

# HMP Chelmsford

## Summary report for the provision of learning and skills

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<b>Unique reference number:</b>	52226
<b>Inspection type:</b>	Full announced
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<b>Type of establishment:</b>	Male adult local prison category B
<b>Establishment contact:</b>	Head of Learning and Skills HMP Chelmsford 200 Springfield Road Chelmsford Essex CM2 6LQ
<b>Telephone number:</b>	01245 552 000

## **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](http://www.ofsted.gov.uk)).

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

### **Information about the prison**

HMP Chelmsford is a local category B prison with an operational capacity of 695 prisoners. At the time of the inspection there were 694 prisoners. Over 200 were classed as young adults aged between 18 and 21 years of age; approximately 87 were on remand and over 100 had already been sentenced and were awaiting allocation to other prisons. Twenty one were serving life sentences and 41 were vulnerable prisoners. About 39% of the population were from minority ethnic groups and over 15% were foreign nationals.

The turnover of the prison population is high with an average length of stay of approximately eight weeks. About 74 prisoner inductions take place each week. Just over 400 learners were engaged in learning and skills activities, mostly part time. Milton Keynes College provides the Offender Learning and Skills Service (OLASS) funded provision, offering 200 part-time places in education and another 239 part-time places in the work and vocational areas of the prison. The prison provides and manages some of the vocational training. Essex Library Services manage the library. Tribal provides careers information, advice and guidance.

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

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

<b><i>Common Inspection Framework (CIF) aspects</i></b>	<b>Grade</b>
Overall effectiveness	2
Capacity to improve	2
Outcomes for learners	2
Quality of provision	2
Leadership and management	2

## Overall effectiveness

**Grade 2**

The majority of learners taking an accredited qualification achieve well. All learners develop good practical and employability skills. Tutors in vocational areas place a strong emphasis on the promotion of health and safety and learners say they feel safe. The majority of the younger prisoners display high levels of concentration and engagement when attending education. Learners' attendance to activities is good.

The prison has developed its system for recognition and recording of personal skills very effectively. Tutors facilitate personalised learning in the education areas although some of the learning resources and the classrooms do not always make teaching easy. The quality of training in vocational areas is good and sometimes outstanding. Some of the targets set for learners are insufficiently specific. The range of provision is wide. However, the provision of accredited qualifications in a few vocational areas is insufficient and the education offer does not meet the needs of more able learners. Learners benefit from good learning support.

The learning and skills provision is well managed. The prison has very good joint working arrangements across its different areas. The strategy for learning and skills focuses effectively on securing and improving employability outcomes for every prisoner. Outstanding external links support learners' resettlement needs. The learning and skills provision prioritises the needs of its diverse population; arrangements to safeguard learners, particularly young ones, are good. Equality and diversity are promoted satisfactorily. The prison gathers a wide range of data, however, it does not yet sufficiently analyse them to ensure equality of access to activities and to identify variations on the achievement of different groups of learners. The quality improvement mechanisms are comprehensive but the sharing of best practice in teaching and the system of learning observations are underdeveloped.

## **Capacity to improve**

**Grade 2**

The prison has demonstrated that it is in a good position to continue making further improvements. Achievement of qualifications continues to be high and learners are developing good employability skills. The learning and skills strategy supports improvement well. The prison has resolved the majority of the areas for improvement highlighted at its previous inspection and has further developed aspects of provision such as external links with employers.

The self-assessment process is well embedded and inclusive of the views of all parts of the prison that contribute to the learning and skills provision. The report is sufficiently critical and accurate and highlights the appropriate areas for improvement; these are clearly reflected in the improvement plan. Inspectors judged several aspects of the provision to be higher than the self-assessment report in recognition of the good progress made by the prison over the past year.

## **Outcomes for learners**

**Grade 2**

### **Strengths**

- high achievement rates of accredited qualifications across all programmes
- good practical and employability skills development
- particularly good engagement of learners in education.

### **Areas for improvement**

- none identified.

## **The quality of provision**

**Grade 2**

### **Strengths**

- good facilitation of learning in education lessons
- good and some outstanding vocational training, coaching and learning
- particularly effective use of the recognition and recording of progress and achievement process
- good use of peer mentors to support learning across the provision
- outstanding external partnership work.

### **Areas for improvement**

- insufficient teaching and learning resources in some areas
- insufficiently specific target setting in the education learning plans
- underdeveloped range of provision in some areas.

## **Leadership and management**

**Grade 2**

### **Strengths**

- very good learning and skills strategy that focuses on improving outcomes for prisoners
- good joint working within the prison to develop the learning and skills provision
- particularly good focus on improvement since the previous inspection
- well managed learning and skills provision.

### **Areas for improvement**

- insufficient analysis of data
- underdeveloped aspects of quality improvement.

### **What does HMP Chelmsford need to do to improve further?**

- Improve the target setting in education learning plans to ensure targets are sufficiently specific and realistic to support individualised learning and progress.
- Further increase the range of accredited vocational training and introduce education programmes to meet the needs of learners at and above level 2.
- Provide a varied and relevant range of teaching and learning resources, included computer based ones to promote personalised learning.
- Develop the collection and analysis of data fully to eliminate any differences in the access of different groups of learners to education and skills activities, the library and physical education and in their achievements.
- Further develop the sharing of best practice in teaching and the system for the observation of teaching and learning to continue improving the quality of the provision.

<b>Record of Main Findings (RMF) – Young adult and adult prisons</b>			
<b>Prison Name:</b>	HMP Chelmsford	<b>Inspection No</b>	367961

<b>Grades 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>	449
<b>Overall effectiveness</b>	<b>2</b>
<b>Capacity to improve</b>	2
<b>A. Outcomes for learners</b>	<b>2</b>
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?	
A2. How well do learners improve their economic and social well-being through learning and development?	2
A3. How safe do learners feel?	2
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	n/a
A5. <i>How well do learners make a positive contribution to the community?*</i>	n/a
<b>B. Quality of provision</b>	<b>2</b>
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?	1
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2
<b>C. Leadership and management</b>	<b>2</b>
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a
C3. How effectively does the prison promote the safeguarding of learners?	2
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?	2
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?	2

\*if applicable to the type of prison

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

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