

# HMP Belmarsh

## Summary report for the provision of learning and skills

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<b>Unique reference number:</b>	52249
<b>Inspection type:</b>	Full unannounced
<b>Last day of inspection:</b>	15 April 2011
<b>Type of establishment:</b>	Male adult high security core local prison Head of Learning and Skills HMP Belmarsh
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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](http://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**

HMP Belmarsh has an operational capacity of 902; it holds a wide variety of adult male prisoners ranging from those classed as exceptionally high risk category A prisoners, to unconvicted prisoners on remand and newly sentenced men awaiting allocation to training prisons. The turnover in the population is rapid with an average length of stay of approximately 12 weeks. About 70 – 80 prisoner inductions take place each week. There are four main house blocks, originally designed to hold approximately 180 prisoners each. The special secure unit (SSU) within Belmarsh has its own high security perimeter, the highest level of security provision and increased staffing surveillance.

There were 865 prisoners at the time of the inspection. There were 233 prisoners on remand. There were 81 prisoners serving life sentences and 80 were identified as vulnerable prisoners. About 50% of the population were from minority ethnic groups and around 22% were foreign nationals. About 400 learners were engaged in some form of learning and skills, mostly part time. Kensington and Chelsea College provides the Offender Learning and Skills Service (OLASS) funded provision, of which 200 are part-time places in education and another 200 are part-time places in other areas of the prison. The prison provides and manages 100 vocational training places. Greenwich Library Services manage the library. Prospects Services provides careers information, advice and guidance (CIAS). Jobcentre Plus provides additional guidance.

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

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	3
Capacity to improve	3
Outcomes for learners	2
Quality of provision	3
Leadership and management	3

## **Overall effectiveness**

**Grade 3**

The majority of learners on accredited programmes progress well and most achieve their qualifications. They develop good employability and personal skills. However, non-accredited work skills in some areas are not sufficiently recognised. The provision of education outside of the education department in other areas of the prison is very effectively delivered, although restricted in range and progression opportunities for some groups. Learners following Open University and distance-learning programmes receive good support. Teaching, training and learning in education and vocational training are satisfactory with good management of learners and regular monitoring of their progress. Prison staff are qualified trainers and are used well to deliver vocational training. The assessment of literacy and numeracy needs is satisfactory, and results are used well to plan additional learning support. English for speakers of other languages (ESOL) provision is satisfactory and offers a range of accredited learning and appropriate qualifications. The prison has increased the range of accredited activities and programmes since the previous inspection but it still has too few places and skills areas such as catering and barbering are often only 75% occupied.

Learning and skills and the prison reducing reoffending strategy are clearly focused on the education, training and employment pathway. The OLASS education provision is well managed by the learning provider. However, there is a need for the prison to engage further with the learning provider managers to develop the learning and skills provision including sharing best practice across the prison. The CIAS provision supports many prisoners well, but, staffing levels are too low for the prison's capacity. Effective external links are in place that support learners' resettlement needs. Equality and diversity are promoted satisfactorily. A range of useful data are collected but insufficiently analysed to ensure full equality of access. Arrangements to safeguard learners are satisfactory and learners say they feel safe.

## **Capacity to improve**

**Grade 3**

The prison has demonstrated that it is in a satisfactory position to make improvements. The prison's strategic plan is clearly linked to the reducing reoffending strategy for 2010/11. Links with outside agencies and the prison discharge board are working particularly effectively to support prisoners into employment and further education and training. The achievement of accredited qualifications and development of accredited ESOL programmes has significantly improved since the previous inspection. Similarly, the number of learners participating in learning and skills has risen from 280 to 400. The prison now offers barbering and catering qualifications. However the places are not fully utilised partly due to strict prison security criteria.

The self-assessment process continues to work well and involves all of the key areas across the prison which involve learners. Self-assessment reports are generally critical and clearly identify strengths and areas for improvement. Most staff understand the self-assessment process. The quality improvement group meets quarterly and continues to be active; it plays a significant role in moderating the self-assessment report. Action planning for improvement is clearly linked to the report. The report includes many of the strengths and areas for improvement identified by inspectors, although it placed insufficient emphasis on the unclear management of the vocational skills training programmes.

## **Outcomes for learners**

**Grade 2**

### **Strengths**

- high proportion of learners, who complete their learning programmes, achieve their learning aims and gain accredited qualifications
- good development of learners' practical skills on construction training programmes
- good development of learners' confidence and self-esteem.

### **Areas for improvement**

- low achievements on art programmes.

## **The quality of provision**

**Grade 3**

### **Strengths**

- well-managed learning sessions in education
- good range of accredited vocational training opportunities
- good individual delivery of provision outside of the education department for a significant number of learners.

### **Areas for improvement**

- insufficient progression opportunities at intermediate level for prisoners in the special secure unit and others serving longer sentences in the main prison
- insufficient recognition and recording of learners' personal development of personal and employability skills.

## **Leadership and management**

**Grade 3**

### **Strengths**

- well managed OLASS funded education by the learning provider
- good internal links across the prison to support, sentence planning, additional learning and resettlement.

### **Areas for improvement**

- insufficient clarity of roles and responsibilities for the management of vocational training and arrangements for sharing best practice with education
- insufficient use of information to monitor activities to ensure all learners' individual learning and skills needs are met.

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

- Fully recognise the development of personal and employability skills and record them accordingly in the individual learning plans.
- Develop further the links between the prison and the learning provider managers to ensure a coherent approach to developing and improving the learning and skills provision.
- Clarify the roles and responsibilities for the management of the vocational training to ensure that all aspects of the provision are effectively delivered and monitored, for example through a more rigorous session observation process for vocational training.

- Analyse and use data fully to monitor the participation and performance of different groups and prioritise actions to improve involvement and learners' achievements in learning and skills and to ensure equality of access to education and skills training, the library and physical education.

<b>Record of Main Findings (RMF) – Young adult and adult prisons</b>			
<b>Prison Name:</b>	HMP Belmarsh	Inspection No	366923

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>	400 incl 100 FT
<b>Overall effectiveness</b>	<b>3</b>
<b>Capacity to improve</b>	3
<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?	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>	
A5. <i>How well do learners make a positive contribution to the community?*</i>	
<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?	2
<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?	2
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2
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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