

HMP Peterborough: male estate

Summary report for the provision of learning and skills

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Information about the prison

HMP & YOI Peterborough is located on the outskirts of Peterborough in Cambridgeshire and is the only prison in England and Wales holding both men and women, although they do not mix. It opened on 28 March 2005 and the current Director started in October 2010. The prison is managed by Sodexho Justice Services (formerly Kalyx) and is operated on a 25 year DCMF (design, construct, manage and finance) contract. All staff are employed by Sodexho, including the acting head of learning and skills. While most education staff work across both prison estates, all other learning and skills staff work predominately in one of them. Many external partners, including St Giles Trust and Learndirect support the resettlement pre-release provision and other groups visit to provide enrichment learning activities.

The male estate is a category B local disbursement prison for remand (18 years of age and above) and sentenced (over 21 years of age) prisoners. It is nearing over-crowding operational capacity of 624, with 540 men aged 21 and over and 33 young men aged 18 and over. Their age range is from 18 to 78 years. Some 33% are remand/ unsentenced prisoners, 17% are foreign nationals and 73% are White British. The average length of stay is 15 weeks, but this includes men who stay for a few days to those, such as vulnerable prisoners, who stay a number of years.

The male estate's catchment area is Cambridgeshire and Huntingdon and it accepts prisoners from other areas when space allows.

Summary report of the inspection findings of the learning and skills provision at HMP Peterborough: male estate

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

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

Overall effectiveness

Grade 3

Learners attend well in the majority of learning and skills areas and those who complete accredited courses mostly achieve their qualifications, except in art where achievements are poor. Mainstream prisoners develop good vocational skills but in non-accredited activities new knowledge and skills are not routinely recognised and recorded. The education sessions are mostly good, although in less effective sessions, some learners do not actively and consistently participate in learning. Taster weeks' activities effectively promote the development of social and learning skills and are supported well by unqualified peer learning assistants. Individual coaching is good in vocational training areas, but despite personal protective equipment being delivered during the inspection inadequate attention is paid to health and safety practices in some workshops. Production of a variety of woodwork and horticulture items and the repair and recycling of white goods enable prisoners to make positive contributions to the local community.

The range of accredited provision is narrow at level 1 with too little above that level. A very good range of pre-release courses is offered in the prison's resettlement centre where the St Giles Trust has trained 14 prisoners to achieve a national vocational qualification (NVQ) at level 3 in information, advice and guidance; they now provide effective peer support. The assessment of prisoners' literacy, numeracy and language needs at induction is satisfactory but support to improve these is not offered in workshops; support for those with additional learning needs is underdeveloped. The library facilities, which are based in the education department, offer a range of activities, but its opening hours and support for independent learning are insufficient. The prison kitchen provides a particularly good learning environment for prisoners to gain good vocational skills relevant to national employment on release.

The prison's 2009 -12 learning and skills strategic plan has clear objectives, which are routinely monitored by the quality improvement group. The introduction of

electronic kiosks as resource points around the prison is highly effective and encourages prisoners to find out information for themselves, including their learning and skills schedule. Use of this resource provides useful learning and skills for resettlement. Equal opportunities are promoted satisfactorily; this includes work by the chaplaincy team who provide effective pastoral support. However, vulnerable prisoners do not get the same access to learning and skills as other prisoners. Safeguarding arrangements are satisfactory.

Capacity to improve

Grade 3

The increase in activity places since the 2008 inspection provides places for 75% of the population and is still not enough to keep all prisoners fully occupied. Waiting lists are long for many programmes. The introduction of a multi-purpose workshop offers vulnerable prisoners a choice of five basic activities, but they still have less choice than other prisoners. In education subjects, their wing-based education classroom is a cramped ex-cell. The prisoners' needs analysis survey, completed in late 2010, has yet to be analysed to inform developments. Effective team work across the prison, identified in 2008 has been maintained; education staffing is more stable and the quality of teaching is improved.

The learning and skills strategic plan is clear, but too generic across both prison estates. It places insufficiently specific focus on all men's needs, especially those of vulnerable prisoners who stay longest at the prison. Insufficient use of data and information, for example to resolve the low completion rates on accredited courses, remains as an area for improvement. The self-assessment report is too generic for the whole prison and is no longer informed by an inclusive self-assessment process. However, it usefully records progress against action points separately. Inspectors agreed with some judgments but found additional areas for improvement not identified in the self-assessment report and slow progress in resolving other areas which remain from the previous inspection.

Outcomes for learners

Grade 3

Strengths

- good achievement for learners who stay to the end of their accredited courses
- good development of vocational skills for sentenced prisoners
- high attendance in the majority of learning and skills areas
- positive contributions to the local community through projects and activities
- good use of education and some vocational training taster courses to promote social and learning skills.

Areas for improvement

- too many learners do not complete accredited courses
- insufficient recognition and recording of non-accredited skills to improve self-awareness of skills learnt and provide evidence to support employment on release
- inadequate development of literacy, numeracy and language skills in the work places
- inadequate attention to work-shop health and safety practices.

The quality of provision

Grade 3

Strengths

- much good teaching and learning in education
- good individual coaching in vocational training areas
- good support for learning provided by prisoners working as support assistants
- particularly good learning environment in the industrial kitchen
- very good range of pre-release courses
- particularly good use of accredited peer mentors to provide information, advice and guidance.

Areas for improvement

- insufficient provision above level 1 for learners with higher abilities and/or for progression for those staying longer periods at the prison
- long waiting lists for many learning programmes
- insufficient range of meaningful education, training and work for vulnerable prisoners
- underdeveloped library facilities to support independent learning
- underdeveloped support for learners with additional learning needs/disabilities.

Leadership and management

Grade 3

Strengths

- sustained and effective team working across the prison and sharing of good practice
- highly effective electronic kiosks as resource points to support communication and information exchange with prisoners
- systematic monitoring of strategic objectives by the quality improvement group.

Areas for improvement

- insufficient management focus in planning the provision to ensure the full range of prisoners' individual learning needs are met
- insufficient use of data and information to inform decisions and developments
- slow progress in resolving some areas for improvement identified at the previous inspection.

What does HMP Peterborough: male estate need to do to improve further?

- Increase the number of learners successfully completing accredited courses, by investigating reasons for non-completion and achievement and taking action to address the root causes.
- Introduce ways to recognise and record prisoners' knowledge and skills development, that enhances their self-awareness, enables them to value their skills and provide evidence of learning to use for employment following release.
- Review the accredited learning and skills provision based on the analysis of prisoners' needs. Introduce more level 2 provision that is appropriate to prisoners' length of stay, abilities and interests and to provide appropriate progression opportunities for longer-serving prisoners.
- Provide work-based literacy, numeracy and language support for prisoners assessed as below level 2, to help them improve their skills, gain employment following release and for communicating with their family and community.
- Assess and implement support for prisoners with additional learning support needs to enable them to participate more fully in learning, improve their skills and reduce their potential for reoffending.
- Review strategic plans to ensure learning and skills objectives are appropriately focused on the learning needs of all groups of men, including vulnerable prisoners, to ensure greater equality of opportunity in the provision.
- Improve the self-assessment process to ensure it systematically includes feedback from prisoners, staff and external partners and focuses separately on male prisoners in its evaluation and subsequent action planning for improvements.

Record of Main Findings (RMF) – Young adult and adult prisons			
Prison Name:	HMP Peterborough – male prison	Inspection No	367959

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall
Approximate number of p/t & f/t learners in training and work and education with or without qualification outcomes at the time of inspection	441
Overall effectiveness	3
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?	2
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>	3
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	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>	3
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?	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

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