

# HMP High Down

## Summary report for the provision of learning and skills

---

<b>Unique reference number:</b>	50135
<b>Inspection type:</b>	Full announced
<b>Last day of inspection:</b>	22 July 2011
<b>Type of establishment:</b>	Male adult category B local Head of Reducing Re-offending HMP High Down High Down Lane
<b>Establishment contact:</b>	Sutton Surrey SM2 5PJ
<b>Telephone number:</b>	0207 14776300

## 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 High Down is a category B adult male local prison holding remand and sentenced male prisoners aged 18-21. Prior to 2003, the prison was category A status. Built on the site of a former psychiatric hospital at Banstead, Surrey, the establishment serves the Crown Courts at Guildford and Croydon, and surrounding magistrates' courts. 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 Tribal provides careers information and advice. The prison can accommodate 1103 prisoners.

Currently 13% of prisoners are aged 18-21 years old. Approximately 48% of prisoners are from minority ethnic backgrounds and 25% are foreign nationals. Around 43% of the population are on remand.

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

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	3
Quality of provision	3
Leadership and management	3

## **Overall effectiveness**

**Grade 3**

Learners' achievement of qualifications is high on most vocational courses. However, achievement of qualifications is more variable on courses in education with high pass rates on some courses but particularly low pass rates on literacy and English for speakers of other languages (ESOL). Current data indicates that achievements on these courses are improving. Assessment and verification practices are satisfactory. The quality of learners' work in many areas of the prison is good. It is outstanding in catering and music where learners demonstrate high levels of competence and flair. The quality of teaching and learning is mostly good as is the peer mentoring support for learners in education. Learners have good access to the library but education makes insufficient use of the facility. The range of accredited vocational training is poor. No qualifications are offered in physical education. The day-to-day management of learning and skills is satisfactory. Prisoners near release can access a good range of resettlement opportunities. Staff shortages affect education and vocational training. Safeguarding arrangements for learners are satisfactory as is the promotion of equality and diversity. Teaching staff and learners have good, respectful working relationships.

## **Capacity to improve**

**Grade 3**

Outcomes for learners in vocational training are good although more variable in education. ESOL and literacy pass rates have declined since the last inspection although are recently showing improvement. Punctuality has improved and is now good, but attendance at education and vocational training classes is particularly low. The good facilities are largely underutilised and value for money is poor. Since the previous inspection, some facilities have been updated and refurbished. This includes the introduction of a high class restaurant called The Clink, which is open to the public and offers unique training and job opportunities for prisoners. Physical education facilities have been improved although accredited physical education courses are no longer offered. Links with employers have improved, many from contacts gained through The Clink, and used to benefit prisoners working in other areas of the prison. Improvements have been made to the work in recycling where frying oil is re-cycled into bio-diesel and food waste into compost, but currently no qualifications are offered in this area. Courses in multi-skill construction have stopped due to lack of qualified staff and other classes are often cancelled due to insufficient staff cover. The self-assessment process is thorough and the report is accurate. Self-assessment has started to be used effectively as an improvement tool. However, as identified at the last inspection, the use of data remains weak. The quality monitoring of provision is satisfactory but does not cover all areas of learning and skills.

## **Outcomes for learners**

**Grade 3**

### **Strengths**

- high pass rates on vocational training courses
- good skills development on many vocational training and education courses with outstanding skills in music and catering.

### **Areas for improvement**

- low pass rates for learners on ESOL and literacy courses
- low attendance in many learning sessions.

## **The quality of provision**

**Grade 3**

### **Strengths**

- good teaching and learning on most vocational training and education courses
- good peer mentor support on education courses
- excellent progression opportunities to higher level qualifications and employment in catering.

### **Areas for improvement**

- inadequate range of accredited vocational training
- insufficient range of education programmes above level 2 for more able learners
- inadequate information, advice and guidance for learners to ensure the most appropriate planning for settlement or resettlement.

## **Leadership and management**

**Grade 3**

### **Strengths**

- thorough and accurate self-assessment leading to good development planning
- strong and productive links with a wide range of external organisations and companies
- good initiatives for training in recycling.

## **Areas for improvement**

- insufficient staffing to provide class cover for staff absences
- insufficient development of quality improvement processes to cover all of the learning and skills provision
- insufficient focus on the quality of provision and sharing of best practices.

## **What does HMP High Down need to do to improve further?**

- Further improve the low achievements on literacy and ESOL courses.
- Develop and implement procedures to help improve attendance at learning sessions.
- Introduce more accredited education and vocational training to meet prisoners' needs more effectively, particularly education courses above level 2.
- Introduce appropriate staffing arrangements to ensure cover for education and vocational training classes.
- Further develop arrangements for quality improvements to cover all aspects of the learning and skills provision.
- Introduce clearer and better informed processes for the allocations to activities to ensure prisoners are given appropriate work and activities.

<b>Record of Main Findings (RMF) – Young adult and adult prisons</b>			
<b>Prison Name:</b>	HMP High Down	Inspection No	50135

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>	728
<b>Overall effectiveness</b>	<b>3</b>
<b>Capacity to improve</b>	3
<b>A. Outcomes for learners</b>	<b>3</b>
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>B. Quality of provision</b>	<b>3</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?	4
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?	3
<b>C. Leadership and management</b>	<b>3</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>	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?	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?	2
C7. How efficiently and effectively does the prison use its available resources to secure value for money?	4

\*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 assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)