

HMP Haverigg

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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 ESOL
- Personal development and social integration

Description of the provider

1. HMP Haverigg is a Category C training prison for adult males, situated on the coast of south-west Cumbria. The prison, an old RAF training centre, was converted in 1967. More recently it has had some new building work including an additional house unit.
2. The operational capacity of the prison is 644. It currently has 576 convicted and sentenced offenders. A small, but growing number of prisoners (16%) come from Cumbria. However, most come from Lancashire, Merseyside and Greater Manchester. Approximately 40 discharges/transfers take place each week. New arrivals have decreased over recent months to around 10 a week and it is operating below capacity. Length of stay varies from one month to four years. Currently 62 offenders are serving life sentences. The minority ethnic population of the prison is consistently around 13.4%. Approximately 60 offenders are housed as vulnerable prisoners, either as victims or perpetrators. HMP Haverigg has a separate segregation unit and a non-residential healthcare unit.
3. Action for Employment (A4E) holds the contract for LSC funded provision. This provision includes: literacy, numeracy, English for speakers of other languages (ESOL), key skills, social and life skills, information and communication technology (ICT), web design, teaching assistants, self-employment, general preparation for work, music, art, cookery, food hygiene, industrial cleaning, painting and decorating, construction crafts in joinery, kitchen and bathroom fitting including tiling and support for offenders taking distance learning courses.
4. The prison service accredited learning and skills provision includes: physical education (PE), horticulture, kitchen, server and smokery, motor vehicle, textiles, laundry and sewing machine repair workshops. In addition, employment without qualifications includes: orderlies, recycling, clothes exchange, birds of prey, computer data input, woodwork and a contract workshop. The Prison Education Trust funds distance learning courses.
5. All offenders are expected to be employed at HMP Haverigg which has 601 full-time workplaces. Offenders can be released from work to attend up to five education classes a week. Literacy and numeracy support is available in a few workshops. The prison contracts with Cumbria Library Service, which supports the Story Book Dads scheme and provides pre-release support for offenders.

Summary of grades awarded

Effectiveness of provision	Inadequate: Grade 4
Capacity to improve	Inadequate: Grade 4
Achievement and standards	Satisfactory: Grade 3
Employability training	Contributory grade: Satisfactory: Grade 3
Literacy, numeracy and ESOL	Contributory grade: Inadequate: Grade 4
Personal development and social integration	Contributory grade: Satisfactory: Grade 3
Quality of provision	Inadequate: Grade 4
Employability training	Contributory grade: Satisfactory: Grade 3
Literacy, numeracy and ESOL	Contributory grade: Inadequate: Grade 4
Personal development and social integration	Contributory grade: Inadequate: Grade 4
Leadership and management	Inadequate: Grade 4
Equality of opportunity	Contributory grade: Inadequate: Grade 4

Overall judgement

Effectiveness of provision

Inadequate: Grade 4

6. The overall effectiveness of the provision is inadequate. Achievement and standards and the quality of provision in employability training are satisfactory. Achievement and standards and the quality of provision in literacy, numeracy and language are inadequate. Achievement and standards in personal development and social integration are satisfactory, although the quality of the provision is inadequate. Leadership and management and equality of opportunity are inadequate.

Capacity to improve

Inadequate: Grade 4

7. HMP Haverigg has an inadequate capacity to improve. The learning and skills development plan is based on the self-assessment report, which includes some inaccurate information and judgements that do not focus sufficiently on the affect on learners. A4E's quality improvement arrangements are weak and its work accounts for most of the accredited provision. Achievement of vocational and personal development qualifications is satisfactory. However, these are taken by a minority of offenders and too many do not complete courses. Too few of the small range of vocational qualifications are at level 2, the level usually required by employers.
8. The current contractor started in 2005, just after the previous inspection. Significant management change has taken place within the prison and contracted provision. Resources for employability training have improved since the previous inspection and are good, although too little accredited training is available. PE provision has improved and is good. The number of employment places for the population is sufficient. Recent initiatives by prison managers are aimed at gaining alternative funding for offering additional vocational qualifications.
9. Most of the weaknesses identified at the 2003 and 2005 inspections remain. The quality of teaching in education classes has declined. Management across the provision is not cohesive. The quality improvement group is insufficiently effective. Quality assurance arrangements were unsatisfactory at the previous two inspections and remain so. The prison is aware management information systems are still poor and a new system is being piloted in the PE department. Leadership and management remain inadequate and equality of opportunity has deteriorated.
10. A self-assessment report was produced just before the inspection. In the previous year, neither the prison nor A4E produced a self-assessment report. The current report was not validated as part of the process. Most self-assessed grades are

higher than inspection grades. Judgements are insufficiently evaluative. Many strengths are aspirational and insufficiently focused on the affect on the learner. Data included in the report does not support judgements sufficiently. The report did not identify some of the areas for improvement found at inspection.

Key strengths

- Good achievement of awards in PE and construction crafts
- Good recent prison service management of change
- Much recent support for staff to achieve qualified teacher/trainer status
- Very good management of PE

Key areas for improvement

- Poor teaching of literacy, numeracy and ESOL in the contracted provision
- Insufficiently thorough diagnostic assessment
- Ineffective target-setting to manage individual learning
- Ineffective information, advice and guidance arrangements to support learning and skills choices to meet individual needs
- Residual weaknesses in the contracted provision
- Insufficiently effective leadership of literacy, numeracy and language
- Inadequately established quality assurance arrangements across the provision
- Inadequate attention to the promotion and reinforcement of equality of opportunity

Main findings

Employability training

Achievement and standards

Contributory grade: Satisfactory: Grade 3

11. Achievement and standards are satisfactory. Achievement of awards in PE and construction crafts is high. For example, in the last 12 months around 98% of the 139 learners who completed PE courses and the 65 on construction craft courses achieved qualifications. Achievement by learners who start courses in PE and business is good at 78% and 77% respectively. In horticulture it is satisfactory at 62%, but in some other vocational areas, including construction crafts and ICT, rates are low at 50% or less. On the journalism course, learners are gaining accredited skills by producing a prison newspaper and newssheet that are also distributed to the local community in partnership with local newspapers.
12. In many of the workshops, learners work industriously. Standards of on and off-the-job work are generally satisfactory and meet awarding body standards. In non-accredited woodwork, standards of work are good. Throughout the training workshops, examples of very good pieces of work are displayed. Standards of learners' work in the new smokery are very good and to commercial standards. Learners produce an interesting range of smoked goods for sale to the public in partnership with the local port. Achievement of National Vocational Qualification level 2 in professional catering is very low at 16%. Standards of food production in the kitchen vary considerably and are at best barely satisfactory. Too few learners, at 45%, working in prison catering areas achieve food hygiene awards.
13. Attendance on most programmes is satisfactory and systems to manage attendance are effective, although punctuality is sometimes affected by the slow movement of offenders by regimes.

Quality of provision

Contributory grade: Satisfactory: Grade 3

14. The quality of provision is satisfactory. Overall teaching and learning is satisfactory. In most sessions, learners are attentive and settle to their tasks quickly. In better sessions in ICT and work-based learning, learners receive good individual coaching. In group sessions, tutors pay good attention to learning. Learners are supported well and engage in the sessions enthusiastically. Learners learn quickly, benefiting from good reinforcement of learning. They develop a good understanding of the subject. Learning aids are used well to support differentiated learning activities. In poorer sessions learners' progress is slow. Learners are given insufficient time to consolidate new learning. Activities are not individualised sufficiently to meet learners' differing needs. Session plans are generally satisfactory. Many are detailed and help tutors prepare well, others are developed less well and rely on the experience of the tutor.
15. Most vocational areas make ineffective use of individual learning plans. They are insufficiently detailed and some are incomplete, as identified in some vocational areas' self-assessment reports. Most learning plans do not provide learners with a

clear understanding of the steps they need to take to achieve their learning objectives. Apart from in PE, learners do not agree target dates. In most vocational areas, the progress learners make each session is carefully monitored, with both learners and tutors making an assessment of progress. However, this is linked insufficiently to the individual needs of the learners or their learning plans.

16. Assessment practice is satisfactory. Feedback on practical assessments is satisfactory, and some tutors provide helpful feedback on written assessments. In a number of samples of learners' written work, feedback was insufficient and poor spelling was left uncorrected.
17. Facilities and resources for employability training have improved since the previous inspection and are good, but too little of the provision has accredited learning. Improvements in PE have been considerable and the new ICT room provides much improved resources, with new computers and software. The new smokery facilities are very good and have excellent links with local industry. The prison kitchen environment is poor and standards of prison food are barely satisfactory. A study/teaching area is almost complete in an adjacent dining room, which is being sectioned off to create a catering classroom. Learners' catering work is not photographed for portfolios or for learners to show prospective employers their skills. The range of vocationally relevant learning resources in the prison library is good.
18. The range of provision in PE, ICT and industrial cleaning is good. In PE, clear progression routes are available up to level 4, in ICT from entry level to level 3 and in industrial cleaning to the trainer award. The range of construction craft and motor vehicle courses is being revised. Currently it is only accredited to level 1 which is too low for many learners and does not meet employers' needs. The prison makes insufficient use of release on temporary licence. This has decreased from 16 at the previous inspection to two learners currently.
19. Guidance and support overall for employability learners is generally satisfactory and includes useful discussions with specialist occupational skills trainers. However, too often learners are not sufficiently clear about the requirements of the course they have chosen to attend and too many learners do not complete their courses. The overall retention rate in the last 12 months is too low at 55%. In many of the workshops, learners receive good individual support and encouragement to achieve.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Inadequate: Grade 4

20. Achievement and standards are inadequate. Literacy and numeracy achievement rates are high for those learners who stay on programme. However, too few learners complete courses and achieve awards. In the last 12 months, the overall success rate across all course levels was low at 41%. Literacy at entry levels 2 and 3 are particularly poor as only 25% and 35% retrospectively complete

courses. In numeracy, the overall achievement rate was slightly better at 57%. In ESOL, none of the 43 learners achieved an award. These areas for improvement were not identified in the self-assessment report.

Quality of provision

Contributory grade: Inadequate: Grade 4

21. The quality of provision is inadequate. The quality of teaching is poor. Lesson planning is weak. Activities in the classroom are not sufficiently individualised to meet learners' needs. Teaching and learning strategies and resources are poor. Some are very unsuitable for adult learners. Too few dictionaries are available for ESOL learners. Literacy learners have insufficient access to ICT resources such as word processing. Classrooms are mostly uninspiring, and have inadequate learning resources and displays. Too many tutors do not have appropriate specialist qualifications to deliver adult literacy, numeracy and ESOL, although they are qualified tutors. Too often, opportunities to use real-life examples in numeracy work are not used. Tutors do not use learning strategies and resources to extend and reinforce learners' knowledge of equality of opportunity. This was partially identified in the self-assessment report.
22. All learners receive an initial assessment to identify their literacy and numeracy abilities. However, as identified in the self-assessment report, the diagnostic assessment is insufficiently thorough to determine specific needs. The provision of effective individual learning support is too often delayed. Tutors are over-reliant on getting to know their learners before effective action takes place.
23. Learners with additional learning needs receive inadequate support. No formal diagnostic assessment of additional learning needs takes place. Tutors often rely upon learners to declare their own additional needs. Library staff notify tutors when they become aware of learners needing additional support. Five learners are receiving support for dyslexia, following recent staff training. It is too early to evaluate the affect of this arrangement.
24. Individual learning plans are not used effectively to manage learning. Targets are insufficiently specific and often too vague. Learner reviews contain comprehensive notes on progress, but next steps and targets are not recorded. This area for improvement was identified in the self-assessment report.
25. The range of provision is satisfactory and meets learners' needs. Literacy and numeracy qualifications from entry level 3 to level 3 are offered. ESOL learners are offered part-time entry level courses.

Personal development and social integration

Achievement and standards

Contributory grade: Satisfactory: Grade 3

26. Overall, achievement and standards are satisfactory. Achievement rates are high for those learners who complete courses. In the last 12 months, on the three social and life skills two-week courses at level 1, overall achievement was 78%

and all who completed achieved. However, a 22% drop-out rate for a course of only two weeks is too high. On the one-day preparation for work course, all 23 who completed achieved but the drop-out rate for such a short course is too high at 26%.

27. The standard of some learners' art work is of outstanding quality, although too few learners gain art qualifications; only six of 63 learners in the last 12 months have achieved a qualification. In guitar sessions, learners are motivated and learn new skills quickly, but cannot have these accredited as no music qualifications are offered. Cookery learners have a good knowledge of nutritional content and healthy eating habits and clearly enjoy eating the food they have prepared.
28. Development of personal and social skills in PE is good. Improvements in PE learners' personal skills, such as punctuality, behaviour, working with others and meeting deadlines are quickly evident and regularly noted using weekly behaviour records. PE staff reinforce positive behaviours well by using pro-social modelling. In industry and vocational workshops, improvements in learners' personal and social skills are recognised by some staff but not sufficiently recorded.

Quality of provision

Contributory grade: Inadequate: Grade 4

29. The overall quality of provision is inadequate. Teaching and learning on courses is generally satisfactory. The quality and use of session planning is too varied. Insufficient planning for sessions does not assist cover tutors in providing appropriate activities to meet learners' needs. Teaching and learning strategies in some subjects are not always appropriate for adult learners. In cookery sessions, food safety and hygiene regulations are not adhered to consistently. For example, learners wear torn chef-jackets, at times use inappropriate utensils and fail to promptly return high risk food to refrigerators.
30. In music sessions, clear explanations, both verbal and graphic, on the whiteboard are used effectively to ensure understanding. Guitars are lent to music learners for them to practise between sessions. However, if they are resident on certain house-units this is not allowed for fear of damage to the instruments. Learners use a good range of art reference books and have a wide variety of materials available. However, they do not have adequate access to ICT for research, for example using DVDs and CDs.
31. The quality of individual learning plans is too varied and too many targets are insufficiently specific and challenging and reviews of progress on courses are too general in their comments. This was identified in the self-assessment report. Assessment of art awards and completion of individual learning plans and reviews stop when cover staff are employed.
32. The recognition, recording and review of behavioural change and social skills development are insufficient. A system is not in place to formally recognise and record unaccredited skills gained. Individual learning plans are not used to target and record improvements in personal and social skills. The development of these

skills is not sufficiently encouraged, except in PE. Learners are not supported in recognising how these skills contribute positively to gaining sustainable employment and improved social integration on release.

33. The range of accredited provision, in which learners can gain personal and social skills to aid resettlement and social reintegration, is narrow. In addition, these courses are undersubscribed. Courses relating to skills needed on release, such as budgeting and money management, interview techniques and job applications, including awareness of online processes, are not formally offered. A pre-release course is not offered and alternative support arrangements are insufficiently cohesive. Sessions offered by the library staff and the chaplaincy team are not included in the formalised planning of an offenders' time or promoted inclusively. This is despite the chaplaincy team, including peer-tutors, offering the Sycamore Tree programme, study groups and drug and alcohol abstinence support groups, all contributing to positive social re-integration. In addition, three of the four prison-managed behavioural change courses offered are due to end at the end of March 2009.
34. Information, advice and guidance arrangements at induction are insufficiently inclusive to help prisoners make effective use of their time in preparation for release or moving to an open prison. All courses relating to personal and social skills development are not sufficiently promoted during induction, in information booklets and at allocations boards. Offenders are not made aware of how useful these courses can be in assisting with resettlement. However, the information booklet given during the induction programme only includes courses offered by the contractor, which is not inclusive or equitable.

Leadership and management

Inadequate: Grade 4

Equality of opportunity

Contributory grade: Inadequate: Grade 4

35. The prison service has managed recent change well. Management staff changes have provided a new energised and well informed focus on improvement. However, the strategy for learning and skills is still incomplete. In May 2008, a criminogenic needs analysis was completed to support development of an effective interventions programme, including learning and skills provision. Recent initiatives by prison managers are aimed at gaining alternative funding for additional vocational qualifications. For example, the strategy of training prison staff to deliver lift-truck driving courses is a very cost-effective way to enable maximum participation rather than buying-in training. Resources for employability training have improved since the previous inspection and are good. PE provision has improved and is good. The number of employment places is sufficient. However, vocational provision accredited above level 1 is insufficient to meet learners' and employers' needs for resettlement.

36. From February 2009, and in partnership with Kendal College, management are providing support for training the industry/vocational workshop staff who do not hold qualified teacher/trainer status. This includes 14 staff, with more to follow from September 2009, along with opportunities for staff to progress to higher levels. Contractor's staff who hold teaching qualifications, but do not have specialist accredited skills for teaching literacy, numeracy and ESOL to adult learners, are not being supported appropriately to gain these. Literacy at entry levels 2 and 3 is particularly poor where only 25% and 35% respectively complete courses.
37. The management of PE provision has improved significantly since the previous inspection and is very good. PE staff are regularly observed leading sessions and the quality of teaching and learning is good. Learners have access to much improved, very good PE facilities. The range of accredited provision has improved and is very good. PE data is used well to evaluate the performance of different groups of learners and to take action to improve. Feedback from learners also contributes to effective course evaluations and the identification of actions for improvement.
38. As identified in the self-assessment report, the use of data to contribute to management decisions is insufficient. The prison-managed provision is shortly due to introduce the systems which have been piloted successfully with the PE provision. The contractor's data systems are more established, but have not been used effectively to identify areas for improvement. A comprehensive development plan with clear timescales and staff responsibilities has been written using the recent self-assessment. The priorities for immediate attention do not include many of the areas for improvement identified at inspection.
39. The quality improvement arrangements in contracted provision are weak. They are not supported by effective quality assurance systems. The timeliness of actions taken to improve the provision has been slow. Too many of the weaknesses identified in the previous two inspections remain. The self-assessment report identifies that the annual cycle for quality improvement is not yet fully developed. Observations of teaching and learning have not identified the areas for improvement identified through inspection, including the decline in the quality of teaching and poor resources in literacy, numeracy and ESOL. Leadership of literacy, numeracy and language is insufficiently effective. Internal verification and standardisation to identify areas for improvement has been insufficient. The process of quality assuring learner records is not well developed. The contractor's staff appraisal system is ineffective in supporting tutors development needs. Some improvements have been made in vocational training areas, such as resources for the ICT provision.
40. Quality assurance arrangements were unsatisfactory at the previous two inspections and remain inadequate. The quality improvement group meets regularly but has not been effective in driving improvements. The self-assessment report identified that this is an immediate area for review, as achievement of qualifications by learners has not increased as expected. The report does not

identify the many significant areas for improvement that remain from previous inspections.

41. Safeguarding arrangements for learning and skills are in line with prison procedures and meet government requirements. However, feedback from prisoners is that Haverigg is not a safe place. Learners report bullying and harassment takes place including in work-based learning areas, such as in catering. In addition, learners on music courses are not lent guitars for practise between sessions if they are housed on certain units for fear of the instruments being broken and no alternative arrangements have been put in place.
42. Equality of opportunity is inadequate. It is graded as good in the self-assessment report. A well established prison policy on equality of opportunity and diversity is displayed around the prison but focuses almost entirely on staff issues. Diversity training is part of new staff induction. The education manager is a member of the prison racial equality action team. The prison has a full time diversity manager who is also the racial equality officer and foreign national co-ordinator. The focus on equality of opportunity and how it impacts on offenders as learners is inadequate. Data is not used systematically to inform managers of performance by different groups of learners, except in PE.
43. Opportunities are taken to celebrate cultural diversity across the prison, such as Dharma Day, which also encourages independence and responsibility. However, displays celebrating diversity are insufficient. Inadequate attention is paid to the promotion and reinforcement of equality of opportunity with staff and learners. Each session, extra learners are on lists for house-unit staff to send to workshops, as usually places are free due to part-time attendance at education sessions. However, when over-subscribed, as many as 50 learners can be returned to house-units, on a last-to-arrive system, as was observed during the previous inspection.
44. In learning sessions and workshops, too many opportunities to use materials, activities and real examples to reinforce equality of opportunity positively are missed. Inadequate session planning and use of individual learning plans does not enable managers to easily and systematically monitor how individual learners' needs are being met, the appropriateness of learning materials or ensure that cover staff can support learners' individual needs adequately. Some of the contractor's staff have poor attitudes to improving the quality of the provision for learning and skills for learners.
45. Too few options of education, training and employment exist for a significant minority of prisoners. Those housed on the segregated unit include victims of bullying and the perpetrators of bullying and harassment. HMP Haverigg only provides sufficient work for 26 of the victims' group of offenders, in a contract workshop where no qualifications are offered. In addition, inadequate time is allocated for support by visiting tutors for this minority group of around 60 offenders in total. Learning provision by visiting tutors for the 14 offenders in the segregation unit, which is frequently full to capacity, is also inadequate.

What learners like:

- 'I am able to write to my family now'
- 'I will be able to cook for myself and be more independent'
- 'I am catching up with the work I didn't do at school'
- 'Having been able to gain a qualification in the skills acquired all through working life'
- 'I have been able to take a course which will help me with my resettlement'
- 'I enjoy the work and the time goes by quickly'

What learners think could improve:

- 'The education block is too noisy and derelict'
- 'I would like to attend education every day, even without getting paid'
- 'You find out about more about courses and jobs when you talk to others than you do at induction'
- The food from the prison kitchen
- 'I need more counselling courses to improve my skills'
- 'Reduce the time it takes to complete a course'
- 'I don't think the training I've done here will help me when I get out'