

HMP Peterborough Men

Monitoring visit report

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Name of lead inspector:	Allan Shaw, Ofsted Inspector
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Type of provider:	Category B prison
Address:	Saville Road Westwood Peterborough PE3 7PD

Monitoring visit: main findings

Context and focus of visit

The purpose of the visit is to evaluate the progress that leaders and managers have made in rectifying the weaknesses identified at the most recent visit by Ofsted. This could be an inspection or a progress monitoring visit. This monitoring visit was undertaken as part of the arrangements outlined in the 'Handbook for inspecting education, skills and work activities in prisons and young offender institutions' especially the section entitled 'Monitoring visits'. The focus of this visit is on the themes set out below. Ofsted undertook this monitoring visit in its own right, without accompanying His Majesty's Inspectorate of Prisons (HMIP).

Themes

<p>What actions have leaders and managers taken to ensure that they have established a curriculum that meets the needs of their prisoners, including the vulnerable ones, using data on prisoners' release destinations to further develop the education, skills and work offer?</p>	<p>Insufficient progress</p>
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Leaders and managers have made slow progress towards establishing an education, skills and work curriculum which better meets the needs of prisoners. Since the previous inspection, four years ago, leaders and managers have identified the major employment needs in prisoner release destination areas but have yet to reflect these needs in the curriculum.

Leaders have reduced the construction provision since the previous inspection. The rail safety course which provided prisoners with good access to work placements on release has been discontinued. The proportion of prisoners able to develop catering skills has not increased, although prisoners are now able to receive accreditation for the skills they learn through a recognised qualification. Other useful qualifications, such as customer service skills and recycling, which were started following the last inspection, are no longer available. Recently introduced provision has supported the development of prisoners' media and basic engineering skills, but it is too soon to judge the impact of these courses on prisoners' chances of employment on release.

Leaders and managers have responded to the increased proportion of remand and short-term prisoners by giving more importance to prisoners' development of English and mathematics skills. This serves as a foundation for the development of vocational skills later during their sentence.

Vulnerable prisoners do not have sufficient access to education in order to develop their English and mathematics skills. A small proportion receive individual outreach support but these prisoners do not benefit from attending group lessons. Too few have achieved qualifications. Vulnerable prisoners develop industrial process skills

within the textile workshop and a small proportion develop basic warehouse skills in the stores.

What actions have leaders and managers taken to provide prisoners with good teaching and training, ensuring tutors offer prisoners useful feedback and learning opportunities that enable them to progress?

Reasonable progress

Leaders and managers have ensured that teaching and learning across education, skills and work is of good quality. Prisoners value the skills and knowledge they develop.

Leaders have developed effective quality assurance processes so that they have an accurate picture of any aspects of provision which require improvement. Staff undergo a supportive process of training and professional development. Managers complete frequent developmental lesson observations that lead to mentoring sessions with teachers to action identified areas for improvement. As a result, the progress prisoners make and the quality of their work is good.

Teachers and instructors ensure that prisoners are motivated to take part in lessons. For example, in personal development lessons, prisoners examine images of nightclub scenes. These stimulate discussions leading to prisoners gaining a better understanding of the dangers and prevention of drug abuse.

Teachers use questioning effectively to check and consolidate learning. This enables prisoners to build on existing knowledge and develop an understanding of more complex concepts. Teachers and instructors assess learning accurately and use this knowledge to plan learning.

Peer mentors help prisoners to make good progress. For example, in English for speakers of other languages lessons, peer mentors give valuable help to prisoners at pre-entry level, who are learning basic vocabulary using images of common objects. As a consequence of peer mentors, teachers give more help to other learners.

An appropriately qualified team now helps prisoners with learning difficulties and disabilities. Prisoners have a thorough assessment of their needs. Support mechanisms, as well as staff training, are in place which enable prisoners, including those with complex needs, to achieve.

The quality of the written feedback that prisoners receive is not yet good. Feedback is often too positive and does not contain sufficient guidance for improvement.

What actions have leaders and managers taken to ensure that prisoners develop their personal and employability skills throughout work activities and vocational training?

Reasonable progress

Leaders and managers have taken action to ensure that instructors routinely track and plan the development of prisoners' personal and employability skills in prison-led

and vocational workshops. Staff and mentors assess prisoners' existing skills, set targets and measure progress together with regular reviews. Most prisoners make good progress in developing their personal and employability skills.

In prison-led activities and workshops, there are clear pathways which encourage prisoners to develop personal and employability skills through wider work roles. For example, work mentors, quality assurance supervisors and learning support assistants. Prisoners are motivated to achieve these valued positions so that they have greater responsibility and enhanced pay. As a consequence, many develop high levels of employability skills. These include teamwork, time management, the ability to solve everyday work problems and the capacity to serve as a role model to others.

A well-planned personal development programme has been introduced in education, aimed at supporting prisoners improve their behaviour, while increasing their awareness of the effects of alcohol, substance misuse and crime. Prisoners describe how they are now better able to manage their feelings and emotions. This prepares them effectively for their next steps, including employment and successful rehabilitation.

Leaders do not ensure that personal and employability skills for those prisoners taking part in wing work is recorded effectively. Wing workers develop their cleaning skills and their ability to work independently, taking responsibility for specific tasks and using supervisory skills to oversee small teams of workers. Although recognition of these skills is given by wing staff both verbally and through a card system, such progress is not formally gathered to serve as a record of achievement, or as recognition and an incentive to improve further.

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