

HMYOI Rochester

Summary report for the provision of learning and skills

Unique reference number:	52362
Inspection type:	Full announced
Last day of inspection:	18 February 2011
Type of establishment:	Closed Male Young Offenders' Prison Head of Reducing Re-offending and Learning and Skills HMYOI Rochester
Establishment contact:	1 Fort Road Rochester Kent ME1 3QS
Telephone number:	01634 803100

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).

Her Majesty’s Inspectorate of Prisons inspection reports can be found on <http://www.justice.gov.uk/inspectionreports/hmi-prisons/prison-and-yoi-inspections.htm>

Information about the prison

HMYOI Rochester (the prison) is a closed male young offenders’ prison near the village of Borstal, in Rochester, Kent. The prison had 627 prisoners at the time of inspection, with an operational capacity for 640. The average length of stay for approximately two-thirds of prisoners is three to six months, although approximately a third stay for up to two years. Over 29% of the prisoners are foreign nationals; approximately a quarter of these require support for English for speakers of other languages. The Manchester College provides almost all of the education and vocational training, which is funded through the Skills Funding Agency’s Offender Learning and Skills Service (OLASS) contract. Tribal provides the Careers Information and Advice Service (CIAS).

Summary report of the inspection findings of the learning and skills provision at HMYOI Rochester.

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

<i>Common Inspection Framework (CIF) aspects</i>	Grade
Overall effectiveness	4
Capacity to improve	3
Outcomes for learners	3
Quality of provision	3
Leadership and management	4

Overall Effectiveness

Grade 4

Learners' achievements in qualifications are satisfactory overall but vary. They are poor but improving on many education programmes but good on most vocational training programmes. Learners demonstrate satisfactory skills in most areas and develop good practical skills on some vocational programmes such as catering, barbering and media studies. Most prisoners develop appropriate employability skills although too many are engaged in low quality, tedious jobs where work-skills are not accredited. Attendance and punctuality are poor.

Most teaching and learning is satisfactory although some sessions are uninspiring. Additional learning outreach support for the small proportion of learners on the wings and in workshops is good. The prison has improved the range of education and training programmes although there are still too few places, and an insufficient proportion of courses above level 2. Most education courses are only available at level 1. There are good links with local and national employers in some vocational areas and some prisoners have gained good jobs on leaving the prison. However, too few links with education and training providers are in place to support access to learning opportunities following release. Access to information, advice and guidance and support is generally satisfactory. Induction is dull and unexciting, with insufficient promotion of distance learning.

Communication between the prison, the college and the CIAS provider is satisfactory and developing. The management of PE is good. Allocation to learning and work activities is particularly poor, and seen by prisoners as inequitable. Waiting lists are overly long and inadequately managed. The majority of prisoners on education programmes make adequate use of the library. However, library access generally is poor, particularly for those accommodated in the newer part of the prison. Insufficient attention is given to tackle the differing achievements identified between some minority ethnic groups. Arrangements to safeguard learners are generally satisfactory and learners say they feel safe in learning sessions.

Capacity to improve

Grade 3

HMYOI Rochester's quality assurance processes are now fully in place following the previous inspection, although not fully established. Although it is too early to see the full impact of recent improvement measures, there are early signs that some aspects of the provision, such as teaching and learning, and achievements are slowly starting to improve. Many aspects of provision

are of inconsistent quality. The prison still has too few activity places; the allocations process is disorganised and lacks transparency.

The self-assessment process has been a useful conduit to galvanise staff into focusing more stringently on continuous improvement, but the report fails to recognise many key areas for improvement and strengths are often overstated. Insufficient use is made of learner and employer feedback and equality and diversity data. Although the range of courses has improved, the prison recognises the need to further increase the amount of vocational training and education offered and improve progression routes.

Outcomes for learners

Grade 3

Strengths

- high achievements on industrial cleaning, computer refurbishment, multi-construction skills, physical education and food studies courses
- good standard of learners work and development of skills on some education and vocational training courses.

Area for improvement

- low, but improving, achievements on many education courses
- poor attendance and punctuality across the provision
- insufficient recognition of skills developed in areas with no accreditation.

The quality of provision

Grade 3

Strengths

- good outreach support for prisoners with additional learning needs on the wings and in workshops
- good links with employers in some vocational areas that support access to work on release.

Areas for improvement

- insufficient range of programmes above level 2
- insufficient links with education and training providers to support prisoners' continued access to learning opportunities on leaving custody
- weak and uninspiring induction to learning and skills with insufficient promotion of distance learning opportunities.

Strengths

- well managed physical education provision.

Areas for improvement

- insufficient access to the library, particularly for prisoners accommodated in the newer part of the prison
- particularly poor processes to ensure fair and equitable allocation to work and activities
- inadequate use of equality and diversity data to redress imbalances in achievements between minority ethnic groups
- insufficiently robust quality improvement arrangements.

What does HMYOI Rochester need to do to improve further?

- Promote improved employability by recognising and recording prisoners' unaccredited work-skills and ensuring that prisoners attend regularly and on time across all learning and skills areas to make full use of activity time and establish habits of good timekeeping.
- Further improve the quality of teaching and learning and raise the level of achievements on many education courses.
- Facilitate progression opportunities by increasing the range of provision above level 2 and further developing links with external training providers and education establishments to provide appropriate programmes for the more able prisoners and those on longer sentences, and support prisoners in applying for learning and skills programmes when they leave custody.
- Make effective use of the induction to learning and skills to stimulate prisoners' interests and, in particular, promote the availability and benefits of distance learning courses.
- Ensure full and equitable access to the library, particularly for prisoners housed in the newer part of the prison.

- Implement clear and robust procedures for the allocation of prisoners to activities, to ensure fairness and transparency.
- Make better use of equality and diversity data and identify appropriate actions to be able to diminish the achievement gaps between minority ethnic groups.
- Further establish appropriate quality improvement arrangements across the provision of learning and skills.

Record of Main Findings (RMF) – Young adult and adult prisons			
Prison Name:	HMYOI Rochester	Inspection No	36354

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	607
Overall effectiveness	4
Capacity to improve	3
A. Outcomes for learners	3
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>	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?	3
B2. How effectively does the provision meet the needs and interests of users?	4
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	4
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?	4
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?	4
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

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this report in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester, M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011