

HMP Stafford

Summary report for the provision of learning and skills

Unique reference number: 52329

Inspection type: Full announced

Last day of inspection: 22 July 2011

Type of establishment: Male adult category C training
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Office for Standards in Education, Children's Services and Skills (Ofsted)

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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.

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Information about the prison

HMP Stafford is a category C adult male training prison serving mainly the West Midlands area. It is an old style Victorian prison consisting of seven wings. Approximately 45% of the prison population are classed as vulnerable prisoners. The average length of stay for prisoners is around nine months. The prison can accommodate 741 prisoners. The Manchester College provides the formal education provision and vocational training through the Skills Funding Agency Offender Learning and Skills Service (OLASS). Using OLASS funding JHP Group Ltd provides careers information and advice. South Staffordshire College provides training in catering.

Currently 41% of prisoners are aged 21-29 years old, 28% are aged 30-39 years old and 6% are over 60 years old. Approximately 25% of prisoners are from minority ethnic backgrounds. Ten per cent of the population are foreign nationals, of whom 48 require English language support.

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

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

<i>Common Inspection Framework (CIF)</i> aspects	Grade
Overall effectiveness	2

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

Overall effectiveness

Grade 2

Learners on accredited courses progress well. Most courses have high qualification achievement rates, which have been sustained and improved over the last three years. Employability and personal skills development are good, but are not sufficiently well recognised or recorded. Attendance is generally good. Teaching, training and coaching are good with a variety of activities to engage and motivate learners. However, more able learners in vocational training need more challenge. Resources to support training are good. The planning of assessment and monitoring of learning are good. The use of individual learning plans is satisfactory but learner targets are not specific enough. The prison has a good variety of accredited courses particularly in vocational training, but lacks sufficient high-level vocational courses. The identification of and support for learners with a wide range of learning difficulties and disabilities is particularly good. The careers information and advice service is good and provides comprehensive assessment and support for prisoners throughout their sentence. Highly effective interventions have been developed and successfully introduced to support learners who are in danger of not completing courses due to behaviour issues.

Senior managers provide a clear strategic positioning of learning and skills which link well to the overall resettlement objectives of the prison. Quality improvement measures enable the prison to significantly improve its training provision. The operational management of education is good with good joint internal partnership working to extend the provision. Internal links are good and learning and skills assessments effectively inform sentence planning. The promotion of equality and diversity is good with a range of activities providing good access to prisoners who would not normally engage with education and training. A variety of successful projects raise cultural awareness and social inclusion. Safeguarding and the identification and support of vulnerable learners are good with productive links with safer custody and other areas of the prison.

Capacity to improve

Grade 2

HMP Stafford has made good progress improving provision since the last inspection. Most learners who complete their course achieve a qualification. Achievement rates have remained high and consistently improved over the last three years. Learners complete their course in the planned time. Prisoners develop good employability and

personal skills. The prison has sufficient activity places to engage prisoners purposefully throughout the week. Improvements to the variety of activities have taken place and a specifically designed vocational training centre introduced. The careers information and advice service has improved, with comprehensive assessments taking place and good support provided for prisoners' resettlement needs. The positioning and profile of learning and skills have improved with a clear strategic direction in place, and a strong focus on quality improvement. Improved internal links with learning and skills now effectively inform sentence planning. Particularly effective strategies to support learners at risk of not completing courses have been successfully introduced. The assessment and support of offenders' wider learning needs have significantly improved. The self-assessment process is inclusive and well understood by staff. The resulting report is well supported by a range of evidence including good data analysis. Inspectors agreed with most of the self-assessment judgements. Good use is made of learner feedback. Areas for improvement from the last inspection have been remedied. Although links with employers have improved, the prison recognises that more needs to be done to inform course planning and improve opportunities for prisoners to find employment on release.

Outcomes for learners

Grade 2

Strengths

- high achievement rates on most courses in education, training and physical education
- good development of employability and personal skills through education, training and work.

Areas for improvement

- insufficient recognition and recording of employability skills developed by prisoners in work and vocational training.

The quality of provision

Grade 2

Strengths

- good teaching and individual coaching in education and training
- good variety of vocational and education courses to engage learners and meet their needs

- very effective recording and monitoring of assessment
- good support for learners with learning difficulties and disabilities
- very effective information, advice and guidance providing a comprehensive assessment of learners' needs
- highly effective process and actions to re-engage disaffected prisoners and prisoners with behaviour issues
- particularly well resourced vocational training centre.

Areas for improvement

- insufficiently detailed target setting in individual learning plans
- insufficient challenging activities for more able learners in vocational training
- insufficient progression opportunities in vocational training.

Leadership and management

Grade 2

Strengths

- good strategic positioning of learning and skills within the prison with a strong focus on quality improvement
- good internal partnerships and working arrangements across the prison to benefit learners
- well managed education provision to extend and widen the provision
- good actions to help meet the diverse needs of learners and promote the understanding of cultural differences
- good systems and procedures for safeguarding and ensuring learners are safe.

Areas for improvement

- insufficient employer engagement to inform course planning and improve prisoners' employment prospects on release.

What does HMP Stafford need to do to improve further?

- Prisoners' employability skills developed in work and vocational training should be formally recognised and recorded in a way which can be used as evidence for employers, to improve prisoners' employment prospects.
- Improve target setting for learners by setting relevant and measurable short term targets in individual learning plans, and updating the targets as learners progress.
- Further develop lessons to identify activities to extend learning opportunities and provide more challenge for more able learners in vocational training.
- Introduce higher levels of accredited qualifications on vocational training courses where currently accreditation is below level 2, to better improve progression routes for learners.
- Further develop employer engagement in course planning to reflect employers' needs and improve the employment prospects of prisoners.

Record of Main Findings (RMF) – Young adult and adult prisons			
Prison Name:	HMP Stafford	Inspection No	382081

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	728
Overall effectiveness	2
Capacity to improve	2
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?	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>	na
A5. <i>How well do learners make a positive contribution to the community?*</i>	na
B. Quality of provision	2
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?	2
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2
C. Leadership and management	2
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>	na
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?	2
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?	2

*if applicable to the type of prison

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