

<b>Establishment</b>	Her Majesty's Prison (HMP) Ford
<b>Inspection type</b>	Full unannounced
<b>Type of establishment</b>	Open prison (male)
<b>Dates of inspection</b>	29 November – 3 December 2010
<b>Establishment contact</b>	Head of Learning and Enterprises HMP Ford Arundel West Sussex BN18 0BX Tel: 01903 663000 Fax: 01903 663001

**This is a summary report of the inspection findings of the learning and skills provision at HMP Ford**

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, 4 is inadequate

<b><i>Common Inspection Framework (CIF)</i></b> aspects	Grade
<b>Overall effectiveness</b>	<b>3</b>
<b>Capacity to improve</b>	<b>3</b>
<b>Outcomes for learners</b>	<b>3</b>
<b>Quality of provision</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

**Overall effectiveness**

**Grade: 3**

Vocational training facilities are good and learners achieve good standards of work in many areas. A good range of external companies and training organisations supported prisoners' development of vocational skills well. However, a low number of prisoners with opportunities for accreditation achieved a vocational qualification in 2009/10. Teaching and training provided by the Manchester College are good in most subjects and learners receive effective peer support; the achievement of qualifications overall is satisfactory overall. However, their progress towards, and achievement of, individual learning goals are not well recorded. Teaching and learning in literacy and English for speakers of other languages (ESOL) are dull and inadequately resourced; achievement rates in these subjects are low.

The prison provides a good range of purposeful work and vocational training and a satisfactory range of education programmes in the prison. There was insufficient attention on prisoners' rehabilitation to enable those eligible for temporary licence to attend external work, education or community service placements. Learners do not therefore have sufficient opportunities to practice their skills in a real work environment or to make a positive contribution to the community. The prisoners receive good information and advice on these opportunities for learning and skills at induction. However, this advice does not focus well enough on helping the prisoners identify realistic goals for resettlement so that they can apply for the most suitable activities while in prison to support their resettlement plans.

Leadership and management are satisfactory although there have been inconsistent senior management of learning and skills through staff changes and short-term posts. In education, the management of waiting lists is weak. Learners feel safe, but the prison and partner organisations do monitor that all college staff attend sufficient training in equality and diversity, and safeguarding.

### **Capacity to improve**

**Grade: 3**

The prison has made significant improvement to work and training opportunities within the prison. Effective partnership work with employers has increased the range of opportunities for prisoners at work in the prison to gain a recognised qualification. The achievement of qualifications has improved, especially in Skills for Life, but these are still low overall. The prison has not increased its jobsearch facilities since the previous inspection. Self-assessment is satisfactory in vocational training and work, but the self-assessment report did not identify a few of the key areas for improvement in education. Quality improvement arrangements are not fully effective. Whilst prisoners' views are used effectively to inform improvement, the observation of teaching and learning in education is not sufficiently thorough and not all vocational tutors receive feedback on the quality of their training. Prison and college managers do not use data well enough to evaluate the provision and ensure that it is meeting the needs of all prisoners.

### **Outcomes for learners**

**Grade: 3**

#### **Key strengths**

- high standards of work in the vocational workshops
- good development of vocational skills to high industry standards
- good achievement in information technology, numeracy at level 2 and personal and social development.

#### **Key areas for improvement**

- low achievement on some Skills for Life programmes

- low numbers of prisoners in work achieving vocational qualifications.

## **Quality of provision**

**Grade: 3**

### **Key strengths**

- good range of short industry-focused vocational programmes and longer programmes leading to national vocational qualifications
- excellent resources and equipment in the vocational workshops
- good working relationships with a wide range of external partners working in the prison
- good teaching in information technology, numeracy and personal and social development
- effective use of offender peer support in education.

### **Key areas for improvement**

- insufficient use of individual learning plans to identify learning goals and record learners' progress and achievement
- inadequate resources in Skills for Life such as badly photocopied and uninspiring worksheets and insufficient use of computing facilities to support learning
- insufficient opportunities for learners in education and vocational to apply their skills in work-based settings
- insufficient information and advice to support learners' planning for resettlement.

## **Leadership and management**

**Grade: 3**

### **Key strengths**

- good expansion of opportunities for accreditation in the work areas
- well-managed learning environments
- good use of prisoners' views to evaluate the provision.
- realistic self-assessment of work and vocational training

### **Key areas for improvement**

- inconsistent strategic and performance management of learning and skills over the last 18 months
- not enough checks that all college staff attend training in equality and diversity and safeguarding
- weak management of waiting lists into education.
- insufficient monitoring of the quality of teaching, training and learning

## **What HMP Ford needs to do to improve further?**

- Improve the quality of teaching and learning and resources in Skills for Life, particularly in literacy and ESOL to stimulate learning and improve outcomes for learners.
- Improve the use of individual learning plans across learning and skills to recognise and record learners' progress and achievement.
- Provide a greater range of opportunities for learners to apply their skills in real work environments and make a positive contribution to the community as part of their preparation for resettlement.
- Ensure that the prison's senior management provides clear strategic direction to improve information and advice for resettlement, plan the range of programmes to meet identified needs, and prioritise access to provision according to prisoners' agreed plans for resettlement.
- Ensure that staff of all relevant partners working in learning and skills receive adequate training in equality, diversity and safeguarding.
- Improve the monitoring of teaching, training and learning to ensure that all teaching and training staff receive detailed feedback on the quality of their work and that staff training supports their professional development.

<b>Record of Main Findings (RMF) – Young adult and adult prisons</b>			
<b>Prison Name:</b>	<b>HMP Ford</b>	Inspection No	<b>52279</b>

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	<b>Overall</b>
<b>Approximate number of learners in training and work and education with or without qualification outcomes at the time of inspection</b>	557
<b>Overall effectiveness</b>	<b>3</b>
<b>Capacity to improve</b>	3
<b>A. Outcomes for learners</b>	<b>3</b>
A1. How well do learners achieve and enjoy their learning?	3
A1.a) How well do learners attain their learning goals?	3
A1.b) How well do learners progress?	3
A2. How well do learners improve their economic and social well-being through learning and development?	3
A3. How safe do learners feel?	3
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	3
A5. <i>How well do learners make a positive contribution to the community?*</i>	4
<b>B. Quality of provision</b>	<b>3</b>
B1. How effectively do teaching, training and assessment support learning and development?	3
B2. How effectively does the provision meet the needs and interests of users?	3
B3. How well do partnerships with employers, community groups and others lead to benefits for learners?	3
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	4
<b>C. Leadership and management</b>	<b>3</b>
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	
C3. How effectively does the prison promote the safeguarding of learners?	3
C4. How effectively does the prison actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3
C5. How effectively does the prison engage with users to support and promote improvement?	3
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3
C7. How efficiently and effectively does the prison use its available resources to secure value for money?	3

\*if applicable to the type of prison