

# INSPECTION REPORT

## **HMP Gartree**

**13 May 2005**



ADULT LEARNING  
INSPECTORATE

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

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

### Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

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

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

# INSPECTION REPORT

## HMP Gartree

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Gartree (the prison) is situated near Market Harborough in Leicestershire and opened in 1965 as a Category C training prison. Shortly after this, its role changed and the prison came within the high security system, reverting to a Category B prison in 1992. In 1997, its role changed to that of a main lifer centre. It has certified normal accommodation for 399 offenders and an operational capacity of 404 offenders. The prison currently has 404 adult male life-sentenced offenders, of whom 19 per cent are from minority ethnic groups. There are 34 foreign national offenders, almost 9 per cent of the prison's population.

2. The responsibilities of the head of learning and skills and regimes include the education department, physical education (PE), catering and the prison workshops. The current annual education contract of 13,800 hours is held by a college of further and higher education in Birmingham.

3. The education department is the responsibility of a full-time manager who is supported by four full-time and 26 part-time tutors. The main curriculum areas, literacy, numeracy, information and communications technology (ICT), and life skills, each have a team leader. There are two part-time administrative assistants. Most learning provision takes place in eight classrooms within the education department. Literacy and numeracy sessions take place on four afternoons each week in one of the prison workshops and in the health centre on two afternoons.

4. An enterprise manager and an industrial manager are responsible for workshop activities. These take place in six workshops under the guidance of 13 instructional officers. None of the training associated with these activities is accredited. Offenders also work as cleaners and gardeners in the prison grounds. The prison has a target of 30 hours purposeful activity each week for offenders.

5. One senior officer and two PE instructors are responsible for recreational PE and training. Two more PE instructors carry out training and induction to the gymnasium. A senior officer, four catering officers, three industrial caterers and 16 offenders staff the kitchen.

6. A professional librarian and an officer-librarian staff the library. Situated on the education wing, the library is open for 16 hours each week, over two mornings, five afternoons and four evenings.

7. Two new house blocks are due to open in April 2005, which will increase the prison's operational capacity to 476 offenders initially, while two of the older wings are refurbished. The prison will eventually house 688 offenders on six wings.

**OVERALL EFFECTIVENESS****Grade 3**

8. **The overall effectiveness of the provision is satisfactory.** The prison's leadership and management, quality improvement and its arrangements for equality of opportunity are all satisfactory. In business administration, management and professional, ICT, visual and performing arts and media, and foundation programmes, the provision is satisfactory.

9. **The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment report is not sufficiently detailed and contains insufficient evidence to support the strengths and weaknesses. It does not recognise some of the strengths and weaknesses which were identified by inspectors. However, the separate education and training action plan does identify and provide improvement targets for many of the weaknesses found by inspectors. The current self-assessment process at the prison is new and provides managers, education and training staff and learners with the opportunity to contribute to the report.

10. **The provider has demonstrated that it has sufficient capacity to make improvements.** The education and training provision does not have a quality assurance manual detailing the procedures to bring about quality improvement. However, arrangements to improve the quality of the provision are good. Education staff gather a range of feedback from learners, conducting detailed analyses and identifying improvements for the learning programmes.

**KEY CHALLENGES FOR HMP GARTREE:**

- introduce accredited training in workshops, catering and PE
- improve the learning resources in the education department
- increase access to English for speakers of other languages (ESOL) provision
- improve attention to equality of opportunity
- improve punctuality
- increase learners' access to and use of information technology (IT)

**GRADES**

*grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate*

| <b>Leadership and management</b> | <b>3</b> |
|----------------------------------|----------|
| Contributory grades:             |          |
| Equality of opportunity          | 3        |
| Quality improvement              | 3        |

| <b>Business administration, management &amp; professional</b>       |                           | <b>3</b>                  |
|---|---------------------------|---------------------------|
| <b>Contributory areas:</b>  | <b>Number of learners</b> | <b>Contributory grade</b> |
| <b>Business administration</b><br>Other government-funded provision | 70                        | 3                         |

| <b>Information &amp; communications technology</b>   |                           | <b>3</b>                  |
|--|---------------------------|---------------------------|
| <b>Contributory areas:</b>                           | <b>Number of learners</b> | <b>Contributory grade</b> |
| <b>Using IT</b><br>Other government-funded provision | 76                        | 3                         |

| <b>Visual &amp; performing arts &amp; media</b>    |                           | <b>3</b>                  |
|--|---------------------------|---------------------------|
| <b>Contributory areas:</b>                         | <b>Number of learners</b> | <b>Contributory grade</b> |
| <b>Arts</b><br>Other government-funded provision   | 41                        | 3                         |
| <b>Crafts</b><br>Other government-funded provision | 28                        | 3                         |

| <b>Foundation programmes</b>                         |                           | <b>3</b>                  |
|--|---------------------------|---------------------------|
| <b>Contributory areas:</b>                           | <b>Number of learners</b> | <b>Contributory grade</b> |
| <b>Literacy</b><br>Other government-funded provision | 28                        | 3                         |
| <b>Numeracy</b><br>Other government-funded provision | 44                        | 3                         |
| <b>ESOL</b><br>Other government-funded provision     | 8                         | 3                         |

## ABOUT THE INSPECTION

11. Not all areas of learning were inspected. In addition to the subjects reported on in the areas of learning, the education department offers other classes to over 100 learners. This provision offers a broad range of subject choices and progression to higher levels of work for many learners, but there were either too few learners at the time of inspection or too few classes and tutors to maintain a representative sample. Inspectors visited the prison only during the week of inspection.

|                                      |    |
|--------------------------------------|----|
| Number of inspectors                 | 7  |
| Number of inspection days            | 27 |
| Number of learners interviewed       | 88 |
| Number of staff interviewed          | 43 |
| Number of subcontractors interviewed | 2  |

## KEY FINDINGS

### Achievements and standards

12. For learners on business programmes, retention and achievement rates are satisfactory. Learners are able to demonstrate evidence of analysis, assimilation and report writing. They use English well and show good use of sentence structure and grammar. Learners develop their ideas through discussions and clearly improve their negotiating skills.

13. The performance of learners in ICT is also satisfactory. The standard of work shown by learners is satisfactory and they are competent in the use of the computer software. In 2004, the number of units achieved for the level 1 qualification in ICT fell to 25 from 48 in 2003. The position for this year has improved and currently stands at 64 units.

14. **Learners achieve a good standard of work in art and craft programmes.** They develop a diverse range of skills, and work on complex and challenging tasks through whole-class teaching and individual projects. Learners with no previous experience reach an acceptable standard in a short time. Retention and achievement rates in art and craft programmes are satisfactory.

15. **The achievement rates for foundation programmes are good.** In the past year, the achievement rates on entry-level literacy and numeracy programmes are 82 per cent and 87 per cent, respectively. For learners on key skills application of number at level 1 and 2, achievement rates are 86 per cent and 80 per cent respectively. The achievement rate for key skills communication at level 2 is 87 per cent.

### The quality of provision

16. **Business administration learners receive good teaching and support. Well-planned lessons provide sufficient challenges to ensure that learners make good progress.** Tutors are responsive to learners' needs and provide prompt and constructive feedback on assignment work. Emphasis is placed on improving learners' spelling, with regular spelling tests at the start of each session. Individual coaching is good and classroom assistants work well to support learners' needs. All learners have an individual learning plan that provides a satisfactory record of short- and long-term goals together with qualification details and target dates for achievement. **Individual learning plans are used effectively** by learners at the end of each learning session to comment on the session, monitor progress and identify achievements.

17. **The prison has insufficient learning resources.** Textbooks and dictionaries are not always available to learners other than in the education department. Resources are



paper-based and sometimes poorly photocopied. Not all tutors use appropriately coloured paper and fonts for learners with reading difficulties.

**18. Coaching and support for ICT learners in the computer workshops are good.** Tutors are quick to recognise learners who have problems and give encouragement which often enables learners to find their own solutions to problems. Sessions are well planned and organised. **Progress monitoring and target-setting are good.** New systems have been developed and implemented and are proving productive in supporting learners. Long-term targets are set for qualifications and shorter-term targets are set for the units which make up those qualifications.

**19. Learners on art and craft programmes receive good teaching.** The programmes are well planned and carefully structured. Tutors employ a range of sympathetic and effective teaching techniques. Learners have a good appreciation of the standards of work they are producing and the progress they are making. They enjoy their learning and support the learning of others. **The accommodation for pottery classes is unsuitable.** Accommodation is cramped and although the maximum stated capacity is for eight learners, when six learners are taking the course, the room is overcrowded. There are health and safety implications for using the kiln in a confined space.

**20. Insufficient curriculum planning takes place for some aspects of visual and performing arts and media.** Some sessions have only small numbers of learners. These sessions rely on large numbers of learners to work as teams. Good practice is not shared sufficiently, and curriculum leaders from the education department find it difficult to attend meetings held by the college to further good practice.

**21. Foundation learners receive good support in learning sessions.** Class sizes are small, with some individual support sessions delivered in workshops or in the healthcare centre. Classroom assistants, who are trained through an accredited classroom assistant course, are recruited from the wider prison population and used to good effect in classes to support learners. The education department has implemented its skills for life strategy well. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. A range of sessions is provided to accommodate a wide ability range. However, **some sessions do not provide a wide enough range of teaching methods**, and do not always challenge and motivate the learners.

**22. The range of resources to support literacy and numeracy teaching is inadequate.** Some resources are inappropriate for the literacy levels of learners. Handouts are poorly copied, handwritten and badly presented.

23. The assessment and monitoring of learners' progress and achievements are generally satisfactory. In business administration sessions, and art and craft programmes, initial assessment is used effectively to plan the learners' programmes. For foundation learners, progress is monitored through individual learning plans and records of work. **For ICT learners, the assessment of prior learning is unsatisfactory** and does not provide sufficient detail to be able to assess learners' ICT abilities.

## Leadership and management

24. Senior levels of management have recently been restructured to a significant degree. **Managers have clear objectives for the development of education and training, and the**

**prison manages its education provision well.** The provision of learning opportunities in the education department is closely matched to the needs of the prison's population. There is a good range of courses and programmes, including evening classes and a summer school.

25. The prison's approach to equality of opportunity is satisfactory. **Learners receive a good range of learning support.** The induction process is comprehensive and includes initial assessment of literacy and numeracy skills, screening for dyslexia and an individual interview with a member of the education staff. The prison's computerised system communicates this information to all staff in a sensitive way by using discrete coding symbols on class lists. Codes are also used to identify bullies, self-harmers and in-cell workers. There are some good examples of resources in languages other than English. On the emergency first aid course which is included in induction, the key reference materials are produced in 20 languages. **Some aspects of equality of opportunity do not receive sufficient attention.** Insufficient use is made of visual displays, meetings, events and celebrations to celebrate equality of opportunity and diversity.

26. The prison's quality assurance arrangements are satisfactory, **and quality improvement arrangements are good.** Staff gather a range of feedback from learners, provide detailed analysis and identify improvements to the learning programmes. The well-presented education report, produced every three months, uses a range of data and feedback from learners that is analysed and clearly identifies improvements to the provision. **The self-assessment report is not detailed enough** and does not contain sufficient evidence to support the identified strengths and weaknesses. It did not recognise some of the strengths and weaknesses identified by inspectors. However, the separate prison education and training action plan does identify clear improvement targets for many of the weaknesses found by inspectors.

27. The literacy and numeracy provision is satisfactory. Staff have a good awareness of the skills for life agenda and the strategy to meet it. In learning sessions, a range of methods is used to support literacy and numeracy. In some classes, learners carry out spelling tests before the start of the learning sessions. Learners are provided with advice and guidance by classroom assistants, and in class, and discrete support is given to those learners with dyslexia. Learners with language support needs do not have sufficient access to ESOL sessions.

28. **The prison does not offer sufficient accredited training in the workshops, catering and PE.** This situation has been recognised by managers. Good opportunities exist to offer accreditation in catering, land based activities, work on a canal narrow boat and engineering activities, but no accreditation takes place.

29. **The management of punctuality is poor.** Learners are often very late arriving for education sessions. The late arrivals disrupt learners in the classroom. Progress in these classes is slower than might be expected. Learners often leave sessions early in order to attend scheduled PE sessions or other activities.

## Leadership and management

### Strengths

- clear objectives for the development of learning and skills

- well-managed education provision
- good management of support for learners
- good arrangements for quality improvement

### **Weaknesses**

- insufficient accreditation of training in workshops, catering and PE
- poor management of teaching time
- insufficient attention to some aspects of equality of opportunity
- insufficiently detailed self-assessment report

### **Business administration, management & professional**

#### *Strengths*

- good teaching and support for learning
- good progression routes
- good use of individual learning plans

#### *Weaknesses*

- insufficient learning resources

### **Information & communications technology**

#### *Strengths*

- good coaching and support for learners in the ICT workshop
- good progress monitoring and target-setting for learners

#### *Weaknesses*

- unsatisfactory resources for some courses
- unsatisfactory assessment of learners' initial ICT skills

### **Visual & performing arts & media**

#### *Strengths*

- good standard of learners' work
- good standards of teaching and learning

#### *Weaknesses*

- unsuitable accommodation for pottery classes
- insufficient planning for some aspects of the provision

## **Foundation programmes**

### *Strengths*

- good achievement rates
- good support for learners
- good implementation of skills for life strategy

### *Weaknesses*

- narrow range of teaching methods
- inadequate range of learning resources
- insufficient ESOL provision to meet learners' needs

## **WHAT LEARNERS LIKE ABOUT HMP GARTREE:**

- the good range of courses
- 'most teachers are helpful'
- 'ICT keeps you up to date, I can work at my own pace'
- 'good support from PE staff and gym facilities are good'
- 'the library is good for different languages'
- support in education is good

## **WHAT LEARNERS THINK HMP GARTREE COULD IMPROVE:**

- the amount of learning sessions and more advanced sessions
- punctuality in opening times - 'they are often late and we miss education to take breakfast or a shower'
- the qualifications available in industry to be able to learn a trade
- education facilities - provide a music department
- access to the library

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 3

#### Strengths

- clear objectives for the development of learning and skills
- well-managed education provision
- good management of support for learners
- good arrangements for quality improvement

#### Weaknesses

- insufficient accreditation of training in workshops, catering and PE
- poor management of teaching time
- insufficient attention to some aspects of equality of opportunity
- insufficiently detailed self-assessment report

30. Managers have clear objectives for the development of learning and skills. Senior management of the provision has recently been significantly restructured. The head of learning and skills was given the additional responsibility of regime management in April 2005. Good opportunities now exist to integrate the development of education and training with prison activities. Education and training managers and staff are clearly motivated to implement changes and make improvements. Progress is being made in identifying opportunities in skills training and in applying for centre approval to offer accredited training. The education and training action plan clearly defines the longer-term objectives, actions, costs and success criteria for meeting a range of initiatives to expand and improve the provision. These initiatives include 10 education and training staff studying for teaching qualifications and two staff working for assessor awards. The key priority in the action plan is the development of a range of programmes to equip prospective learners with the confidence and ability to gain skills and qualifications. Good short-term plans exist to expand the learning provision to meet the imminent increase of the prison's population by 70 offenders. Three extra classrooms, a staff room and a cardiovascular training room are planned, and more PE and education staff are currently being employed.

31. The prison manages its education provision well. The good communications and relationships between the prison and the education manager have a positive effect in planning and improving the learning provision. Regular analyses and evaluations of a range of activities identify where changes and improvements are to be made. For example, a detailed analysis is made of the initial assessment results of all learners and matched with the available learning programmes. Changes to the provision are then made to accommodate the needs of the learners and their ability levels. In addition to the areas of learning inspected, the education department offers other classes to over 100 learners. A broad range of subject choices is available allowing progression to higher levels of work for many learners. The general certificate of secondary education (GCSE) in history, sports science, Spanish, psychology and creative writing are the most popular of these subjects. Learners also attend German, science, human biology, GCSE English, healthy eating and

world food classes. Education staff support 28 learners carrying out distance learning studies. Well-attended evening classes are very popular, and attract steadily increasing numbers of learners. A summer school provides good access to recreational and educational activities. There are specific literacy, numeracy and language classes and a range of outreach programmes.

32. Learners receive well-planned support in the education department and workshops. Participation in education is part time and paid less than other activities in the prison. This arrangement does provide learners with opportunities to work in the prison and thereby increase their earnings. The education department is actively involved in providing information to sentence-planning reviews before the sentence-planning board meets.

33. Literacy and numeracy provision is satisfactory throughout the prison. The achievement rate in key skills courses is good. Staff have a good awareness of the skills for life agenda and the strategy to meet it. In learning sessions, a range of methods is used to support literacy and numeracy needs. In some classes learners carry out spelling tests before the start of the sessions. Learners are provided with advice and guidance by classroom assistants, and in-class and discrete support is given to those with dyslexia. Learners with language support needs do not have sufficient access to ESOL sessions.

34. The prison does not have sufficient accredited training in the workshops, catering and PE. This situation has been recognised by managers. As part of their general induction to the prison, all offenders complete a basic food hygiene course and carry out training in manual handling and emergency first aid. Until seven months ago, learners were able to work towards a good range of PE courses. This is no longer the case and these programmes are no longer offered. Not all of the workshops provide work for which appropriate accredited training can be offered. Training for the tasks and activities in these workshops is satisfactory, but good opportunities exist to offer qualifications for catering, PE, land-based activities, work on a canal narrow boat and engineering activities. There is currently no accreditation of these activities.

35. The management of learners' punctuality is poor. They are often very late for education sessions. It is not uncommon for learners to be up to 20 minutes late for a two-hour session. The late arrivals disrupt learners in the classroom. Progress in these sessions is slower than might be expected. Learners often leave sessions early in order to attend scheduled PE sessions or other activities. This disruption to learning sessions takes place in all areas of learning.

### **Equality of opportunity**

### **Contributory grade 3**

36. The prison's approach to equality of opportunity is satisfactory. It has 24 different nationalities of offenders. Nineteen per cent of them are from minority ethnic groups, and the number has increased steadily over recent months. There are 34 foreign national offenders, amounting to almost 9 per cent of the prison's population. The education department displays the college's equal opportunities statement prominently for staff and learners.

37. Learners receive a good range of learning support. The induction process is comprehensive and includes initial assessment of literacy and numeracy skills, screening for dyslexia and an individual interview with a member of the education staff. Recently, many good initiatives have been introduced to promote awareness of dyslexia. Ten members of

the education department attended a recent dyslexia awareness session. Dyslexic screening takes place for all new admissions. Of the 247 offenders assessed, 63 have been found to have dyslexic tendencies. The computerised recording system communicates this information to education staff in a sensitive way by using discrete coding symbols on class lists. Codes are also used to identify bullies, self-harmers and in-cell workers. The education department provides four dyslexia support sessions each week in addition to in-class support. Classes have learning resources which are adapted appropriately, such as coloured paper for hand-outs and appropriate fonts for written communication. A learner who is hearing impaired is given support by an interpreter for three mornings each week and for two mornings by a trainee signer. This trainee is also one of the eight trained and qualified classroom peer assistants who provide help and guidance to all learners. Support for the Toe by Toe scheme is good. Seven trained learners mentor and assist entry-level learners with their reading skills.

38. Some good examples of resources exist in other languages. On the emergency first-aid course during induction, the key reference materials are produced in 20 languages. The computers in the education department have fonts in Arabic, Chinese and Punjabi, as well as in European languages.

39. A well-presented and attended university ceremony was held at the prison during the inspection week for a learner who had gained a mathematics degree following eight years of distance learning study. The education department has an endeavour cup which is awarded at the end of each 15-week module, together with other awards to encourage, motivate and support learning.

40. Leicestershire County Council Libraries provide a satisfactory service. Learners have library access when they attend learning sessions in the education department. For those who find reading difficult, a range of illustrations is used to identify themes for fiction books, as well as the usual numbering system. The library currently has a selection of books in Punjabi, Arabic and Gujarati. Large-print books are available on request, and there is a small selection of easy-read books for adults, audio cassettes and music compact discs. The library is situated on the first floor in the education department. This makes it difficult for library users with restricted mobility to gain access. However, books can be ordered and delivered to the wings. Learners on courses are not given textbooks, but rely on using reference books in the library to complete their homework.

41. Some aspects of equality of opportunity do not receive sufficient attention. Not enough use is made of visual displays, meetings, events and celebrations to promote equality of opportunity and diversity. Qualifications, courses and progression routes are not advertised adequately in the education department, on the wings, workshops, or sports and association areas. There is not enough reference information for learners. The A4 sheet of education courses is colourful, but its small, dense text is hard to read for learners with poor reading skills. It is available in Braille for visually impaired learners, but there is no audio version and it is not translated into other languages. The wall display of learners' feedback in the education department is poor. The words are extremely small, printed sideways and difficult to read. Education and training meetings do not have equality of opportunity and diversity as standing agenda items. Data from individual education courses is not analysed for learners' recruitment, retention and achievement by ethnic background.



**Quality improvement****Contributory grade 3**

42. Quality assurance arrangements are satisfactory. The education and training provision does not have a quality improvement manual detailing the procedures to bring about quality improvement, but a quality assurance calendar provides clear information about when a range of activities is to be used to check the quality of learning programmes. These activities include lesson observations, individual learning plan and portfolio sampling, learners' feedback, data monitoring and analysis. The quality improvement group meets every three months and the minutes of the meetings are recorded satisfactorily.

43. Arrangements to improve the quality of the provision are good. Education staff gather a range of feedback from learners, provide detailed analyses, and identify improvements to the learning programmes. The well-presented education report, produced every three months, uses a range of data and feedback from learners that is analysed, and clearly identifies solutions to improving the provision. For example, in the last report, the end of module feedback from learners indicated that when tutors were absent, arrangements to cover their classes were poor. For health and safety reasons, learners were unable to carry out practical activities. Managers responded by increasing the number of staff. Learners now carry out the practical activities associated with their course work. During staff evaluation of courses, it was identified from learners' feedback that more support was required to enable them to achieve a key skills qualification. The education department responded by providing extra mathematics sessions.

44. The well-implemented series of lesson observations involve the head of learning and skills and the education manager appraising the tutors. A summary of the details of the observations is evaluated and a series of quality briefings is circulated to staff. This provides a good range of hints and tips on improving teaching and learning, and highlights the good practice seen in the classroom. A summary of the 31 classroom observations carried out during the past year indicates the areas of good practice and the developments needed to improve the learners' experience. The results of classroom observations are part of the appraisal scheme. The annual education development and action plan clearly summarises and reviews the previous year's plan. It identifies the development priorities for the current year and for the next three years. The changes and improvements planned and implemented for the provision are summarised clearly. Monthly quality audits are carried out by college staff who check all aspects of the provision.

45. The self-assessment report is not sufficiently detailed and contains insufficient textual evidence to support the strengths and weaknesses. It does not recognise some of the strengths and weaknesses identified by inspectors. However, the separate prison education and training action plan does identify and provide clear improvement targets for many of the weaknesses found by inspectors. The current self-assessment process at the prison is new and provides managers, education and training staff, and learners with the opportunity to contribute to the report. In the education department, curriculum leaders provide information to the education manager who produces a development and action plan which contributes to the self-assessment report.

## AREAS OF LEARNING

### Business administration, management & professional

Grade 3

| Contributory areas:  | Number of learners | Contributory grade |
|--|--------------------|--------------------|
| <b><i>Business administration</i></b><br>Other government-funded provision | 70                 | 3                  |

46. Seventy learners are following accredited business programmes. Of these, 37 learners are working towards commercial numeracy and office English awards. Four learners are following a level 1 bookkeeping award and 10 are on a level 1 business studies programme. Nineteen are working towards library skills qualifications. Progression to higher level qualifications is good. At the beginning of their programmes, all learners are assessed for the level of their literacy and numeracy skills and receive diagnostic testing for dyslexia. Induction to the education department and learning programme is carried out by individual tutors at the beginning of the programmes. Staff monitor learners' progress against their individual learning plan at the end of each learning session.

#### *Strengths*

- good teaching and support for learning
- good progression routes
- good use of individual learning plans

#### *Weaknesses*

- insufficient learning resources

### **Achievement and standards**

47. Achievement rates are satisfactory. During the past year, 52 per cent of learners on the commercial numeracy course achieved their qualification and 75 per cent of office English learners were also successful. Some courses have been introduced only recently and achievement rates are not yet available. Retention rates are satisfactory. Sixty-nine per cent of commercial numeracy learners were retained and 91 per cent of office English learners. The retention rate for the classroom assistant course is 66 per cent.

48. Learners' work is of a satisfactory standard. They are able to demonstrate evidence of analysis, assimilation and report writing. They use English well and show good use of sentence structure and grammar. Learners develop their ideas through discussions and clearly improve their negotiating skills.

### **The quality of provision**

49. Learners receive good teaching and support for learning. Well-planned lessons provide sufficient challenges to ensure that learners make good progress. Learners participate fully in teaching sessions and show good understanding. They are able to carry out tasks and demonstrate a range of additional skills. For example, on the bookkeeping course they understand accounting principles and are able to provide trial balances. The work relates

well to business needs. In office English sessions, learners improve their spelling and use of language. Teachers are responsive to learners' needs and provide prompt and constructive feedback on assignment work. Emphasis is placed on improving learners' spelling, with regular spelling tests at the beginning of each session. Individual coaching is good and classroom assistants work well to support learners' needs. Learners are motivated by encouragement from teachers and their peers. Regular assignment work to be completed between sessions provides learners with satisfactory opportunities to broaden their skills and develop their learning.

50. The prison provides good progression routes for learners. Tutors encourage those who are successful in commercial and office English sessions to take progression routes that lead to a GCSE English qualification. There are opportunities for learners to complete level 3 qualifications in key skills, office English, and literacy and numeracy programmes. Learners are also encouraged to study at degree level. They have the option to choose from the range of courses in the education department or study through open and distance learning programmes. Fifteen learners are currently working towards university or other distance learning courses that lead to professional and management qualifications.

51. Learners use their individual learning plans well to record their learning experiences. All learners have a copy of their individual learning plan that provides a clear record of initial assessment, short- and long-term goals, qualification details and target dates for achievement. Plans are used well at the end of each learning session to monitor progress and identify achievements. Learners complete a progress record at the end of each session commenting on the lesson and identifying what they have learnt. This record provides a clear account of achievements and recognises each stage aimed towards the full qualification.

52. Initial assessment is satisfactory and identifies the individual needs of learners. They are placed on appropriate programmes, and receive satisfactory literacy and numeracy support. Additional support is provided for those who are dyslexic. Induction covers learners' rights and responsibilities satisfactorily.

53. The prison has insufficient learning resources. They are paper-based and sometimes poorly photocopied. Where appropriate, learners have access to textbooks, and they have the use of dictionaries during teaching sessions. These resources are not always available to learners when they work on assignments away from the education department. Some tutors are aware of the need to use coloured paper and a different font for those learners who may have difficulty reading. This good practice is not used by all tutors. Learners have poor access to IT to enhance their learning and development. Those studying on distance learning university courses have difficulty completing their work in the allocated time as they do not have good access to computers. Learners working towards the book-keeping award learn manual accounting principles, but are not able to use up-to-date IT business software.

### **Leadership and management**

54. Staff are appropriately qualified and have good experience. They deliver a good range of courses. Assessment processes are satisfactory. There is a clear sampling schedule and all coursework is internally verified several times during each programme. The good programme of lesson observations provides tutors with constructive feedback that they find helpful. Annual appraisals are used to discuss individual performance effectively and to

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agree new targets for the following year. All staff agree a personal development plan and most are working towards relevant qualifications.

55. Equality of opportunity is covered briefly during induction, but there is not enough reinforcement of the subject throughout the learning programme. Learners and staff treat one another with respect. Tutors ensure that individual needs are met and that support is provided to help learners progress. Learners who use English as an additional language are provided with satisfactory ESOL provision and regular classroom support.

56. Most staff are part time and employed on a sessional basis. Curriculum meetings are held each term, but not all staff are able to attend. The minutes from these meetings do not detail discussions, or follow up actions from the previous meeting.

57. The self-assessment process involves all staff, but the report does not provide sufficient detail and does not identify the strengths and weaknesses found at inspection.

**Information & communications technology****Grade 3**

| <b>Contributory areas:</b>                           | <b>Number of learners</b> | <b>Contributory grade</b> |
|--|---------------------------|---------------------------|
| <i>Using IT</i><br>Other government-funded provision | 76                        | 3                         |

58. Seventy-six learners are attending ICT courses. Of these, 14 learners are working towards entry-level qualifications, 39 are working for qualifications and key skills, 16 are on computing courses at level 1 and seven at level 2. Learners are able to gain accredited qualifications in ICT from entry level to level 2. They are able to progress between levels during their ICT sessions. Learners can attend up to five sessions each week. Two sessions are provided each morning and afternoon from Monday to Friday. Evening sessions are available on a drop-in basis on three evenings each week, where learners can pursue their coursework or use the computers for personal needs. All courses are operated by the education department.

*Strengths*

- good coaching and support for learners in the ICT workshop
- good progress monitoring and target-setting for learners

*Weaknesses*

- unsatisfactory resources for some courses
- unsatisfactory assessment of learners' initial ICT skills

**Achievement and standards**

59. The performance of learners in ICT is satisfactory. In 2004-05, all 14 learners who took entry-level qualifications stayed to the end of the course and achieved the qualification. The retention rate for those who followed the ICT key skills programme was 90 per cent and of those who began the programme, 53 per cent were successful. In 2004, the number of units achieved for the level 1 qualification in ICT fell to 25 from 48 in 2003. The position in 2005 has improved and now stands at 64 units. No results have been achieved yet for the level 2 qualification, despite the course having started in September 2004. The standard of work shown by learners is satisfactory and learners are competent in the use of the computer software.

**The quality of provision**

60. Coaching and support for learners in the computer workshops is good. Tutors coach individual learners in the ICT workshop who work at their own pace, using well-designed workbooks. Tutors are quick to recognise learners who have problems and give encouragement which often enables learners to find their own solutions to problems. Good questioning is used to check on learners' understanding and to develop approaches and solutions to coursework. The groups are small and teachers are helped by an orderly who provides extra support. Sessions are well planned and organised. Good use is made of coloured paper, large print, coloured screen backgrounds and larger computer icons to help learners who are dyslexic or who have visual impairments. The sessions are well

controlled by the teachers and the environment is good humoured and relaxed. Relationships are productive and learners are well motivated. Room displays help to promote learners' successes. Learners from all backgrounds and with a wide range of abilities work harmoniously together. However, the group sessions on topics of interest are not so well managed. Sometimes they do not have clear objectives for the learners and the questioning used is not precise enough and does not test learners' understanding sufficiently. One topic included the use of the internet and web pages. This was not realistic as none of the computers have access to the internet.

61. Progress monitoring and target-setting are good. New systems have been developed and implemented and are proving effective in supporting the learners. Long-term targets are set for qualifications and shorter-term targets are set around the units which make up those qualifications. 'Mini' targets, related to the skills that learners have to develop to achieve those units, are agreed and weekly activities are devised which enable learners to focus on specific tasks in their sessions. Workbooks have been rewritten clearly to include the skills to be developed, which are linked to the 'mini' targets. Tutors frequently review learners' progress against targets in the sessions and a record is kept of learners' progress. Learners' files are well organised.

62. The assessment of learners' work is satisfactory. Work is generally well marked and feedback to learners is encouraging. In many cases, useful guidance is given to help learners improve. Moderation and internal verification meets with awarding body criteria. Clear sampling plans are drawn up and feedback is provided to assessors, although on some occasions insufficient guidance is given.

63. The programmes and activities are satisfactory in meeting the needs and interests of learners. Computer courses are widely accessible for all target qualifications. All sessions can support learners from entry level to level 2. Learners can alter their patterns of attendance to suit their needs after consultation with the education manager. Dedicated sessions for entry-level learners are available three times each week. Additional evening computer sessions are provided three times each week for learners to continue with their studies, or for personal use such as letter writing to relations. Scripts such as Punjabi are available. This is a well-used activity valued by learners. There is, however, no provision at level 3 to enable learners to develop analytical skills and a wider range of IT applications.

64. Resources for some learning activities are unsatisfactory. The IT accommodation consists of one room with 16 networked computers. The layout of the room includes central workbenches and shelves on which the computers and display units are placed. These workbenches and shelves prevent learners from having a clear view across the room and make it difficult to see the tutors' notes. Group teaching sessions are hampered. There is no whiteboard available and group work is developed on a flip chart which is inadequate for this purpose. Overhead projectors and computer projectors are not used. An interactive whiteboard is to be installed shortly. Learners do not have access to the internet or e-mail simulation. They cannot gain skills in networking and communications. No computer based training software is used, apart from a typing tutor. The ICT classroom is on the first floor and access is restricted for those learners with mobility problems. The room is too small for easy circulation when full, and no adaptation has been made for wheelchair users. Not enough books are available in the library or the workshop to support the courses.

65. The initial assessment of learners' individual computing skills is unsatisfactory. It does not provide sufficient detail or set sufficient tasks to enable learners' abilities to be assessed. The placement of learners on particular courses can depend on learners' recollection of qualifications they have taken previously, rather than their specific needs being identified. Some learners take qualifications as 'refreshers' rather than updating specific skills. Some initial assessments of computing skills have not been completed and no rationale is recorded to show how course decisions have been made. No guidance is provided to staff regarding the induction of learners to IT and no records are kept. Insufficient guidance is given to learners about current procedures. One learner was unaware of the system for the return of marked work. He received minimal feedback on work he had handed in, until he eventually found a significant amount of his assessed work awaiting return. No handbooks are provided to learners about the procedures to be followed.

### **Leadership and management**

66. The small ICT team consists of one full-time and three part-time staff. The new ICT co-ordinator was appointed in November 2004. Some good progress has been made in updating learning materials, and developing progress monitoring and target-setting for learners. Communications with the team are good, and informal and formal meetings take place. Team members have helped to develop clear schemes of work and lesson plans. Teaching and learning observations have been carried out on all staff. Inspectors agreed with the grades given. Observations were commented on, but no clear action plans were prepared for individuals. Overall good practice and areas for improvement have been evaluated. Staff training needs have been identified through the appraisal system. Staff are appropriately qualified for the courses currently on offer and all have, or are studying for, teaching qualifications.

67. The self-assessment process is inclusive and involved all members of the ICT team. The self-assessment report is brief and does not contain clear evidence to support the judgements. Judgements are not specific enough, and significant strengths and weaknesses were not fully identified. Some issues were identified in the report which corresponded with inspection findings.



**Visual & performing arts & media****Grade 3**

| <b>Contributory areas:</b>                         | <b>Number of learners</b> | <b>Contributory grade</b> |
|--|---------------------------|---------------------------|
| <b>Arts</b><br>Other government-funded provision   | 41                        | 3                         |
| <b>Crafts</b><br>Other government-funded provision | 28                        | 3                         |

68. Sixty-nine learners are following art and craft programmes. Thirty-one learners are on accredited programmes in painting and drawing at level 1, 2 and 3. Ten learners are on the entry level, big art programme for group and team work. The pottery course has 15 learners working towards entry level and level 1 and 2, and 13 learners are on a practical crafts programme at entry level and level 1 and 2. All of the courses operate on a module basis of 15 weeks. The programme is managed by the social and life skills and art co-ordinator who is a full-time member of staff and teaches on the programme. A part-time member of staff is also employed to teach one full day each week which includes an evening class. Two late evening classes are included in the programme.

*Strengths*

- good standard of learners' work
- good standards of teaching and learning

*Weaknesses*

- unsuitable accommodation for pottery classes
- insufficient planning for some aspects of the provision

**Achievement and standards**

69. Learners achieve a good standard of work in art and craft programmes. They develop a diverse range of skills and work on complex and challenging tasks through whole-class teaching and individual projects. The learners combine these technical skills with creative ability. Learners with no previous experience reach an acceptable standard in a short time. All the learners are engaged and motivated and can discuss their own and other learners' work. Learners in the art classes use media such as charcoal, pastels, watercolours and pencil. In the pottery classes, the learners produce a wide variety of pots, such as those made on the wheel, and slab and coil pots. Some of these pots are decorated with intricate patterns designed by the learners. Two learners were working on sculptures to a very high standard. All the learners are encouraged to keep sketch books for reference purposes. These sketch books are comprehensive and contain interesting ideas for further projects. Work in the learners' portfolios is good and demonstrates clear progression over time.

70. Retention and achievement rates in art and craft programmes are satisfactory. Retention and achievement rates on the pottery course are 72 per cent and 45 per cent, respectively. For the art course, the retention rate is 70 per cent and the achievement rate is 51 per cent.



## The quality of provision

71. Standards of teaching and learning are good on the art and craft programmes. The programmes are well planned and carefully structured. Tutors employ a range of sympathetic and effective teaching techniques that includes individual coaching, intervention, demonstrations and individual advice. Tutors provide good constructive criticism to support learning and manage classes well. Learners have a good appreciation of the standards of the work they are producing and the progress they are making. They enjoy their learning and support the learning of others. Comprehensive lesson plans are written for all the classes, which contain aims and objectives and expected learning outcomes. The learners complete their individual learning plans at the end of each session. These plans contain information about tasks completed and what the learner thinks they have achieved in that session. Many learners reinforce and extend their learning in the two evening recreational classes provided each week, and the summer school programme.

72. Learners' work is exhibited on the walls of the education block and in the art rooms. Art work is entered into a national prison competition each year, with some success. One learner's work was chosen for the brochure which advertises the event. Once a year, the prison holds an exhibition in the sports hall, which is part of a fund-raising event for children's charities. Guests are invited and at the end of the day the exhibits are auctioned off with the proceeds going to charity. Learners gain confidence from seeing their work in these exhibitions.

73. The initial assessment process is satisfactory and is used effectively to plan the learners' programmes. Internal and external assessments are satisfactory and meet the awarding body standards.

74. Support and guidance is satisfactory. Literacy and numeracy skills are integrated well into the classes. Art and craft learners identified as dyslexic prefer and receive discrete support in the classroom.

75. Resources for art are satisfactory. The art room is large, light and airy, and the tables used are adequate for the practical nature of the work. The learners also have easels. The walls are covered in stimulating work done by the learners. The room has satisfactory storage space and specialist drawers for storing work flat.

76. The accommodation for pottery classes is unsuitable. It is cramped and has a stated maximum capacity of eight learners. During the inspection, the largest class had six learners and even at this level of occupation the room was overcrowded for the type of practical and creative work being carried out by learners. They find it difficult to work without unintentionally interfering with other learners who are carrying out precision work, often using sharp tools to construct their projects. The room also has a storeroom which houses a kiln. The prison has recognised the health and safety problems in operating this equipment in a confined space. Plans to modify and improve the health and safety of learners when using the kiln are at an early stage.

## Leadership and management

77. Art and pottery tutors are qualified to degree level and have teaching qualifications. Education staff are involved in monthly staff meetings at which general education matters

are discussed. Lesson observations take place, the results of which are used in the yearly appraisals of tutors. Staff benefit from an appropriate range of development opportunities, and are well supported by managers. This is clearly reflected in the general quality of teaching and learning, and the opportunities learners have to develop a good standard of work. After each 15-week module, learners' feedback about the courses is analysed and staff produce a course evaluation. This is used by the education manager to produce an overall assessment of the quality of education in the department.

78. There is insufficient curriculum planning for some aspects of the provision. Two sessions which rely on large numbers to provide learning in teams had only three learners enrolled on one course. For the other session, the register show seven learners, but only three had been attending regularly. The aims and objectives of these sessions could not be met. Learners were unable to take part in a range of teamwork activities and challenging competitions between teams. Progress on the team projects is slow. Good practice is not shared sufficiently. The college which provides education in the prison has a yearly meeting of curriculum leaders from 10 other prisons to share good practice. Representatives from the prison's education department found it difficult to attend. No alternative date is negotiated and minutes of these meetings are not sent to the relevant tutors or curriculum leaders. The department has no access to ICT to add to the learners' experiences. Insufficient use is made of digital photography for art work or for the recording of learners' work in the various stages of completion.

79. The self-assessment report did not contain sufficient information about the judgements made. The report is not self-critical enough and two of the strengths identified were considered by inspectors to be no more than normal practice. Staff are involved in the self-assessment process.

**Foundation programmes****Grade 3**

| <b>Contributory areas:</b>                           | <b>Number of learners</b> | <b>Contributory grade</b> |
|--|---------------------------|---------------------------|
| <b>Literacy</b><br>Other government-funded provision | 28                        | 3                         |
| <b>Numeracy</b><br>Other government-funded provision | 44                        | 3                         |
| <b>ESOL</b><br>Other government-funded provision     | 8                         | 3                         |

80. Eighty learners are following foundation programmes. Of these, 44 are working towards a numeracy qualification between entry level and level 2 and eight attend ESOL courses. A further 28 are enrolled on other foundation provision including life skills, dyslexia support and spelling courses. Many learners are taking part in more than one learning session. Most learners attend the education department, but provision is provided in the prison workshops and in the healthcare centre. The department offers courses leading to qualifications in literacy, numeracy and ESOL, from entry level to level 2. Key skills courses in communication and application of number are also offered.

*Strengths*

- good achievement rates
- good support for learners
- good implementation of skills for life strategy

*Weaknesses*

- narrow range of teaching methods
- inadequate range of learning resources
- insufficient ESOL provision to meet learners' needs

**Achievement and standards**

81. Achievement rates for foundation programmes are good. For the past year, the achievement rates for entry-level literacy and numeracy are 82 per cent and 87 per cent, respectively. For learners on key skills, application of number level 1 and 2 achievement rates are 86 per cent and 80 per cent respectively. The achievement rate for key skills communication at level 2 is 87 per cent. The provision is delivered in 15-week modules, and most learners complete their programmes of study.

**The quality of provision**

82. Learners receive good support in learning sessions. Class sizes are small and some individual support sessions are delivered in workshops or in the healthcare centre. The education department also delivers special sessions for dyslexic students, and spelling workshops. Classroom assistants, trained through an accredited classroom assistant course, are recruited from the wider prison population and used to good effect in classes to support learners. One learner with a hearing impairment, who received support in three sessions each week from a communicator, also received support from a classroom assistant

who was taking a sign-language course. Most tutors are aware of learners' individual needs and support the learners with handouts on coloured paper where appropriate.

83. The education department has implemented its skills for life strategy well. A range of sessions is provided for learners with a wide spectrum of ability levels. Learners receive an initial assessment and further diagnostic testing and appropriate programmes are established to meet their individual needs. There is clear progression for learners from entry level up to and including GCSE level. Staff are supported in attending a range of regional skills for life training events and five tutors are currently completing level 4 specialist qualifications for adult literacy or numeracy.

84. The assessment and monitoring of learners' progress is satisfactory. All offenders take part in an initial assessment of their literacy and numeracy skills. The assessment is used to determine the appropriate level of course for those who choose education. Progress is monitored through learning plans and records of work, but communications are poor between tutors when learners attend a range of classes.

85. In the 20 per cent of learning sessions judged to be inadequate the range of teaching methods is too narrow. In these sessions, tutors are unaware of learners' individual needs and set inappropriate work for them. One pre-entry learner was handed a dictionary to support his free writing, with insufficient support from the tutor. The learner made slow progress and lost interest in the activity. The inadequate learning sessions had a narrow range of activities, and were dull, and uninspiring. Learners copied notes from the whiteboard into their notebooks and resources or aids to learning were not used sufficiently. In other sessions, learners had a poor understanding of the activities they are asked to carry out. There was no access to IT resources to support learning. In the better sessions, teachers and learners had a good rapport, and a constructive atmosphere was generated in sessions where learners were engaged and supported effectively.

86. The range of resources to support literacy and numeracy teaching is inadequate, and some resources are unsuitable for learners' literacy levels. One learner with who could not read was given a dictionary to work from, which was inappropriate in meeting his individual needs. Handouts are poorly copied, handwritten and badly presented. Learners have difficulty reading and understanding the information and make slow progress. IT is not used to support literacy and numeracy skills teaching. This was highlighted as a weakness in the literacy and numeracy action plan for 2001, but no progress has been made in implementing it. Classrooms within the education department are satisfactory.

87. Learners with language needs do not have sufficient access to ESOL sessions. Only two ESOL classes a week are provided, and additional support is given through mainstream literacy and numeracy classes. When attending the mainstream sessions learners have difficulty understanding concepts and acquiring the language. The expectation of tutors is that these learners can understand what is required of them. Learners make slow progress and are not prepared adequately to be able to learn from the additional literacy and numeracy classes.

### **Leadership and management**

88. Full-time tutors work well as a team and meet regularly, but literacy and numeracy skills classes are taught by up to 20 part-time staff and communications with part-time staff are poor. Access to training is good. Tutors are encouraged to take part in staff development

with regard to the skills for life agenda, and most staff have attended national curriculum training. Fourteen staff are either currently enrolled or due to start at level 4 in specialist qualifications. Tutors have good working relationships with other members of the prison's staff. One member of staff attends sentence-planning meetings and obtains an overview of progress. Access to courses is discussed at these meetings. All staff have appropriate qualifications and expertise in the subjects they teach. Some staff participated in the production of the self-assessment report. The self-assessment report identified some of the strengths and weaknesses found at inspection, but did not identify the restricted teaching and learning strategies used by teachers in the classroom.

