

Establishment	Her Majesty's Young Offender's Institute (HMYOI) Stoke Heath
Type of establishment	Young adults
Inspection type	Full announced
Dates of inspection	29 March – 2 April 2010
Establishment contact	Head of Learning and Skills HMYOI Stoke Heath Market Drayton Shropshire TF9 2JL Tel: 01630 636 000

This is a summary report of the inspection findings of the learning and skills provision at HMYOI Stoke Heath

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

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

Overall effectiveness

Grade: 3

The overall effectiveness of the prison's learning and skills is satisfactory. The outcomes for learners are satisfactory. Achievements for some education and vocational training qualifications are high, but too many remain low. The quality of the provision is satisfactory. Individual training is good in the vocational training and prison workshops. The standard of teaching in education sessions is satisfactory, but too often learners' behaviour is poor, severely disrupting learning. Learning plans are ineffectively used and support for learners with additional learning needs is insufficient. The YOI offers a wide range of education and vocational subjects, but induction processes are insufficiently cohesive and too much time is wasted by prospective learners having to wait to start learning and skills activities. Guidance and support to engage hard-to-reach groups is good. Leadership and management are satisfactory. Equality and diversity are satisfactory overall, but prospective learners have to wait too long for allocation to places and inappropriate language is insufficiently challenged. Safeguarding arrangements are satisfactory.

Capacity to Improve

Grade: 3

The overall capacity to improve for learning and skills is satisfactory. Effective developments with partners have improved the quantity and variety of vocational training although these only involve around 20% of the young adults. However, a strong focus on staff development supports many vocational and industrial workshop trainers to gain teaching qualifications. Innovative work supports a national trial for integrated employment and skills project and the development of online learning through the virtual campus secure web-based service. Managers use data regularly and systematically to monitor participation and trends over time in educational and accredited vocational provision. However, many relate to The Manchester College management targets that have remained the same since 2007; senior prison managers do not query these sufficiently. Qualification achievement across the different subjects is extremely varied and is not analysed sufficiently well to evaluate the use of the accredited provision fully. The self-assessment report uses feedback from learners, observations of teaching and training and contributions from most partners involved with delivering learning and skills. Quality assurance arrangements across learning and skills are incomplete and do not provide sufficient information for managers to make improvement decisions.

Outcomes for learners

Grade: 3

Key Strengths

- high achievements on the numeracy and the intensive literacy programmes
- good standards of work in art and music sessions
- good, regular celebration of learners' achievements

Key areas for improvement

- wide variance in achievements for vocational training
- low achievements for some education subjects and/or qualifications not fully established

Quality of provision

Grade: 3

Key Strengths

- good individual coaching in training and industry workshops
- good guidance and support to engage hard-to-reach groups in learning
- successful integration of Welsh culture and language into programme activities
- wide range of accredited vocational training subjects

Key areas for improvement

- insufficient good or better teaching in education
- poor behaviour in education sessions that disrupts learning and is not always sufficiently challenged by staff
- insufficiently cohesive induction process
- ineffective use of individual learning plans
- insufficient specialist support for prisoners with additional learning needs

Leadership and management

Grade: 3

Key Strengths

- good developments to increase the range and amount of accredited vocational training
- good staff development support for vocational and industry staff in gaining teaching qualifications
- good action planning following recent identification of quality improvement needs

Key areas for improvement

- ineffective use of appropriate targets and data to monitor performance and inform quality improvement
- incomplete quality assurance arrangements

What HMYOI Stoke Heath needs to do to improve further?

- Increase the achievement of qualifications for subjects in education and accredited vocational training.
- Increase the proportion of good and better quality teaching/learning and manage classroom behaviour effectively.
- Improve the learning and skills induction and allocations process and get learners into activities more efficiently.
- Increase cohesive working and communications with partners to improve management target setting and quality improvement.
- Introduce effective quality assurance arrangements across all learning and skills provision and share good practice.