

INSPECTION REPORT

HMP Stocken

20 May 2005



ADULT LEARNING
INSPECTORATE

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learnndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

INSPECTION REPORT

HMP Stocken

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Stocken (The prison) is a category C closed training prison for male offenders. It has an operational capacity of 582 and its total population during the week of inspection was 617. Seventy-two per cent of the current offenders at the prison are white British. Most offenders remain in the prison for more than six months. The regime for offenders is centred around work, education and training. Most offenders are engaged in purposeful activity for around 30 hours a week over 10 sessions. Education sessions take place every weekday and offenders are able to attend full- or part-time education. There is no minimum entitlement. Some offenders are engaged in full-time work. Others are able to combine work and education.

2. The prison's head of learning and skills is a member of the senior management team and has overall responsibility for learning and skills, physical education (PE) and the library contract. She has been in post for around 18 months and reports to the prison governor. City College Manchester delivers education in the prison. The education manager at the prison is the college's on-site representative and is supported by 28 staff, some of whom are full time and some part time. Education department staff act as curriculum co-ordinators. The library service is provided by the local authority and is staffed by one part-time librarian, prison staff and four orderlies. The head of regimes has overall line management responsibility for prison staff who supervise workshops. The head of learning and skills is responsible for vocational training.

3. The main focus of the education department is the provision of accredited programmes in literacy, numeracy, language, social and life skills, business studies, information and communications technology (ICT), languages, and arts and crafts. Accredited training is offered in the PE department. The prison offers vocational training in horticultural mechanics, light vehicle body repair, sewing machine repair and catering. A job club runs once a week and a prison resettlement team works with a Jobcentre Plus adviser who visits the prison twice a week. Approximately 28 per cent of the prison's population is from minority ethnic groups.

OVERALL EFFECTIVENESS

Grade 4

4. **The overall effectiveness of the provision is inadequate.** HMP Stocken's leadership and management of learning and skills is inadequate, as are its arrangements for equality of opportunity and quality improvement. Provision is satisfactory in hospitality, sport, leisure and travel, visual and performing arts and media and in foundation programmes. In engineering, technology and manufacturing, and in ICT the provision is inadequate.

5. **The inspection team had no confidence in the reliability of the self-assessment process.** Self-assessment is inadequate. Two self-assessment cycles operate at different times, one for the subcontractor and one for the prison service. Staff have good involvement in self-assessment, but the final report is cumbersome and fragmented with no clear overview or co-ordinated action plan. Many areas claimed as strengths in the report

were considered by inspectors as satisfactory. Some action plans are not sufficiently specific, and their frequency of monitoring and update is not clear.

6. The provider has demonstrated that it is in a poor position to make improvements.

The provider recognises that there are many improvements to make, but does not have systematic approaches to quality improvement. A quality manual has begun to be developed, but the provider has no procedures to ensure consistency or share good practice and there are no planned internal audit arrangements. The quality improvement group has been meeting monthly for around three years. It is beginning to take a role in promoting quality, but the work of the group is not yet sufficiently well established and the remit is not clear. Inspectors noted some areas in which early improvements have been made, for example in staff training, but it is too soon to judge the effect of this.

KEY CHALLENGES FOR HMP STOCKEN:

- continue to maintain and develop the effective partnerships which support learning
- effectively manage and co-ordinate learning and skills across the prison
- improve the planning and review of learning
- improve the recording and monitoring of learning
- introduce effective quality improvement arrangements
- improve access to education, accredited training and the library
- better promote diversity
- develop the collection, analysis and use of management information

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Leadership and management		4
Contributory grades:		
Equality of opportunity		4
Quality improvement		4

Engineering, technology & manufacturing			4
Contributory areas:	Number of learners	Contributory grade	
<i>Motor vehicle/cycle</i> Other government-funded provision	21	4	

Information & communications technology			4
Contributory areas:	Number of learners	Contributory grade	
<i>Using IT</i> Other government-funded provision	135	4	

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i>		3
Other government-funded provision	11	3

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
<i>Arts</i>		3
Other government-funded provision	80	3

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		3
Other government-funded provision	274	3

ABOUT THE INSPECTION

7. Inspectors reported on and graded provision in foundation, engineering, technology and manufacturing, ICT, visual and performing arts and media, and hospitality, sport, leisure and travel. Evidence was examined from warehousing, catering and business administration programmes, which were not reported on and graded separately, to support judgements in the key findings section of the report. All inspection activities took place over one week.

Number of inspectors	8
Number of inspection days	34
Number of learners interviewed	192
Number of staff interviewed	75
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	1

KEY FINDINGS

Achievements and standards

8. **In industrial workshops, learners develop good practical skills.** They are not required to work towards a recognised qualification, and only a small number of them are following an accredited training programme. Learners on horticultural mechanics programmes make

slow progress towards the achievement of their qualification and most continue beyond the expected completion date.

9. ICT learners acquire useful skills and many enter for awards. **They have good progression opportunities** and some obtain several qualifications at different levels. Some do not complete the work for an award because they are transferred to another prison or discharged. **Learners develop good technical skills in arts, crafts and music.** They are able to produce good-quality products and complete complex tasks. They obtain Open College Network (OCN) qualifications and can progress to general certificates of secondary education (GCSEs) and A Levels.

10. **PE and foundation courses are highly effective in developing offenders' personal and social skills** which help them to make positive lifestyle choices. Learners on literacy and numeracy courses are highly motivated and participate with confidence in group discussions. They use appropriate technical vocabulary well. In PE, only a small number of places are available on accredited programmes at any one time. Learners make good progress in achieving the awards which are relevant for work in this sector outside the prison.

The quality of provision

11. The quality of teaching, training and learning in vocational workshops, ICT, visual and performing arts, PE and foundation programmes is at least satisfactory overall. **In engineering, very effective use is made of partnerships with external agencies to develop learners' skills.** No formal training sessions are provided in the industrial workshops but relationships with instructors are good and peers provide good support to help new learners to settle in. Most sessions are satisfactorily planned with clear group aims and objectives. However, these are not always satisfactorily shared with the learners. In the better sessions, a varied and stimulating range of teaching methods and resources are used which engage and motivate learners. **A particularly wide range of stimulating resources is used in arts, crafts and music.** Tutors and instructors respond sensitively to each learner's needs. Where progress depends on individual work and support, **insufficient emphasis is placed on planning for individual needs.** The use of individual learning plans is weak. A single learning plan records targets for each learner's full programme but many targets are vague. Tutors record daily work for each learner but it is not clear how this relates to progress against individual learning plan targets. Formal links between learning and skills plans and sentence plans are poor. Resources in foundation programmes in literacy and numeracy are inadequate.

12. **Recording and monitoring of progress in many areas of learning is inadequate.** In ICT and in the vocational training workshops, the daily work record is not referred to or discussed with learners often enough. Many records contain too little information to effectively monitor learners' progress. In art, craft and music, individual progress is not formally measured and target-setting and planning of learning is often insufficiently precise. Tutors collect additional information about learners but this is not done systematically and it is sometimes duplicated. **In foundation classes, the initial assessment is not effectively used to plan individual learning.** While learners record their own work satisfactorily they do not always effectively evaluate their own learning against the progress they are required to make.

13. Tutors and instructors provide good informal support. Most offenders speak highly of

the support they receive from learning and skills staff. Learners in the education department are supported with regular tutorials but these are not routinely available to learners in vocational training and PE. Literacy and numeracy support is offered in vocational training workshops. The information about offenders' literacy and numeracy needs obtained from initial assessments is not systematically shared with workshop staff. Support is not planned in advance and relies too heavily on informal contacts between staff. **The formal literacy and numeracy skills support offered to learners on PE programmes has been withdrawn through lack of use.**

14. In foundation and arts and craft subject areas, a wide range of programmes is provided at appropriate levels from entry level through to level 3 in many cases. Learners in these subject areas are generally well catered for. **Arts and crafts learners receive insufficient initial advice and guidance on the programmes and accreditation level available to them.** Many learners do not understand the various levels and where they should start. **However, tutors' initial assessment of arts and crafts learners' subject skills is very effective. In PE, there have been some effective recent developments to widen the range of courses and levels offered.** Learners make good progress through the main programmes on offer but only a small number of offenders can be accommodated on these programmes at any time. In ICT there are good progression opportunities and many learners develop a variety of skills and obtain a range of awards at different levels. **However, insufficient consideration has been given to an overall strategy for the ICT curriculum.** The industrial workshops offer effective training opportunities but **too few places are available to work towards a recognised qualification.**

Leadership and management

15. **The prison has developed good links with external agencies** which effectively support learning. Good partnerships have been developed with organisations which supply a regular source of machines to repair. These repairs provide a basis for the vocational training. The subcontractor Aramark provides real work and training in warehousing. A business adviser employed by Business in Prisons makes weekly visits to the prison to provide useful advice on starting up businesses and in helping offenders produce business plans.

16. **Learning and skills overall is inadequately co-ordinated.** Each aspect of the provision is separately managed and does not form a coherent programme. **The prison has a number of subcontracts, and its management of these is weak.** Communication between the prison and the subcontracted college is satisfactory, but the monitoring of the overall effectiveness of the contract is not formally evaluated. Links between education, PE and industries are weak. Links with sentence planning are poor, and education and training does not always satisfactorily meet offenders' resettlement needs.

17. **The collection and use of management information is not sufficiently developed.** The prison has recently introduced a new management information system into the education department which it is beginning to use to produce a variety of reports in different formats. The prison recognises that this is still in an early stage of development, and at the time of the inspection insufficient reliable data was available on the progression and achievement of individual offenders. **Quality improvement arrangements are poor.** A recently produced quality manual sets out the overall intent and has good links to the prison's mission statement. However, reliable and thorough observation of teaching and learning are not well established. Observation records are not consistently evaluative and

the results of observation have not yet been used to improve performance. The framework in the quality manual is not consistent across the provision. Offenders' views are regularly and formally collected and analysed, but insufficient attention is paid to the information gathered.

18. Offenders have insufficient access to education, accredited training and the library. Around 45 per cent of the prison's population is able to access learning and skills, but for many their attendance is part time. **No clear plan exists for the promotion and development of equality and diversity across learning and skills as a whole.**

Opportunities for education and training are promoted through induction week. However, some offenders do not access the full induction programme and not enough accessible promotional material is provided to engage offenders effectively. A new detailed and comprehensive induction booklet co-ordinated by two offenders has gone some way to resolve this, but it has been very recently introduced and has only been distributed to six offenders so far. It is not yet available in other formats to suit individual needs.

Leadership and management

Strengths

- good links with external agencies

Weaknesses

- inadequate co-ordination of learning and skills
- insufficient use of management information
- weak aspects of contract management
- poor quality improvement arrangements
- insufficient access to education, accredited training and the library
- inadequate promotion for equality and diversity

Engineering, technology & manufacturing

Motor vehicle/cycle

Strengths

- good development of practical skills
- highly effective partnerships to support learning

Weaknesses

- insufficient opportunities for accreditation
- poor monitoring and review of learners' progress
- inadequate planning and management of vocational training
- poor internal verification procedures

Information & communications technology

Using IT

Strengths

- good progression opportunities

Weaknesses

- inadequate planning of individual learning
- inadequate recording and monitoring of learners' progress
- inadequate curriculum management and development
- insufficient range of resources

Hospitality, sport, leisure & travel

Leisure, sport and recreation

Grade 3

Strengths

- highly effective personal development to support positive lifestyle changes
- good recent development of PE programme

Weaknesses

- inadequate monitoring and recording of learners' progress
- no support for literacy, numeracy and language skills

Visual & performing arts & media

Strengths

- good standard of technical work
- highly effective initial assessment of subject skills
- particularly wide range of stimulating resources

Weaknesses

- inadequate recording and monitoring of learners' progress
- insufficient initial advice and guidance for learners

Foundation programmes

Literacy and numeracy

Grade 3

Strengths

- particularly effective development of personal skills and confidence

HMP STOCKEN

- particularly good range of programmes

Weaknesses

- insufficient use of initial assessment to plan individual learning
- inadequate resources

WHAT LEARNERS LIKE ABOUT HMP STOCKEN:

- the programme outcomes - 'I get benefits from my learning'
- improving their numeracy skills
- the social and life skills courses
- the good learning environment
- the very helpful and supportive tutors and instructors
- being treated with respect in the gym
- the range of provision - 'I am challenged in my classes'
- that being on a training course makes the time go quickly

WHAT LEARNERS THINK HMP STOCKEN COULD IMPROVE:

- the time of arrival at classes
- the range of educational courses and vocational programmes
- the number of kit changes for the gym sessions
- the allocation process to work, education and training
- the amount of 'down time' in work activities and industry workshops
- access to the internet
- the amount of information about the syllabus being followed
- the standard of cleanliness of 'whites' in the kitchen

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 4

Strengths

- good links with external agencies

Weaknesses

- inadequate co-ordination of learning and skills
- insufficient use of management information
- weak aspects of contract management
- poor quality improvement arrangements
- insufficient access to education, accredited training and the library
- inadequate promotion for equality and diversity

19. In addition to those areas of learning which were separately reported on and graded, the prison also offers work in warehousing for around 18 offenders through Aramark. Offenders are involved in packing and distributing the offenders' canteen orders. A small number are following a national vocational qualification (NVQ) in warehousing and are provided with real work as a basis for their learning. The education department also offers other classes such as French, Italian and history. A small number of offenders attend accounting classes. A related programme in business administration has been suspended because of staffing difficulties and it is uncertain when it will be re-started. The business administration curriculum is narrow and insufficiently developed. Inadequate action has been taken to increase the number of business modules and to provide a coherent and relevant programme. Offenders are disadvantaged, particularly those who wish to start their own businesses and whose release date is imminent. However, some support is available through the weekly visits of a business adviser employed by Business in Prisons. He gives useful information and advice on business start-up and helps learners to produce business plans. Business resources are inadequate.

20. The prison offers NVQs at level 1 in kitchen portering and levels 1 and 2 in food preparation and cooking in the main prison kitchen. Learners obtained five NVQs in food preparation and cooking at level 1 in 2004 and three in 2005, so far, at level 1 in food preparation and cooking. They have achieved two level 1 NVQs in 2004 and one, so far, in 2005 at level 1 in kitchen portering. The NVQ in food preparation and cooking at level 2 was introduced early in 2005 and no learners have yet achieved it. Progress towards completion of the qualifications is good, but only nine learners are currently following catering qualifications. The standard of learners' work in the kitchen is good, as is the quality of portfolios. The kitchens are of a good industry standard, offering the opportunity to gain relevant catering skills. Twenty-four offenders work in the kitchen for seven days a week. All complete a basic food hygiene course delivered by a member of the kitchen staff, as well as an induction to work in the kitchen and training in the use of equipment. This is appropriately recorded. Offenders receive continuous training as they move through various departments within the kitchen. Staff employed in the kitchen are a general manager, an assistant manager, responsible for the delivery of the NVQ programme, and five caterers. The deputy catering manager has assessor and verifier

qualifications, three other members of staff have assessor qualifications and three are working towards them. Verification is also purchased from a local college but no service level agreement exists for this service. Learners in the kitchen are released to attend education classes. Good systems and procedures are in place for the delivery of NVQs. The kitchen has obtained ICT equipment including a computer and digital camera, but this is not yet accessible to support learners.

21. Education and training was formerly delivered in the vocational training kitchen. This kitchen has been closed since the instructor resigned in February 2005. The facilities are of a good industrial standard but do not offer a realistic working environment for assessments. The prison has plans to provide a catering service for staff to overcome this shortfall. Currently there are no formal links between training in the vocational training kitchen and that in the main prison kitchen. A member of staff is qualified to deliver an industrial cleaning certificate but this is not currently available to offenders.

22. A wide range of good links with external agencies enhance learners' experience. Aramark provides real work and training opportunities in warehousing and offers related NVQs. A business adviser, employed by Business in Prisons, visits the prison weekly. He gives useful information and advice on business start-up and helps learners to produce business plans. Good advice on possible sources of finance is also given to learners. The business adviser is currently working with 50 offenders, visiting them in the vocational training workshops or on the residential wings. Individual advice is generally given although group awareness-raising sessions are held when required. Links with a range of sporting leagues provide valued opportunities for offenders to compete and meet a wider group of people. The Prisoners' Education Trust pays the fees of five learners who are working towards degrees through a distance learning university course. Other agencies, such as the National Association for the Care and Resettlement of Offenders, Supporting Others through Volunteer Action, and Jobcentre Plus, work to support offenders in resettlement, housing and employment. Initiatives with other local networks, such as the 'Frontline Workers Project', have started to improve the understanding of literacy and numeracy of other prison staff who have begun to design better display materials.

23. Appraisal and staff development are satisfactory overall. All staff are appraised annually by their respective line manager. There are two appraisal systems, one for prison staff, and the subcontracting college's system for education staff. Both systems link to clear individual staff targets and a detailed staff development plan is in place for the year. The prison's appraisal system links explicitly to organisational objectives but it is not clear that this is the case with the subcontracted college's system. Targets have clear timescales for education staff, but not always for prison staff. The prison recognises that staff development is a priority. A good range of staff development has been planned and some has been carried out. For example, all vocational training instructors in the sewing machine repair and horticultural mechanics workshops have attended useful updating training during the past year. In-house ICT training, external courses leading to teaching, and specialist dyslexia support qualifications have also been arranged. A wide range of short courses is currently planned to improve staff understanding about their work context. It is too soon to judge the impact of some of this training in the classroom. An annual staff development awayday takes place for education staff. There is insufficient continuous professional development and vocational updating in engineering.

24. The co-ordination and management of learning and skills is inadequate. Each aspect of

the provision is separately managed and does not form a coherent programme. The planning and development of education, industrial training and PE is carried out separately. Data for the different areas is collected and reported in different formats and is not used to help the co-ordination and planning of learning and skills across the prison. Links between education, PE and industries are weak. Each team meets separately on a regular basis. An annual awayday to discuss developments and training in a range of prison education matters was only attended by education staff. Although most staff are satisfied with communications, a few feel that they are not well informed. Good practice within teams is not shared. For example, the literacy, numeracy and language skills team use a newsletter to share information, but others do not. Much communication is informal.

25. Links with sentence planning are poor. For example, during the inspection, one learner was transferred to another prison on the morning of his final assessment for accreditation. The tutor did not know if he would be able to complete the qualification at the prison he had been moved to. Time is lost at the start of every afternoon session. Learners are not unlocked until 10 minutes after classes are planned to start, and regularly do not arrive until a further 10 minutes, or more, have passed. Occasional anomalies between who should be in sessions and who arrives are followed up. However, learners who choose to go to work rather than education are not always challenged by industry staff. The prison's 'access for all' policy includes reference to additional literacy and numeracy skills support across the curriculum, but this is not yet established in all areas. No additional learning support is provided in PE.

26. The use of individual learning plans is weak. A single individual learning plan records targets for each learner's full programme but many targets are vague. Tutors record daily work for each session but it is not clear how this relates to progress towards targets on individual learning plans. In the education department, learners have a tutorial every four to six weeks but no tutorial support is available in PE. Tutorial attendance in the education department is regularly monitored and action is taken for non-attendance. However, the role of the tutorial in linking the daily work record to progress against the individual learning plan is not explicit.

27. Learners have a relatively free choice of activity. However, some popular areas of learning are filled by learners who are making slow progress or who have rejoined to take progression qualifications. New learners cannot join these classes. This was particularly noted in PE and engineering. Some areas of learning have waiting lists. The prison is aware of the need to provide more vocational training and qualifications, and has ideas for the development of a multi-skills construction workshop but these are currently aspirational and not at a planning stage. The prison's main business-planning targets include reference to learning and skills, but these references are insufficiently detailed usefully to support planning.

28. The prison has a number of subcontracts and service level agreements. The management of these is weak. Regular quarterly meetings with the education subcontracting college, City College Manchester, are effective in monitoring contract compliance, but do not review the overall effectiveness of the contract. Although there are examples of responsive curriculum change to meet need, these are not planned in advance and systematically linked to other training areas. No formal programme review process is in place. The review of the contract for the library has been postponed and it is not clear if a new review date has been set. Contracts are in place for internal verification and

accreditation with Grantham College and North Warwickshire and Hinckley College. A copy of the first contract was not centrally available, and there are no records of internal verification taking place for the second. The organisation 'Prospects' worked with the prison without a service level agreement for six months, before signing an agreement very shortly before the inspection.

29. The provider recognises that its collection and use of management information is insufficiently developed. Data is collected and reported on but it is not always clear how it is used in decision-making. Tutorial attendance data has been used recently to monitor and improve attendance rates. The education manager's quarterly report includes a number of reports produced in different formats to show, for example, achievement rates against targets and the profile of learners. However, the management information system is relatively new and still in development. The prison found it difficult to provide reliable longer-term retention and achievement data on individual learners to enable effective monitoring of learners. It does not have enough established historical data to make comparisons or identify trends.

Equality of opportunity

Contributory grade 4

30. The head of learning and skills is a member of all of the prison's diversity and equality of opportunity groups, including the race relations management committee, the disability advisory group and the diversity management group. Education staff and offenders' representatives also attend the race relations management team meetings. The prison satisfactorily monitors participation in employment, training and education by minority ethnic group and against a range profile. The learning and skills department uses the prison's data and further monitors participation by minority ethnic groups in relation to particular subject areas. However, it has yet to monitor achievement by different categories or to use the collected data in its self-assessment or development planning. The learning and skills department does not have appropriate diversity management information against which to monitor its performance. Staff training in diversity for tutors and instructors is satisfactory. Staff are provided with a continuous programme of diversity courses which is updated every three years. Groups of staff from the education department are trained alongside other prison staff so that they can broaden their understanding and share experiences. The head of learning and skills is responsible for co-ordinating this and other staff training. The prison has recently improved the rate at which it trains its staff in diversity.

31. Offenders have insufficient access to education, accredited training and the library. The library is spacious, well organised and centrally located near the education department. It is open for seven sessions during weekdays and evenings and also on Saturday and Sunday mornings. However, corridor association for offenders has recently been stopped and offenders have to be escorted to the library. Prison officers are not always available to escort offenders and some library sessions conflict with recreational PE. This reduces the use made of the library and many of the books on display have not been recently issued. Around 45 per cent of the prison's population access education and training, often part time, and some offenders are not purposefully occupied elsewhere when not attending education sessions. Attendance is not compulsory and the differential rates of pay encourage some offenders to attend work rather than education and training. The learning and skills department offers full-time or part-time education and training provision and tries to adopt a flexible approach to encourage more learners to attend. Subject to available places, offenders are entitled to attend as many education sessions as they wish. The skills

development in many workshops is good but opportunities to gain accreditation for training are insufficient. Those offenders who follow learning and skills programmes appreciate the good relationships they have with their tutors and the support given by learning and skills staff to access learning and skills.

32. Promotion for equality and diversity is inadequate. The head of learning and skills is aware that less than half of the offenders access education and accredited training. However, there is no clear plan or co-ordinated action to involve more offenders systematically in education and accredited training. Equality and diversity are not routinely promoted across the learning and skills curriculum. Opportunities for education and training are promoted through the offenders' induction week, during which offenders receive a general introduction to education and more specific information and advice if they request it. However, some offenders do not access the full induction programme. A new induction booklet co-ordinated by two offenders effectively provides detailed information on what is available at the prison. However, the booklet was only introduced the week before inspection. Few offenders have received it and it has not yet had a significant effect on access to education and training. The booklet contains a large amount of written material and it is not yet available in a variety of formats or other languages to suit the wide range of the offenders' needs and abilities. Lists of available classes are placed on wing noticeboards, but there is little or no other appropriate material to engage potential learners or to raise their awareness of equality and diversity. The education department has an 'access for all' policy and an outreach policy, but these are largely statements of intent with no clear indication of implementation or monitoring processes. The policies relate to the education department and not to accredited training in the workshop areas. No clear plan exists for the promotion and development of equality and diversity across learning and skills as a whole. Some recent initiatives such as the organisation of a diversity week have gone some way towards raising the profile of cultural diversity and equality of opportunity. However, these events were poorly attended. Diversity is not routinely promoted through teaching and learning.

Quality improvement

Contributory grade 4

33. Internal verification arrangements for education courses are satisfactory. The internal verification process includes a clear sampling plan and detailed internal verification records. Assessors are clear about sampling arrangements and are given written feedback about their judgements. A brief written report sets out the internal verification arrangements. External verifiers' reports are good and identify action points. However, in engineering, internal verification is subcontracted to a different college. No written internal verification policies, procedures or records exist for sewing machine repair.

34. Quality improvement arrangements are poor. A recently produced quality manual sets out the provider's overall intentions on quality and has good links to the prison's mission statement. This manual is largely aspirational, however. It sets out a framework, but has no written procedures or quality standards. An annual calendar outlines the timing of the main quality activities but does not show links between activities. For example, observation of teaching and learning is planned for September. Any resultant development plan is intended to link with staff appraisal, but appraisal is not planned into the calendar. Self-assessment is only mentioned once, with no indication of when action plans are reviewed. The framework set out in the manual is not established across the provision. PE uses its own quality system.

35. Observation of teaching and learning has begun, but is not well established. Most tutors have been observed. Observation records are completed against a detailed checklist of topics, but the degree to which they are evaluated is not consistent. For instance, some records comment on and evaluate the quality of session planning, but others do not. Some records do not show that the quality of related session-planning and resource documents was checked. Observation records are not signed. Staff who carry out observations have not been trained, and the quality and consistency of their judgements are not moderated.

36. Learners' feedback is collected and analysed three times each year through subcontractors' questionnaires and the prison's whole-prison evaluation, which includes offenders who do not attend education. Questionnaire results are displayed. However, learners have little confidence that their feedback will lead to change. The collection of feedback is not included as part of quality assurance calendar. The current questionnaire is being redeveloped.

37. Self-assessment is inadequate. Two self-assessment cycles operate at different times, one for the subcontractor and one for the prison service. Staff are involved well in self-assessment, but the final self-assessment report is cumbersome and fragmented. Each report and development plan were separate. An overview report and action plan were produced for education, linked to the subcontracted college's objectives. However, no overview is produced for learning and skills, linked to its own objectives, to identify common themes and support action-planning. Many areas claimed in the report as strengths were judged by inspectors to be satisfactory. Action plans are not sufficiently specific and the frequency of monitoring and updating is not clear.

38. The prison has recognised the need for improvements in quality assurance and a quality improvement group meets monthly. It is beginning to take a role in promoting quality, supporting and moderating self-assessment, identifying staff training needs and co-ordinating voluntary sector involvement. The group have begun to check that quality improvement activities are taking place, but these are not yet sufficiently well established and their full remit is not clear.

AREAS OF LEARNING

Engineering, technology & manufacturing

Grade 4

Contributory areas:	Number of learners	Contributory grade
Motor vehicle/cycle		
Other government-funded provision	21	4

39. The prison has industrial workshops for vocational training, light textiles and contract services. Accredited training is offered in horticultural engineering and sewing machine repair. At the time of inspection, 71 offenders were employed in the workshops, with 21 of them working towards accredited qualifications. Of the 21, 10 learners were following an externally accredited certificate in horticultural engineering at level 1. Seven learners were working towards a sewing machine repair certificate accredited by North Warwickshire and Hinckley College and four learners were following an OCN-accredited course in evidencing workplace skills at entry level or level 1. The industrial contract services workshop is not currently offering accredited training. The light motor vehicle body repair workshop is currently setting up an externally accredited progression award programme at levels 1 and 2, to replace another discontinued award. The head of learning and skills is responsible for developing and managing vocational training, and the industrial manager is responsible for the industrial workshops. Learners can start training at any time of the year. Offenders apply to the labour board for a place on the horticultural training programme, and are then interviewed by the instructors. Offenders wishing to work in the industrial workshops undergo no selection process other than a risk assessment. Places are allocated when vacancies occur. Instructors carry out all training and assessment. At induction, they explain the work activities and training opportunities and complete health and safety records. A member of the learning and skills staff provides weekly literacy and numeracy skills support sessions in the workplace.

Motor vehicle/cycle

Strengths

- good development of practical skills
- highly effective partnerships to support learning

Weaknesses

- insufficient opportunities for accreditation
- poor monitoring and review of learners' progress
- inadequate planning and management of vocational training
- poor internal verification procedures

Achievement and standards

40. Learners in industrial workshops develop good practical skills. Many of them have little education or previous training experience. Some offenders speak English as an additional language, but make significant progress in the development of their practical skills.

Although offenders are encouraged to learn new skills in industrial workshops, they are not required to work towards a recognised qualification. Only a small number of them are following an accredited training programme. Learners on horticultural mechanics programmes make slow progress towards achievement of the qualification and most continue beyond the expected 16 weeks before succeeding, while others have yet to achieve. Since 2004, three learners have successfully achieved their qualification and gained employment in the industry.

41. Instructors encourage and motivate learners to carry out practical tasks independently with minimal supervision. Learners are quick to develop their practical skills and show their ability in using a range of tools, equipment and machinery with confidence. The work produced is good quality and meets industrial standards of machining accuracy. Learners in the sewing machine repair workshop carry out repairs and maintenance on a wide range of machines. The activities and quality of training improve learners' self-esteem, confidence and employability. Relationships are good and there is mutual respect between learners and staff. In some industrial workshops, offenders develop good practical skills and knowledge but there are a few opportunities for them to gain acknowledgment of their skills from a nationally recognised qualification.

42. It was not possible to identify clear trends in retention and achievement from the data supplied by the prison. However, in horticultural engineering, learners achieved 11 full qualifications in 2004 and eight in 2005. Ten learners are currently in training. This data identifies the slow progress made by learners. In sewing machine repair, 10 learners achieved their qualification in 2002 and eight in 2003. In 2004, 19 learners achieved the qualification. Four learners are currently in training. The OCN-accredited programme has been offered since 2004, with three learners completing 11 credits in that year. In 2005, one learner completed all four units of the qualification and three learners have started their training.

The quality of provision

43. The use of partnerships with outside agencies is highly effective in supporting the development of learners' skills. For example, good partnerships exist with North Warwickshire and Hinckley College to guide, support and monitor workshop instructors and learners on the sewing machine repair programme. Partnerships with charitable organisations include a project to repair bicycles for use in other countries and the experimental development of a tricycle for a learner with impaired hearing and balance difficulties. A private collector has an arrangement for the renovation of bumper speedway cars. This provides learners with an effective and challenging opportunity to develop their fabrication and welding skills. In horticulture, good partnerships have been developed with cricket clubs and other sports clubs which supply lawnmowers and other equipment with which learners can practise and develop their skills.

44. Teaching and learning are satisfactory. During the inspection only one formal training session was available for inspectors to observe. Most training takes place informally and as part of the day-to-day workshop activities. The range of engineering qualifications offered to learners is inadequate and opportunities for progression to higher skill levels are insufficient. Short-term offenders have no opportunities to achieve unit accreditation. Support for learners is satisfactory. More experienced learners help new learners to use machinery and understand the daily routine of the workshop. This informal support helps them to settle in more quickly. Instructors are sensitive to learners' needs. They assist

learners to read and understand machine-operating manuals and complete course workbooks, but have received no formal training in supporting literacy and numeracy. Education outreach tutors provide weekly individual literacy and numeracy skills support in the workplace for offenders who would like to continue full-time employment. However, information gathered at induction on the literacy and numeracy skills levels of offenders is not routinely passed to workshop instructors to help them plan training.

45. Health and safety in two workshops is poorly promoted and monitored. For example, in horticulture engineering, one learner was allowed to use a drilling machine without wearing suitable eye protection. The sewing machine repair workshop does not have enough safety warning signs, and walkways are not protected by screening when hand-grinding machines are in use. The horticultural workshop does not have enough storage space. Materials and equipment are not systematically managed or overseen.

46. The monitoring and review of learners' progress is poor. Recording of learners' progress and achievement is inadequate. Learners do not have individual learning plans for learning and skills development and insufficient use is made of sentence plans and initial assessment to plan and structure individual training. Learners' progress is not reviewed and learners are not set challenging short-term targets for achievement. They are left to work at their own pace. For example, most learners in horticulture make slow progress and remain in training far beyond their expected completion date.

Leadership and management

47. The planning and management of training is inadequate. No overall strategies for the development of offenders' learning and skills for each workshop programme have been prepared. No schemes of work or related session plans are in place to integrate on- and off-the-job training. Production targets and customers' needs often take priority over training, and learners are trained at the discretion of instructors and according to the availability of time. Insufficient planned training in horticulture takes place, and learners often end up having theory sessions they have attended before.

48. No contingency plans are in place to cover staff absence. Instructors are not informed when new offenders are starting or when learners are required to attend a training course as part of their sentence planning. Training is not planned effectively and learners' progress is sometimes disrupted. Learners do not have individual learning plans for training, and insufficient use is made of sentence plans to structure individual training. Not enough use is made of ICT in teaching and learning. The library does not have enough appropriate learning resources for learners on accredited programmes to study in their own time. Workshops have no classroom facilities for teaching theory or literacy and numeracy. Classroom accommodation is available elsewhere in the prison for theory teaching, but instructors choose not to use this facility. Workshop resources are satisfactory and appropriate to the level of qualifications. However, some machinery in horticulture engineering will soon need updating to keep up with industry standards. Instructors are occupationally qualified with many years experience in the industry and are trained in instruction techniques. Instructors and offenders have good working relationships and workshops provide a good environment for learning.

49. There are too few qualified lift truck drivers in the industrial sewing machine workshop. Operational support grade officers are often not available, and instructors often carry out warehouse duties. A ready supply of machines and materials is not always available and

learners are often left on standby with no work. Learners become frustrated when their training and progress is slowed and when there is not enough work for them to achieve a higher wage level. Managers are currently reviewing the range of qualifications available, but progress towards the implementation of accredited programmes is slow.

50. Internal verification is poor. No written policies and procedures exist for internal verification, nor any records of internal verification planning. Verification of the sewing machine repair programme by the subcontracted college has not identified weaknesses in assessment practices. For example, assessors' observation checklists are not completed and learners do not receive a copy, nor any written feedback on their performance. Action plans and targets for progression to the next stage of training and assessment are not prepared or discussed with learners. The internal verifier for horticulture is not occupationally skilled. No records are kept of assessors' observations and assessors have little understanding of the verification process. Although instructors are very experienced, most instructors in industrial workshops receive insufficient staff training and continuing occupational professional development. Some instructors do not have appropriate assessment or internal verification qualifications, although they are soon to commence their training towards these qualifications. Staff are insufficiently trained in the use of ICT. However, a good range of staff development has been planned and some has been carried out. For example, all vocational training instructors in the sewing machine repair and horticultural mechanics workshops have attended useful updating training during the past year. The self-assessment process sought the views of staff for the completion of the recent self-assessment report. However, it did not identify the strengths and weaknesses identified by inspectors. Many of the strengths identified in the self-assessment report are no more than normal practice and the self-assessment report does not identify most of the weaknesses highlighted by inspectors.

51. Staff and learners have a satisfactory understanding of equality and diversity and have mutual respect for each other. Quality improvements for observations of teaching and learning have recently been introduced, but this process does not include all key aspects of the training cycle.

Information & communications technology**Grade 4**

Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> Other government-funded provision	135	4

52. One hundred and twenty-six learners are currently following programmes in ICT in the education department. All of these attend ICT classes part time for between three and 15 hours a week. In addition, nine learners are working towards a modular ICT award through full-time study on the vocational training programme. Learning sessions are organised to allow all learners to progress at their own rate and to achieve as much as they can in the time available. Seven computing tutors are employed in the education department, of whom three are full-time members of staff. One full-time computing tutor is employed to deliver the vocational training programme.

Using IT***Strengths***

- good progression opportunities

Weaknesses

- inadequate planning of individual learning
- inadequate recording and monitoring of learners' progress
- inadequate curriculum management and development
- insufficient range of resources

Achievement and standards

53. Learners have good progression opportunities. Many begin by acquiring skills in word processing, spreadsheets, databases, graphs and charts, and business presentations at an elementary level. They obtain accreditation for these skills by preparing for a basic computer literacy qualification before progressing to qualifications at level 2 or 3 in computing and integrated business technology. Other learners, for example, work towards computerised accounting qualifications at levels 1, 2 or 3 while those in the vocational training workshop acquire additional specialist skills in areas such as computer-aided design and computer-assisted drawing.

54. Although the prison collects information about the qualifications that learners obtain, it is not possible to easily identify how many learners gain qualifications at more than one level. While some learners obtain several qualifications, some do not complete the work for a qualification because they are transferred to another prison or are discharged having completed their sentence. Between June 2004 and May 2005, 86 learners passed an introductory computer literacy course. Forty learners gained a computing award at level 2 and three at level 3. Eighteen successfully completed an examination-based qualification in information technology (IT). Six learners also obtained single awards in word processing, spreadsheets or databases. Current learners are working towards a similar range of

business-related ICT qualifications. Some of the qualifications are externally assessed while others are internally assessed and externally moderated.

55. Many learners are proud of their achievements, especially when they acquire skills they previously considered to be too complex for them. They say their achievements contribute to their improving self-confidence and increasing self-worth. Learners' work is at least satisfactory, and some of it is good or excellent. For example, one learner has produced a coloured promotional catalogue of the furniture, marquetry pictures and clocks he has made, the overall appearance of which is excellent.

The quality of provision

56. Overall, teaching and learning are satisfactory. Six sessions were observed and all were satisfactory. Learners' ICT skills are satisfactorily developed through practical work. Tutors are aware of the need for learners to have as much practice as possible, and they placed good emphasis on learners' practice and application of skills in all the observed sessions. Keyboarding techniques are insufficiently developed and too little attention is given to eliminating faulty techniques. All learners complete a basic literacy and numeracy assessment when they enter the prison. Satisfactory arrangements are in place for learners to obtain additional support if they have difficulty reading and understanding text in ICT classes.

57. At the start of each session individual learning is inadequately planned. Learners do not have adequate individual learning plans and learning is not sufficiently co-ordinated with sentence planning. Too little emphasis is placed on clearly identifying long- and short-term targets. Insufficient attention is given to negotiating learning targets with learners and the time available for fulfilling them. Learning targets are not used to guide learning and are not set out so that progress can be measured against them. Some learners do not work to their full potential and do not produce sufficient work in the time available. Too little attention is given to varying the learning activities and to helping learners to maximise their concentration and output during the long learning sessions. Although learners receive good support from their tutors, who encourage them to work through instructional manuals, textbooks and handouts, many learners do not have a clear idea of what they are expected to achieve within the session. Peer support is encouraged and is satisfactory.

58. Learners' progress is inadequately recorded and monitored. Although each learner has a daily work record, tutors do not sufficiently refer to or discuss these records with learners. Learners are vague about the information that is written in the work records and do not understand how the records are used to monitor progress. Many records contain too little information about learners' progress and achievements, including uninformative and overly general comments such as 'progressing well' and 'worked hard'. Some records are only partially completed. For example, times for completing modules and units are not always stated in records and many learners are unaware of the allocated times.

Leadership and management

59. No clear ICT strategy is in place to guide the management and operation of computing courses. The courses consist entirely of end-user training and qualifications. There is no provision to enable learners to acquire practitioner skills, such as those needed to build, install, repair and maintain computer systems. Insufficient attention has been given to the co-ordination of the ICT provision in education with that in the vocational training

workshop, and to the integration of ICT with business administration, management and professional courses. Learners have too few opportunities to acquire skills in a broader range of computer applications such as computer-aided design and web-page development. Curriculum development is insufficiently planned in advance. There are no short courses for beginners who wish to acquire basic computing skills and knowledge for personal or professional use, or for learners who wish to become familiar with specific specialised applications.

60. Publicity of computing courses is satisfactory in the education building but is inadequate on the residential wings and in the library. Insufficient promotional material has been written for learners who speak English as an additional language. Satisfactory arrangements have been made for the observation of teaching and learning and procedures have been established to support under-performing tutors. Assessment is not internally verified to check the accuracy and consistency of tutors' marking. Learning time in some afternoon sessions is lost when learners arrive late. Regular staff meetings are held and meeting times are varied to allow part-time staff to attend. Part-time staff do not, however, have e-mail access within the prison and communication is hindered. Staff appraisal occurs annually and is satisfactory. The self-assessment process is incomplete. There is no comprehensive self-assessment report covering all aspects of the ICT provision. Key strengths and weaknesses have not been clearly identified and the overall provision has not been given a single grade.

61. Not enough varied and high-quality learning resources are available. Too few computer-based learning aids and multimedia learning packs are available to add variety to learning and to reduce the time spent working through instruction manuals, textbooks, handouts and test papers. Learners have insufficient access to computers outside the timetabled learning periods. They have no access to secure or simulated internet sites, limiting the skills they can acquire and reducing the range of modules available to them. Too few staff members have achieved the examination-based qualification in IT. Insufficient specialist staff are available to deputise for absent colleagues. No on-site technician support is available for computing equipment and the after-sales service for newly installed computers is unsatisfactory. Computers and computer-based learning resources installed for specific groups of learners working towards the examination-based qualification in IT are currently not used for 21 hours a week. The prison has tried very hard to persuade the contractor, from whom the equipment is leased, to agree to it being made available to a wider group of learners, but the requests have been refused and sanctions will be applied if other learners or staff use the computers. The library contains too few up-to-date ICT books, instructional software programmes and operational computers. Four new computers placed in the library some time ago have not yet been installed. Learners have too few opportunities to access the library. However, some well-structured self-instructional resources have been produced by tutorial staff for a number of modules on the introductory computer literacy course.

Hospitality, sport, leisure & travel**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Leisure, sport and recreation</i>		3
Other government-funded provision	11	3

62. Offenders can participate in a range of PE activities including badminton, volleyball, football, rugby, weight training and other sports. The prison has a four-court sports hall, two outdoor pitches, a weight training and fitness room and a cardiovascular exercise suite. The activities form part of a structured recreational PE programme, organised on a weekly timetable which includes daytime, weekend and early evening sessions. The PE department operates three teams in local leagues. Offenders can apply to attend PE courses. The prison offers community sports leader awards and coaching, teaching and instructing NVQs at levels 1 and 2. The PE department also plans to deliver a certificate in first aid at work in August 2005.

63. Currently, 11 learners are working towards the level 2 NVQ in coaching, teaching and instructing. All sports courses are full time and take place each weekday. Four gymnasium orderlies work each day on cleaning and in some instructional activities. Six PE prison officers, one of whom is a senior officer, deliver the recreational and education programme. All have appropriate coaching qualifications. All PE staff are working towards a teaching qualification and one is working towards a qualification in internal verification. Five PE staff are working towards an assessment qualification.

Leisure, sport and recreation**Grade 3***Strengths*

- highly effective personal development to support positive lifestyle changes
- good recent development of PE programme

Weaknesses

- inadequate monitoring and recording of learners' progress
- no support for literacy, numeracy and language skills

Achievement and standards

64. The PE courses are highly effective in developing offenders' personal and social skills. These developments support learners in making appropriate lifestyle choices. Learners are able to identify for themselves how the PE programmes have improved their self-confidence and self-esteem. One learner is now able to look peers in the eye, have face-to-face conversations and lead groups in fitness warm-ups. Learners identify increased fitness, weight loss and feelings of wellbeing. All learners on the PE programme are now attempting to give up smoking, having gained an understanding of its effects on the human body through their training. They benefit from the group support that they are able to give to each other.

65. Learners on the PE course are working well as a team and support each other with work and revision. Many have not previously achieved a qualification, but have all developed study skills. Learners identify that they have a better understanding of food and nutrition. They have made positive changes to their diets and now carefully consider menu choices. They are also able to advise family and friends about healthy eating and how it affects wellbeing. Learners and team members are able to identify the positive effects of being in the league teams such as better discipline, self-control and team working. Squad members appreciate that they are now more responsible for their own behaviour and are less likely to experience behaviour problems. Staff, learners and offenders are involved in charity fund-raising events which give a positive focus to training. At the most recent event, an international sports personality visited the prison to lead a question and answer session on fitness and sport and to give encouragement during the fund-raising activity. This event was appreciated by the learners who felt that it increased their motivation to succeed.

66. At the time of inspection, data was available for the 14 months from February 2004. Data was supplied by the PE department but it did not form part of the management information collected for learning and skills overall. Since February 2004, 32 learners have completed community sports leader awards, 25 have gained sports leader awards in weightlifting, 32 have achieved sports leader awards in volleyball and 11 have completed the level 1 NVQ in coaching, teaching and instructing in personal fitness. Offenders attending the prison induction gain a manual handling certificate and emergency life support award, achieving 520 and 453 such awards respectively since April 2004. Learners who complete the PE course are able to remain in the gymnasium as orderlies where they can practise the skills they gain on the course by delivering inductions and warm-ups for sports sessions. Achievement and retention rates are satisfactory. Gymnasium orderlies can achieve NVQs relevant to their work. The prison has had approval to award such qualifications for some time, but no progress has been made towards their delivery.

The quality of provision

67. Recent development of the PE programmes has been good. A structured programme with clear progression routes for learners is now in place. The programme now includes additional courses which allow progress to level 2 NVQs. However, the range of courses is narrow. Between September 2003 and 2004 the number of offenders taking PE courses has doubled. Developments in other areas related to the PE programmes are good. For example, rules and regulations to improve health and safety have recently been more thoroughly enforced.

68. Teaching in PE is satisfactory. A varied range of teaching methods is used. Satisfactory schemes of work to support PE programmes are used and sessions are planned satisfactorily. Learners are well motivated and engaged in their sessions. PE staff have good working relationships with learners and provide them with good informal support. External moderators assess and moderate courses satisfactorily as required by awarding bodies. The one PE session observed was satisfactory.

69. Learners' progress is inadequately monitored and recorded. PE staff have informal systems to monitor the progress of learners on PE courses. Individual learning plans are not used to record learners' objectives, progress or learning outcomes. Learners do not have access to their plans, which do not include clear or measurable targets. Formal progress reviews are not carried out with learners. Progress tests take place in some theory sessions. Learners find these tests increase their motivation and give them an indication of the

progress that they have made. However, no formal mechanisms are in place to measure the progress and development of learners.

70. PE learners receive no literacy, numeracy or language skills support. PE staff do not have qualifications or experience in this area. They may identify support needs but no systematic approach exists for gaining the support that learners require. Support has been available in the past but this has been removed as it was not being used. The timing of the available support was inappropriate as it corresponded with the sports squads' training sessions. PE staff are not routinely informed by the education department about learners who may need additional support. Learners with such needs would not be able to complete the full PE programme currently offered, which requires higher levels of literacy and numeracy skills.

Leadership and management

71. PE courses are managed satisfactorily. The few places available on sports courses are currently insufficient for the size of the prison population. Two new female appointments have changed the gender balance of PE staff. Learners value the added dimension that they now receive in their teaching sessions.

72. Resources in PE are satisfactory, but the facilities were planned for a prison population of half its current level. As much equipment as possible has been fitted into the space available, but some of the equipment is old. Staff have a positive attitude and make the best use of these resources. They deliver a full recreational programme, inductions and short courses. The department is fully staffed. The library contains few textbooks to support PE learners. The classroom accommodation is suitably equipped for the courses delivered. All staff are currently working towards qualifications in teaching as well as assessment. Some of the learning session observations carried out have been part of this teaching qualification. The department has no formal system for regular lesson observation.

73. PE staff have been active in developing systems and procedures for PE courses. The systems are several months old. Learners' feedback has been collected and staff have conducted some evaluation of courses. No formal analysis of this information to support further improvements or future course planning has yet taken place. The PE programme has not yet been reviewed or fully evaluated. Quality assurance measures in the PE department do not formally feed into the overall learning and skills quality improvement system. Staff have been involved in the development of the self-assessment report. Many of the strengths and weaknesses identified in the report matched those found by inspectors. However, many areas highlighted as strengths in the report were considered by inspectors to be no more than normal practice, and further strengths and weaknesses were identified during the inspection which did not appear in the self-assessment report. The overall grading was accurate.

Visual & performing arts & media**Grade 3**

Contributory areas:	Number of learners	Contributory grade
Arts		3
Other government-funded provision	80	3

74. Eighty learners are currently attending visual and performing arts and media classes in the education department. Many have enrolled on more than one programme. The total number of attendances during the week of the inspection was 108. Of these, 85 were at art and craft classes, 10 at music classes, seven in the creative writing class and six in the drama class. Sixty-five per cent of learners are attending full-time education and the remainder are part-time learners. All of the arts and crafts courses are OCN-accredited at levels 1, 2 or 3 and the music courses are externally accredited. The courses run for 15 weeks. The programmes are managed by the education manager who is also responsible for the management of the overall provision in the education department. Four members of staff teach these courses. They are all employed as part-time tutors working between three and 21 hours a week. Classes run on weekdays. There is no evening provision.

Strengths

- good standard of technical work
- highly effective initial assessment of subject skills
- particularly wide range of stimulating resources

Weaknesses

- inadequate recording and monitoring of learners' progress
- insufficient initial advice and guidance for learners

Achievement and standards

75. Learners achieve good standards of technical skills. They apply a range of skills and techniques appropriately in individual and group projects. In the craft classes, learners with no previous experience in carpentry are able to progress quickly, producing good-quality products and completing complex tasks. Learners in the art classes are confident in their drawing abilities. They have experimented with a wide range of different media and produced finished work ranging from small to very large in size. The learners have a good understanding of basic art concepts such as tone, perspective and form. In the music class, the learners' time is divided between the theory of music and practical application. The learners practise in their cells to achieve good rhythmic accuracy. Some learners have successfully written their own music.

76. The prison found it difficult to provide reliable longer-term retention and achievement data on individual learners. Five learners achieved OCN accreditation in art at entry level, 16 at level 1, five at level 2 and one at level 3. One learner achieved an OCN award at level 2 in creative writing. Two learners achieved AS level passes in art and one obtained an A grade at A level. Nine learners are currently awaiting certificates. Attendance is satisfactory. However, learners are frequently unlocked from their cells on or after the start

of afternoon education sessions and arrive late to classes.

The quality of provision

77. The initial assessment of their subject skills is highly effective in determining learners' appropriate starting levels. The craft tutor has devised a thorough and appropriate assessment which requires new learners to complete a practical assignment and a written explanation of how they constructed the project work. In the art classes, the tutor effectively assesses the standard of work in learners' portfolios to determine the appropriate registration point for the OCN award.

78. Teaching and learning are satisfactory. All of the six classes observed were satisfactory. The tutors respond flexibly to each learner's needs and employ a range of sympathetic teaching methods including individual coaching and advice, intervention and demonstrations. However, classes are sometimes large and learners have wide-ranging abilities. Learners in a class work on many different projects at the same time. Tutors sometimes have insufficient time to give the individual tuition required. Satisfactory session plans containing appropriate aims and objectives are written for all classes. However, intended learning outcomes are not sufficiently identified or shared with the learners.

79. The range of provision in visual and performing arts is satisfactory. In art it includes drawing, pastels, painting in watercolours, acrylics, and art history. In craft, a variety of three-dimensional work is produced. Music classes include theory and practical sessions and one creative writing class is offered.

80. Learners' progress is not adequately recorded or monitored. Individual learning plans are not discussed or shared with learners, and learners have no opportunity to contribute to their plans. The general individual learning plan used across the education department includes little information about individual curriculum areas. Target-setting and planning of learning are insufficiently precise and the progress of each learner is not formally measured. Tutors collect additional information on learners in the classroom, but do not do this systematically. Some information is duplicated, some is not sufficiently informative and some is not comprehensive enough. Little formal information is recorded on each learners' starting point and on their progress. However, informal assessments and critiques are regularly carried out in the classroom.

81. Learners receive insufficient initial advice and guidance on the range of programmes and the levels of accreditation available to them. Many learners do not understand the various accreditation levels, where they should start or how they can progress. No promotional materials are available to inform the learners of the work required for the different levels of accreditation. Many learners believe that the qualifications they have gained in a different prison will not be valid in the current prison and that they will have to repeat work. The department does not use ICT to widen the scope of learning or as a tool to assist learners to complete the written work required for the higher levels of accreditation. In the creative writing class, learners have to rewrite pieces of work by hand several times before they are submitted to the examining board. Some learners arrive late to classes after having health care appointments delayed or because they have not been issued with a current timetable. This interrupts the flow of the sessions and disturbs the learners who have started on time. Learners receive inappropriate confidential tutorials in the classroom with a member of staff from another department while the class is in progress.

Leadership and management

82. A particularly wide range of stimulating resources is used in art, craft and music. The arts and crafts room is light and airy, well lit and of an appropriate size to accommodate the practical nature of the coursework. Stimulating exhibitions of learners' artwork are displayed around the room. The room is equipped well with large work tables, easels and good facilities for storing learners' work. A comprehensive range of books about the work of contemporary and historical artists is stored in the room. Learners can use these in the classroom and take them away from the education department on loan. However, the craft tutor supplies her own reference books for this subject. The prison's library is stocked with a wide range of books about visual and performing arts but offenders' access to the library is poor. The department has a wide range of consumable materials which learners use well for experimental work. No secondary materials are used. The tutor uses plants and leaves from the adjacent prison gardens for still life compositions. The room used for music is a multi-purpose teaching room and is adequate for the activity taking place. The room is sound-proofed and has good storage facilities. It is equipped with 12 electronic keyboards and eight guitars, which learners are allowed to take back to the cells to use for practice. Cassette and CD players are also available in the classroom.

83. Staff are appropriately qualified and all have teaching certificates. Learners do not all have equal access to additional materials for individual study. Offenders transferred into the prison can use art materials they bring with them. However, those wishing to purchase art materials in the prison are only able to have access to a small and poor-quality range of equipment from the prison canteen. Good practice is sometimes informally shared within the visual and performing arts curriculum area, but this does not extend to other areas of learning within the education department or across the prisons that the subcontracting college serves. The self-assessment report does not include enough detail or clear evaluative judgements. Little similarity existed between the judgements in the self-assessment report and those made by inspectors.

Foundation programmes**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		3
Other government-funded provision	274	3

84. Two hundred and seventy-four learners currently attend literacy, numeracy, language, and life and social skills courses. Of these, 40 per cent attend literacy courses, 37 per cent numeracy classes and 19 per cent are on life and social skills programmes. The remainder attend classes in English for speakers of other languages (ESOL).

85. Forty-one courses are offered, of which 16 are in literacy, 13 are in numeracy and there are two ESOL classes. The remaining 10 classes are in social and life skills. In addition, there are six sessions supporting key skills in literacy and communication up to level 3. Learners can also study GCSEs and A2 levels in mathematics. One dyslexia support session is available for learners. Foundation learners attend classes for between three and 27 hours a week. Sessions take place on weekday mornings and afternoons. No evening or weekend classes are available.

86. The foundation team consists of 18 part-time staff who, between them, teach literacy, numeracy and ESOL. Three senior members of staff each co-ordinate literacy and ESOL, numeracy and mathematics, and key skills. The education manager leads the curriculum teams and also manages the social and life skills programmes and the outreach learning support.

Literacy and numeracy**Grade 3*****Strengths***

- particularly effective development of personal skills and confidence
- particularly good range of programmes

Weaknesses

- insufficient use of initial assessment to plan individual learning
- inadequate resources

Achievement and standards

87. The development of learners' confidence and personal skills is particularly effective. Learners are able to express their views and opinions effectively and engage well in class discussion. Learners are highly motivated and participate well in class activities. Many develop good organisational and study skills and manage their work files meticulously. In a session on alcohol awareness, learners used complex medical language in an appropriate way to discuss the effects of alcohol on bodily functions and behaviour. In another class, learners contributed well to small- and whole-group discussion and activities, and were able to express their views on tagging confidently. In many sessions learners make effective use of dictionaries to broaden their vocabulary. Learners in ESOL classes use bilingual

dictionaries well to increase their understanding of abstract concepts and difficult words. Learners keep a good log of new words and their meanings in their notebooks. In the social and life skills programmes, learners effectively think about their past behaviour and develop useful skills to support themselves in making appropriate lifestyle changes. The overall standard of work is satisfactory. The prison meets its key performance targets but was not able to provide reliable data to identify retention and achievement rates in relation to the assessed starting point of learners.

The quality of provision

88. The education department provides a particularly good range of courses for learners which allows them to progress with literacy and numeracy from a pre-entry level to awards beyond level 2 which include GCSE English and mathematics. Learners can participate in an extensive range of social and personal development programmes at levels 1 and 2. The programmes relate well to learners' personal circumstances. Entry-level learners receive good peer support. Most programmes have flexible entry points during the year. Tutors keep good records of attendance, which are signed by offenders on arrival in class. Attendance during inspection week was satisfactory at 77 per cent.

89. Teaching and learning are satisfactory. Of the 14 sessions observed, four were satisfactory, eight were good or better and two sessions were unsatisfactory. In good sessions, tutors engage learners' interest through lively activities that keep them alert and encourage them to communicate effectively. For example, in one session learners at level 1 worked effectively in pairs and as a whole group to consider the effect of difficult situations on family relationships. Overall, tutors are very encouraging and supportive, and many work sensitively with less confident members of the class. Learners appreciate the friendly staff and the good support they receive. In some sessions, there are helpers who also provide good individual support. However, in the poorer sessions, learning is not always well planned. Learning session plans do not have the necessary detail to develop learners' individual literacy, numeracy, speaking and listening skills and the sessions include little to enable them to reinforce their learning. Pair-work is often ineffectively organised and few attempts are made to widen activities to larger groups. Learners often do not interact with others in the class. Schemes of work are generic and matched to the national core curriculum standards. In literacy and ESOL sessions, many learners make repeated spelling and grammatical errors in their written work, which some teachers do not correct.

90. Support, advice and guidance are satisfactory. Tutors in the literacy, numeracy and ESOL classes provide appropriate support. A basic initial assessment is carried out at induction and is followed up with a more detailed diagnostic assessment when learners join a class. An initial individual learning plan is agreed with the learner and each learner is placed on an appropriate programme. Effective outreach support is offered to learners on the residential wings. Weekly support for learners with dyslexia is also available. However, only one tutor is appropriately qualified and experienced to provide this support. Additional support for literacy and numeracy is offered in vocational workshops although it is not available for learners following PE programmes. However, the results of the initial literacy and numeracy assessments are not shared with workshop instructors and these instructors receive no training in supporting learners' literacy, numeracy and language skills. Learners' progress is monitored regularly through tutorials. However, the learning targets set are too imprecise and learners' daily work records do not provide sufficient evaluation of their learning. Learners' progress is measured against the completion of literacy and numeracy national tests rather than against individual learning goals.

91. Insufficient use is made of initial assessment to plan individual programmes of learning. The targets in many individual learning plans are insufficiently specific and are not related to a particular timescale. Teaching is insufficiently planned to meet the individual needs of learners at different skill levels. The initial checking of the basic literacy and numeracy skill levels in classes is inadequate. Although many learners are unclear of the specific targets set for them, they keep good records of work and copy effectively from the classroom boardwork. However, learners do not always effectively evaluate their own learning.

Leadership and management

92. Management of the foundation programmes is satisfactory. Staff meet regularly to review courses and achievements against the development plan and to keep staff informed and updated. Some part-time staff are unable to attend meetings. A newsletter provides them with the relevant information. The department responds well to offenders' literacy and numeracy skills support needs by offering additional classes where necessary. However, the department identifies in the self-assessment report the weakness that some programmes are not organised for a set period of time. It has taken insufficient action to resolve this weakness to ensure that learners' needs are met during a specified time period.

93. The department satisfactorily monitors the quality of its programmes. Teaching and learning sessions are regularly observed and the self-assessment report has identified many of the strengths and weaknesses identified by inspectors. However, the actions taken as a result of the observation programme have yet to improve teaching and learning significantly. Internal verification is satisfactory. Staff have attended training in the national core curriculum standards for literacy, numeracy and ESOL but there has been insufficient evaluation of the effect of this training on teaching and learning.

94. Resources for teaching and learning are inadequate. In some sessions, tutors and learners experience high noise levels from adjoining classrooms. Some classrooms are not big enough for tutors and learners to move freely. Learning resources are insufficient to provide learners with a wide range of different experiences. In some classes, new paper-based resources are used but some of these do not reflect the real-life situations of offenders. Learners have insufficient access to ICT. Overall, tutors are appropriately qualified. However, in literacy and numeracy sessions, where there are more than two learners who speak English as an additional language, tutors are unable to provide appropriate support. Only one tutor has a qualification and experience to support learners with dyslexia. The self-assessment report identified the need to increase resources to meet the requirements of the accredited literacy, numeracy and language skills awards. Foundation programmes are insufficiently promoted across the prison. Until recently, learners received no written information on the opportunities available in the education department. The recently produced induction booklet is not yet available in other formats for those learners with additional learning needs. Though the social and life skills programmes and some literacy sessions cover diversity and equality, most of the literacy and numeracy sessions are not sufficiently contextualised to enable learners to develop skills to manage discrimination in society.

