

REINSPECTION REPORT

HMP and YOI Doncaster Reinspection

26 October 2006



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
- adult information, advice and guidance services (**nextstep**).

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.

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*

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP and YOI Doncaster (the prison) is a large category B local prison. Built by the Prison Service and managed by Serco Home Affairs, the prison opened in June 1994. It houses all adult and young remand offenders from South Yorkshire, and young remand offenders from West Yorkshire. Some offenders are on remand, some are convicted and others are sentenced.

2. The certified normal accommodation of the prison is 771 offenders with an operational capacity of 1,135 offenders. The prison currently has 495 convicted and 400 remand adult male offenders and 187 convicted and 47 remand young adult offenders. Twenty-one per cent of the prison's population is from minority ethnic groups, with 110 foreign national offenders of 42 nationalities.

3. Education and training are managed by the assistant director resettlement. The head of learning and skills works in three prisons and largely has a role in advice and guidance, rather than operational management. The assistant director resettlement's responsibilities also include physical education (PE), chaplaincy, community re-entry, psychological services, sentence management and working with the probation team.

4. The operational management of the education department is the responsibility of the education manager, who is supported by a deputy education manager and a team of 24 full-time and three part-time staff. Of the 24 full-time posts, three were vacant at the time of this inspection. There are three full-time and two part-time administrative assistants. Most of the education and training takes place within the prison's amenities block. All learners attend on a part-time basis with the day separated into three sessions.

5. Work is provided in the prison's kitchens, cleaning services, laundry, internal stores, gardens and chaplaincy. Only the kitchens and cleaning services provide opportunities for accreditation. The prison has a target of 22 hours of purposeful activity each week for offenders.

6. The PE department consists of a manager and nine PE instructors. PE activities consist of a recreational programme that runs during the daytime and evenings on weekdays, and during the day at weekends. Few qualifications are offered in the PE department.

7. Library services are provided by the prison. The library is located in the amenities block of the education area. One full-time library assistant works in the library, supported by an orderly.

GRADES

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

Grades awarded at previous inspection

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality improvement		3

Health, public services and care			3
Contributory areas:	Number of learners	Contributory grade	
<i>Cleaning</i>		3	
Other government-funded provision	9	3	

Engineering and manufacturing technologies			3
Contributory areas:	Number of learners	Contributory grade	
<i>Motor vehicle</i>		3	
Other government-funded provision	24	3	

Construction, planning and the built environment			4
Contributory areas:	Number of learners	Contributory grade	
<i>Construction crafts</i>		4	
Other government-funded provision	37	4	

Information and communications technology			3
Contributory areas:	Number of learners	Contributory grade	
<i>ICT for users</i>		3	
Other government-funded provision	30	3	

Retail and commercial enterprise			2
Contributory areas:	Number of learners	Contributory grade	
<i>Hospitality and catering</i>		2	
Other government-funded provision	31	2	

Arts, media and publishing			3
Contributory areas:	Number of learners	Contributory grade	
<i>Crafts</i>		3	
Other government-funded provision	36	3	

Preparation for life and work		3
Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> Other government-funded provision	7	3
<i>Literacy and numeracy</i> Other government-funded provision	84	3
<i>Employability training</i> Other government-funded provision	22	3

Grades awarded at reinspection

Construction, planning and the built environment		3
Contributory areas:	Number of learners	Contributory grade
<i>Construction crafts</i> Other government-funded provision	10	3

ABOUT THE REINSPECTION

8. Only construction, planning and the built environment was reinspected and graded. At the November 2005 inspection, the prison's leadership and management of education and training was satisfactory, as were its arrangements for equality of opportunity and quality improvement. Provision in retail and commercial enterprise was good. Provision in health, public services and care, engineering and manufacturing technologies, information and communications technology, arts, media and publishing, and preparation for life and work was satisfactory. Provision in construction, planning and the built environment was unsatisfactory. At the end of the reinspection, provision in construction, planning and the built environment is now satisfactory. The overall effectiveness of HMP and YOI Doncaster's provision remains satisfactory.

Number of inspectors	3
Number of inspection days	5
Number of learners interviewed	7
Number of staff interviewed	7
Number of locations/sites/learning centres visited	1

AREAS OF LEARNING

Construction, planning and the built environment

Grade 3

Contributory areas:	Number of learners	Contributory grade
Construction crafts		3
Other government-funded provision	10	3

9. Currently, 10 learners are training in carpentry. Learners work towards a basic craft qualification at level 1 and attend training workshops for two hours a day over five days. The programme lasts for 34 weeks. There are no entry requirements for the course. The full-time carpentry tutor responsible for this area is managed by the education manager. The tutor is sometimes assisted by an orderly who has himself successfully completed the carpentry qualification. Learners are initially assessed for literacy and numeracy skills during induction and are given additional support where required. All learners receive a workshop induction when they begin the programme. Internal verification is carried out by Rotherham College.

10. The painting and decorating programme offered during the previous inspection has been suspended for several months due to the tutor leaving. A new tutor has recently been recruited, but the programme has not yet restarted. Bricklaying has been offered since the previous inspection, but the tutor left recently.

Strengths

- good practical training
- good monitoring and recording of learners' progress

Weaknesses

- no progression opportunities on carpentry programmes
- inadequate collection and use of retention and achievement data to guide management decisions

Achievement and standards

11. Learners develop good skills in basic woodworking techniques. They use the new skills they have acquired to produce items such as rocking horses, jewellery boxes, tables and chairs. Some learners enhance their work further by using art work, developed in conjunction with the art department. Learners take great pride in the work they produce to give to their family and friends. They work industriously and are highly motivated.

12. The prison has insufficient reliable data for a judgement to be made on retention and achievement. Of the 177 learners who began programmes since April 2006, 62 have achieved units of qualifications. However, the prison cannot tell how many units each learner has achieved, nor can it accurately identify how many learners have left for reasons beyond the prison's control. In the past year, only two learners have achieved the full carpentry qualification. In the three months that the bricklaying programme was

offered, none of the learners achieved units.

The quality of provision

13. Practical training is good. It is carried out on an individual basis with good individual instruction and assistance. Instructors have a good understanding of learners' needs and structure sessions to meet these needs. Session aims and objectives are set and made clear, and learners are fully aware of what is expected of them. Learning is checked by oral and written questioning. Carpentry courses are popular and there is a waiting list. Relationships between the tutor and learners are good. Learners' existing skills and knowledge are identified well during the vocational induction. This information is used to place learners on the appropriate first unit to develop their skills and motivate them with quick unit achievement.

14. Monitoring and recording of learners' progress is good. Individual learning plans are up to date. The carpentry tutor maintains triplicate records of all learners' achievement and progress. Learners have access to these documents and understand their progress. The tutor and the learners know what learners have achieved and what needs to be done to progress further. Learners making slow progress are identified and supported, while those making good progress are further challenged.

15. Assessment is satisfactory. It is planned, fair and accurate and carried out on a formative basis. Recording of decisions is satisfactory.

16. Resources are satisfactory and are used effectively. The carpentry workshop is small but fit for purpose. Handtools and special equipment are adequate. Learning materials are well developed to enable learners to produce a good standard of practical work. Learners have a dedicated painting and decorating area which consists of practical workshop, teaching and storage areas and a paint-mixing room. Within the practical workshop there are well-resourced cubicles with a good range of items and furniture to prepare and decorate. Staff are vocationally experienced and qualified.

17. Literacy and numeracy support is satisfactory. The education department identifies learners' initial needs, and support is provided by specialist staff. Vocational tutors also offer individual support. They have developed good learning materials to support practical activities and to meet learners' literacy and numeracy needs. The carpentry tutor has received training to establish literacy and numeracy skills development and dyslexia awareness training in the programmes. Plans are in place to offer established literacy and numeracy qualifications. Key skills qualifications are no longer offered. The prison identified that learners' achievement of key skills qualifications was adversely affected by the need for them to build portfolios.

18. The prison has satisfactory resolved health and safety issues identified as a weakness by the previous inspection. Managers have taken firm action to ensure that learners wear appropriate personal protective equipment and that tutors are aware of the importance of this issue. No permanent extraction systems are in place. However, the system is no longer needed as wood is now purchased cut to specified dimensions. For small powered machinery still in use, portable extraction equipment is provided. Tutors correct any poor health and safety practices which occur in sessions.

19. Access to training programmes for painting and decorating learners has now improved and is satisfactory. The timing of the planned new programme has been changed. Learners will spend fewer weeks on the programme, but more time each day. None of the learners from different house blocks will be disadvantaged. All learners will receive five hours of practical and one hour of background knowledge training each day. Learners will be able to progress to real work in the prison. This structure will also be used on bricklaying programmes.

20. As identified through self-assessment, there are no progression routes for carpentry learners. When learners complete their carpentry level 1 qualification nothing else is available. There are no opportunities for learners to maintain or further develop their skills. The accepted industry standard level 2 qualification is not offered.

Leadership and management

21. Communication is satisfactory. Tutors attend weekly meetings and monthly individual meetings with the education manager. Staff find the monthly meetings supportive. During these meetings, staff are encouraged to share their views about the focus and direction of the department. Minutes of directors' and managers' briefings are circulated to staff. Staff appraisal and staff development are satisfactory. Tutors are committed to self-development and are good role models for learners. The carpentry tutor has an adult teaching qualification. The new painting and decorating tutor has begun a similar qualification.

22. An effective system for observing teaching and learning is in place. Each tutor identifies a session they would like to be observed. This session is graded and the tutor is given comprehensive developmental feedback. Additionally, non-graded spot checks are carried out on a further three of each tutor's sessions each year.

23. Useful audits are carried out on tutors' files to ensure individual learning plans, lesson plans and registers are properly used. Identified issues are logged and followed up to ensure they are resolved.

24. Internal verification, identified as a weakness by the previous inspection, is now satisfactory. It is planned well and takes place at regular intervals, six times each year. All assessment methods are sampled. Useful developmental feedback is provided for assessors. Standardisation meetings are held, but minutes are not kept.

25. Collection and use of retention and achievement data to support management decisions is inadequate. Although monitoring of learners' progress by the carpentry tutor is good, collection and analysis of data does not enable managers to make accurate judgements about learners' achievements. Managers know full qualification achievement is low, but they do not know how many units each individual learner achieves. The same learner may be recorded on the system as a new starter several times, distorting the data. A new system is currently being developed to identify quickly why learners do not attend their programme.

26. The self-assessment process is satisfactory and uses a satisfactory range of evidence. The self-assessment report is broadly accurate, identifying some of the strengths and weaknesses found by inspectors. The weaknesses identified by the previous inspection have all been satisfactorily resolved.

