

HMP Maidstone

Summary report for the provision of learning and skills

Inspection number:	52312
Inspection type:	Full announced
Last day of inspection:	23 September 2011
Type of establishment:	Male adult category C training prison
Establishment contact:	Head of Learning and Skills HMP Maidstone 36 County Road Maidstone Kent ME14 1UZ
Telephone number:	01622 775 300

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.

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Information about the prison

HMP Maidstone is a category C adult male training prison holding sentenced prisoners. The prison dates back to 1819 and is situated in the centre of Maidstone, Kent. Previously a male category B training establishment, Maidstone became a male category C secure training prison in October 2003 to, and changed again in June 2009 to become a specialist centre for sex offenders and foreign national 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 Tribal provides careers information and advice. The operational capacity is 600.

Currently around 27% of prisoners are aged 50 years or over. Approximately 70% of prisoners are sex offenders. Around 40 % are from minority ethnic backgrounds and 30% are foreign nationals.

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

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

Common Inspection Framework (CIF) aspects	Grade
Overall effectiveness	3
Capacity to improve	3
Outcomes for learners	2

Quality of provision	3
Leadership and management	3

Overall effectiveness

Grade 3

Learners' achievement of qualifications on vocational courses is outstanding at over 95%. Achievements are high on most education courses but low on English for Speakers of Other Languages (ESOL), business and literacy courses in 2010/11. These are now showing early signs of improvement. Teaching and learning are mostly satisfactory although there is insufficient differentiation in many education lessons and poor use of information communication technology. Individual coaching on vocational courses is good. Assessment and verification practices across the provision are satisfactory. The quality of learners' work in many vocational areas is good. It is outstanding in bricklaying and print and graphic design, where learners demonstrate high levels of competence and skills. Peer mentoring support for learners is generally good and learners receive satisfactory learning support from staff. Learners have good access to the library and education makes adequate use of the facility. The variety of accredited vocational training is good although there are only a small proportion of prisoners on courses. No qualifications are offered in physical education as most prisoners would not be able to gain work in this area upon release due to the nature of their crimes. The day-to-day management of learning and skills is satisfactory and there is a clear and well informed strategy for further developing the provision. Prisoners near release can access an adequate range of advice and guidance on education and employment, although links with employers are underdeveloped. Safeguarding arrangements for learners are satisfactory and the promotion of equality and diversity on courses is good. Teaching staff and learners have particularly high levels of respect for each other and learners' behaviour in lessons is good.

Capacity to improve

Grade 3

Outcomes for learners in vocational training are outstanding and good on many courses in education. Where achievements of qualifications in education have been low, they are starting to improve. The processes for allocation to activities has improved and is well informed, although many learners still have to wait too long to get onto courses. Facilities for vocational training are mostly good and satisfactory in education. Since the previous inspection, the variety of accredited vocational training has improved, although for a training prison only a small proportion of prisoners are completing courses. Physical education facilities are satisfactory. A good range of recreational physical education is available and healthy living is well promoted. Links with employers are weak although improving. Improvements have been made to the work in waste recycling which is now good. A painting and decorating course is not currently running, awaiting the appointment of a tutor. Courses in food preparation and cooking have stopped due to the rebuilding of the main production kitchen but

there are plans to restart these courses with staff from The Manchester College. The self-assessment process is thorough although the report is insufficiently evaluative and self-critical. The use of data remains weak. The quality monitoring of provision is satisfactory but the recording of observations of teaching and learning are poor.

Outcomes for learners

Grade 2

Strengths

- outstanding pass rates on vocational training courses and high pass rates on most education courses
- high standards of work in vocational training with good development of practical skills
- good development of learners' interpersonal skills and improved confidence on many courses

Areas for improvement

- no key areas for improvement

The quality of provision

Grade 3

Strengths

- good variety of vocational training opportunities
- good teaching and coaching on vocational courses
- good and well used resources in vocational training areas
- good use of peer and mentor support

Areas for development

- insufficient use of information communication technologies in education lessons
- inadequate differentiation in most education lessons
- insufficient proportion of prisoners accessing vocational qualifications

Leadership and management

Grade 3

Strengths

- clear and well informed strategy for the development of training and learning to meet the needs of the population
- good use of learners' views to evaluate and develop the provision
- innovative improvements to the working day for those in print and graphic design

Key Areas for Improvement

- insufficient evaluation and self-critique in self-assessment
- insufficient timely allocation of prisoners to activities
- insufficient use of data to inform improvement
- poor recording and insufficient use made of the observations of teaching, learning and training

What does HMP Maidstone need to do to improve further?

- Improve access to the variety of vocational qualifications for more prisoners.
- Increase the efficiency of the allocations process to ensure learners are allocated to courses quickly.
- Make better use of data to more regularly analyse the performance of the provision.
- Develop a prison-wide self-assessment process that provides a critical analysis of the performance of all aspects of learning and skills.
- Improve the recording of observations of teaching, training and learning to better share good practice and ensure staff receive detailed feedback with appropriate support for professional development.
- Further develop arrangements for quality improvement 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.

Record of Main Findings (RMF) – Young adult and adult prisons			
Prison Name:	HMP Maidstone	Inspection No	52312

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	276
Overall effectiveness	3
Capacity to improve	3
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?	3
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	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?	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?	3
C. Leadership and management	3
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?	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?	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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Piccadilly Gate
Store Street
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M1 2WD

T: 0300 123 1231

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