

HMP Blundeston

Summary report for the provision of learning and skills

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Inspection type:	Full announced
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Type of establishment:	Adult male – category C training prison
Establishment contact:	Head of Learning and Skills HMP Blundeston Blundeston Lowestoft Suffolk NR32 5BG

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 Blundeston, near Lowestoft, Suffolk is a category C training prison for adult males. The prison had 433 prisoners at the time of inspection. All prisoners are sentenced, of whom 20% are serving sentences of between two and four years and 74% are serving sentences of four years or more. Just over 15% of the prisoners are foreign nationals and around a quarter require English for speakers of other languages support. Forty six per cent of prisoners are from minority ethnic backgrounds. A4E provides the majority of the formal education provision through the Skills Funding Agency Offender Learning and Skills Service (OLASS) contract. Aquila Training provides a learndirect programme. The prison is responsible for the vocational training provision. Tribal provides information, advice and guidance services.

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

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

<i>Common Inspection Framework (CIF) aspects</i>	Grade
Overall effectiveness	4
Capacity to improve	4
Outcomes for learners	3
Quality of provision	3
Leadership and management	4

Overall effectiveness

Grade 4

Senior learning and skills staff had maintained effective operational delivery of education and vocational training programmes during a protracted and challenging period of transition and change. However, newly introduced arrangements for quality improvement and the management and coordination of all aspects of the programmes had not made sufficient impact at the time of inspection. The use of data to monitor all aspects of the programmes and the progress and achievements of different ethnic groupings is poor. Equality and diversity are not promoted within the curriculum. Self-assessment arrangements are undeveloped.

Access to accredited and unaccredited education and vocational provision is satisfactory although the range of education programmes offered is narrow. Most learners who remain on their accredited programmes achieve a qualification, some at higher levels. Most learners in vocational workshops develop good practical and personal skills and the standard of work is generally high. Missed opportunities for accrediting prisoners' skills development in textiles, print, kitchen, laundry and recycling, affect a significant proportion of learners. The prison has too few links with local employers and insufficiently identifies the skills needed for employment. The non availability of release on temporary licence restricts prisoners' ability to apply practical skills in a real work environment. Attendance and punctuality are satisfactory.

Behaviour is good and prisoners generally respond well to teaching and training. The arrangements for the assessment and identification of individual learning needs is satisfactory but no staff from education or vocational programmes are trained in supporting learners with specific learning disabilities or additional learning needs. Good support for literacy and numeracy is provided in the workshops and through the Toe-by-Toe reading scheme. The quality of teaching and learning observed by inspectors was satisfactory but there is no internal system for observing the teaching and learning. In education, the use of individual learning plans is satisfactory but their use in only one of the 10 workshops severely reduces recording of learners' developments. In some classrooms, there is insufficient use of information and communication technology (ICT) to enhance learning. There are no ICT facilities in the library on which prisoners can view approved learning programmes. Physical and theoretical teaching facilities for physical education are poor.

Capacity to improve

Grade 4

The quality of the provision has deteriorated since the previous inspection. Although the quality of learning and skills provision being delivered within the

prison is broadly satisfactory, the underpinning quality assessment and improvement systems are not in place.

For a period of around six months up to November 2010 operational staffing levels within education, learning and skills had been stretched and the range of management expertise limited. The education manager had been in post for only four weeks. The newly appointed Head of Learning and Skills had only very recently been given full management responsibility for managing and coordinating the education and vocational programmes. Self-assessment and quality improvement arrangements were undeveloped and had little impact on improving the provision. Self-assessment had only been completed shortly before inspection, after a hiatus period of around 18 months. Such data as were available were limited in range and unreliable. There was no established data-based monitoring or reporting system in place to assess the quality of performance or any trends in overall, cohort or group achievements.

Outcomes for learners

Grade 3

Strengths

- good achievement by the education learners who complete their qualifications
- good development of industry-standard vocational skills
- good standards of work in most vocational workshops.

Area for improvement

- missed opportunities for accrediting skills development in many work areas reduce the employment potential of a significant proportion of learners.

The quality of provision

Grade 3

Strengths

- good literacy and numeracy support within vocational workshops
- well managed and effective Toe-by-Toe programme
- wide range of vocational training and work opportunities.

Areas for improvement

- no formal recording of vocational learners' development of social and employability skills

- insufficient use of ICT in some classrooms to enhance learning
- no ICT facilities in the library on which to view approved learning programmes
- inadequate physical education facilities for practical and theoretical work
- narrow range of education programmes.

Leadership and management

Grade 4

Strengths

- efficient operational delivery of education and vocational training programmes during a challenging period of transition and change.

Areas for improvement

- no staff trained to support learners with specific learning difficulties or additional learning needs
- insufficient overall monitoring and coordination of the education training, advice and guidance provision
- very poor availability and use of data
- inadequate arrangements for the promotion and monitoring of equality and diversity in education and training
- insufficient links with employers to support job opportunities
- poor self-assessment arrangements
- undeveloped quality improvement system.

What does HMP Blundeston need to do to improve further?

- Introduce measurable and timely individual learning plans in workshops, so that personal and vocational skills development and achievement against set targets can be recorded and linked appropriately to sentence planning.
- Introduce a range of accredited education programmes and accredited courses at different levels in each workshop and in physical education where qualifications are not currently available.
- Develop the use of ICT in some classrooms to enhance learning
- Provide ICT facilities in the Library on which prisoners can view approved learning programmes.

- In PE, provide adequate physical and ICT facilities for practical theoretical work
- Train sufficient staff to support prisoners with identified learning difficulties or learning needs. Provide all education and training staff with appropriate awareness training so that they can identify such prisoners and make appropriate referrals.
- Promote equality and diversity routinely within the curriculum, providing diverse cultural references and contexts to extend and support prisoners' learning and training.
- Implement a robust and effective quality improvement system across all learning and skills provision, including observations of teaching and learning, obtaining and using learners' views, working to terms of reference which are challenging and thorough.
- Generate and routinely analyse a wide range of data to identify prisoners' levels of progress, achievement, attendance, punctuality and their involvement in education, training and work activities.
- Develop highly evaluative self-assessment across education, training and work as part of robust quality assessment and improvement arrangements.

Record of Main Findings (RMF) – Young adult and adult prisons			
Prison Name:	HMP Blundeston	Inspection No	365551

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	433
Overall effectiveness	4
Capacity to improve	4
A. Outcomes for learners	3
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>	n/a
A5. <i>How well do learners make a positive contribution to the community?*</i>	n/a
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?	4
B3. How well do partnerships with employers, community groups and others lead to benefits for learners?	4
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	3
C. Leadership and management	4
C1. How effectively do leaders and managers raise expectations and promote ambition throughout learning and skills?	4
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	-
C3. How effectively does learning and skills promote the safeguarding of learners?	3
C4. How effectively does learning and skills actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	4
C5. How effectively does learning and skills engage with users to support and promote improvement?	4
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	4
C7. How efficiently and effectively does learning and skills use its available resources to secure value for money?	3

*if applicable to the type of prison

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