

# REINSPECTION REPORT

## **HMP Stocken Reinspection**

**15 June 2006**



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
- **learndirect** 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
- adult information, advice and guidance services (**nextstep**).

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.

## 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*

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## **HMP Stocken Reinspection**

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## REINSPECTION 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 622 and its total population during the week of inspection was 606. Of the current offenders at the prison, 24 per cent are from minority ethnic groups. 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 approximately 27 hours a week over nine 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 two and a half years and reports to the prison governor. The contract with City College Manchester to deliver education in the prison has just been renewed. The education manager at the prison is the college's on-site representative and is supported by 36 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 once a week.

### OVERALL EFFECTIVENESS

#### Reinspection Grade 3

4. **The overall effectiveness of the provision is satisfactory.** The previous inspection in May 2005, judged the quality of provision to be satisfactory in hospitality, sport, leisure and travel, visual and performing arts and media, and foundation programmes. Engineering, technology and manufacturing, and ICT were judged to be inadequate. The leadership and management of education and training were inadequate as were HMP Stocken's arrangements for equality of opportunity and quality improvement.

5. The reinspection confirmed that standards in hospitality, sport, leisure and travel, visual and performing arts and media, and foundation programmes are at least being maintained. Provision in engineering, technology and manufacturing, and ICT is now satisfactory. Leadership and management and the arrangements for equality of opportunity are good. Quality improvement is now satisfactory.

**6. The inspection team had some confidence in the reliability of the self-assessment process.**

Self-assessment is satisfactory. The self-assessment cycle is now the same for the prison and the subcontractor. Staff have good involvement in the self-assessment process and the final report is well structured and critical. The action plan is clear and well co-ordinated. The key strengths and weaknesses identified by inspectors were identified in the self-assessment report. However, many strengths and weaknesses in the report were judged to be satisfactory by inspectors.

**7. The provider has demonstrated that it has sufficient capacity to make improvements.**

A quality manual has now been developed with appropriate policies and procedures, most of which have been implemented. The quality improvement group has met regularly and provides a focus to review quality activities which are all planned and logged on the quality calendar. It is too early to assess the impact of most of the activities.

**GRADES**

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

Grades awarded at previous inspection

<b>Leadership and management</b>		<b>4</b>
Contributory grades:		
Equality of opportunity		4
Quality improvement		4

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

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

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

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

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

Grades awarded at reinspection

Leadership and management		2
Contributory grades:		
Equality of opportunity		2
Quality improvement		3

Engineering, technology & manufacturing		3
Contributory areas:	Number of learners	Contributory grade
<i>Motor vehicle/cycle</i>		
Other government-funded provision	9	3
<i>Mechanical engineering</i>		
Other government-funded provision	13	3

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i>		<b>3</b>
Other government-funded provision	141	3

## ABOUT THE REINSPECTION

8. Inspectors reported on and graded provision in engineering, technology, and manufacturing, and ICT. Evidence was examined from visual and performing arts and media, hospitality, sport, leisure and travel, and foundation, which were not reported on, to support judgements in the key findings section of the report. All inspection activities took place over three days.

Number of inspectors	4
Number of inspection days	12
Number of learners interviewed	39
Number of staff interviewed	30

## KEY FINDINGS

### Achievements and standards

9. **Learners on engineering vocational courses develop very good practical skills.** The work they produce meets current industrial standards. Engineering learners gain relevant additional qualifications. In horticultural engineering, 16 learners achieved a full qualification in 2005-06, compared with three the previous year.

10. **There is no accreditation for learners on motor vehicle light body repair.** This was identified as a weakness at the previous inspection and there has been little progress.

11. In ICT the number of qualifications gained has improved since the previous inspection and achievements are satisfactory. **Good progression routes** have been maintained since the previous inspection. The standard of learners work is at least satisfactory and some of it is good.

12. Learners develop good technical skills in arts, crafts and music. The standard of work is good and learners obtain Open College Network qualifications and can progress to general certificates of secondary education and A levels. Foundation courses are very effective in developing learners' personal and social skills. Learners on literacy and numeracy courses are well motivated and contribute confidently in group discussions.

13. There is good development of personal skills on PE courses. This was identified as a strength at the previous inspection. The development of practical skills in the kitchen is particularly good with a high standard of dishes being produced. Learners in the kitchen have a good understanding of the products they are working with. Retention and achievements on PE courses and the level 1 and 2 national and vocational qualifications (NVQs) in food preparation and cooking are good. Most learners who start courses stay and complete successfully. In the kitchen, some learners gain additional units to the basic NVQ requirements. All learners who are engaged in food preparation gain a recognised basic food hygiene qualification.

### The quality of provision

14. The quality of teaching and learning in vocational workshops, ICT, visual and performing arts, PE and foundation programmes is at least satisfactory. **The effective partnership work in the engineering workshops has developed further since the previous inspection with more opportunities to develop learners' skills.** Learning sessions in all areas are now better planned with well-prepared schemes of work and lesson plans. Learners' aims and objectives are clear. A wide range of resources is used in arts, crafts and music and a stimulating range of teachings methods is used across the provision. Greater emphasis is now placed on planning for individual needs and there are



good resources for more specialist learning resources. The tutor records now link with the individual learning plan targets, although short-term target-setting in some areas is still poor. The sentence plans are now linked clearly to individual learning plans.

15. The recording and monitoring of progress was identified as a weakness in the previous inspection but is now much improved. Work records in the workshops are more detailed with job cards and these are discussed with the learners. The records of learners' progress are more detailed and used effectively to support learners. The initial assessment in foundation classes is now used effectively to plan individual learning.

16. Learners are supported well by tutors and instructors. Learners in the education department and in the vocational training workshops have regular tutorials. Literacy and numeracy support is offered in the vocational training workshops and also in PE. There is much better sharing of information about learners' literacy and numeracy needs across the different departments.

17. There are good learning resources for learners on food preparation courses. The kitchen is clean, tidy and well equipped, and learners have good access to a small, well-resourced theory room. The resources in the workshops are good with a wide range of equipment. The workshops themselves are sufficiently large and comply with all health and safety requirements. The classroom accommodation is satisfactory. Staff are well qualified and experienced.

18. In foundation and arts and crafts, a wide range of programmes at appropriate levels continues to be offered from entry level through to level 3 in many areas. Arts and crafts learners now receive much better initial advice and guidance so that they understand the various levels and where they need to start. The initial assessment of arts and crafts learners' subject skills is still very effective, and imaginative planning accommodates learners with particular needs. Learners make good progress and the number of courses on offer has been expanded. Progression opportunities are good in ICT and many learners develop these skills and obtain a range of awards at different levels. There is now an ICT strategy.

### **Leadership and management**

19. **Strategic management is good.** There is a clear focus on improvement across the prison with an emphasis on education and skills. The education and skills provision has been carefully researched to include learners' and employers' needs both locally and nationally. The action plan has clear objectives which are monitored closely through the quality improvement group.

20. **Operational management is good.** Each separate department is now managed overall by the head of learning and skills and there are now coherent programmes with consistent use of individual learning plans and other paperwork. Links between all departments are good with clear communication. Sentence planning is closely integrated with individual learning plans. There is a very effective relationship between the prison and the subcontracted college.

21. **The prison has continued to develop good links with external agencies.** Good partnerships have extend to include more organisations which supply a regular supply of machines for repair in the workshops. The subcontractor Aramark continues to provide

real work and training in warehousing. The business adviser from Business in Prisons continues to work effectively with offenders who wish to set up businesses. Links have been developed with outside sports clubs and a local school for children with learning difficulties.

**22. There is particularly good promotion of equality of opportunity.** This was a weakness at the previous inspection. Many events take place during the year to celebrate diversity and there is much promotional material in the workshops and classrooms. Diversity issues are discussed in workshops and classrooms. Data is used to research equality of opportunity in the training and skills and is used effectively to plan the provision. The prison has responded particularly well to meet the needs of a wheelchair user.

**23.** The collection and use of management information is much improved. Data on retention and achievement is readily available. Data is analysed and trends are used to help manage the provision. Quality improvement arrangements are now good, although it is too early to judge their effectiveness. The quality assurance manual is thorough with detailed policies and procedures that are monitored through a quality improvement calendar. Observations of teaching and learning are now routinely completed and there is some evidence of improvements in teaching. Learners' views are collected regularly and are used to plan the provision.

**24. Learners have insufficient access to the library.** Access to education and accredited training has improved with a wider variety of courses at different levels. Access to the induction programme is much improved with a very comprehensive booklet which can be produced in various formats to suit individual needs.

## Leadership and management

### Strengths

- good strategic leadership and management
- good operational management
- good links with external agencies
- particularly good promotion of equality and diversity

### Weaknesses

- insufficient access to the library for some learners

## Engineering, technology & manufacturing

### Strengths

- very good development of practical skills
- highly effective partnerships to support learning
- improving achievements in horticultural engineering

### Weaknesses

- no accreditation for motor vehicle light body repair learners

## **Information & communications technology**

### *Strengths*

- good progression routes

### *Weaknesses*

- insufficient target-setting

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 2

#### Strengths

- good strategic leadership and management
- good operational management
- good links with external agencies
- particularly good promotion of equality and diversity

#### Weaknesses

- insufficient access to the library for some learners

25. Strategic management at HMP Stocken is good. The current governor has been in post since November 2005 and has worked with the senior management team in a clear drive to improve performance. The commitment to develop education, training and resettlement is clear and central to the mission statement of the prison. The learning and skills development plan is comprehensive and is based upon the self-assessment report and the development plan. A local employability survey and a learner survey have been used to research the development plan, and to support, for example, the decision to implement the proposed construction courses. The management structure has now been arranged so that all departments involved in the provision of education and training are managed by the head of learning and skills.

26. The operational management of the provision of education and training is good. The whole of the education and training provision is now managed by the head of learning and skills and there are good links between departments. Communication between departments is good and most procedures and paperwork are now consistent. The sentence plans are directly linked to the individual learning plans. Individual learning plans are much better than at the previous inspection. Extensive data is now collected and used to manage the provision. Retention and achievement data has been collected since July 2005 and is used to manage the individual learning areas as well as to monitor and review the overall provision through the quality improvement group. Monitoring of equality of opportunity data takes place and is reviewed at the quality improvement group and the contract monitoring meetings. Data is used to improve provision, such as providing additional learner support in PE. Punctuality in the afternoons is still a problem and will remain so until the contract review in August 2006.

27. HMP Stocken has good links with external agencies. This was a strength at the previous inspection and these links have been further developed. Links include outside organisations that supply machines for the motor vehicle light body repair workshop and the sewing machine repair workshop. Learners from the prison kitchen have gone on to work in the industry on their release and several learners have set up their own businesses with the help of the business adviser from the agency Business in Prisons. The Prisoners' Education Trust pays the fees of five learners working towards degrees through a distance learning university course. There are good links between the PE department and Ministry of Defence sports teams, and local football, volleyball, and rugby clubs, with weekend and

weekday fixtures organised. The local school for children with learning difficulties visits the PE department every week for a range of physical activities assisted by learners from the substance treatment offender programme.

28. Staff appraisal and development is satisfactory. Appraisal is well established and takes place every year. Line managers identify clear staff targets and development needs. These are checked against organisational and subcontractor objectives. Staff training is a management priority. All PE staff are now completing a training qualification. Staff have attended a dyslexia training course. All three sewing machine repair staff have taken a course in bicycle repair. To date, 81 per cent of staff have completed diversity training.

29. Management of subcontracts and service level agreements was judged to be weak at the previous inspection. These are all now in place and up to date. Regular quarterly meetings with City College Manchester are effective at monitoring compliance but now also review the overall effectiveness of the contract. This includes discussion of key performance targets, learners' views of course information, retention and achievement data, and other operational issues.

### **Equality of opportunity**

### **Contributory grade 2**

30. There is particularly good promotion of equality and diversity. This has improved considerably since the previous inspection where this was identified as a weakness. There is a high level of respect between staff and learners on most courses. Well-written and informative quarterly newsletters on diversity and disability are now sent to all staff. Offenders have open access to these through the library. A good facility has recently been developed on the induction wing to help foreign national offenders to translate information. Transcription software has been installed onto new computers in a room designed for foreign national offenders. They also have good access to computerised dictionary and translation facilities in several languages. A Braille typesetting machine is available in the library. Equality of opportunity is actively promoted and reinforced with learners during teaching sessions. The prison's own observations of teaching and learning have highlighted several instances where equality issues were clearly identified and thoroughly discussed in lessons. Equality and diversity posters are clearly displayed in most areas. This has improved following the previous inspection. Bad language and unacceptable behaviour are appropriately challenged.

31. Following the previous inspection, policies and procedures relating to equality and diversity were updated. The prison also has a clearly written draft strategy on violence reduction along with a clear appeals procedure for learners on education and training courses. Learners have a thorough induction to equality and diversity when they enter the prison. This is further reinforced when they start their education or training programme. This has improved since the previous inspection. Learners have a clear understanding of, and good access to, the general complaints procedures. Complaints are taken seriously and are investigated thoroughly. Appropriate actions are taken and clearly recorded. Bullying, harassment and racial abuse are also taken seriously and clearly challenged. There is good support for learners with literacy and numeracy needs.

32. The prison's diversity committee meets regularly and clearly records its discussions. The race relations management team meets every two months and includes offender representatives. A separate offender race relations group has been developed to help identify issues and share good practice. It meets regularly each week and a senior

member of staff often attends.

33. Most education and vocational training staff have recently attended equality and diversity training. Staff have a good understanding of the key issues relating to equality and diversity. There is a good level of cultural recognition and awareness and celebration of religious festivals. Access to most areas of the prison for those with restricted mobility is good. Cell and shower facilities have been particularly well adapted and modified to ensure easier access and convenience.

34. The prison collects adequate data on minority ethnic groups, which includes race and length of sentence. The data is thoroughly analysed and compared against attendance in vocational training areas and education. Equality data relating to retention and achievements on accredited courses is also collected and has started to be used well to aid management decisions. Since the previous inspection, data on ethnicity is now clearly displayed for all offenders. There are suitable opportunities for the celebration of faiths at the prison and offenders from minority ethnic groups are allowed to wear clothing and headwear that accord with the requirements of their religion.

35. There is insufficient access to the library for some learners. Although there have been improvements to the number of books on loan and attendance is up from previous inspection, the number of offenders who use the library is still low. Data for those attending, however, does not highlight if different offenders use the facility more than once each week. There is poor access to the library for offenders working in the kitchen. Since the previous inspection opening hours have been changed and the library is no longer open at the weekends. Since the previous inspection access to education and training is now satisfactory and improvements have been made to the range of vocational courses available. There is an appropriate and equitable system for allocating education places. Inmates are allocated to work and education after suitable security clearance and thorough discussion at the weekly labour board.

### **Quality improvement**

### **Contributory grade 3**

36. Good arrangements have been put into place for quality improvement. This was identified as a weakness at the previous inspection. Quality improvement has been identified as a priority by senior management and many activities have been implemented by the head of learning and skills. The quality improvement strategy is now complete with detailed policies and procedures that link well with the prison mission statement. The annual calendar lists all the main quality improvement activities and the links between activities are clear, such as the link between the observations of teaching and learning and staff development.

37. Observations of teaching and learning are now consistent across the education and training provision with standardisation meetings to benchmark and to ensure consistency of judgements. The staff completing the observations have now been trained and the results from the observations are fed into the staff appraisal system.

38. Learner feedback is collected three times a year. It is collated, analysed and used to aid management decisions, such as improving the resources in the history classes and in the deployment of staff in the sewing machine repair workshop. Learner feedback is now included in the quality improvement calendar.

39. Self-assessment was judged to be inadequate at the previous inspection and is now good. There is one self-assessment process for the whole provision whereas previously the subcontractor had its own separate system. Staff involvement is good and the process is very thorough. The final assessment report is well structured and critical. It accurately identifies the key strengths and weaknesses found on inspection but many other strengths and weaknesses were judged to be no more than normal practice. Actions plans are more specific and show clearly what needs to be done and the timing and responsibilities for these actions.

40. The quality improvement group continues to meet monthly and has a well-established role in promoting quality, supporting and moderating self-assessment, as well as monitoring staff development needs and the operational management of the provision. The group checks that quality improvement activities are taking place and while this is well established it is too early to assess the impact of these measures in many areas.

41. Implementation of quality improvement has been slow in the engineering programmes. Internal verification was carried out by someone not qualified to do so. Three internal verifiers have now been identified but there have been no assessments to date in the motor vehicle light body repair shop. Engineering programmes are not integrated and they are staffed with singleton posts so that there is no cover for staff sickness, holidays and cover for other duties.

42. Internal verification is satisfactory. The sampling plans are clear and the internal verification records are detailed. Assessors are knowledgeable about sampling arrangements and they receive written feedback about their judgements. The internal verification arrangements are outlined in a written report. Internal verification procedures are now in place for the sewing machine repair shop.



## AREAS OF LEARNING

### Engineering, technology & manufacturing

Grade 3

Contributory areas:	Number of learners	Contributory grade
<b>Motor vehicle/cycle</b> Other government-funded provision	9	3
<b>Mechanical engineering</b> Other government-funded provision	13	3

43. There are 22 learners on engineering programmes. Accredited training is offered in horticulture engineering, motor vehicle light body repair and sewing machine repair. There are 10 learners on a horticultural engineering level 1 programme and nine learners on motor vehicle light body repair. Three learners are working towards a sewing machine repair certificate accredited by North Warwickshire and Hinckley College. 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 vocational programmes and are then interviewed by an appropriate instructor.

44. Instructors carry out all training and assessment, and internal verification is carried out by recently appointed vocationally qualified and experienced verifiers for horticultural engineering and motor vehicle light body repair. A member of North Warwickshire and Hinckley College carries out internal verification on sewing machine repair programme. Additional support for numeracy and literacy is identified and provided by a learning and skills staff member in the workplace.

#### *Strengths*

- very good development of practical skills
- highly effective partnerships to support learning
- improving achievements in horticultural engineering

#### *Weaknesses*

- no accreditation for motor vehicle light body repair learners

### Achievement and standards

45. Learners on engineering vocational courses develop very good practical skills. They work well at their own pace, with a minimum of supervision, and are quick to learn and adapt to new skills. Those with previous experience improve their skills. Learners use specialist equipment well and produce work of a good standard that meets current industrial standards. Many learners have little previous experience of engineering techniques. They very quickly develop good use in basic hand tools to produce and manufacture engineering component parts. Learners are encouraged by instructors to fabricate or manufacture required replacement parts in the vocational workshop areas instead of purchasing such items. A number of projects have been carried out. For



example, one learner has manufactured a lifting crane. This is now used to demonstrate mechanical advantage and velocity ratio of pulley systems.

46. Engineering learners gain relevant additional qualifications. In horticultural engineering, learners gain an additional qualification in specialist grinding techniques. A private manufacturer, using specialist resources, provides one-day training in the engineering workshops. Learners in motor vehicle light body repair achieve additional qualifications in health and safety, manual handling and control of substances hazardous to health regulations to improve their employability.

47. Retention and achievement data is now routinely recorded and monitored for learners in engineering. This was a weakness at the previous inspection. There is improved achievement of full qualifications in horticultural engineering. Sixteen learners achieved a full qualification in 2005-06, compared with three in the previous year. Ten learners are currently in training of whom six have achieved a full qualification. The remaining four have been on programme a short while but are progressing satisfactorily and are on target to achieve by their target date.

48. There is no accreditation for learners on motor vehicle light body repair. There has been no achievement of the full qualification. This was identified at the last inspection and there has been little progress. Some learners have been on programme for up to 14 months and have yet to achieve a single unit of the award. The programme award has been changed by the awarding body but this has not affected the ability of the staff to progress assessment. Learners have not been registered for assessment. Learners are compiling portfolios and collecting diverse evidence, but this is not being systematically assessed or recorded for unit accreditation.

### **The quality of provision**

49. There are highly effective partnerships with outside agencies to support and develop learners' skills. Good partnerships exist with North Warwickshire and Hinckley College to provide training and support for instructors and learners on the sewing machine repair programme. Partnerships with local communities, the police and charitable organisations include a project to repair bicycles for use in deprived local estates and for use in other countries. Renovation of bumper speedway vehicles is carried out for a private collector of these cars. These projects provide learners with an effective and challenging opportunity to develop engineering, vehicle bodywork and fabrication and welding skills. In horticultural engineering, good partnerships have been developed with a number of varied sporting clubs and community associations that supply lawnmowers and other sports ground equipment which learners can work on to practise and develop their skills.

50. Teaching, learning and training are satisfactory. The learning and skills manager has observed all engineering instructors. Actions have been taken to structure training. Schemes of work and course task sheets have been designed. Independent learning plans are now used to plan learning and set individual targets. There is, however, still some informal training. Short-term offenders in sewing machine repair have the opportunity to gain unit accreditation. Experienced learners help new learners use specialist equipment and to understand the requirements of the workshop routine. This informal support helps learners settle in quickly. Specialist staff from the education department provide additional literacy and numeracy support for specific learners. Staff also visit the

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workshop areas to deliver this support and enable offenders to continue full-time employment. There are good working relationships between learners and instructors, with a high degree of mutual respect.

51. Health and safety is satisfactory in vocational workshops. Some poor practices in health and safety were observed at the previous inspection. Learners now wear personal protective equipment at all times. For example, eye protection is worn when carrying out grinding, drilling and turning operations. The welding and fabrication area in the sewing machine repair workshop is effectively screened off and safety bollards are in place when work is carried out. There are adequate notices displayed in this area to warn of potential hazards. There is not enough suitable storage space in some vocational areas. For example, part of the horticultural engineering workshop area is still used for the storage of machinery.

52. The recording, monitoring and review of learners' progress has improved since the previous inspection and is now satisfactory. Recording of retention and achievement is carried out by management on a monthly basis and the information shared with vocational staff. Each learner now has an individual learning plan and training is monitored, targets are set and action plans completed. Vocational instructors now record and monitor learner progress, and in horticulture engineering, achievement is improving. Achievement rates have not improved in motor vehicle light body repair.

### **Leadership and management**

53. At the previous inspection, management of training was inadequate. Planning of training is now satisfactory. Schemes of work, session work sheets and instructional task sheets have been compiled. Training is now based on the requirements of the programme. Background knowledge lessons are not routinely planned and instructors are reluctant to use classroom provision in the education department, preferring to use workshop areas instead. This is unsatisfactory.

54. There are no contingency plans for staff absence and some workshop activities close for periods of absence. Workshop resources have improved and are satisfactory and are appropriate for the requirements of the award. Specialist equipment, such as specialist grinding machinery, has been purchased. Staff are occupationally qualified and experienced. Instructors and learners have good working relationships and workshops are conducive to learning taking place.

55. There are now three qualified internal verifiers in post. This is new and policy and procedures are being developed. Little verification has taken place and the system is not fully established, the effects have yet to impact and be measured. Internal verification staff are now appropriately qualified and experienced. Some key aspects of training are now quality assured. The learning and skills manager observes and reports on the standard of teaching, training and learning. Staff were involved in the self-assessment process for reinspection. The report was well structured and identified most of the strengths and weaknesses accurately. Equality of opportunity is promoted well in workshop areas and learners have a copy of the appeals procedure. Most learners have a satisfactory understanding of equality of opportunity.

**Information & communications technology****Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i>		<b>3</b>
Other government-funded provision	141	3

56. Currently, 141 learners are on ICT programmes. They attend classes for between three and 15 hours a week. 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. Nine members of staff and one learning support assistant are employed in the education department. Four members of staff are full time.

*Strengths*

- good progression routes

*Weaknesses*

- insufficient target-setting

**Achievement and standards**

57. The number of qualifications gained has improved since the previous inspection and achievements are satisfactory. Between May 2005 and June 2006, 124 learners passed an introductory computer literacy course; 44 gained a computing award at level 2 and 28 at level 3; and 24 gained accreditation at level 1, 13 at level 2 and two at level 3 in computerised accounting. Unit accreditation is now available for all learners. Some qualifications are externally assessed while others are internally assessed and externally moderated.

58. Good progression routes have been maintained since the previous inspection. Courses meet the needs of individual learners and are appropriate for the accreditation of business-related ICT qualifications. Learners are still able to achieve accreditation in word processing, spreadsheets, databases, graphs and charts, accounting and business presentations at an elementary level. Of those learners who have achieved elementary computer literacy qualifications, 46 per cent went on to achieve qualifications at level 2 and 19 per cent at level 3. Learners are also able to work towards computerised accounting qualifications at levels 1, 2 or 3. Of those learners who achieved elementary qualifications, 54 per cent went on to achieve qualifications at level 2 and 17 per cent at level 3. Learners are now able to gain accreditation in key skills and acquire practitioner skills in computer maintenance and repair at level 1.

59. The standard of learners' work is at least satisfactory and some of it is good. Assignments and modules are corrected and moderated and timely feedback is given to learners to help them improve their skills.

### **The quality of provision**

60. Teaching and learning are satisfactory, as at the previous inspection. Six sessions were observed and all were satisfactory. Learners' skills and knowledge are developed appropriately and learners are confident to seek help. Learners are able to practise and apply their skills. They also receive good support from tutors who encourage them to work through manuals and handouts at an appropriate level. Learners understand marking and assessment procedures. Satisfactory arrangements are still in place for learners to obtain additional support if they have reading difficulties. New resources have been developed to support these learners. Peer support is still in place and is satisfactory.

61. Resources were a weakness at the previous inspection and are now satisfactory. New computers and software have been purchased for the IT training centre. Learning materials have been purchased to support staff and learners and a range of in-house self-instructional resources have been produced. These include learning packs in simple language and large print to support learners with literacy difficulties. Additional funding has been provided by the prison to support the purchase of hardware and software required for the new computer maintenance and repair course in the IT centre. A better range of up-to-date ICT resources is now available in the library to support learners. Learners, however, still have no access to secure or simulated internet sites, limiting the skills they can acquire and reducing the range of modules available to them, particularly for the new course in computer maintenance and repair.

62. Monitoring and recording of learners' progress was a weakness at the previous inspection and is now satisfactory. Individual session targets are in place. All learners have a detailed daily work record that is completed at the end of each session. Learners understand and complete daily record sheets that break down qualifications into units, time taken and the number of practice papers required to finish each module before final accreditation. Other learners on higher-level courses now update their own record sheets on the computer. Guided learning hours are recorded for completing modules and units, and learners have a clear idea of what they have achieved in the session.

63. The use of individual learning plans to plan learning has improved since the previous inspection. Learning plans are now co-ordinated centrally and contain information relating to long-term targets for individual learners. However, insufficient attention is given to setting and negotiating short-term learning targets with learners and the time available for achieving them. Targets are broad and are not used effectively to guide learning. They are not clearly set out to enable staff and learners to measure progress. Most records contain little information on progress and achievements and frequently contain only general comments.

### **Leadership and management**

64. The ICT provision is well managed by the newly appointed ICT co-ordinator. All ICT provision is now subsumed in the department combining prison and education ICT delivery. An ICT strategy is in place to guide the management and operation of computing courses. A coherent business programme enables learners to set up their own business and follow courses in accounts. Staff roles are more clearly defined. The two ICT sites have a named full-time member of staff responsible for the operational management of each site. Staff report to the education manager who is responsible for

the ICT provision. The qualifications and experience of staff are satisfactory and appropriate to meet the needs of learners. Communications are satisfactory with weekly staff meetings and regular staff training. Management and planning of ICT programmes have improved with a broader curriculum and better resources for learners. Plans are in place to allow learners to acquire skills in web page development. Data is now used effectively to inform planning for the provision. Retention and achievement data is collected and analysed to monitor achievement by course, learner profile and ethnicity. All staff understand its use and effectiveness in helping to improve the provision.

65. The self-assessment process is inclusive and involves full- and part-time staff. Each full-time member of staff is responsible for their own operational area of work covering all aspects of the provision. They produce a report with appropriate grades, which feeds into the overall self-assessment report for the education department. This has improved since the previous inspection. Good actions have been taken to deal with weaknesses identified at the previous inspection. Staff and learners have a good awareness of equality of opportunity and use of the complaints procedure.

