

HMP Dovegate B

Inspection date

3 October 2008

Inspection number

329253

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

Preparation for life and work programmes.

- Employability training
- Literacy, numeracy and English for speakers of other languages (ESOL)
- Personal development and social integration

Description of the provider

1. HMP Dovegate is a Category B prison holding 650 adult male prisoners within the main prison and an additional 200 adult male prisoners within a therapeutic community. It was opened in July 2001. The scope of this inspection was the main prison. HMP Dovegate forms part of the contracted-out estate; the contractor, Serco Home Affairs, is a division of Serco Group Limited, which has an 18-year contract with the Home Office.
2. The main prison consists of two identical house blocks, with five wings, each containing 60 cells. There are two dedicated, integrated life sentence wings and a vulnerable prisoner wing. An industrial workshop is designed to carry out light assembly work. Vocational training is available in horticulture, industrial cleaning, painting and decorating, electrical installation and plumbing.
3. The prison has service level agreements with Stoke-on-Trent College, which provides National Vocational Qualification (NVQ) at level 2 in manufacturing operations and a laundry NVQ at level 2 in the workshops. Training Partnership, a training department of the college, provides the training for an NVQ at level 2 for team leaders and for prisoner learning support assistants. South Nottingham College provides a level 1 music technology course as well as three National Open College Network (NOCN) units. Accredited programmes in physical education (PE) are limited to 'Get Fit For Life', football and circuit training courses. The main provision is centred on recreational and remedial activities.
4. All prisoners are sentenced with an average length of stay of approximately 2.5 years with 70% of the population serving life sentences or a sentence of over 10 years. The minority ethnic population is 42.2% with 15% of the population foreign nationals and 14% speakers of English as a second language.
5. The library is owned by the prison and has a loan agreement with the local library.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Employability training	Contributory grade: Good: Grade 2
Literacy, numeracy and ESOL	Contributory grade: Satisfactory: Grade 3
Personal development and social integration	Contributory grade: Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade 3
Employability training	Contributory grade: Satisfactory: Grade 3
Literacy, numeracy and ESOL	Contributory grade: Satisfactory: Grade 3
Personal development and social integration	Contributory grade: Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

6. The overall effectiveness of the provision is satisfactory. Achievement and standards, quality of teaching and learning, meeting learner needs and guidance and support for learners are all satisfactory. The quality of provision, including employability training, literacy, numeracy and ESOL, is satisfactory. Achievement and standards for employability training are good. Leadership and management are satisfactory, and the prison's promotion of equality of opportunity is satisfactory.

Capacity to improve

Satisfactory: Grade 3

7. The prison has demonstrated it has sufficient capacity to make improvements. An action plan has addressed some of the key challenges since the previous inspection but some of the key issues identified in the reinspection of 2005 have not been sufficiently implemented, particularly in the use of data and quality assurance arrangements. Data are collected but are insufficiently used to improve the provision. Appropriate training to support learners with additional learning needs has steadily been introduced, in particular to improve the opportunities for accreditation in industries. Systems and procedures to ensure the quality of the learning and skills in education are not sufficiently thorough.
8. The self-assessment process is satisfactory. It is now part of the normal business planning cycle of the prison. A learning and skills action plan is sufficiently linked to the strengths and areas for improvement. It is aligned to the strands but little data were used to make relevant judgements about achievement and the quality of provision. Although staff views were collected, learners' views were not gathered. Most of the strengths and areas for improvement lacked a judgement statement. The few judgements made were accurate. Some grades awarded at inspection were lower than those in the self-assessment report.

Key strengths

- Good integration and achievement of key skills across all learning activities
- Effective use of learning support assistants
- High achievement rates on employability programmes
- Effective links with external organisations to increase opportunities for accreditation

Key areas for improvement

- The planning of individual learning
- The range of the provision
- The participation and achievement rates in numeracy and literacy
- The use and analysis of data to inform decisions
- The management and support for tutors in education
- Accommodation and resources to support teaching and learning

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

9. Achievement and standards are good. Achievement rates of employment-related qualifications are high. Learners in the workshops and vocational training facilities working towards accreditation in industrial cleaning, electrical engineering, plumbing, painting and decorating and manufacturing programmes in industries gain high achievement rates. Most learners who complete their programmes achieve a qualification. Achievement rates for learners in the last 12 months on industrial cleaning infection control programmes and manufacturing operations have been 100%. Achievement rates were 90% for learners on the plumbing course; 97% for painting and decorating and 81% for electrical installation programmes.
10. Learners work hard at developing their vocational skills and produce high standards of work. They take pride in their work and produce well-presented portfolios. Painting and decorating learners produce work at a higher level than their course requires. Some learners produce work in paint application and in wall coverings which exceeds the training standards required. Learners are highly motivated. Electrical learners build and test circuits safely and to high standards. One learning support assistant, having completed the electrical appliance testing course to a high standard, and a prison risk assessment, provides an appliance testing service for the prison.
11. Time allocated to training is reduced as many learners arrive late for their sessions. Training is delayed, sessions are shorter and those learners who arrive on time are distracted by the late arrivals and make slow progress.

Quality of provision

Contributory grade: Satisfactory: Grade 3

12. Training, teaching and learning are satisfactory. Practical training is good and takes place through individual coaching activities. It is delivered by staff with relevant vocational and industrial experience. Learners value this approach and work well with support and encouragement from tutors and prisoner learning support assistants.
13. Key skills are effectively integrated into workshop and training activities. Learners use relevant information based on their activities to complete their key skills studies. Learners in the lighting and assembly workshop use circuit diagrams and material lists directly connected to their assembly work. Painting and decorating learners use the estimate of paint and wallpaper requirements to complete their application of number skills.
14. Assessment and internal verification practices are satisfactory. Learners receive regular and appropriate assessment. However, tutor comments are brief, with little guidance on how learners can improve their performance. Tutors monitor

learners' progress well through the use of detailed and thorough monitoring systems.

15. Tutors make insufficient use of individual learning plans to support and plan learning. Although learners have an individual learning plan, tutors do not use this to set challenging targets. Learners meet with their tutors monthly for progress reviews. In the better reviews tutors set short, medium and long-term targets and learners are provided with suitable feedback. However, some progress reviews are insufficiently detailed to enable learners to effectively gauge their progress and what they need to do to complete the next stage of their training. Some lack learner self-evaluation comments on their individual performance.
16. Support for learning is good. Learning support assistants provide good support for learners and tutors provide supervised activities. Learners who have difficulties in developing their knowledge and understanding receive good individual support and make good progress. Prisoner learning support assistants have achieved NVQs at level 2 team leader awards and level 2 in literacy and numeracy. Dyslexia awareness training has been introduced for some learning support assistants and is planned for all the others. Horticultural learning support assistants, with the further support of two horticultural learners, provide help and assistance to vulnerable prisoners during evening sessions in gardening activities specifically timetabled for these prisoners.
17. Workshop tutors provide clear direction to learners on health and safety matters. Prisoners and learners involved in workshop activities and training programmes have a detailed introduction to safety in the workshops. Teaching materials are presented to a high standard and all learners are assessed on their knowledge and understanding of safe working practices.
18. The range of vocational programmes is satisfactory. Learners are able to access relevant and useful activities that include horticulture, plumbing, electrical installation, manufacturing, catering and industrial cleaning programmes. However, the range of vocationally-related PE programmes is narrow. During their PE induction prisoners complete a short manual handling and a 'Heartstart' course. Only three PE programmes are offered in the gymnasium, one of which is a healthy lifestyle programme.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Satisfactory: Grade 3

19. Achievement and standards are satisfactory. Achievement rates in key skills are high. Over the period September 2007 to September 2008, 386 learners took key skills qualifications. Key skills are fully integrated into education and vocational training programmes.
20. Achievement rates on numeracy qualifications at level 1 and 2 are low. Over the last 12 months, only 46% of learners starting numeracy qualifications at level 1 and level 2 achieved a qualification. Achievement rates on numeracy programmes are much higher. Over the last 12 months, 70% of those learners that took a numeracy exam passed. Achievement rates on literacy qualifications up to and including entry 3 are satisfactory. However, the number of offenders able to take literacy qualifications is low and not representative of the population needs. Attendance rates on the ESOL course are low; 59% of those learners that joined the course left the prison before completion.
21. Punctuality at education classes is poor. Learners arrive up to 30 minutes late. Insufficient attention is given to directing learners to their classes once they arrive in the education department. Teachers spend too much time waiting to start classes. When teachers are absent and prisoner learning support assistants are taking classes, learners congregate in corridors while the support assistants arrive from the wings to start classes.

Quality of provision

Contributory grade: Satisfactory: Grade 3

22. The quality of provision is satisfactory. There is good language support for ESOL learners, who enjoy their classes, make good progress and are well supported by the teacher and the learning support assistants. Good progress is made in speaking, reading and writing. Learners, even at pre-entry levels, engage in discussion and group activities. The ESOL classroom provides a good learning environment that is welcoming and attractive.
23. Teaching and learning are satisfactory. In the better sessions, teachers plan well and use a range of strategies and resources to engage and motivate learners. In the weaker sessions there is insufficient teaching and an over-reliance on the use of worksheets. Individual coaching is insufficiently planned to ensure that all other learners remain engaged and some learners lose interest and become distracted. There is an over-reliance on the use of learning support assistants in some lessons.
24. Support provided by learning support assistants helps learners to make good progress with their numeracy and literacy skills. Learning support assistants are prisoners recruited because they have achieved good levels of literacy and numeracy and some have overcome learning barriers themselves. They undertake qualifications in team leadership and personal development through the tasks

they carry out. They work effectively with fellow inmates in the education classrooms, on the vulnerable prisoner unit and in health care. They work with some of the most challenging offenders and often those at pre-entry level. Their help is valued by those they work with. Many learners make good progress from being non-readers to reading books and composing text; this also boosts their confidence. Learning support assistants also have a key role in encouraging prisoners to engage in education. Tutors and staff receive good support from the key skills coordinator.

25. Specialist support available for learners with learning difficulties is insufficient. All staff are now undergoing dyslexia awareness training, although none have yet completed. The introduction of a new diagnostic tool is imminent. Information, advice and guidance are provided by tutors. However, there is currently no dedicated or qualified, information, advice and guidance worker to support prisoners from induction throughout their time at HMP Dovegate. There is insufficient information, advice and guidance to support the planning of offenders' short, medium and long term goals and their individual aspirations.
26. There is insufficient planning of individual learning. The prison has introduced electronic individual learning plans to enable the transfer of information from HMP Dovegate to any receiving prison on transfer. Due to delays in inputting information, the plans are currently incomplete. Individual learning plans are not used in a systematic way by learners and tutors. Information collected at induction is not used to plan learning. No diagnostic assessment is used to identify the specific support needs of learners. Teachers carry out monthly progress reviews with learners, but these vary in consistency; some are shared with learners, while others are kept on the computer. Learners do not have the opportunity to be involved in the planning of their own learning.
27. Accommodation and resources to support teaching and learning are inadequate. Essential skills are run in two separate classes with one tutor. The same tutor has to leave the class to provide outreach work on the wings. There are no cover tutors and classes are run by learning support assistants when teachers are on development or sick. When teachers are on annual leave classes are cancelled. There are few up-to-date resources to support the Skills for Life classes. There is insufficient investment in ensuring teaching and learning aids are up-to-date and engage learners. Information and learning technology is available, but teachers do not use it and most sessions rely on whiteboards. There is insufficient access to information and learning technology in some classrooms. Classrooms are small and cramped, and there is insufficient space for the number of learners to work comfortably.
28. The range of provision is narrow. The needs analysis carried out in September 2008 identified that there was a high need for literacy support. However, staff shortages have impacted on the provision available in literacy above entry level 3. Currently literacy classes above level 3 are only available one and a half days a week when a volunteer comes in. There is little progression opportunity or variety in the provision offer. Learners have been allocated to the essential skills classes.

Within these classes there is a wide range of ability with one tutor who works across two classrooms. This creates problems in supporting individual needs. There is insufficient use of the 'Toe by Toe' programme. Currently only one learner is engaged on this programme. The provision for vulnerable prisoners is limited. All the learning provision in the vulnerable prisoner unit takes place in the association area that concentrates on individual coaching or self study. Coaching is provided by learning support assistants directed by tutors that visit the area.

Personal development and social integration

Achievement and standards

Contributory grade: Satisfactory Grade 3

29. Achievement and standards are satisfactory. Learners' development of personal life skills is satisfactory. Through the introduction of a level 1 music technology programme and the use of a simulated production studio, learners recognise and learn the importance of patience and team working. Two learners have progressed on to music technology programmes after release. Achievement rates on three restorative justice programmes of victim awareness, conflict and stress management are good; of the 395 learners who started in the last 12 months 329 succeeded. Achievement on social and life skills is satisfactory. Staff shortages have had a detrimental impact on some learners' progress.

Quality of provision

Contributory grade: Satisfactory: Grade 3

30. Teaching and learning are satisfactory. Where tutors are more experienced, lessons are well planned and learners participate fully. In the poorer lessons, classroom management is insufficient and prisoners do not acknowledge inappropriate behaviour. The promotion of open and distance learning is good. Over 50 learners are participating in a wide variation of subjects and levels. Information on gaining funding through prison charities is good. Prisoners are able to receive appropriate learning materials. Classroom facilities are made available but these do not always provide a suitable space for learning. Learners are able to discuss various projects with each other and develop good discussion skills. Computer facilities are minimal and previous access to limited internet sites has ceased. Little assistance is given for independent study skills and presentation of assignments.

31. The range of provision is limited. Opportunities for personal and social development are limited. Music is confined to those who attend the chaplaincy where musical instruments are available. Some outside links with external charities have resulted in visits from some music and theatre companies, but these are sporadic. A Skills for Life course covers some subjects on money management and parenting, but the course has only just begun again after a gap of some months. There are no art and craft programmes but this will be addressed on completion of the new build currently taking place. Advice and guidance are insufficient, although plans are in place to increase the provision. A new careers advice tutor has very recently started and a course has been

introduced on preparation for work for those prisoners due to be released in the next six months.

32. The prison has 28 learning support assistants who are all long serving prisoners. The development of self-esteem and pride in their work is good. However, there is an over reliance on the learning support assistants to cover for staff shortages in education. Some training has taken place in team leading, but there is no recognition or accreditation for the extra work and guidance that they give to other prisoners, especially at weekends, and to ensure all are appropriately qualified to teach where they do so.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

33. Leadership and management are satisfactory. A clear strategy and direction for learning and skills has resulted in an increase in the provision since the previous inspection. A Skills for Life strategy has been developed but there is no monitoring of its implementation or progress. A three-year development plan clearly identifies the direction for learning and skills but there is insufficient use of appropriate data and meaningful targets to monitor the progress being made and no specific resettlement courses as part of the provision for those prisoners due for release. Good links with the three local further education colleges have increased the opportunities for learning and accreditation. This has been particularly effective in the industries workshops where performing manufacturing operations and warehousing have been introduced. The adequacy and suitability of staff are satisfactory; they are appropriately qualified vocationally and many of them have experience as prison officers. However, there is insufficient support and guidance for tutors in education. Turnover of staff has been high in this area and many staff are inexperienced in teaching in prisons. Basic guidance, particularly on how to cope with resources that are not always suitable for a good learning environment, is inadequate.

34. Quality monitoring systems have been introduced during the last two years and include the observation of training, teaching and learning. However, these processes are not standardised and the grades awarded are very generous. No action plan is produced to help tutors to improve their work. Where quality review meetings take place with education staff they do not identify the actions needed to improve performance. Achievement data and other statistical information are kept in varying formats and there is insufficient use and analysis of data to improve the quality of the provision. Inspectors found some of the data to make judgements on achievement rates to be unreliable. There was little quantitative use of data in the self-assessment report.

35. The library is suitably stocked. A service is provided to residential wings for those unable to get to the library; however, the library is not sufficiently promoted

particularly in education. Prisoners have appropriate access to legal information to help prisoners with their cases.

36. Equality of opportunity is satisfactory. The prison has promoted some good diversity initiatives such as a week of sporting activities with all prisoners participating fully and equally, including those with mobility difficulties. Although the prison has a number of policies covering diversity and disability, there is no overarching diversity strategy and some aspects are under developed. A full-time race and equality manager has recently been appointed. The pay structure is satisfactory. It is based on progression and ability and is generally fair and equitable across the prison. Some prisoners are unhappy about being taken from industrial workshops, where pay is based on output, to complete the course on preparation for work at the end of their sentence. Although the provision for vulnerable prisoners has increased there are still some limitations to the provision available. The monitoring of ethnicity, particularly in learning and skills, is carried out retrospectively. Some classes in education do not reflect the overall prison population. There is currently no prisoner forum for equality and diversity, but prisoner representatives are well used to gather views and feedback on learning and skills provision. Procedures for safeguarding learners meet current government requirements.

What learners like:

- 'It's great working in the gardens and achieving a qualification'
- 'Now confident to carry out wiring'
- Tutors are really good
- Learning support assistants are really good
- 'Really worthwhile being a learning support assistant and the dyslexia training'

What learners think could improve:

- Education department run by learning support assistants not the tutors
- Lack of study support for distance learning
- Lack of progression opportunities
- Incentive to pay in education to industries
- 'Limited opportunities as I am a VP'
- Increase the access to information technology