

# HMYOI Portland

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Inspection date

6 July 2009

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Inspection number

333071

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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](http://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](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment 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. HMYOI Portland (the prison) is a young offender institution situated in Portland, Dorset for young men aged 18 to 21. It opened in 1848 and until 1929 was used to hold adult offenders. Occupational capacity is 552. Approximately 69 are foreign nationals and 40% are from minority ethnic groups. A large proportion of offenders come from London and the south east of England. The average length of stay is six months although many stay longer. All offenders are sentenced.
2. Education and vocational training is subcontracted to Strode College and A4E. Information, advice and guidance is subcontracted to Tribal. The head of reducing re-offending has overall responsibility for learning and skills. Education is managed by the learning and skills coordinator. Vocational training includes motor vehicle and motor bike engineering, construction crafts, horticulture, catering and rail monitor maintenance. Prison work is available in the laundry and recycling.
3. The gym offers recreational physical education and accredited training across a range of qualifications. Library provision is contracted to Dorset Library services. Education is offered on the wings and in two education buildings. Basic skills and key skills support is given to those who need it in the vocational workshops. The education department offers programmes in literacy, numeracy, English for speakers of other languages (ESOL), information technology (IT), media and art, and key skills. The Shannon Trust deliver Toe by Toe programmes.
4. Before release, offenders undertake a preparation for work programme and they also attend a resettlement workshop if needed. Offenders on distance learning and Open University programmes are supported through education.

## Summary of grades awarded

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

## Overall judgement

### Effectiveness of provision

Good: Grade 2

5. The overall effectiveness of the provision is good. Achievement and standards in employability training, personal development and social integration programmes and in literacy, numeracy and ESOL are good. Similarly, the quality of provision is good across all of the provision. Leadership and management and the prison's approach to equality of opportunity are good.

### Capacity to improve

Good: Grade 2

6. The prison's overall capacity to improve is good. The senior management team give clear direction and a strong focus exists on learning and skills and resettlement. Since the previous inspection the prison has expanded its vocational training and education provision considerably although there are few opportunities for gaining qualifications above level 2. Most offenders are in full-time employment or education and unemployment is very low at 1%. Only a small proportion of offenders, around 7%, are not engaged in accredited learning.
7. Links are particularly good between education and information, advice and guidance providers. The prison's engagement with a wide range of external partners and employers is outstanding. Some employers sponsor vocational training provision in the prison and offer employment opportunities for offenders upon their release. Staff from across the prison work well together and resettlement is a key focus from the time an offender enters the establishment to the time he leaves.
8. Self-assessment is inclusive and well informed. The self-assessment report gives accurate judgments and is appropriately self-critical. It clearly identifies the main strengths and areas for improvement. The judgments are well supported by a broad range of evidence. Development plans are well understood by staff, and effective action has been taken to drive continuous improvement. This is reflected in the grades awarded at inspection which are higher than those proposed through self-assessment in literacy, numeracy and ESOL, and personal development and social integration. Quality improvement overall is good.

## Key strengths

- High achievements on most programmes
- Good development of skills in many areas
- Very well targeted range of provision to meet the needs of learners
- Particularly good leadership and management of provision

- Good information advice and guidance with a clear focus on resettlement and employment
- Strong and particularly effective links with external partners and employers

## Key areas for improvement

- Insufficient accredited education and training opportunities for progression above level 2
- Inadequate short-term target-setting on individual learning plans to guide learners' progress
- Poor punctuality and early finishing at many training and education sessions

## Main findings

### Employability training

#### Achievement and standards

Contributory grade: Good: Grade 2

9. Achievement and standards are good. Achievement rates for learners on most vocational programmes such as construction, industrial cleaning and horticulture are particularly high at around 95%. Most of those starting programmes stay for the full duration and achieve their intended qualification. Offenders who fail to complete a programme are generally those who are transferred to another prison. Achievement rates for those on short programmes including food hygiene, safe use of power tools, safe use of abrasive wheels and first aid are also high. Attendance is good, although some training sessions are disrupted through poor punctuality and sessions finishing early due to the regime.
10. Learners demonstrate good practical skills and theoretical knowledge. They enjoy their work, and for many this is the first opportunity to gain a skill and vocational qualification. Learners also develop and improve their interpersonal skills through well planned teamwork and interaction in the workplace. Learners have a high regard for their instructors and there is good mutual respect.

#### Quality of provision

Contributory grade: Good: Grade 2

11. The quality of employability training is good. Teaching and learning are good and training is well planned. Staff are well qualified and provide effective tuition. Individual coaching is offered when required and is sensitively given. Vocational training facilities are good and continue to be improved. Recent developments include a motor cycle workshop, railway monitor laying and maintenance area and a well equipped radio studio. Workshops provide good realistic work environments.
12. Vocational training is available in a good range of sector skills areas including barbering, brick work, carpentry, painting and decorating, plastering, catering, garden landscaping and horticulture, industrial cleaning, motor mechanics, motor cycle repair and maintenance, railway monitor maintenance and laying, street and road repair and radio presenting. Several well known personalities are regularly involved in training in the prison which has helped to inspire offenders and encourage learning. The range of vocational programmes has been improved significantly since the previous inspection. However inadequate opportunities to gain qualifications above level 2 are available, even though some workshops train learners beyond this.
13. The range of PE programmes is limited although a strong emphasis is placed on football. The prison has a successful football academy which is very popular and is currently being filmed for a television series. This has helped to enthuse and



motivate offenders and staff. Recreational PE is satisfactory but insufficient outdoor PE apart from football exists.

14. Individual learning plans are well used by offenders who are encouraged to carry them with them to learning and training sessions. Nevertheless, short term targets are not clearly recorded and learners often forget what they have to do before their next session. Most workshops have recently started to display monitoring charts to identify learner's progress more clearly. Learners with low literacy and numeracy receive good support in the workplace from education staff, who liaise well with vocational instructors. Some of the rooms used are small and cramped.
15. Programmes are well structured and meet the needs of learners and of awarding bodies. Assessments and verification are well planned and clearly recorded. Where appropriate risk assessments have been completed, offenders are released on temporary licence to use their skills gained in prison within the local community. The skills gained are helpful for offenders in finding employment when released.

## Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Good: Grade 2

16. Achievement and standards are good. Achievement of literacy and numeracy qualifications is exceptionally high with all learners who complete the programmes gaining their target qualification. During the period from August 2008 to May 2009, 59% of learners starting programmes completed their learning goals. Offenders on programmes for ESOL demonstrate good spoken English and a good range of vocabulary, although this is not accredited.
17. Attendance in classes is good at around 88%. Learners enjoy their learning and are well motivated. They contribute meaningfully to lessons and complete set tasks with high levels of commitment. Learners demonstrate good skills in class. Behaviour in classes is good, and learners show respect to tutors and to each other. However, learners' often arrive late for classes and lessons are sometimes finished early due to meeting regime requirements.

Quality of provision

Contributory grade: Good: Grade 2

18. Quality of provision is good. Teaching and learning are good and lessons are well prepared and managed. Lesson plans are detailed with clear aims and objectives, and lessons are closely mapped to schemes of work to provide structured programmes of learning. In the better lessons a good variety of activities takes place and information is provided at a level and pace well suited to the abilities of the learners. Interaction between learners is good, and tutors welcome and encourage them to express opinions and share their views and experiences.

Resources to support learning are adequate. Computing resources are good and the use of information learning technology within lessons is satisfactory.

19. Arrangements for assessing and supporting learners' literacy, numeracy and language needs are good. Induction and initial assessment of learners' skills are thorough. Findings of assessments are used well to identify learning support needs and direct learners to appropriate programmes suited to their skills levels. The prison has good procedures in place to ensure testing of new learners for dyslexia. Learners assessed as being at pre-entry level are fast monitored to receive appropriate support quickly. Language support needs for ESOL learners are adequately assessed and the provision meets their needs well. However target-setting in learning plans is weak. Short term targets to guide progression are often too general to be of use and few are linked to resettlement goals
20. Good literacy and numeracy support is provided on the wings and in the vocational training areas. Learners are taught well by experienced, qualified and enthusiastic staff. For learners with additional support needs on the vulnerable offender wing, for whom attending main education is not a viable option, dedicated lessons are provided. Good support for literacy is provided through the library with reading projects such as, Storybook Dads and the Toe by Toe scheme. Further support is provided through the library run Read Assist scheme offering offenders individual support and family reading days.

## Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

21. Achievement and standards are good. All programmes are accredited and learners achieve well. Between August 2008 and May 2009, overall achievement of qualifications was outstanding at 98% with most learners successfully completing. Retention over the same period was good at 74% with most early leavers being those transferred to other prisons. Learners are well behaved in classes, respectful of tutors and interact well with each other. Attendance is good, and in observed classes averaged 84%. Learners enjoy learning and are well motivated.
22. Learners' development of personal and social skills is particularly good. Learners gain in confidence and improve their self-esteem. Good practical skills are gained in areas of personal independence, such as budgeting and money management, cookery and gardening. Learners gain good employability skills and demonstrate improved reliability and responsibility.

Quality of provision

Contributory grade: Good: Grade 2

23. The quality of provision is good. Teaching and learning are good and tutors use their interpersonal skills well to manage sessions with firmness and sensitivity,

allowing ample opportunity to engage learners in discussions. Relations between tutors and learners are based on mutual respect.

24. Induction and initial assessment of learners' needs is well planned and information, advice and guidance is good. Access to learning is good and learners are able to start programmes promptly. Learning is generally well planned, although short term targets in individual learning plans are weak.
25. Programmes for personal development and social integration are particularly well targeted at individual needs. The prison offers a wide choice of programmes. These include art, cookery, business studies, IT, music, drama and wider key skills. A social and life skills programme provides modular learning in a range of subjects, including parenting and healthy living, and offers learners a good variety of activities. The prison has also recently introduced a programme on race equality in our communities which is accredited and has been particularly popular. The certificate of personal effectiveness (COPE) programme provides accredited learning targeted at individual need. Learners improve their personal effectiveness in a range of subjects for example, business enterprise, citizenship, environmental studies and expressive arts.

## Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

26. Leadership and management are good and learning and skills are well managed. Senior managers set a clear direction and give high priority to learning and skills, and resettlement is a key focus throughout a offender's time at HMYOI Portland. Significant changes have been made to the breadth of provision following the previous inspection. The prison now offers a wide variety of programmes across the sector skills areas including newly introduced programmes in barbering, rail monitor maintenance and radio presenting. These areas are particularly well equipped and learners demonstrate good skills. However, inadequate provision exists to offer qualifications beyond level 2 in most areas. Much teaching goes beyond this level which is not accredited.
27. Information, advice and guidance arrangements are good and the staff work closely with resettlement and education staff, as well as staff from other areas of learning and skills to the benefit of learners. Good use is made of a wide variety of well produced materials to help and guide offenders. Information is clearly displayed on the induction wings, library, and resettlement and throughout the prison. All offenders receive good quality information, advice and guidance during their induction and throughout their sentence.
28. Partnership links are strong and the prison engages in an outstanding choice of partners and employers. An exceptionally high proportion of offenders, around

75%, go into full-time employment or full-time education upon release. The prison has very good links with an impressive array of training providers, colleges and other organisations in the London and south east of England where a high proportion of offenders live or resettle. Many providers, agencies and employers come into the prison to meet offenders before their release and offenders benefit from the advice and guidance they offer. Some employers conduct interviews with offenders in the prison during their last few weeks of sentence and are able to see the good quality work done.

29. Education and learning and skills are well managed and coordinated although punctuality is poor in many classes. Access to education programmes is good, and the allocation of offenders to learning and skills and other work areas is well developed with information from induction and sentence plans. The library is bright and welcoming. A good variety of learning resources are available and it is well used by offenders who also have good access to computers in the library and an on-line link to the Citizens Advice Bureau.
30. Equality of opportunity is good. Senior managers recognise that few staff are from minority ethnic groups at HMYOI Portland and have made good attempts to try and attract a wider variety of staff through advertisements. They have ensured that all staff have undergone thorough training to raise their awareness and understanding of the different cultures and backgrounds of offenders. Training has been carried out by a specialist equality and diversity training provider and has been well received. Relationships between staff and learners are very good and there is good mutual respect. This has significantly improved since the previous inspection. Staff are good role models and suitably challenge inappropriate language and behaviour. Any incidents in classes are quickly dealt with and often used to explore what is understood as good social behaviour with the group. Good use is made of external training providers from minority ethnic backgrounds who relate well to the diverse range of learners in the prison.
31. Offenders are encouraged to attend a race equality in our communities programme at induction to raise cultural awareness. This was produced by staff and is accredited. A regular quarterly newsletter is produced by offenders with a strong emphasis on equality and diversity. Equality and diversity is regularly discussed at management level and offenders are involved in decisions. A celebration of cultural events takes place and regular food tasting sessions are held on the wings by catering staff before deciding menu choices. Offenders are involved in the production of recipes from their countries which are then produced on the menu for cultural celebrations. Ethnicity data is adequately used to help develop management decisions and provision has been changed where necessary, although insufficient focus is placed on achievements.
32. Procedures for safeguarding meet current government requirements. The prison has suitable policies and procedures to minimise risk and tackle identified concerns. Complaints are dealt with promptly and with sensitivity. Pay rates have recently been improved and are equitable between the different activities.

## What learners like:

- The instructors here are great they help you learn and give you time
- 'This is the first-time I've ever had any real skills training'
- The opportunity to get qualifications
- The good respect from staff
- 'There's plenty of different programmes I can do'
- 'I was given lots of useful information when I arrived'
- 'I have really improved my mathematics here'
- The good opportunities to improve chances of employment upon release

## What learners think could improve:

- Not enough outside recreational PE
- Getting to classes on time
- Too often we struggle to finish programmes as time is taken off us in workshops for lockdowns or other events