

HMP Whitemoor

Summary report for the provision of learning and skills

Unique reference number:	52344
Inspection type:	Full unannounced
Last day of inspection:	21 January 2011
Type of establishment:	Male category A (dispersal) prison Head of Learning and Skills HMP Whitemoor Longhill Road
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Office for Standards in Education, Children's Services and Skills (Ofsted)

Ofsted works in partnership with Her Majesty's Inspectorate of Prisons and inspects the management and provision of learning and skills for offenders across the full range of custodial establishments and probation areas.

Inspectors judge the quality of the provision against the *Common Inspection Framework 2009* and contribute to the inspection frameworks of Her Majesty's Inspectorate of Prisons.

The following text is Ofsted's summary of the learning and skills contribution to Her Majesty's Inspectorate of Prisons' findings. This Ofsted summary report for learning and skills provision will be published on the Ofsted website (www.ofsted.gov.uk).

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Summary report of the inspection findings of the learning and skills provision at HMP Whitemoor

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

Common Inspection Framework (CIF) aspects	Grade
Overall effectiveness	3
Capacity to improve	3
Outcomes for learners	2
Quality of provision	3
Leadership and management	3

Overall effectiveness

Grade 3

Learners' achievement of qualifications is high on most courses and particularly high in physical education (PE). Most learners who start a course complete successfully. Assessment and verification practices are satisfactory. The quality of learners' work in many areas of the prison is good and sometimes excellent. Learners' work in plastering is outstanding. However, punctuality is poor. Lessons and work are often disrupted due to prisoners leaving to go to PE sessions. The quality of teaching and individual coaching is good: recently introduced observations have helped this to improve. Initial advice and guidance given at induction is thorough, with good use made of a well-produced and informative booklet clearly showing the choices available to prisoners. However, the choices available are limited.

The management of PE is good with a well-organised programme of recreational sport and vocational training. Management of education and the library provision are satisfactory. Too few staff are available for the prison to provide a full range of courses in education and some training areas. The prison's recent recruitment of new staff has begun to rectify this, although there are long delays getting counter terrorist clearance. Safeguarding arrangements for learners are satisfactory as is the promotion of equality and diversity. Teaching staff and learners have good, respectful working relationships.

Capacity to improve

Grade 3

Outcomes for learners in education and vocational training are good and have improved since the last inspection. Attendance is satisfactory although there are small numbers of learners in some classes and some prisoners turn up for work and lessons up to half an hour late. Recently appointed managers in education and the library have started to make improvements, although it is too early to judge their effectiveness. The self-assessment process is satisfactory and the report is broadly accurate. The use of data is satisfactory. The quality improvement group meets regularly but places insufficient focus on quality and too much on operational issues. Quality improvement arrangements are underdeveloped across the provision.

Outcomes for learners

Grade 2

Strengths

- high pass rates on many programmes
- good and sometimes excellent standard of learners work on education and training programmes.

Areas for improvement

- poor punctuality across the provision.

The quality of provision

Grade 3

Strengths

- good teaching and individual coaching in education and vocational training

- good initial advice and guidance at induction.

Areas for improvement

- disruption to some lessons due to poor sequencing of activities
- narrow range of programmes in education.

Leadership and management

Grade 3

Strengths

■ good recent actions taken to improve provision across learning and skills
well managed physical education provision

Areas for improvement

- insufficient staffing to provide a full range of courses
- insufficient development of quality improvement arrangements.

What does HMP Whitemoor need to do to improve further?

- Introduce a wider range of education courses to better meet prisoners' needs.
- Ensure the punctuality of prisoners in order to increase the time available for learning and to promote good employability habits of timekeeping.
- Sequence regime activities to ensure less disruption to classes and work.
- Ensure the employment of sufficient suitable education and vocational training staff to be able to meet the planned expansion of provision.
- Further develop and implement the quality improvement arrangements across all of the learning and skills provision.

Record of Main Findings (RMF) – Young adult and adult prisons			
Prison Name:	HMP Whitemoor	Inspection No	55154

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall
Approximate number of learners in training and work and education with or without qualification outcomes at the time of inspection	430
Overall effectiveness	3
Capacity to improve	3
A. Outcomes for learners	2
A1. How well do learners achieve and enjoy their learning?	2
A1.a) How well do learners attain their learning goals?	2
A1.b) How well do learners progress?	2
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>	na
A5. <i>How well do learners make a positive contribution to the community?*</i>	na
B. Quality of provision	3
B1. How effectively do teaching, training and assessment support learning and development?	2
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?	3
C. Leadership and management	3
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>	na
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?	4

*if applicable to the type of prison

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