
- much unsatisfactory teaching
- no diagnostic assessment to inform individual learning plans
- poor review process
- inadequate management of provision

Achievement and standards

88. Learners make good progress through the various literacy and numeracy levels. On average, 79 per cent of learners progress from one level to the next. During the period 2004-05, the highest progression rate in literacy has been 43 per cent from level 1 to level 2. Thirty-eight per cent of learners progressed from entry level 3 to level 1 in numeracy. Achievement in most classes is satisfactory. Learners speak of the confidence they have gained in using numerical applications and producing written work, and their pride in gaining a qualification, often for the first time. Learners have used newly acquired literacy skills to produce a storybook to send home to their children. One learner, having achieved level 2 in literacy, has progressed to the national union of journalism course and has made significant contributions to the prison magazine. Learners' achievements in art are good. All learners who complete the art course achieve a credit level appropriate to their individual level of ability.

89. Achievements are poor in IT courses. At the time of the reinspection none of the learners had achieved basic IT or entry level 3. Only two learners achieved an examination-based qualification in IT during 2004-05. Attendance on courses is poor. Learners' confidence is well developed, particularly on the flexible courses in the vulnerable prisoners' unit. Attainment is satisfactory with regard to basic IT principles and word-processing skills.

Quality of education and training

90. A good range of courses is offered to learners. Literacy and numeracy provision from entry level 1 to level 2 is offered in discrete classes in the education centre, the vulnerable prisoners' unit and the resettlement unit. This provision is also offered to individuals on the wings and in the workplaces and has proved attractive to learners with disabilities and unemployed learners. A range of short courses to develop specific skills includes preparation for work, life skills and a self-employment business course. Many sessions are flexible, allowing learners to work at different levels and for different qualifications. For example, one core IT session had learners working on an entry level course, for key skills, and at level 1.

91. The prison provides good individual tuition and coaching in arts courses. Learners work at their own pace and are encouraged to develop their individual styles and interests. The better IT sessions have a very good rapport between the tutor and learners, good individual learning support and good integration of literacy, numeracy and key skills. Good teaching and learning in literacy and numeracy sessions are supported by well-structured schemes of work matched with the core curriculum or key skills training. Lessons have clear learning objectives which are shared with learners and are relevant to their interests and aspirations. For example, a well-designed booklet on Caribbean thoughts, folk tales, recipes and poems was produced by a group of learners to celebrate their literacy skills development. Sessions which challenge learners are lively and well paced. Some tutors make good use of IT to enhance learning opportunities.

92. In general, physical resources are satisfactory. Accommodation is conducive to learning. Considerable efforts are made to display learners' work and recognise and reward their achievements. Some of the computer suites are well resourced with modern networked computers. Tutors make good use of very knowledgeable orderlies who support learners in the sessions, produce good-quality handouts and maintain the equipment. Laptop computers are taken to the wings to help with open learning and higher-level courses. Learners can keep these in their cells to work independently at their own pace. The software, however, is inappropriate. For example the practice software for the examination-based IT course is a different version to the examination software. Learners have no computer access to the literacy and numeracy national tests at level 1 and 2.

93. Initial assessment and the induction processes are satisfactory for most of the foundation provision. The results of literacy and numeracy assessments are shared with learners appropriately and used to place them on a suitable level of course in most cases. However, there is no appropriate initial assessment for ESOL learners. Diagnostic assessment is not available to identify specific learning objectives and outcomes for the individual learner. Individual learning plans contain general targets, such as to improve spelling. No specific targets are set for the type of spelling and the strategies to be developed by the learner. The progress review process is poor for foundation courses. Learners do not have frequent reviews of their learning goals. Records of reviews are inadequate. There are not enough examples of evaluation of previous goals, or in

developing specific skills.

94. Support for learners is satisfactory. Learners value the pastoral support given by staff, particularly in relation to building self-confidence and esteem. The 'storybook for dads' project provides excellent support to enable learners to maintain contact with their children. It develops the learners' reading and writing skills, as well as sound editing skills for those learners producing the CD-ROMs on which the stories are recorded.

95. This area of learning includes a lot of unsatisfactory teaching. Almost 25 per cent of the lessons observed at reinspection were unsatisfactory. In particular, the ESOL provision does not focus sufficiently on developing language for prison life. There is not enough emphasis on correcting pronunciation, or the use of appropriate tenses and sentence structure. Except in the vocational area of construction, in most sessions the contextualisation of literacy, numeracy and language learning is inadequate to meet individual needs, interests and vocational aspirations. For example, in one numeracy class there was no exploration of where tally and bar charts could be used. Tutors rely too much on worksheets, some of which are poorly reproduced and others are inappropriate. In one IT session learners did no work on the computers. Tutors do not provide sufficient written feedback about printed work to guide learners in improving their skills. Throughout the provision most schemes of work and lesson plans do not set enough challenging learning objectives. Many sessions are centred on the tutor. Staff are experienced in working within the prison context. Staff to learner ratios are good in most classes.

Leadership and management

96. None of the weaknesses identified in the previous inspection has been resolved. No significant progress has been made in the areas identified for further improvement. Management focuses mainly on achieving the key performance targets rather than the quality of provision.

97. The prison has no skills for life strategy, the government's strategy on training in literacy, numeracy and the use of language, to ensure that staff are up to date with current government initiatives and specialist training requirements. Staff do have access to a wide range of training to enhance their skills in working with learners. Training includes courses about aspergers syndrome, dyslexia and diversity. Most tutors do not have an appropriate qualification in literacy, numeracy or ESOL. A significant proportion of staff have not taken part in the core curriculum and standards training. Many paper-based resources are more appropriate for use with children and are too general in content. The skills for life materials and diagnostic assessments are available to tutors, but are not being used. The IT programmes are poorly co-ordinated. Timetabling changes and poor communications have resulted in small class sizes in AS level art. The management of literacy and numeracy support is ineffective throughout the training provision and in the workplace. Support is not systematically planned for all learners. It is given when needs are identified.

98. Quality assurance and improvement of the provision are poor. Observations of

training are too highly graded. There is insufficient focus on learning objectives and learning checks in the written feedback to tutors. The observation process does not identify the context in which literacy, numeracy and ESOL skills development takes place. The observation document does not distinguish clearly between learning and attainment. The quality of schemes of work and lesson plans remains inconsistent and variable throughout foundation programmes. The good practice in the art programme concerning individual learning plans and review records has not been recognised and shared more widely. Internal verification procedures are inadequate in literacy and numeracy at entry levels, and in IT. Assessments are not thorough enough and assignments remain unmarked in some literacy and numeracy portfolios.

99. Data is collected from a wide range of areas. It includes a learners' needs analysis, learners' evaluation of the service, the monitoring of key performance targets, and outcomes of the initial literacy and numeracy assessment tests. The data is not analysed sufficiently. There is no analysis of retention, achievement and progression in the vulnerable prisoners' unit, the resettlement unit, or the education centre. The results of the initial assessment tests are not monitored. The department does not check whether the learners are being encouraged to progress to higher levels of training.

100. The self-assessment process has involved all staff and is comprehensive. The recent self-assessment report is thorough and self-critical. The key weaknesses of the provision identified by the inspectors were also identified in the self-assessment report.