

REINSPECTION REPORT

HMP Haverigg Reinspection

23 June 2005



ADULT LEARNING
INSPECTORATE

Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

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.*

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 Haverigg Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Haverigg is a category C training prison for adult men, situated in an isolated area on the coast of Cumbria, north of Barrow-in-Furness. The operational capacity of the prison is 564. Most offenders come from Lancashire, Merseyside, and Manchester, with only about a fifth coming from Cumbria itself. The average length of stay is approximately three months. The minority ethnic population of the prison is 13 per cent. All offenders are expected to be either employed or in education or training. The prison has work or training places for all offenders. Most are employed in industrial workshops, the farm and gardens, or as orderlies around the prison.

2. The prison has appointed a head of learning and skills since the previous inspection, who is responsible for the promotion of education and training throughout all activities at the prison. The head of learning and skills reports to the head of offender management, whose responsibilities also include industries, physical education (PE) and prisoner resettlement. The education department is contracted to City College Manchester. The education department is led by an education manager who is responsible for 10 full-time and four part-time tutors. Since the previous inspection, part-time education has been introduced with up to 230 places on education and training courses. Most are based on literacy and numeracy, but there are also courses in social and life skills, art, cookery, and information technology (IT). The education contractor now also manages vocational training in construction. Within prison industries there are extensive workshops including carpentry and timber shed construction, light fabrication, amenity horticulture and textiles. These provide workplaces for almost 400 offenders. They are managed by an industries manager, with 20 instructors and workshop supervisors. Some industries, such as textiles and gardens, offer the opportunity to achieve a vocational qualification. Eighteen offenders are currently engaged in training through this route. The prison is also accredited to offer national vocational qualifications (NVQs) in catering, but there was only one learner at the time of the reinspection.

3. The prison offers vocational training in three areas which were not included in the reinspection. A cleaning qualification at levels 1 and 2 and an NVQ at level 1 are run in a purpose-built workshop and on the wings using work activities. Last year 21 NVQs and 35 cleaning certificates were achieved. In addition, there are seven learners currently working towards horticultural skills test qualifications in the prison gardens. Workers in textiles are able to work towards a performing manufacturing operations qualification. Eighteen learners have enrolled in the last year and pass rates are satisfactory.

SCOPE OF PROVISION

Construction

4. There are 45 learners in construction. Twenty-eight learners attend the construction carousel workshops, which offer entry-level skills qualifications and construction awards in

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bricklaying, plastering and site joinery. There are 17 learners in the construction industry training workshop, working towards an entry-level skills qualification in painting and decorating. Learners attend training workshops for 10 half-day sessions a week totalling 34.25 hours. They are trained and assessed by occupationally competent staff. Learners' literacy and numeracy levels are identified through initial assessment carried out during the prison induction. To be eligible for construction training they must have achieved level 1 in these skills. All learners receive workshop induction when they start the programme.

Information & communications technology

5. The education department offers an examination-based computer course and computer literacy qualifications at levels 1 and 2. Forty-two learners are following IT courses. One full-time tutor teaches the examination-based computer course and three part-time tutors deliver other courses in the main IT suite. Tutors assess learners' prior knowledge and experience of IT before enrolling them on a course. Learners may enrol at any time. They can take as long as they wish to complete a qualification and take examinations on demand.

Hospitality, sport, leisure & travel

6. Training and assessment takes place in the gym on a part-time basis. There are seven learners working towards an assistant gym instructors level 1 course. These learners attend three afternoons a week for six weeks. The gym is staffed by a senior officer, two PE officers, and supported by six orderlies. Two staff have completed assessor awards and one has completed an internal verifiers award. The senior PE officer has a teaching qualification and one other member of staff is scheduled to take a certificate in education. There is one learner in catering. This has declined from four since the previous inspection. There are two qualified assessors who work in the kitchen.

Visual & performing arts & media

7. There are 17 learners working towards national open college network qualifications from levels 1 to 3 in a range of subjects. There are five sessions a week, each lasting three hours. Learners attend up to five sessions each week. The amount of time learners spend studying art varies from a few weeks to several months.

Foundation programmes

8. At the time of the reinspection, HMP Haverigg has 144 learners. Twenty-eight learners are on literacy courses, 24 on numeracy courses, 25 on social and life skills, seven on outreach support for industries, and 19 on foundation cookery. The education department has recently introduced English for speakers of other languages (ESOL) support. There is no evening provision. Learners complete an induction which is linked to sentence planning. Learners can join courses at any time throughout the year. They work for a number of test or assignment-based qualifications from entry level to level 2.

ABOUT THE REINSPECTION

Number of inspectors	5
Number of inspection days	17
Number of learners interviewed	58
Number of staff interviewed	45
Number of locations/sites/learning centres visited	1
Number of visits	3

OVERALL JUDGEMENT

9. At the previous inspection, provision was satisfactory in information and communications technology (ICT), construction, and foundation. Provision in hospitality, sport, leisure and travel, and visual and performing arts and media was unsatisfactory. Leadership and management, equality of opportunity and quality assurance were all unsatisfactory. At the end of the reinspection process, provision is satisfactory in hospitality, sport, leisure and travel, and visual and performing arts and media. However, ICT, construction, and foundation programmes, are now unsatisfactory. Leadership and management and quality assurance remain unsatisfactory, but equality of opportunity is now satisfactory.

GRADES

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

Grades awarded at reinspection

Leadership and management		4
Contributory grades:		
Equality of opportunity		3
Quality assurance		4

Construction		4
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Other government-funded provision	45	4

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Other government-funded provision	42	4
Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Other government-funded provision	7	3
Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
<i>Arts</i> - Other government-funded provision	17	3
Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> - Other government-funded provision	144	4

KEY FINDINGS

Achievement and standards

10. **Pass rates for PE courses are good.** Learners develop good practical skills and their self-esteem and confidence increases.

11. **The standard of learners' work in art remains high.** Learners acquire a good range of new skills and produce attractive, lively work.

12. Achievement is generally satisfactory in most areas of learning. **In bricklaying and painting and decorating, there is also good development of additional practical skills.** Many painting and decorating learners are also given the opportunity to apply their newly acquired skills on projects, such as the refurbishment of living and dining areas around the prison.

13. **Achievement and retention in ICT have declined and are now poor.** In particular, retention is now very poor in this area. However, the standard of work achieved by learners is satisfactory or good.

14. **Some learners make slow progress towards their qualification.** This weakness was identified at the previous inspection and continues, particularly in construction courses.

15. Data is not available on the number of learners who start foundation programmes. Since September 2004, there have been almost 250 accreditations. However, the emphasis is focused on teaching towards the qualification, rather than dealing with the needs of the individual.

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Foundation programmes	0	3	2	0	5
Total	0	3	2	0	5

16. The table above only shows areas of learning in which two or more learning sessions have been observed and graded.

17. The standard of teaching and learning in construction is satisfactory which represents a decline from the previous inspection, when it was good. Training sessions are not structured and are not supported with lesson plans.

18. Since the previous inspection, a new construction workshop has been established. It provides adequate space for the qualifications being offered. The supply of consumable resources in the workshops is satisfactory, but there is excessive wastage of some plastering and bricklaying materials as the mixing equipment is inadequate.

19. **Tutors from the education department teach effectively in the prison workshops.** Learners speak positively of the basic skills support they receive. However, there are insufficient staff to reach all areas of the prison. Learning materials in literacy and numeracy for vocational courses have not been developed. Support for basic and key skills in PE is inadequate.

20. **PE programmes make good use of orderlies to support learners.** The orderlies make a valuable contribution to the delivery of recreation and educational PE, and gain a great deal of knowledge and experience themselves. They have a clear understanding of their role and responsibilities, and work without close supervision.

21. **In ICT, learners are well supported by teaching staff.** They progress well at their own pace. Class sizes are small and learners who have achieved a qualification support other learners. Assessments are frequent and appropriate to the qualification.

22. **Teaching is good in social and life skills and outreach.** Learners benefit from individual tutor support provided in a discrete manner. There is a satisfactory diagnostic assessment process, but the results are not used to plan individual learning. Most learners are not aware of their individual targets and what they need to do to improve

their skills.

23. **There is a wide range of good resources for foundation studies.** There are good worksheets in a range of font sizes and current textbooks. Classrooms are equipped with computers, but these are not used in teaching.

24. Assessment practice and the recording of learners' achievements are satisfactory in bricklaying, and painting and decorating. However, internal verification practice is weak, particularly in plastering. Assessors in several areas are not yet fully trained for their role.

25. Teaching and assessment in PE are satisfactory. The tutors have detailed schemes of work and lesson plans which are evaluated at the end of each session. Good records of assessment are maintained.

26. Teaching in art is satisfactory. Weaknesses identified at the previous inspection have been resolved. There is a good rate of progression to higher-level qualifications. Learners develop analytical and critical abilities.

27. **Health and safety arrangements are inadequate in some construction areas,** and tidiness and housekeeping are poor. There is insufficient promotion of health and safety, hygiene and accident prevention.

28. **There is no effective diagnosis of learners' literacy and numeracy needs on PE courses.** Until recently, the education department provided an outreach teacher to support learners. This provision was effective in dealing with literacy and numeracy needs, but it has recently been withdrawn.

29. **Provision of ICT facilities is inadequate.** This was a weakness at the previous inspection and has not been resolved. Computers are old and run outdated software. Lack of access to computers restricts learners who want to study independently.

30. The lack of progression beyond level 2 was highlighted as a weakness at the previous inspection **and this is still weak.** There are only two education courses at level 3 or above. There is no vocational training above level 2, and most is at level 1. This range of provision is insufficient to allow more able learners to progress. A small number of learners receive informal support with other distance learning courses.

Leadership and management

31. **Procedures for induction and initial allocation to work or training are good.** There is a two-week induction period, at the end of which a comprehensive individual learning plan is produced. This links education and training to other aspects of the prison regime. An allocation board meets to discuss which option would be best for each offender, with full participation by the offender. The process is transparent and fair.

32. **The prison has developed good partnerships** with local community organisations. These enable offenders to take part in community service work outside the prison, and

also in arts projects which enrich their experience. A senior manager has been given particular responsibility for these activities.

33. Management of equality of opportunity at the prison was unsatisfactory, but is now satisfactory. There is careful monitoring of participation in regime activities, and good arrangements to allow offenders to raise complaints and concerns. The prison's diversity management group is organising events which celebrate cultural diversity.

34. **There has been a slow response by the prison to the weaknesses identified in the previous inspection in May 2003.** Staffing difficulties and changes meant that little action was taken before the autumn of 2004. Since then, progress has been made in some areas. Some new procedures and systems have been devised, but these are very recent and have not yet made an impact on the offenders' experiences.

35. **Managers do not have access to accurate data about the performance on individual programmes.** Only information concerning the prison's externally set key performance targets is recorded. This reduces managers' ability to identify areas which need attention and support to achieve satisfactory results. Procedures for collecting and recording performance information were in development at the time of the inspection.

36. **There is insufficient effective curriculum leadership.** There are no clear strategies for the development and delivery of courses, or for provision such as skills for life, the government's strategy on training in literacy, numeracy and language provision, or key skills. There is insufficient sharing of good practice. Since the previous inspection, the quality of provision has declined in three of the areas inspected. There is poor communication across the prison.

37. **The range of training and education programmes is insufficient.** There is no education above level 2, except for informal support for distance learning courses, and little vocational training above level 1. For offenders who need help with literacy and numeracy, there is insufficient provision. An outreach service from education has been introduced and has achieved good results, but there are insufficient staff allocated to this work to meet the demand.

38. **Quality assurance arrangements were unsatisfactory at the previous inspection and remain so.** A calendar of activities designed to monitor the quality of provision has been drawn up and observation of teaching has begun. However, these activities are not set within a defined quality framework. There is no quality assurance policy for the prison, and no defined procedures for the operation of training programmes. The performance of the contracting college is not rigorously evaluated. Internal verification is weak in most areas.

Leadership and management

Strengths

- good procedures for induction and allocation to work or training
- good partnerships with local community organisations

Weaknesses

- slow response to weaknesses identified at the previous inspection
- poor curriculum management
- poor communications and sharing of good practice
- insufficient vocational training and level 3 education places to meet offenders' needs
- weak quality assurance process

Construction

Construction crafts

Strengths

- good development of additional practical skills
- good development of learners' self-esteem and confidence

Weaknesses

- slow progress by some learners
- weak co-ordination of internal verification
- inadequate training and support for assessors
- insufficient health and safety arrangements

Information & communications technology

Using IT

Strengths

- good individual support for learning
- good individual learning plans for the examination-based qualification

Weaknesses

- poor retention and achievement
- insufficient access to IT training and qualifications
- poor resources
- poor management of IT programmes

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Strengths

- good pass rates on PE courses
- good use of orderlies to support learners

Weaknesses

- inadequate support for learners' basic skills and key skills
- poor resources

Visual & performing arts & media

Arts

Strengths

- lively artwork in portfolios, displays and exhibitions
- significant increase of learners' skills, aims and confidence
- good progression by learners

Weaknesses

- weak management

Foundation programmes

Literacy and numeracy

Strengths

- good teaching and learning in social and life skills and outreach
- good individual support for learners

Weaknesses

- inadequate use of initial and diagnostic assessment to plan individual learning
- poor curriculum management

DETAILED REINSPECTION FINDING

LEADERSHIP AND MANAGEMENT

Grade 4

Strengths

- good procedures for induction and allocation to work or training
- good partnerships with local community organisations

Weaknesses

- slow response to weaknesses identified at the previous inspection
- poor curriculum management
- poor communications and sharing of good practice
- insufficient vocational training and level 3 education places to meet offenders' needs
- weak quality assurance process

39. New procedures have been introduced to improve the offenders' experience of induction and initial allocation to work or training activities. Managers recognised that the induction process was unsatisfactory and a working group was established to bring forward proposals for change. There is now a two-week induction period. In the first week, offenders are introduced to the prison's rules, and to the opportunities it offers for work, education and training. In the second week, most attend a preparation for work course which covers work at the prison but also encourages offenders to consider working life after prison and begin preparing for job seeking in the future. At the end of the induction an individual learning plan is drawn up for each offender. This document was introduced in March 2005. It records in a comprehensive manner the details of each offenders' qualifications, courses attended, attitudes and abilities, and links initial assessment and sentence planning procedures to produce a comprehensive record of strengths, interests, education training and offending behaviour programme needs. It forms the basis of discussion at the education training and employment board which meets to discuss offenders' allocation to activities. Where basic education needs are identified, offenders are encouraged to deal with these through education. If they do not wish to attend education, then outreach provision into the prison workplaces is available. The individual learning plan is regularly updated with details of reviews and achievements. It is intended to be used in all areas of activity at the prison, and is linked to the prison's database of offenders.

40. The prison has developed good partnerships with local community organisations. A senior manager has been given particular responsibility for these activities, which involve offenders in activities that provide a sense of satisfaction and contact with the world outside the prison. A community service team of 12 offenders has been formed. It carries out tasks such as decoration and renovation of community buildings, and countryside and conservation work including fencing and woodland management. The prison participates in arts initiatives which provide activity and education for offenders.

A recent project sponsored by the crime and disorder reduction partnership involved professional theatre company visiting the prison to work with offenders on a play about their experiences. The play was performed to an audience within the prison. A local educational charity has worked with offenders on the production of their own magazine and a project is currently under way with an artist in residence, creating artworks in the prison and the local school, designed to link the prison more firmly into the local community. However, links with employers are less strong. There are few large employers in the area. Efforts have been made to develop links with employers in the areas to which offenders will be released, but these have made little progress.

41. HMP Haverigg has made a slow response to the weaknesses identified in the previous inspection. An action plan was drawn up, but staffing difficulties and changes meant that little action was taken before the new head of learning and skills took up her post in the autumn of 2004. Since then, progress has been made in some areas. Advice and guidance at induction have improved, and there is now more outreach by education to deal with the needs of offenders in workshops. The flexibility of provision has improved. Offenders who work in industry areas such as contract services can now take education classes for up to half their time, and receive average workshop pay for doing so. Some new programmes, such as business studies, have been introduced. However, the prison has not yet developed a strategy for improving the overall quality of its provision. There are no clear objectives or targets for improvement. Progress with improvements to facilities is very slow. Some new procedures and systems have been devised, but these are very recent and have not yet made an impact. Managers do not have access to accurate data about the performance on individual programmes, only information concerning the prisons' externally set key performance targets is recorded. In some industry areas, the tension between training and production targets has not been satisfactorily resolved, and there are unused training places, while approximately 10 per cent of the offenders are unemployed.

42. Curriculum management is poor in most areas. Strategies for the development and delivery of courses are not clear, and plans for improvement are imprecise and do not have timescales. There are no strategies for key elements such as skills for life and key skills. Staff training is poorly managed and in some cases teachers and trainers are not well qualified for their roles. There are insufficient opportunities to develop a common approach to training and assessment. Some courses do not have lesson plans, schemes of work or adequate learning resources. Since the previous inspection, the quality of provision has declined in three of the areas inspected.

43. There is poor communication across the prison. Regular briefings are held by the governor, but the content is not always communicated to staff. Details of the briefings are posted on the prison's intranet, but many staff do not have access to this. There are insufficient meetings at which staff can discuss issues affecting their work, and the meetings which are held do not have clear action plans. There is little sharing of good practice between sections. For example, course records are very well kept in one particular teaching area, and are poor in the classroom next door.

44. The range of training and education programmes is insufficient to meet the

offenders' needs. Apart from small numbers of learners in art and business, there is no education above level 2, and in vocational training, almost all the provision is at level 1. These levels provide insufficient challenge for offenders who come to the prison having attained GCSE at grade C or above or equivalent. A survey of offenders' needs was carried out earlier in 2005. This focused mainly on their offending behaviour but included questions about education and training needs. The range of vocational subjects is very restricted. The prison has introduced business studies, and developed plans to introduce subjects such as motor vehicle, plumbing and electrical. For offenders who need help with literacy and numeracy, there is insufficient provision. An outreach service from education has been introduced and has achieved good results, but there are insufficient staff allocated to this work to meet the demand.

Equality of opportunity

Contributory grade 3

45. Procedures for the allocation of offenders to work or education and training are now satisfactory. The educational, training and employment board includes representatives from the resettlement department and the education department. It has up-to-date information on the work and training places available. Each offender is invited to discuss which option would be best for him. Offenders are treated with consideration and given time to explain their situation and needs. Panel members make suggestions but do not impose a solution. If an offenders' first choice is not available they are put on a waiting list and temporarily allocated to a different work area. The process is transparent and fair.

46. All prison activities are regularly monitored to identify areas where there is under- or over-representation of a particular ethnic group. Data on participation is input into a computer programme which highlights areas where this may be occurring. The results are discussed at the monthly diversity management group, which instigates action or further research where necessary. The group is chaired by the deputy governor and includes a prisoner representative. From July 2005 it will have local community representatives as well. The diversity group considers complaints or incidents which relate to diversity. It is also engaged in work to promote respect for diversity through food and celebration of cultural festivals. The group has planned a major multicultural event to take place later in the summer. Reports of the group's work are regularly discussed at the prison's senior management team.

47. The prison has a comprehensive policy for equality, and a separate anti-bullying strategy. There is also a policy for managing foreign nationals in custody. The operation of the policies is carried out by an equality and diversity manager. The manager attends wing meetings with offenders every month to hear their concerns. Since the previous inspection, the prison has introduced a course for ESOL. It has also carried out an access audit for offenders and staff with disabilities and almost all areas have been made accessible. Particular attention has been given to meeting the needs of offenders with a disability within the new induction arrangements. The prison does not have facilities for dyslexia assessment but has recently provided this to a small number of offenders by bringing in an assessor from outside. The diversity manager delivers training in diversity for staff and for new arrivals at the prison. Most staff have received this training and their

awareness of diversity is satisfactory. However, there is little reinforcement of this learning for offenders. There is no systematic policy to reinforce learning through teaching and training activities.

Quality assurance

Contributory grade 4

48. Quality assurance arrangements were unsatisfactory at the previous inspection and remain so. The quality improvement group has met regularly in the nine months leading up to the inspection. Its attention has focused on the development of quality monitoring activities such as observation of teaching and learner questionnaires. A calendar of monitoring activities has been drawn up, and activities have started. Observations of teachers and trainers have begun, with some useful feedback provided to individuals. However, these activities are not set within any framework. There is no mechanism for sharing the messages of good or bad practice. The quality improvement group also organised the completion of a self-assessment report for the prison. The report includes all areas of education and training. It is largely descriptive, with little evaluation, apart from the report for PE, which is detailed and evaluative. However, there is an action plan which deals with some of the weaknesses of the provision. Training in the self-assessment process was carried out for some managers and staff. Most staff are aware of the report, but were not personally involved in its completion.

49. There is no overall quality assurance policy for learning and skills at the prison, nor is there defined procedures for the operation of training programmes. Where procedures do exist, they are not checked to ensure compliance. It is planned to introduce an audit process later in the year. In education, the contracting college has a quality framework, but key aspects of it have not been implemented. For example, appraisal of education staff has not been carried out, and there have been no course review meetings. The performance of the contracting college is not rigorously evaluated. Minutes of contract monitoring meetings show that they are taken up with operational matters, with little discussion on quality or performance.

50. Internal verification is weak in most areas. Assessors are not properly supported by regular standardisation meetings with verifiers. Procedures for sampling learners' work are in some cases inadequate, and direct claims status has been withdrawn by one awarding body. External verifier reports are not adequately scrutinised or acted upon by managers. These weaknesses were identified at the previous inspection, but have not been resolved.

51. The use of data to monitor and evaluate the performance of courses is poor. Managers receive regular reports on progress with the prison's key performance targets for achievement of accreditations and classroom efficiency, but no other data reports are supplied regularly. Attendance is recorded, but there is no monitoring of trends in performance, or of the rates of retention. Collection of this data is just beginning.

AREAS OF LEARNING

Construction

Construction		4
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Other government-funded provision	45	4

Construction crafts

Strengths

- good development of additional practical skills
- good development of learners' self-esteem and confidence

Weaknesses

- slow progress by some learners
- weak co-ordination of internal verification
- inadequate training and support for assessors
- insufficient health and safety arrangements

Achievement and standards

52. There is good development of additional practical skills in painting and decorating, bricklaying and plastering. This was identified at the previous inspection. Programmes in all of these occupational areas have been enhanced to include additional practical activities above those required by the qualification. In painting and decorating, the basic skills award is offered in preference to the foundation construction award. This award covers a wider range of work activities and provides the learner with the opportunity to develop a wider range of practical skills. Many learners are also given the opportunity to apply their newly acquired skills on projects around the prison. These projects have involved learners in the construction of additional training rooms for practical and classroom activities, refurbishment of living and dining areas and the development of work areas for the prison farm.

53. There is good development of learners' self-esteem and confidence. Many learners have had little education or training experience, but make significant progress after time in the workshops. The standard of learners' work is good in relation to the time they have been training. Learners are keen to discuss and demonstrate their newly acquired practical skills and show great pride in their achievements. Many feel that their employability prospects have been enhanced through the training they have received and that this has influenced their career aims in preparation for their release. Many learners have expressed the desire to progress onto higher qualifications and further

develop their practical skills and related job knowledge.

54. Achievement is satisfactory in bricklaying, and painting and decorating. However, there has been no achievement in plastering since August 2004. Of the 15 learners who started on the bricklaying programme between September 2004 and March 2005, seven have achieved the basic skills award and four have achieved the foundation construction award. In painting and decorating, of the 45 learners who started between July 2004 and May 2005, 13 have achieved the basic skills award and 17 are still in learning.

55. Some learners make slow progress towards their qualification. This weakness was identified at the previous inspection. Some learners in plastering started in August 2004 and have yet to achieve either the basic skills award or the foundation construction award. The occupationally qualified instructor in this area was absent for a period of two months, leaving learners without adequate technical support and they were not assessed. Some of these learners have carried out project work around the prison and have more than covered the required work activities for the qualification. Some learners were not registered for the qualification until April 2004, eight months after they started on the programme.

Quality of education and training

56. The standard of teaching and learning is satisfactory. At the previous inspection, teaching standards were good. All trainers display up-to-date technical knowledge and use a variety of training methods and styles to meet the needs of the learners. However, in painting and decorating there is little use of classroom sessions to deliver background knowledge to learners. This is carried out in the practical workshop and is not planned. Tutors give good feedback to learners after practical tasks are completed. They use the skills of the more mature and experienced learners to supervise others in the workshop and to share their experiences. Training sessions are not formally structured and supported with lesson plans or session plans.

57. The supply of consumable resources in the workshops is satisfactory. Materials are readily available and tools are in sufficient supply and of adequate quality to carry out all practical activities. At the previous inspection, there was a shortage of space in the bricklaying and plastering workshops, but a new workshop has now been established. The space available and the design of the work areas adequately meet the requirements of the qualifications being offered. However, there is excessive wastage of some plastering and bricklaying materials as the mixing equipment is inadequate. A more appropriate mixing machine has been purchased by the prison and has been in place for approximately three months, but this has yet to be set up and made operational.

58. Assessment practice and the recording of learners' achievements are satisfactory in bricklaying, and painting and decorating, but are unsatisfactory in plastering. Here, the verification is poor and recording of assessment is inadequate. A recent awarding body external verification visit identified some inappropriate assessment practices in plastering, and insufficient assessor training. These contributed to the removal of the prison's ability

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to apply for certificates for learners without the authorisation of the awarding body external verifier. Assessors in other areas are also waiting for assessor training. There are plans for this training to be carried out in July 2005.

59. Learners receive adequate support for literacy, numeracy and language from education department staff. All learners are required to have basic skills at level 1 in literacy and numeracy in order to access the construction training programmes. Where additional support needs are identified, education staff visit learners in the workshop to provide this additional support.

60. Health and safety arrangements are inadequate in some areas. There are no risk assessments for bricklaying or plastering occupations. There are potential hazards associated with many of the tools and materials used in these areas, but no assessment has been carried out to help minimise the risks to learners. Plastering and bricklaying programmes share the same workshop area. This generates excessive amounts of dust, particularly when cleaning, mixing and dressing down of areas is taking place. Learners are provided with dust masks and dust extractors are in place, but these measures do not fully remove the risks. Rest areas in the bricklaying and plastering workshop are poorly maintained. They contained waste bins, which had not been emptied for a number of days, and discarded food packaging and other debris littered the seating areas. There is insufficient use of noticeboards and wall posters to promote health and safety, hygiene, and accident prevention.

Leadership and management

61. Some progress has been made with some of the weaknesses identified at the previous inspection, such as creating the new construction workshop. However, weaknesses in planning and the progress of learners remain. There has been inadequate management of instructor training. Three instructors are registered on a training programme, but have only received two training sessions in the last nine months. Although staff attend education department meetings, there are insufficient opportunities to share good practice with other construction staff or to standardise approaches to training and assessment. The new facilities and installation of new equipment has been poorly managed. The slow progress on completion of additional facilities is preventing additional learner places from being used. In painting and decorating, only three of the possible 14 places are occupied, while in bench joinery, only two out of 14 are occupied. Staff have received recent training in equality of opportunity and the takeup of places in construction by different ethnic groups is monitored by the prison.

62. The co-ordination of internal verification is weak. There is no formal sampling strategy in place to take account of the needs of new or inexperienced assessors. Not enough assessor observations are carried out to monitor and provide adequate support to assessors. Internal verification documents do not adequately record the actions required following assessor observations and portfolio sampling. There is a verification sampling plan, but it is not always followed and some planned activity is not carried out within set time scales. There has been no updating or additional training for internal

verifiers. Weak internal verification has contributed to the removal of the prison's direct claims status, which means that the prison cannot apply to the awarding body for qualification certificates for learners unless the external verifier has signed off each portfolio.

Information & communications technology

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
Using IT - Other government-funded provision	42	4

Using IT

Strengths

- good individual support for learning
- good individual learning plans for the examination-based qualification

Weaknesses

- poor retention and achievement
- insufficient access to IT training and qualifications
- poor resources
- poor management of IT programmes

Achievement and standards

63. At the previous inspection, achievement rates were satisfactory. However, at reinspection, achievement and retention have declined and are now poor. Achievement of the full examination-based computer qualification has declined from 51 per cent in 2003, to 40 per cent in 2004, and in the first six months of 2005 had declined further to 39 per cent. During that period, the number of learners who left the course for reasons other than transfer to another prison or release, increased from 48 per cent in 2003 to 50 per cent in 2004 and in the first six months of 2005, the figure has increased to 90 per cent. Detailed data has not been kept for learners working towards other IT qualifications. However, since October 2004, 100 learners have enrolled on these courses, of whom 25 are still in learning, 27 have achieved a qualification and 48 have left the course with no qualification. Learners receive a cash bonus when they achieve a qualification.

Quality of education and training

64. Good supportive teaching was a strength at the previous inspection and learners still receive good individual support from teaching staff. They progress well at their own pace, with appropriate guidance from tutors, usually on an individual basis. Tutors know each learner's level of ability and their preferred ways of learning. Tutors help learners to match their study tasks, such as writing letters home to their own needs. Class sizes are small, which ensure that all learners receive the support they need. As well as supportive

teaching, there is an IT offender orderly in each class. These are learners who have IT skills and have reached a standard that enables them to support other learners. They are also role models for the other learners. The standard of learners' work continues to be least satisfactory and often good. Examples of graphs, charts and word-processed documents are among the wide range of documents produced by the learners. The work is neatly presented and meets the high standards demanded to pass the examinations. The arrangements for assessment remain satisfactory. Assessments are frequent and appropriate to the qualification.

65. The tutor for the examination-based computer course developed an effective system for recording learning objectives. This was recognised as a strength at the previous inspection. The system continues to be used effectively to help learners maintain good progress towards their qualification. The individual learning plans are well structured and regularly reviewed. Targets are set for the achievement of skills and the completion of modules. Tutors and learners review progress weekly, and set targets for the learner to work towards. Additional support is given to ensure that each learner fully understands the aspect of IT they are studying before moving on to the next task. Learners can keep an account of their progress and tutors use these documents effectively to monitor each learner's progress. This system is not used on the basic computer programmes.

66. Learners have insufficient access to IT facilities and many are unable to study towards a sufficiently challenging or appropriate level. The lack of progression beyond level 2 was highlighted as a weakness at the previous inspection and there are still no courses at level 3 or above. There is no access to IT equipment on the wings or in the library, and no provision to study for qualifications or to use IT in the evenings or at weekends. There are two, three-hour sessions each week of open learning access in the main IT suite. Learners have to apply to attend these and some cannot attend because they have other commitments during these times. Lack of access to computers also restricts learners who want to work independently on programmes leading to external qualifications. Many of these require access to a computer and there are no arrangements for providing this on a regular basis.

67. At the previous inspection, poor facilities and resources in the main IT room were identified as a weakness. No improvement has been made since then. Resources are now even more outdated and unreliable in the main IT room, although they are adequate in the teaching room for the examination-based qualification. Computers are old and run outdated operating systems. Most of the software is out of date and they are unable to use current industry-standard software. There are no learning resources to enable learners to study higher-level programming languages, database management systems or applications such as computerised accounts, desktop publishing or web design. Recently purchased software which is designed to provide an entry-level learning option for learners with no previous experience of using a computer, cannot be fully utilised because of the age of the computers. There is no software to learn keyboard skills. All learning aids are paper-based, many of which have been developed by staff and are of a good standard. There are sufficient, well trained and dedicated teaching staff. However, all staff in the main IT suite are part time and they are not allocated any time to produce learning materials to install and maintain software or mark completed

work.

Leadership and management

68. There has been little action to deal with the weaknesses identified at the previous inspection and additional weaknesses have now been identified. None of the staff have responsibility to co-ordinate delivery of the IT programmes. There are informal discussions between IT tutors, but there is no forum for them to discuss issues relating to qualifications, teaching, planning or sharing good practice. The minutes of meetings that take place with education managers are poor. Action points, responsibilities and review dates are missing. Use of data is inadequate. Some useful data on retention and achievement has been collected by one tutor but this has not been used by managers to identify the declining retention and achievement, or to set targets. Detailed data for other areas of IT training has not been collected until very recently. Individuals are well supported, but there has been no analysis of data to determine why retention is falling. The qualifications currently being offered in the main IT suite will require the use of e-learning in 2006, but the prison does not have internet access. Managers have not discussed these changes with IT staff and no plans have yet been made to ensure that learners are not disadvantaged. All staff were included in the preparation of the self-assessment report, however, the document is mostly descriptive and it does not identify the key weaknesses of the provision.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i> - Other government-funded provision	7	3

Leisure, sport and recreation

Strengths

- good pass rates on PE courses
- good use of orderlies to support learners

Weaknesses

- inadequate support for learners' basic skills and key skills
- poor resources

Achievement and standards

69. Pass rates for PE courses are good. Since 2003, 34 learners started a weight lifting leaders award and all have achieved it. Thirty-four learners started the assistant gym instructors award and 58 per cent have achieved it. Twenty-three per cent were transferred out of the prison before completing the course. Thirty-eight learners started a sports nutrition award, all of whom achieved it. Thirty-two learners started the level 2 gym instructors award and 65 per cent achieved it. The most recent assistant gym instructors course had 15 learners who started it and 12 completed it. Learners develop good practical skills as well as improving their self-esteem. One learner was nervous about instructing in front of his peers, but the course improved his confidence and skills in this area. Learners develop the skills necessary to deliver recreational PE classes.

Quality of education and training

70. PE programmes make good use of orderlies to support learners. The orderlies work full time in the gym and are an integral part of the staff team. They make a valuable contribution to the delivery of recreation and educational PE. They gain a great deal of knowledge about how leisure facilities are managed and are encouraged to teach activity sessions to their peers. Orderlies deliver the gym induction for all new offenders. They also run circuit training, step aerobics and volleyball, which are offered on the wings for learners who choose not to attend the gym. The orderlies have clear understanding of their role and responsibilities and work without close supervision. They are very positive about the amount of support and respect they receive from the staff. This was recognised at the previous inspection and has been further developed.

71. Teaching and assessment are satisfactory. The tutors have detailed schemes of work and lesson plans which are evaluated at the end of each session. The evaluation is used in team meetings to make decisions about the need to adapt or change lessons. This area has improved since the previous inspection, when it was weak. Assessments are carried out according to the scheme requirements and good records are maintained. Courses are relevant for learners and lead to employment-related qualifications. Learners are also supported with additional courses to enhance and support the programme and develop good practical skills. These include manual handling, heart start and anatomy and physiology certificated courses.

72. Support for learners' literacy, numeracy and language skills and key skills is inadequate. The results of literacy and numeracy assessments carried out at induction are communicated to the gym, but there is no effective further diagnosis of learners' needs. Until recently the education department provided an outreach tutor to support learners in the gym. This provision was effective in dealing with literacy and numeracy needs, but it has recently been withdrawn. Learners still have the option to attend education classes, but in practice this rarely happens as they are reluctant to attend education. There is confusion about the prison's policy for key skills. On the last gym instructors course, 12 learners completed a key skills level 1 award. Their work has not been submitted to the awarding body, as the prison's policy is not clear. This has disadvantaged these learners, who have carried out the work, but not received appropriate accreditation.

Leadership and management

73. Course management and planning for PE courses is satisfactory. Detailed records are kept of the learners who start and their achievements. Early leavers and non-attendees are monitored and exit questionnaires are completed. Staff in the PE department have completed a comprehensive self-assessment, which critically analyses the provision, and a detailed development plan has been produced. The judgements in the self-assessment identified key strengths and weaknesses. Learners' views are collected through evaluations and surveys, and the results are analysed. The tutors carry out regular course reviews which include individual case conferences to identify the learners who need extra support. Tutors are observed teaching and receive feedback on their performance. Internal verification is satisfactory and the verification reports provide feedback and guidance to the assessors. There is some monitoring of equality of opportunity. The prison analyses participation in PE by different ethnic groups. However, there is no monitoring of the results achieved by each of these groups.

74. Resources are poor. PE facilities are in poor repair. This was a weakness at the previous inspection and remains so. The sports hall floor is worn and crumbling and the walls temporarily patched. Money has now been allocated to resurface the gym floor. Both weights rooms are small, overcrowded with equipment and are inadequately ventilated. There are insufficient sight lines and circulation space for the tutor to safely manage large groups. The equipment is old and has further deteriorated since the previous inspection. There are insufficient bars and no mats, which represents poor

practice and a significant safety concern. One improvement since the previous inspection is the allocation of a classroom for PE courses. There is a shortage of staff in the PE department which limits the number and range of courses. One member of staff has been off on long-term sickness and another left to take up another post. This has left the department below staff complement for over six months. At the previous inspection, the good range of PE qualifications was identified as a strength. With the current staffing levels, it has not been possible to maintain the same range and number of courses. Resource issues also affect progression opportunities for learners. Eight learners who completed their level 1 gym instructors qualification are waiting to start a level 2 course, but they have not been registered with an awarding body as yet.

Visual & performing arts & media

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
Arts - Other government-funded provision	17	3

Arts*Strengths*

- lively artwork in portfolios, displays and exhibitions
- significant increase of learners' skills, aims and confidence
- good progression by learners

Weaknesses

- weak management

Achievement and standards

75. Since April 2005 when visual and performing arts changed from a full-time to a part-time course, nine qualifications from entry level to level 3 have been gained by learners. Subjects include painting, computer in arts, arts and culture, painting and printmaking. The standard of learners' work remains high. Learners produce attractive, lively work that is often exhibited in public and entered for local and national competitions. They develop a good range of key art techniques and processes. Work in portfolios is of an acceptable standard for the level of qualification. Learners acquire a good range of new skills and develop their inherent talent. There are good examples of the use of pencil, pen and ink and a range of colour work in different materials, such as clay and paper sculpture. Learners are applying these techniques in two and three dimensions. Learners work at an appropriate level and pace, but are encouraged by staff and other learners to try new and more challenging ways of expressing themselves. They enjoy their studies and show a significant increase in aims and confidence. Success in exhibitions and the completion of level 3 qualifications has encouraged some learners to take higher education study of art on release.

Quality of education and training

76. At the previous inspection, learners were not sufficiently challenged and were making slow progress in developing their skills. Also, a narrow range of teaching methods were used. These weaknesses have now been resolved. A new induction and comprehensive initial assessment process ensures that learners are enrolled at an appropriate level and in a subject that meets their aims. There is a good rate of progression to higher-level qualifications. Learners often study more than one subject at

the same level simultaneously and become involved in innovative projects. Learners on level 1 programmes quickly develop their practical skills in a range of structured contexts that prepare them to progress to further achievements. Learners at the higher levels can demonstrate the acquisition of a complex range of competences, knowledge and understanding. They have developed analytical and critical abilities to a high level. Learners at all levels are taught to critically evaluate their own work. Although there is still some over-emphasis on supporting learners rather than ensuring that guided teaching and learning takes place, this has no significant impact on the progress learners make. An artist in residence has recently been appointed, funded by the local council, to manage a community arts project in conjunction with local schools. As well as using existing skills, learners have learnt 3D modelling techniques using a range of materials. Learners are also developing a range of personal skills after working on the project. These include team working, communication, lateral thinking and project planning. A programme to bring arts training to offenders on the wings has started.

77. Most of the work is based in the art studio where workshop activities help learners to develop their independent skills. The facilities are basic, but adequate for the programme. Supplies of paper, paint and other consumables are readily available. The art room is large enough to accommodate the number of learners, but there is insufficient light to help learners develop their skills. There is one computer in the room which learners use to design posters, and information sheets which are used in the prison. The IT equipment was inadequate in the previous inspection and has not improved. It is old and is not able to operate up-to-date software. There is no scanner and manuals are not available. Training is severely restricted and does not equip learners with skills that would be acceptable to an employer. Learners have recently expressed an interest and aptitude in printing. A range of equipment has been purchased to enable staff to teach these skills.

78. Assessment is thorough. Feedback is well recorded and learners know what they have to do to improve. Learners know what skills and knowledge they need to complete to gain a qualification and how their work will be assessed.

79. Learners are well supported in their studies. There are good working relationships between staff and learners and learners are treated with sensitivity. Support for learners with physical disabilities is based on how the learner wants to be supported, not what the tutor thinks is best. Support for learners who speak English as an additional language is good.

Leadership and management

80. While tutors have rectified the weaknesses identified at the previous inspection, the overall management of visual and performing arts is weak. No one has overall responsibility for co-ordinating the arts education. Managers generally respond quickly and favourably to requests, but they do not ensure that staff are working towards meeting clearly defined objectives and operational plans. Internal verification is poor. Units are signed off by the verifier when the learner has completed the qualification. The

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verifier does not see the portfolios or the learners before completion. New assessors are not supported and weak assessment practices are not highlighted until the portfolios are completed. Assessors do not receive constructive feedback from the internal verifier. There are no standardisation meetings. Assessors are not given copies of external verifier reports.

81. The management of advice and guidance provided to learners is inadequate. Learners do not always receive information requested about external college courses or opportunities for education available in category D prisons, and are unable to make fully informed choices. Tutors have no opportunity to meet either formally or informally to discuss concerns. The part-time tutors work different days and meetings are rare. Staff are not allocated time to develop lesson plans, schemes of work or learning resources. Art room IT equipment which was identified as out of date at the previous inspection, has not been replaced.

Foundation programmes

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> - Other government-funded provision	144	4

Literacy and numeracy

Strengths

- good teaching and learning in social and life skills and outreach
- good individual support for learners

Weaknesses

- inadequate use of initial and diagnostic assessment to plan individual learning
- poor curriculum management

Achievement and standards

82. All of the learners work towards nationally recognised qualifications in literacy and/or numeracy. The method of collecting and analysing data does not allow for a full analysis of the retention and achievement rates. It is not possible to judge achievement rates as there is no data to show the number of learners who started on each qualification. However, since September 2004, 72 learners have attained an entry-level qualification, 42 have achieved level 1 and 39 have achieved level 2 certification in literacy. In numeracy, 34 learners have achieved certification at entry level, 62 at level 1 and 19 at level 2. Twenty learners have achieved units towards level 1 social and life skills certification. However, the emphasis is on teaching towards achieving the qualification, rather than to the needs of the individual learner.

Quality of education and training

83. Teaching is good in social and life skills and outreach. Class sizes are small, varying from individual support to 10 learners. Individual support is discrete and is suitable for adult learners. Teachers are able to support a range of diverse ability levels in entry-level classes. Staff are aware of learners' needs and abilities and treat learners with respect and sensitivity. Tutors provide explanations and adapt their teaching methods to help learners fully understand the concepts and methods they are learning. Work is marked and learners receive feedback on their progress. However, learners do not record the learning that takes place in each lesson. There is a satisfactory diagnostic assessment process, but the results are not used to plan individual learning. In lesson plans, only syllabus aims and objectives are shown and there is no planning for individual needs or differentiation. Most learners are not aware of their individual targets and what they

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need to do to improve their skills. Targets are set against the syllabus rather than from the results of the initial and diagnostic process. Lesson planning does not plan for differentiation for people with visual impairment, dyslexic tendencies or preferred learning styles. In the best lessons, learners are involved and are highly motivated. For example, learners in a social and life skills cookery class were able to demonstrate how skills learnt in a healthy living class could be used to plan a meal. They could identify which ingredients were carbohydrate, protein and fat, and link this back to healthy living objectives. However, learning materials in literacy and numeracy for use in vocational courses have not been developed.

84. Resources for teaching are satisfactory. There are computers in the classrooms, good worksheets in a range of font sizes and current textbooks. However, the computers are not used. The computers are old and not to industry standard and will not take current skills for life software packages. There is no access to the internet to promote independent study skills. There are printers in the rooms, but these are broken. Tutors do not have appropriate teaching qualifications. There has been no training for the adult core curricula. None of the staff are taking the level 4 literacy, numeracy or language qualification.

85. The monitoring and recording of individual learning is satisfactory. Tutors have good systems for recording learners' daily work. However, learners do not record their own learning. Daily work records are used by tutors to plan learners' work for the next lesson. Learners are given constructive feedback. Internal verification is not routinely planned or robustly monitored or recorded. External verification has not taken place for nine months.

86. Learners receive advice and guidance when they join the programme. Additional support needs are identified through the interview process. However, additional support is not organised and there is no evidence of learning support taking place. There is no plan for learning support for offenders who do not attend education programmes.

Leadership and management

87. The curriculum management is poor. There is no skills for life strategy for HMP Haverigg. There is no curriculum co-ordination across the provision. The two full-time staff and the part-time staff attend meetings, but the minutes do not include action points. Good practice is not routinely shared. There are no time-bound action points to develop the curriculum. Outreach support has recently enhanced the vocational courses, but there are not enough staff to deliver the amount of support required. There are no plans to embed literacy and numeracy within the new programmes or across existing provision.

88. Use of management information is poor. Data is not routinely used to develop the curriculum. Information is not readily available and is not used to monitor and develop the provision.

89. Quality assurance is inadequate. There is no use of benchmarks or other performance indicators to measure and improve the quality of delivery. There is little use of questionnaires and course reviews. There has been some observation of teaching in the past year, but there is no system to support identified areas of weakness. There have been no staff appraisals and no plans for continuous staff development in literacy, numeracy or language.

90. HMP Haverigg satisfactorily promotes equality and diversity and gives learners opportunities to develop their potential. Many learning activities promote cultural awareness.