

# HMP Stanford Hill

## Summary report for the provision of learning and skills

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**Unique reference number:** 52330

**Inspection type:** Full announced

**Last day of inspection:** 9 December 2011

**Type of establishment:** Category D open prison for adult males  
Head of Learning and Skills  
HMP Stanford Hill  
Church Road

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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/inspectorates/hmi-prisons/prison-and-yoi-inspections.htm>

### **Information about the prison**

HMP Stanford Hill is a category D open prison for sentenced adult male prisoners with a focus upon rehabilitation and preparation for release. The Working Out Scheme (WOS) is available to prisoners with a minimum of three months left to serve. The scheme enables them to access training and education as well as voluntary community and paid work. The scheme is supported through the education, training and employment element within resettlement. During the inspection around 120 prisoners were out each day in stage 1 voluntary community service placements, on college courses and in employed placements. The prison maximum population is 464. At the time of inspection, 454 prisoners were in the prison with around 45% of the population from minority ethnic groups. Approximately 6% were serving life sentences.

At the end of 2010 the Offender Learning and Skills Service (OLASS) provider, The Manchester College (TMC), moved into a new purpose-built single storey unit providing a programme of 15,000 teaching hours. The unit comprises seven classrooms and two networked rooms for ICT. Education provision covers literacy and numeracy, information and communications technology (ICT), preparation for work, English for speakers of other languages (ESOL), health and safety and employability skills. There are OLASS workshops for accredited carpentry and industrial cleaning training. The prison provides additional accredited vocational training in: physical education (PE); CISCO network academy; horticulture; lift truck operations. A few industry workshops offer a range of non-accredited paid work. Tribal provides careers information, advice and guidance (CIAS). The library is managed by Kent County Council.

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

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' retention on most programmes is good. The majority of learners on accredited vocational training programmes progress well and most achieve their qualifications. However, work skills in some areas are not sufficiently recognised. The provision of education and vocational training by the TMC is satisfactory, although restricted in range and progression opportunities for some groups. The range of vocational provision in PE is good. Learners following Open University and distance-learning programmes on entering the prison, receive good support to continue with their studies. However, support for learners wishing to start these programmes is insufficient. Teaching, training and learning in education and vocational training are satisfactory. In the better sessions, management of learners and monitoring of their progress are good; weaker sessions are insufficiently planned to meet individual needs. The assessment of literacy and numeracy needs is satisfactory although information needs to be better shared with other areas of the prison. Too many prisoners are below level 1 for literacy, numeracy and language and are not adequately prepared for work in the prison or external work placements.

Many organisational changes have taken place over the last six months. The prison has recognised the need for more clarity and structure for learning and skills and for a better integration with industry workshops. The very clear direction, supported by a well-informed management structure, is focused on raising the profile of learning and skills. Roles and responsibilities are clear; links with education, training and employment and resettlement are improving. Working-out programmes are well managed and provide a good range of placements aimed at improving prisoners' employability and personal and social skills. The CIAS provision supports many prisoners well, but more work is required to support job search. A range of useful data are collected and used effectively to monitor and review the performance of learners. Arrangements to safeguard learners are satisfactory; learners say they feel safe.

## **Capacity to improve**

**Grade 3**

The prison is in a satisfactory position to make improvements. The strategic plan clearly identifies ways to develop the learning and skills provision and extend the range of accredited programmes to increase learners' employability skills. A recent industries' review describes the changes to be implemented; some of that work has begun. Plans for the introduction of an optical workshop with accredited learning and skills are well advanced. Some work placements now offer NVQs at level 2. Learning and skills across the prison is better managed. The prison has slowly improved retention and achievement rates over the last three years. Approximately 45% of prisoners who remain in the prison participate daily in learning and skills activities. The prison has improved the use of individual learning plans and the process of allocating prisoners to activities, both of which were identified as areas for improvement at the previous inspection, although more work is needed.

The quality improvement group and self-assessment process have been reinstated and now include the education, training and employment pathway to ensure that the prison continues to support learning and skills and entry to employment. Self-assessment reports are generally evaluative. Strengths and areas for improvement are clearly identified and closely linked to development and improvement action plans. More work is needed to ensure quality improvement processes are fully established and reduce inconsistencies in the quality of learning and skills provision.

## **Outcomes for learners**

**Grade 3**

### **Strengths**

- good retention on most programmes
- good achievement on many vocational training programmes especially those offered by physical education staff
- good development of personal and social skills by learners in some unpaid community service placements.

### **Areas for improvement**

- too many prisoners are below level one for literacy and numeracy and insufficiently prepared for vocational training, work in the prison and external placements
- insufficient recognition and recording of employability skills across the prison and in external placements.

## **The quality of provision**

**Grade 3**

### **Strengths**

- extensive range of good quality vocational training programmes offered by PE staff
- good partnerships with local community organisations providing a mutually beneficial range of good quality community service work placements

### **Areas for improvement**

- insufficient planning of learning and skills development across the prison to fully support prisoners' progress into employment.

## **Leadership and management**

**Grade 3**

### **Strengths**

- clear strategic direction to support the development of learning and skills and integration into prison activities
- well managed working-out programme providing good opportunities for employability and personal skills development in the community.

### **Areas for improvement**

- insufficiently established quality improvement processes.

## **What does HMP Stanford Hill need to do to improve further?**

- Better recognise and record employment skills across all aspects of training and work inside and outside of the prison to ensure prisoners are better equipped for employment and resettlement.
- Improve the quality of teaching and learning by extending the range of teaching methods and sharing best practice.
- Improve the use of literacy, numeracy and language assessments to better plan for individual learning and ensure literacy, numeracy and language skills are at

an appropriate level before prisoners commence prison work and participate in external work placements.

- Fully integrate the allocations process to provide better sequencing of sentence plan requirements and maximise all prisoners employment opportunities upon release.
- Improve links between industries and other areas of the prison to provide more opportunities for training and learning and reinforce the work ethos.
- Fully establish and integrate the quality improvement processes to reduce inconsistencies and improve the delivery of training and learning.

Record of Main Findings (RMF) – Young adult and adult prisons			
<b>Prison Name:</b>	HMP Stanford Hill	Inspection No	384732

<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>	c450
<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?	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>	2
<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?	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?	3
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?	3
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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