

REINSPECTION REPORT

HMP Dovegate Reinspection

10 March 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 Dovegate Reinspection

Contents

Summary

| | |
|-----------------------------|---|
| Description of the provider | 1 |
| Scope of provision | 1 |
| About the reinspection | 3 |
| Overall judgement | 3 |
| Key findings | 4 |

Detailed reinspection findings

| | |
|---|----|
| Leadership and management | 8 |
| Equality of opportunity | 10 |
| Quality assurance | 11 |
| Land-based provision | 13 |
| Construction | 16 |
| Information & communications technology | 19 |
| Health, social care & public services | 22 |
| Foundation programmes | 26 |

REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Dovegate is a category B training prison for adult males situated near the town of Uttoxeter. The prison is run by Premier Serco Prison Services Limited (Premier Serco). It is a modern prison, opened in July 2001. There is also a therapeutic community, opened in November 2001 on the same site, that holds up to 200 prisoners. The therapeutic community was not inspected. All prisoners in the main prison have at least four years of their sentences left to serve. Since the previous inspection, the prison has reduced its operational capacity. There are 10 living units in the main prison which currently house approximately 600 prisoners. Of these, there are about 75 prisoners on the vulnerable prisoner unit. Approximately 44 per cent of prisoners are from minority ethnic groups and approximately 23 per cent are foreign nationals.

2. The prison's staff provide education during the day and on some evenings. There is a range of education and training courses, including information and communications technology (ICT), mathematics, languages, foundation programmes and key skills. There is currently no social and life skills programme. Vocational training programmes include horticulture, industrial cleaning, and painting and decorating. The prison's production workshops offer basic employment but no formal accredited training. There are additional employment opportunities for prisoners as cleaners, library and visits orderlies, and laundry workers. Horticulture, painting and decorating, industrial cleaning, ICT and foundation programmes were inspected. Horticulture and industrial cleaning were not inspected at the previous inspection.

3. The senior management team consists of a director, who has overall responsibility for the prison, the director of therapy, five assistant directors and a clinical manager. There is a head of education and vocational training and about 40 learning support assistants who are prisoners selected to support learners individually or in small groups, and provide some teaching. The tutors are all either qualified teachers or are working towards a formal teaching qualification at a local college, which they attend for half a day each week.

4. The prison has identified a new range of vocational training programmes and at the time of inspection construction of practical training areas for electrical installation, plumbing and brickwork courses was well underway. Training staff have been already appointed and are working on developing the courses. A few prisoners are following catering national vocational qualifications (NVQs) at level 1 and level 2 but there were no staff available during the inspection and no training to be observed.

SCOPE OF PROVISION

Land-based provision

5. There are 16 learners in horticulture. Twelve have just begun a 20-week programme

HMP DOVEGATE REINSPECTION

leading to 12 horticultural skill tests. Four are on a new level 2 horticulture skills programme lasting 19 weeks and consisting of eight units which include more background knowledge. Five learners based in the vulnerable prisoner unit are working towards a certificate in gardening, which is studied by distance learning. A garden design programme is available during the winter months. One tutor teaches and assesses all the programmes.

Construction

6. Sixteen learners are training in construction. All are on the painting and decorating programme and are working towards a level 1 qualification in painting and decorating. An additional qualification at level 1 in general tiling is also offered to all learners. Learners attend training workshops for 10 half-day sessions a week over a period of approximately 10 weeks. The painting and decorating trainer has considerable industrial experience and is occupationally qualified. Learners are initially assessed for literacy and numeracy during induction and additional support is provided where required. All learners receive workshop inductions at the start of their programme.

Information & communications technology

7. There are 34 learners on ICT training programmes. One full-time member of staff provides training in information technology (IT) leading to accreditation at levels 1, 2 and 3. Six learning support assistants provide individual training and some administration support for all qualifications. Three training rooms in the main education centre are open every day and up to four evenings a week for IT training. Learners can study IT in other areas of the establishment by using their own or borrowed laptop computers. Module examinations are held monthly.

Health, social care & public services

8. There are 12 learners in industrial cleaning, all working towards a recognised cleaning services qualification. The qualification is currently offered at both stage one and stage two. Some additional qualifications are also available to learners. Learners attend for 10 half-day sessions a week over a period of 12 weeks. They are trained and assessed by occupationally competent staff. Learners are initially assessed for literacy and numeracy during induction and additional support is provided where required. All learners receive workshop inductions at the start of their programme. Industrial cleaning was not inspected during the previous inspection.

Foundation programmes

9. There are 231 foundation programme learners enrolled on 234 courses. Twenty-one learners attend full time and 213 attend part time. Courses are delivered in three-hour sessions. Learners attend differing numbers of sessions depending on need and their other regime activities. Fifty-five learners attend entry level literacy and numeracy classes, and a further 23 entry level learners receive individual support on the residential wings and in the healthcare centre from learning support assistants. Twelve learners are enrolled on a level 1 literacy and numeracy course. Eight attend a course in English for speakers of other languages (ESOL). One hundred and eighteen learners are registered on key skills courses. The key skills of communication and application of number are integrated with horticulture, painting and decorating, and industrial cleaning programmes. Key skills are also taught separately in the vulnerable prisoner unit. Eighteen learners attend a level 2 mathematics course. There are six full-time tutors and one part-time tutor. There is currently no social and life skills provision.

ABOUT THE REINSPECTION

| | |
|--|----|
| Number of inspectors | 6 |
| Number of inspection days | 23 |
| Number of learners interviewed | 75 |
| Number of staff interviewed | 33 |
| Number of locations/sites/learning centres visited | 3 |

OVERALL JUDGEMENT

10. At the previous inspection, construction and foundation programmes were judged satisfactory. Courses in ICT were unsatisfactory, as were HMP Dovegate's leadership and management. Equality of opportunity was satisfactory but quality assurance arrangements were very weak. Land-based provision, and health, social care and public services programmes were not inspected. At the end of the reinspection process, foundation, and health, social care and public services programmes were judged to be good. Land-based provision and ICT programmes were satisfactory. Construction courses were unsatisfactory. Leadership and management had improved and were satisfactory and equality of opportunity was good. Quality assurance arrangements had improved but were still unsatisfactory.

KEY FINDINGS

Achievement and standards

11. **Achievement rates on key skills and ESOL programmes are very good.** Pass rates in key skills have exceeded 80 per cent during the past 12 months, and all learners who completed ESOL courses achieved an externally accredited qualification. Retention rates regularly exceed 95 per cent. Learners on industrial cleaning courses achieve additional qualifications in areas such as bio-hazard work. Achievement rates are good in ICT and horticulture, but there has been no achievement of qualifications among the current group of painting and decorating learners, and there have been delays in certification for tiling awards.

12. **Learners develop good practical skills in painting and decorating,** showing high standards of preparation and finishing. Some learners have progressed to become assessors on the industrial cleaning programme. Learners develop very good skills in literacy and numeracy. Those entering the prison with very poor reading and writing skills are soon achieving entry level and level 1 qualifications. There is also good development of personal and social skills but this is rarely formally recorded.

Quality of education and training

13. **Teaching on foundation programmes is satisfactory or better, with many good lessons observed.** On many courses, particularly literacy and numeracy and ICT, **the work of the learning support assistants has proved to be invaluable.** This includes some excellent support on the residential wings for learners unable to access the main education centre.

14. Teaching and administrative support staff provide **good-quality support for learners on open learning courses.** Much of the teaching material used on the residential wings by education staff is imaginative and interesting. Some of the background knowledge teaching for vocational courses provided in the main education centre lacks variety and does not make enough use of practical resources to stimulate learning.

15. Learners are effectively inducted and assessed when they enter the prison and there are arrangements for those with appropriate prior learning to progress to higher levels of learning.

16. Resources are generally satisfactory but **some programmes such as ESOL and ICT are under-staffed.** **Some classrooms are too small** for the number of learners and to ensure that individual coaching is used to the best effect. Some vocational training areas such as painting and decorating are too small to allow learners to work unhindered by others. In ICT, one tutor has to manage several classrooms. The prison has agreed new temporary accommodation to increase the amount of teaching space.

17. Teaching and administrative staff and custodial officers dedicated to the education department provide **very good support for learners**. This support also extends to the network of learning support assistants recruited from the prisoner population. Learning support assistants regularly visit places such as the healthcare centre to support learners. Teaching staff use individual learning plans to record learning and support but the use varies between staff. There is currently **no formal support for learners with dyslexia**.

18. Assessment and verification practices are satisfactory in many areas particularly for key skills and catering. Some training staff, although experienced, have not been trained as assessors. There is **insufficient recording of learners' competence and achievements** in some vocational training areas.

Leadership and management

19. **Leadership and management have improved since the previous inspection and there are now clear links between resettlement and education and training**. The prison has extended its vocational training courses. Staff have been appointed and resources and training areas are in the final stages of construction. The head of education and vocational training has joined the senior management team and responsibility for activities has been given to the deputy director. A head of learning and skills has been appointed by Premier Serco to work with HMP Dovegate and three other establishments.

20. **Training in key skills is well integrated with the education provision** and open learning continues to expand with financial and educational support from the prison. Staffing in the prison has stabilised and turnover has reduced from some 60 per cent to approximately 30 per cent, with dedicated custodial officers working in the education department.

21. **Equality of opportunity is good** and there is a good level of mutual respect between staff and prisoners within the category B status. There is discreet control of learners' free movement between education, training and work. Access is limited for the vulnerable prisoners due to the layout of the prison, but managers are aware of this and are reviewing arrangements to improve it. Where possible, education and contract work is taken to the vulnerable prisoners on the residential wing.

22. Much data is collected on the composition, achievement and attendance of different groups, but the **data is not sufficiently used to set targets for improvement**. Meetings take place between staff and learners and these have led to the improvement of vocational training.

23. **Quality assurance has improved since the previous inspection when it was very weak, but it remains unsatisfactory**. There is a self-assessment process but it is not currently rigorous enough. The quality improvement group has only recently been formed and, although there is now a quality assurance policy, some of the arrangements are still incomplete. There is too much reliance for quality assurance on meeting awarding body standards.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good development of a wide range of education and training opportunities
- well-structured and very effective work to encourage wider participation
- good access for learners with mobility difficulties

Weaknesses

- insufficient resources in some areas
- insufficient use of data to set targets
- incomplete quality assurance arrangements

Land-based provision

Strengths

- good achievement rates in horticultural skills tests
- good progression onto higher-level courses
- well-structured and effective distance learning arrangements

Weaknesses

- insufficient variety and promotion of best practice in the teaching of horticultural theory and practical skills
- poor planning and use of resources

Construction

Strengths

- good standard of learners' work

Weaknesses

- inadequate resources to support learning
- insufficient assessor training
- poor recording of learners' progress and achievement

Information & communications technology

Strengths

- good achievement of qualifications
- particularly good work by learning support assistants
- good advice and guidance for individual learning and development

Weaknesses

- insufficient teaching staff to support the range of learning
- insufficient technical and administrative support

Health, social care & public services

Strengths

- high standard of learners' portfolios
- good materials to support teaching and learning
- effective support from learning support assistants
- good range of additional qualifications to enhance learners' progression

Weaknesses

- insufficient resources to extend learners' practical skills and experience

Foundation programmes

Strengths

- very good achievements in key skills and ESOL programmes
- much good teaching and learning
- effective use of learning support assistants to support learners
- effective outreach work to support vulnerable prisoners

Weaknesses

- insufficient recording of learners' personal and social development
- no support for learners with dyslexia

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

24. Leadership and management are now satisfactory. The approach to equality of opportunity is good. Quality assurance arrangements have improved but remain unsatisfactory.

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

Strengths

- good development of a wide range of education and training opportunities
- well-structured and very effective work to encourage wider participation
- good access for learners with mobility difficulties

Weaknesses

- insufficient resources in some areas
- insufficient use of data to set targets
- incomplete quality assurance arrangements

25. Leadership and management are now satisfactory. The prison is in its third year of operation and has significantly reduced its staff turnover from approximately 60 per cent to some 30 per cent. The director, while retaining overall responsibility for the prison, has given responsibility for education and training activities to the deputy director. The recently appointed head of education and vocational training is a member of the senior management team and has made significant improvements in the development of the range of education and training courses available to prisoners. For example, the prison has doubled the number of learners on foundation programmes to over 200.

26. Prisoners are consulted about changes they want to education and training. The director meets prisoners regularly and as part of the establishment's commitment to resettlement has introduced additional short accredited vocational training programmes which reflect skill shortages in industry. These include electrical installation, plumbing and brickwork programmes. Staff have been appointed and the training areas are nearing completion. Courses such as hairdressing and art and crafts have been withdrawn and the accommodation refurbished for the new vocational training programmes.

27. Although it has yet to be articulated into the prison business plan, there is a clear strategy for developing the education provision. Many of the planned changes have been implemented, including the further integration of key skills into training

programmes, and staff training in the core curriculum for literacy, numeracy and language training. The well-developed structure of learning support assistants working with learners in classrooms and workshops and on the wings has expanded and continues to be a strength. Motivated and enthusiastic teaching staff now provide additional courses, for example in mathematics. The ESOL provision is well organised and is offered both in the education block and on the wings. The prison has ordered £17,000 worth of waste-recycling resources to give learners the opportunity to develop skills in waste management and to offer a recognised qualification. Other planned initiatives include the opportunity to gain an NVQ in performing manufacturing operations through the contract workshops.

28. A few learners are taking NVQs in catering at levels 1 and 2, and some have already achieved units towards the qualification. The establishment has clear and structured systems in place to support the catering training programmes and there is very good sharing of assessment and verification practices between the main prison and the therapeutic community. Courses in health and nutrition have been designed by physical education staff and are to start shortly.

29. The prison is currently supporting some 50 learners on open learning programmes. Financial support to the value of 10 per cent of the fees is provided by HMP Dovegate, and staff help learners make applications for funding from charities. Open learning tutors regularly visit the prison to work with learners. Laptop computers are also provided on a rota basis to support learners on the wings. The current co-ordinator for open learning courses is on maternity leave but support is offered by other enthusiastic staff in the education department.

30. The head of education and vocational training has responsibility for managing the prison custodial officers who are allocated to the education department. These officers play a highly significant role in maintaining security, supporting learners with advice, and ensuring that they get to classes on time. Administrative staff also provide invaluable support to prisoners who are learning support assistants to ensure learners are able to progress through their learning programmes. These supportive relationships contribute to the strong development of learners' personal and social skills.

31. Staff development and training activities are satisfactory. Staff in the vocational training areas are experienced but some of those accepted as assessors by the awarding bodies have not had assessor training. Other teaching staff have yet to receive training in the national core curriculum. The prison is aware of this and has identified it as a priority for development. Training in the use of individual learning plans and in key skills has taken place recently, and many staff attend teacher training courses with a local college.

32. There are insufficient resources in some areas. For example, vulnerable prisoners are unable to attend education for the same amount of time as those on other residential wings, although the prison has made classes available during the evenings. There is not enough contract work for vulnerable prisoners, although some work is taken out to the vulnerable prisoner unit. Further workshop activities are planned for the near future.

when the working areas have been fully prepared.

33. The classrooms in the main education centre are small and sometimes cramped. They provide insufficient desk and seating space for the number of learners attending classes. New portable accommodation is currently being purchased. There is insufficient space on the wings for learning support assistants to store resources and learners' files, and there are no rooms or quiet areas for learners to work. Space for background knowledge training sessions in the painting and decorating area is untidy and the desks are old and shabby. In some areas of learning, for example ESOL and ICT, there are insufficient staff for the number of learners needing support. There are no routine cover arrangements and classes are cancelled when staff are absent.

Equality of opportunity

34. The prison's approach to equality of opportunity is good. There is a comprehensive equality of opportunity and diversity policy which is reviewed annually. Appropriate written procedures are in place to cover such issues as harassment complaints and appeals. Copies are displayed throughout the prison. The education department has made a positive response to the Race Relations (Amendment) Act 2000. Statutory duties and commitment are clearly stated. Equality of opportunity statements are clearly displayed throughout the education block. Complaints made by learners receive appropriate responses. A diversity group chaired by the director of the prison, meets regularly to discuss relevant issues. Complaints of a racial nature are discussed at these meetings. Equality of opportunity and diversity are not routinely discussed at staff meetings. Multi-faith worship takes place and a strong emphasis is placed on being aware of the significant religious festivals of different faiths. The recruitment strategy is part of this overall policy and the ethnic composition of the staff is analysed.

35. Data is collected on the ethnic make-up of the prison and the performance of each group is analysed and compared with the prison population as a whole. The number of learners from minority ethnic groups receiving education and training is comparable with the prison population as a whole. When education courses are identified as not reflecting the ethnic prison population the reasons are investigated by the diversity and multi-faith co-ordinator and action is taken to remove any obstacles to learning. Learners are financially disadvantaged when they choose education and training rather than work. In addition to differing pay rates, the prison policy of all prisoners having a level 1 qualification before working in the contract workshops has resulted in them choosing not to enter education. The prison has monitored this and is currently in the process of looking again at its policy. Some programmes are over-subscribed and learners have to wait for long periods before getting on a programme of learning.

36. Learners speak favourably about the help and support they receive from staff and the learning support assistants. The use of 40 learning support assistants, who provide education on the wings and support tutors in the education block, widens participation among learners who may not otherwise have chosen education and training. Education is provided in the segregation unit and the wings by a team of learning support assistants. Language support can be given in up to seven languages. Learning support

assistants are positive role models and provide good support for new learners with a diverse range of learners. Access and educational facilities for learners with restricted mobility and for wheelchair users are good. The education department can be accessed by lift and has toilet facilities for people with restricted mobility.

37. Posters promoting equality of opportunity, diversity and social inclusion are displayed prominently throughout the prison. Staff do not routinely receive training in equality of opportunity and diversity. Some training takes place at induction but this is not sufficiently reinforced.

38. The main library is housed in the education centre and is relatively small. However, the resources are extensive and include a range of texts to support learning. Materials are available in various formats including large print and in a number of languages. A small area is designated for private study. Daily newspapers are available in a wide range of languages from a diverse range of cultures, but there are very few periodicals. Learners are entitled to use the facilities, but access to the library is sometimes limited by operational requirements. The library is well attended and books can be requested and accessed from the central county library within a few days. Learners have access to CD-ROMs that can be viewed in the library.

Quality assurance

39. Quality assurance arrangements are unsatisfactory. Since the previous inspection, a new quality assurance policy has been developed, which identifies some of the key procedures to ensure the overall quality of the learners' experience. However, some key procedures are subject to few formal processes. For example, teaching and learning observations are not carried out in a systematic way. There is not enough planned formal evaluation to ensure the effectiveness of processes such as induction and initial assessment. Some informal evaluation is carried out by the head of education and vocational training, and changes have been made to the structure of the initial assessment process as a direct result of this, for example the fast tracking of those with prior qualifications. Since the previous inspection, a quality improvement group has been formed which meets monthly to discuss and review the way in which quality assurance improvements should be made. Progress towards achieving the objectives outlined in the development plan has not yet been monitored and the initiatives introduced have not had time to affect the learners' experience.

40. Learners on education programmes are routinely monitored and tracked. Data on all aspects of the learners' experience is captured and satisfactorily recorded. Results of initial assessment, course allocation and progress are recorded in detail. Records are also kept of learners who move into and out of education and training. However, data is not routinely used to evaluate performance or identify trends, or in the planning of training or management decisions. Tutors and prisoners who are learning support assistants routinely meet to share good practice and discuss how the learning programmes can be improved. During the meetings, action points are identified and feedback is provided on progress towards achievement. New individual learning plans have recently been developed and introduced, and there have been awareness-raising

HMP DOVEGATE REINSPECTION

sessions, but it is too early to measure their effect on learning. In most cases, they are not used to inform learners of their progress.

41. Internal verification is satisfactory. It is particularly good for catering NVQs. In other areas, internal verification sampling plans provide for sufficiently frequent observations at which valuable feedback is provided for assessors. Actions identified by the internal verifier are not always systematically followed through. The quality of learning and assessment meets awarding body requirements.

42. All staff contribute to the preparation of the self-assessment report, which is also informed by learners' feedback. The self-assessment report is an account of the education provided but is insufficiently self-critical. It has been partly effective in identifying many of the significant strengths and weaknesses, but is not sufficiently comprehensive and self-critical in respect of leadership and management. The areas of learning and the leadership and management were not graded. The development plan does not include detailed key targets or designated responsibilities against which to measure progress. There are no timescales for the implementation of qualifications in the industrial workshops or staff training programmes for new vocational training staff.

AREAS OF LEARNING

Land-based provision

43. Training in horticulture is satisfactory.

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

Strengths

- good achievement rates in horticultural skills tests
- good progression onto higher-level courses
- well-structured and effective distance learning arrangements

Weaknesses

- insufficient variety and promotion of best practice in the teaching of horticultural theory and practical skills
- poor planning and use of resources

Achievement and standards

44. Of the 44 learners who have taken horticultural skills tests since 2002, 34 have completed all 12 tests, and one has completed five. Of the 15 that have started the certificate in gardening since 2003, four have completed all five units, one has completed three units, and one has completed one unit. Four left without completing and five are still in learning. All units are externally tested and a few learners have achieved merits and distinctions in the units. There is good integration of level 1 communication key skills with the vocational training. Five of the 11 starters have completed the whole award. In garden design, of the five who started, three are making good progress and expect to complete at the end of March. The work in the portfolios is good. Learners who are transferred to other prisons or have not completed the full programme in any of the courses have their records forwarded by the tutor.

45. Learners progress well through the qualifications. They take full advantage of the opportunity to work through the different levels of qualifications available. Learners are able to effectively learn how to work in a team, to carry out elementary research and to participate in examinations. Three learners have progressed to the garden design course from the horticultural skills tests. Learners can start at a level appropriate to their learning.

Quality of education and training

46. Learners in the vulnerable prisoner unit can study the certificate in gardening by distance learning. The horticulture tutor has created a comprehensive pack of background knowledge notes for each unit, using a wide variety of sources such as the

HMP DOVEGATE REINSPECTION

internet and notes from horticultural organisations. A series of very appropriate questions is included to allow learners to review their level of understanding. Each unit is studied over a six-week period, and tutors give good weekly written feedback to each learner.

47. Assessment practice is satisfactory. Records are kept of each skills assessment but written feedback is only given to learners on distance learning courses. Mistakes in spelling and grammar are not corrected. The learning support assistants give help with spelling and writing during learning sessions and this is appreciated by learners and the horticulture tutor. Key skills teaching is satisfactory. The horticulture tutor puts key skills into a horticultural context but has no key skills qualifications. The key skills tutor has recognised that there needs to be a wider breadth of evidence for level 2 communication skills.

48. Teaching and background sessions lack variety and consist mainly of reading to learners and getting them to answer questions from text. Teaching does not take into account different learning styles and does not contain any horticultural examples. Some of the teaching is set at too high a level, and explanations of horticultural terms are not always clear. Practical teaching is satisfactory but there are elements that do not promote horticultural best practice. Tools have not been cleaned before storage, the potting area is untidy and pots and trays have not been cleaned. During a seed sowing session, learners were encouraged to have clean hands but the process was to wipe their hands on their clothing. The greenhouse has broken panes and the area is untidy and contains dead plants. The flower beds are shabby and little autumn pruning has been carried out. The tutor has qualifications in floristry but not in horticulture, but is a keen amateur organic gardener.

49. There is poor planning and use of resources across the estate. There is no sharing of good horticultural practice between the main prison and the therapeutic community. There is no clear strategy as to the horticultural tasks that need to be carried out across the estate. Learners mowing lawns were showing few horticultural skills and were disposing of grass cuttings in plastic bags. There is no clear strategy for the purchase of horticultural equipment, such as plants and seeds, which links to the overall strategies of the prison. Tools are shared with the maintenance department. Where, for example, soil samples are needed to improve teaching methods, no arrangements have been made to ensure that materials can be brought into the prison.

Leadership and management

50. The horticulture tutor has developed the horticulture programmes and the limited resources that are available by herself. Many of the books in the horticultural unit are hers. Records kept by the department are satisfactory. The external verifier is carrying out internal verification. There is a good range of horticultural books available in the library. The main emphasis of the courses is organic gardening and garden design. There is no choice of units offered in the certificate in gardening. There are 15 available but only the minimum of five are offered and these are chosen by the tutor. The self-assessment report did not identify all the strengths and weakness identified by the

inspection.

Construction

51. Training in painting and decorating is unsatisfactory.

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

Strengths

- good standard of learners' work

Weaknesses

- inadequate resources to support learning
- insufficient assessor training
- poor recording of learners' progress and achievement

Achievement and standards

52. Between June 2003 and August 2004, 31 learners achieved the certificate in basic painting and decorating. At the time of inspection, no information was available on the number of learners who started the programme during this period. In September 2004, a new level 1 qualification in painting and decorating was introduced. To date there has been no achievement of this qualification.

53. Learners produce a good standard of practical work. In many instances, this is well above the requirements of the qualification being offered. Intricate and detailed work is carried out well and to a good finish. Some learners who are only five weeks into the programme are producing work, both in paint application and in wall coverings, which exceeds the standards required. Learners are highly motivated and take pride in their work. Written work in learners' portfolios is very neat and well presented.

Quality of education and training

54. The standard of teaching and learning is satisfactory. Staff demonstrate up-to-date technical knowledge and use a variety of training methods and styles to meet the needs of the learners. Learners show their understanding through discussion, in writing and by practical demonstration.

55. Generally, learners work in a safe environment and there is adequate reinforcement of health and safety practices. Learners are given appropriate, personal protective equipment by the prison. The trainer has produced relevant safe systems of work and risk assessments and displayed them around the workshop area.

56. Learners receive adequate literacy, numeracy and language support from the education department staff. All learners are initially assessed at induction to identify their

levels of literacy and numeracy. Where additional support needs are identified or learners have elected to work towards literacy and numeracy qualifications at level 2, appropriate additional support is provided. Most learners on vocational training programmes achieve literacy and numeracy qualifications at level 1 before they start their training programme. Learners speak positively of the support they receive.

57. Although there have been some improvements to the workshop facilities since the previous inspection, the resources to support learning are inadequate. Workshop space is small in relation to the number of learners on programme. In some instances, up to three learners share the same work bay when carrying out practical tasks. Learners work in cramped, restrictive conditions and are unable to carry out realistic-sized work activities. There is no separate classroom away from the workshop. Learners receive background knowledge training and carry out independent study around a small cluster of tables in the workshop. This area is also the main access to the industrial cleaning workshop and there are frequent disruptions. Work areas do not provide the opportunity for learners to cover the full range of work activities required by the qualification. Doors and window frames do not have handles, locks and letter plates. There are no electrical fittings or radiators for learners to remove or protect as part of the work process. Brush cleaning facilities are basic and there are inappropriate storage facilities for materials and equipment.

58. There is insufficient assessor training. The current trainer has been in post since January 2005 and has yet to receive appropriate training to enable him to carry out formal assessment of learners' competence. The previous assessor left in October 2004. There has been no formal assessment of learners' competence since October 2004. Some learners have been on programme since before the previous assessor left but have yet to be accredited for their achievements. Most learners are halfway through the 10-week programme and have yet to be formally assessed in the skills they have acquired. There are approximately 30 learners who completed the general tiling qualification before October 2004 and are still waiting for certification.

59. There is poor recording of learners' progress and achievement, and inadequate recording of assessment decisions. Tutors do not use checklists or mark sheets to identify the tolerances and standards laid down for the qualification being followed. Although the trainer records the date of the assessment, there is no clear indication of the outcome of the assessment decision. Learners are not given written specifications of the work to be carried out and are not made aware of the qualification requirements. The trainer provides verbal feedback to all learners on their performance but this is not formally recorded. Learners' portfolios do not identify their progress towards achievement of the qualification and its components. There is no recorded evidence of progress reviews or discussions of learners' progress towards achieving their learning aims.

Leadership and management

60. There have been delays in certification for learners on tiling courses, and in training for the trainer in painting and decorating, who has been in post for eight weeks. This has been recognised by the establishment and relevant training in teaching and assessment practices has been arranged for all recently recruited vocational training staff. The self-assessment report identified most weaknesses found during inspection.

Information & communications technology

61. Training in ICT is satisfactory.

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

Strengths

- good achievement of qualifications
- particularly good work by learning support assistants
- good advice and guidance for individual learning and development

Weaknesses

- insufficient teaching staff to support the range of learning
- insufficient technical and administrative support

Achievement and standards

62. There is good achievement of qualifications. Most learners who enrol on a course achieve one or more units or complete the qualification. In 2002 and 2003, 46 learners worked towards introductory qualifications and 35 completed them. In 2004, 57 learners completed units or full qualifications at level 2. A small percentage of learners leave the course without completing a unit, some because they are released or transferred to other establishments, and others because of an inability to concentrate for long enough or for disciplinary reasons. Many learners start the course with little or no previous experience of using IT and all make very good progress. There is good progression from introductory level courses through to level 2. Learners who have reached an appropriate level of learning progress to level 3 qualifications in specific IT applications. The level 3 courses have only recently been introduced and no qualifications have yet been completed.

Quality of education and training

63. Teaching and learning are good, and particularly good use is made of learning support assistants. They are good role models and encourage other prisoners to participate in educational activities. This was recognised as a strength at the previous inspection. There is a high level of mutual respect and trust between tutors, learning support assistants and learners. The learning support assistants give teaching support to individual learners, design workbooks for independent study, develop and maintain computerised records, and carry out repair and maintenance tasks. There is good interaction between the learning support assistants and the learners, who are very positive about the benefits of being taught by their peers. There is a particularly good relationship between the learning support assistants and the IT tutor. Mutual trust and effective communications, aided by regular formal meetings, ensure a team approach

HMP DOVEGATE REINSPECTION

with a high level of individual support. The full-time member of staff has a teaching qualification and very good subject competence. Teachers use a good variety of methods to engage learners in learning, such as demonstrating, explaining, practical activities, handouts, workbooks and open questioning techniques. Learners work well individually and with other learners. Learners' work is at least satisfactory and some of it is good.

64. Staff give learners particularly good advice and guidance about learning and development opportunities, enabling them to recognise and reach their potential. They are aware of learners' previous knowledge and interests and use this to guide them to appropriate modules of study. In addition to the range of qualifications available in the education department, learners are given relevant and up-to-date information on a wide range of independent study qualifications they can work towards through external organisations. These include qualifications in business management and high-level programming. Staff help learners apply to appropriate charitable bodies for funding to help offset the costs of external study. All learners understand how gaining skills in IT links to their aspirations for employment on release. They are encouraged to work towards literacy and numeracy qualifications and many have gained qualifications in key skills. Those with English as an additional language regularly attend ESOL classes.

65. Assessment of learners' work is satisfactory and their progress towards qualifications is recorded appropriately when assessments are carried out. Some learners' certificates for completed modules and full qualifications have been considerably delayed. However, all certificates have now been applied for.

66. At the previous inspection, the system for planning and recording of learning was incomplete. It is now adequate. Previous experience is recorded in individual learners' files. Attendance is monitored and completion of qualification units is recorded.

67. There is now a satisfactory range of qualifications and learning opportunities that meets the needs of most learners. At the previous inspection, learners at HMP Dovegate had insufficient opportunities to progress beyond level 2. Learners can now gain qualifications at introductory level and levels 1 and 2 in computer applications, and can follow courses in programming and web design that will lead to qualifications at higher levels. Progression to university and commercial qualifications by distance learning is encouraged. There is, however, no opportunity for learners to gain experience or qualifications in computer maintenance, repair or networking.

68. Resources to support the range of courses and qualifications are unsatisfactory. There is one full-time tutor who is responsible for teaching three classes in three separate IT rooms simultaneously, aided by learning support assistants in each room. There is not enough time for the tutor to fully develop new learning support assistants, manage the work of existing learning support assistants or assist them to improve their own and others' learning. The tutor is solely responsible for all teaching for five days a week from 8:30 am until 5 pm and also for up to four evening classes a week. There are no appropriately qualified and experienced staff available to cover for staff absence.

69. The establishment's technical support arrangements for IT are inadequate to support the needs of IT education. A number of the computers used to teach programming have been 'made' from recycled machines. If hardware needs repair or maintenance, the tutor or learning support assistants must carry this out. There is only one printer between the three classrooms, and it is also used by learners using laptop machines for independent study. The tutor spends a considerable amount of time moving the printer from one room to another or linking it to individual laptop computers which are brought to the teaching room. There is no administrative support for IT. The tutor is responsible for all record-keeping relating to learners' progress and course enrolments, for marking learners' work and applying for certification. Certification is often considerably delayed and many prisoners who have completed qualifications and left the establishment or moved out of education have yet to receive their certificates. The tutor is responsible for keeping track of the laptop computers that have to be booked in and out of the department twice a day, and those available for prisoners to use on the wings. There is often insufficient time to reproduce learning materials and workbooks. Teaching staff have no personal working or storage space. There is insufficient time to develop new courses and qualifications.

Leadership and management

70. Two of the weaknesses identified by the previous inspection have been rectified. However, although the number of computers has increased considerably, there has been insufficient action to ensure sufficient resources are available to support the range of learning opportunities now available in IT. There are still too few teaching and support staff and resources. Equality of opportunity is good. Provision for learners with mobility difficulties is good and they are able to access all IT areas. There is insufficient access to IT for vulnerable prisoners. There is no provision for training on the vulnerable prisoner unit, and only two one-hour IT sessions a week in the evenings. Quality assurance is unsatisfactory. The self-assessment comments on most key strengths and weaknesses, but is not sufficiently succinct in its judgements and there is no action plan. Record-keeping is minimal, although staff have a good knowledge of each individual learner and their progress. The provision for literacy, numeracy and language is good and most learners on IT programmes have achieved or are working towards appropriate qualifications. Many of the learners have also achieved key skill qualifications. There is insufficient time for staff training and development.

Health, social care & public services

71. Training in industrial cleaning is good.

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

Strengths

- high standard of learners' portfolios
- good materials to support teaching and learning
- effective support from learning support assistants
- good range of additional qualifications to enhance learners' progression

Weaknesses

- insufficient resources to extend learners' practical skills and experience

Achievement and standards

72. Of the 40 learners who started industrial cleaning programme in 2004, half left the programme early with no achievement. However, 10 of these were transferred, released or removed for disciplinary reasons. Thirteen learners achieved stage one qualifications in industrial cleaning, and 12 of these went on to achieve stage two qualifications. Fourteen learners achieved qualifications in the control of body fluid contamination.

73. Learners' portfolios are of a high standard and they take great pride in them. Learners' work is very well presented and well organised. Assessment evidence is diverse and clearly referenced to the qualification requirements. Learners' progression and achievement is reviewed regularly and recorded on the appropriate documents. Good, constructive feedback is given to learners and recorded on all practical mark sheets. Portfolios contain all documents necessary to satisfy awarding body requirements. Training requirements are clearly identified throughout the portfolios in schemes of work and work specifications. Assignments and tasks completed by learners are relevant and well referenced to individual modules of the qualification. In addition to the progress and achievement records, portfolios also contain high-quality information relating to the application and safe use of products, tools and equipment.

74. Learners' work is satisfactory. The practical skills and knowledge they acquire are appropriate for the qualification being followed. Learners take great pride in the work they produce and are motivated by the positive feedback received from instructors and learning support assistants. Learners can satisfactorily use their newly acquired skills and knowledge in work situations outside the workshop environment when given the opportunity. The standard of learners' written and pictorial work is very good, and it provides them with a sound reference base for completing test papers and assignments.

Quality of education and training

75. There are good materials to support teaching and learning, many of them produced by the tutors. These include discussion sheets and information sheets used to provide learners with technical data on industrial cleaning products, safe use of tools and equipment, and risk assessment. Quiz sheets have been developed to ensure full group participation when checking learners' understanding and job knowledge. Worksheets and assignments are produced with clear guidance and tasks, which take into account the levels of understanding and abilities of all learners. Learners are given pocket-sized reference charts giving hazard information and dilution rates for cleaning chemicals. These provide an excellent reference point when learners are carrying out practical cleaning activities. Learning support assistants contribute to schemes of work and lesson plans. These are well structured and comprehensive and provide a structured approach to teaching.

76. There is a good range of additional qualifications to enable learners to progress. Upon successful completion of the cleaning sciences qualifications, learners are given the opportunity to work towards advanced and specialist qualifications. The certificate of training competence enables learners to train others in the qualification for which they hold a certificate. All learning support assistants in industrial cleaning have achieved this qualification and train other learners. Learners who achieve the certificate in training competence are given the opportunity to obtain an assessor award. Three learning support assistants have achieved assessor status and assess learners' competence in industrial cleaning. Specialist courses in cleaning science and control of body fluid contamination (bio-hazards) are also offered. In 2004, 14 learners achieved the bio-hazard qualification and they have been required to put their skills into practice within the main prison area on a number of occasions. During the inspection, one learner was required to attend to a contaminated area in the main prison. This task was carried out confidently and effectively.

77. Learning support assistants provide effective support. They have a good understanding of learners' individual needs and adapt their support and guidance styles to meet these needs. They are knowledgeable in the vocational area and learners appreciate and are complimentary about the additional support they offer. The contribution they make enables the tutors to provide appropriate levels of individual support and guidance for those learners with additional support needs. All learning support assistants are trained assessors, and they regularly assess learners' competence in industrial cleaning. Learning support assistants provide effective support with portfolio building, and this has contributed to the high standard of learners' portfolios. Learning support assistants also help tutors to develop lesson plans.

78. The standard of teaching and learning is satisfactory. The industrial cleaning tutor has up-to-date technical knowledge and uses a variety of teaching methods and styles to meet the needs of learners. Learners demonstrate their understanding through discussion, in writing and by practical demonstration. Staff give appropriate levels of feedback to all learners on their performance and progress. The assessment methods

HMP DOVEGATE REINSPECTION

and recording of learners' achievement are suitable for the qualifications being followed. Assessment is fair and is carried out regularly. External verification reports show consistent compliance both in assessment practice and in verification arrangements.

79. Learners receive adequate literacy, numeracy and language support from education department staff. All learners are initially assessed for levels of literacy and numeracy at induction. If they have additional support needs, or have elected to work towards level 2 qualifications, appropriate additional support is provided. Most learners on vocational training programmes achieve level 1 qualifications before they start their training programme. Learners speak positively of the support they receive.

80. Workshop resources are satisfactory. Although the work area is small it is adequate for the number of learners on programme. Work areas are clean and well maintained. There is adequate storage for all cleaning materials, tools and equipment, including hazardous materials. There are no separate classroom facilities for background knowledge sessions and independent study. The heating and extraction systems make the workshop noisy, and it does not always provide a suitable learning environment. Generally, learners work in a safe environment and there is adequate reinforcement of health and safety practices. Learners are given appropriate personal protective equipment by the prison. Safe systems of work and risk assessments have been produced and are displayed around the workshop area.

81. There are insufficient resources to extend learners' practical skills and experience. There is a limited range of cleaning surfaces in the workshop area. Learners have little opportunity to apply their skills and gain experience in the wider range of surfaces encountered in a normal work environment. There is no provision for wooden floor surfaces, varieties of carpets or tiled floor areas. Although some learners are given the opportunity to carry out cleaning work in the main prison block, this is not easily accessible and is not available to most learners. Some improvements have been made in an attempt to provide a wider range of simulated work situations, including a full-scale working bathroom area.

Leadership and management

82. The introduction of additional qualifications and the development of learning support assistants has resulted in well supported and motivated learners. Staff have good access to training in order to develop personal and professional skills. Although resources meet the requirements of the qualifications there has been insufficient improvement of these resources to enhance the learners' experience and employability prospects.

83. The quality assurance of teaching and assessment practice is satisfactory. There is some evidence of observations of both teaching and assessment, but there is too much reliance on external moderation to establish the quality of these aspects. The self-assessment report identified many of the same strengths and weakness as the inspection.

Foundation programmes

84. Training in foundation programmes is good.

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

Strengths

- very good achievements in key skills and ESOL programmes
- much good teaching and learning
- effective use of learning support assistants to support learners
- effective outreach work to support vulnerable prisoners

Weaknesses

- insufficient recording of learners' personal and social development
- no support for learners with dyslexia

Achievement and standards

85. Learners' achievements in key skills and ESOL are very good. In key skills the achievement rate during the past 12 months has been 80 per cent. There is a very good retention rate of 94 per cent. One hundred and twelve key skills certificates were achieved. In ESOL, all the learners who completed their course achieved an externally accredited certificate. The retention rate in ESOL is 95 per cent. Retention and achievement on literacy and numeracy courses are satisfactory. Within the past year, 118 certificates were awarded at entry level, 76 at level 1 and 39 at level 2.

86. Standards of work are generally good. Learners take great pride in their portfolios. Work is well presented and kept in good order. One learner who had entered the prison 18 months previously with no literacy or numeracy skills is now able to write letters to his young children. This has significantly boosted his confidence and self-belief as well as strengthening his family relationships.

Quality of education and training

87. There is much good teaching. All teaching observed was at least satisfactory. Most lessons were good and some were very good. Teaching is well planned to meet individual needs, and initial assessment is used effectively in individual learning plans. Learning support assistants work diligently with individual learners to enable them to make good progress towards achieving their planned targets. ESOL tutors use a wide range of teaching methods in response to learners' learning styles, with particularly good use of IT. In a key skills communications class on the industrial cleaning course, learners simulated a company board meeting. They presented their ideas clearly and demonstrated good listening and non-verbal communication skills. In all foundation

HMP DOVEGATE REINSPECTION

programme subjects, at the end of each session tutors record in detail the work learners have carried out and the progress they have made. This information is used to plan the next lesson's activities.

88. There is very effective use of learning support assistants. There are 24 learning support assistants who work with foundation learners. They are prisoners who have good English and mathematics skills and who, following an application and interview process, sign a contract and receive a weekly wage. Learning support assistants receive a weekly half-day of study leave which is used for team meetings and for them to work towards a recognised qualification in learner support. Each learning support assistant specialises in a specific subject. They work very effectively with learners within formal education classes, on the residential wings, in the vulnerable prisoner unit and in the healthcare centre. The outreach programme, which is mainly taught by the learning support assistants, is particularly successful in engaging learners and encouraging them to complete a course of study. The work in the vulnerable prisoner unit is particularly well developed with good support links with education staff. Support work from enthusiastic and motivated learning support assistants ranges from Toe by Toe reading and writing materials for basic literacy to advanced statistics for those at degree level.

89. Overall, resources are satisfactory. Although only one member of staff has a basic skills teaching qualification, they all have a good knowledge of the adult literacy, numeracy and language core curriculum. They are enthusiastic and committed to improving the quality of teaching and learning. The accommodation for ESOL and literacy and numeracy classes is too small. This is recognised in the self-assessment report. Group oral work in ESOL classes is frequently disturbed by other activities in the room. There are good ICT facilities in the teaching rooms though they are used infrequently. Learndirect software is used effectively to support learning in ESOL lessons.

90. Assessment is satisfactory. Teachers mark work accurately and regularly. Assessment records are up to date. There is good feedback to learners. Diagnostic assessments are used effectively in literacy, numeracy and ESOL to inform learning. There is insufficient use of diagnostic assessment in key skills. There is a very thorough internal verification process in key skills. In all foundation programmes, formal reviews of learners' progress were planned to take place at least every six weeks. Few of these had taken place.

91. The individual learning plan structure does not enable the recording of learners' social and personal development. Although many learners and staff were able to describe significant gains in self-confidence, the ability to manage their own learning, and the use of their own initiative, these were not recognised or recorded in learners' records.

92. There is no support for learners with dyslexia. No member of staff is qualified to assess for dyslexia, and there has been no assessment of need across the prison. There has been no dyslexia awareness training for staff. There are no learning materials to support learners with dyslexia. This weakness is recognised in the self-assessment report and there is an action plan to put support in place.

Leadership and management

93. There is a successful strategy to widen participation in foundation programmes. The number of learners has doubled since the previous inspection. There are good internal communications. Staff have clearly defined roles and responsibilities and work effectively as a team. There has not been enough staff development on the introduction of the adult core curriculum in literacy, numeracy and language. Quality assurance is satisfactory. There are good quality assurance arrangements in key skills. The self-assessment report identifies most the same weaknesses as the inspection. Insufficient use is made of retention and achievement data in order to raise standards. There is little sharing of good practice across the programme area. Learners have a good awareness of diversity. All learners on mainstream programmes feel they are treated equally. However, learners on the vulnerable prisoner unit do not have sufficient access to the library and ICT facilities.