

INSPECTION REPORT

HMP Stafford

07 July 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
- **learnirect** 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.

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*

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HMP Stafford

Contents

Summary

Description of the provider	1
Overall effectiveness	2
Key challenges for HMP Stafford	2
Grades	3
About the inspection	3
Key Findings	4
What learners like about HMP Stafford	9
What learners think HMP Stafford could improve	9

Detailed inspection findings

Leadership and management	10
Equality of opportunity	11
Quality improvement	12
Engineering and manufacturing technologies	14
Information and communications technology	17
Leisure, travel and tourism	20
Preparation for life and work	23

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Stafford (the prison) is a category C training prison. The prison accepts offenders with a minimum of eight weeks to serve. No offenders are serving life sentences. Most of the prison's offenders come from other prisons located in Blakenhurst, Birmingham and Shrewsbury.

2. The certified normal accommodation of the prison is 680 offenders, with an operational capacity of 680 offenders. Approximately 50 per cent of the prison population consists of vulnerable offenders. The prison currently has 672 offenders, of whom 24 per cent are from minority ethnic groups and 6 per cent are foreign nationals.

3. Education and training is managed by the head of learning and skills who also has other responsibilities that include the reclamation service and the library. The responsibilities of the head of inmate activities include activity allocation, the workshops, physical education (PE) and the chaplaincy. The operational management of the education department is the responsibility of the education manager, who is supported by a deputy education manager and a team of seven full-time, and 20 part-time staff. Most of the education and training takes place within the prison's adult learning centre, the prison gymnasium, or in workshops. Most learners attend on a part-time basis, and the day is separated into two sessions on Monday to Thursday, and one session only on Friday morning. Evening classes are offered on Monday and Wednesday evenings, the latter for vulnerable offenders only. At the time of inspection the Monday classes had been suspended. Daily routines are designed to prevent learners who are designated as vulnerable from mixing with other offenders. However, information and communications technology (ICT) level 2, and English for speakers of other languages (ESOL) classes can include both categories of learner where offenders sign a prison 'compact'.

4. All education is subcontracted to Tamworth and Lichfield College, with the exception of horticulture which is delivered by Rodbaston College, and catering and hospitality, delivered by Stoke-on-Trent College. At the time of the inspection the horticulture course was not available.

5. Work is provided in the prison's kitchens, workshops, cleaning services, laundry, gardens, chaplaincy, and on the prison's wings. Work in the kitchen, workshops, cleaning services and gardens provides opportunities for accreditation. The prison has a target of 28-hours purposeful activity each week for offenders.

6. The PE department has nine staff. PE activities consist of a recreational programme that is offered during the daytime and evenings on weekdays, and during the day at weekends. A range of qualifications is offered in the department.

7. Library services are provided by the Staffordshire Library Service. The library is located in a building adjacent to the adult learning centre. The library is open Monday to Thursday in the mornings and afternoons and on Friday morning only. Two part-time librarians work in the library and are supported by three orderlies.

OVERALL EFFECTIVENESS

Grade 3

8. The overall effectiveness of the provision is satisfactory. The prison's leadership and management are satisfactory, as are its arrangements for equality of opportunity and quality improvement. Training is satisfactory in manufacturing technologies, ICT for users, ESOL, literacy and numeracy, and independent living and leisure skills. Training in sport, leisure, and recreation is good.

9. The inspection team had some confidence in the reliability of the self-assessment process. The prison's self-assessment process is generally inclusive and staff have the opportunity to comment about their own programmes. Learners' views are included satisfactorily. The self-assessment report is sufficiently critical. The self-assessment process focuses appropriately on evaluative judgements about the learner. Inspectors' grades matched those of the report for all aspects of the provision. The report identified many of the issues noted at inspection, but did not identify some key weaknesses. Some of the strengths identified in the report were considered by inspectors to be normal practice. Data was not used fully enough to support the judgements made in the report. The report was incomplete, and did not contain a detailed section about leadership and management, equality of opportunity and quality improvement.

10. The provider has demonstrated that it has sufficient capacity to make improvements. The inspection team judged that the prison has developed and implemented effective strategies to promote improvement. Strategic planning has anticipated the need for change and planned accordingly. The self-assessment report and development plan have identified actions to rectify many of the weaknesses identified at inspection. The management information system has been improved. However, data is not used sufficiently in trend analysis. Regime restrictions and staffing and accommodation issues have not yet been resolved. The pace of change and the amount of accredited vocational training available have been restricted.

KEY CHALLENGES FOR HMP STAFFORD:

- extend the particularly effective monitoring of the education provision to enable improvements
- improve equality of access to education and training for all learners
- increase the number and range of accredited vocational training programmes
- improve the analysis of data to identify trends
- improve the planning of training in the workshops

GRADES

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

Grades awarded at inspection

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

Engineering and manufacturing technologies			3
Contributory areas:	Number of learners	Contributory grade	
<i>Manufacturing technologies</i>		3	
Other government-funded provision	39	3	

Information and communications technology			3
Contributory areas:	Number of learners	Contributory grade	
<i>ICT for users</i>		3	
Other government-funded provision	29	3	

Leisure, travel and tourism			2
Contributory areas:	Number of learners	Contributory grade	
<i>Sport, leisure and recreation</i>		2	
Other government-funded provision	46	2	

Preparation for life and work			3
Contributory areas:	Number of learners	Contributory grade	
<i>ESOL</i>			
Other government-funded provision	7	3	
<i>Literacy and numeracy</i>			
Other government-funded provision	74	3	
<i>Independent living and leisure skills</i>			
Other government-funded provision	41	3	

ABOUT THE INSPECTION

11. Inspectors reported on and graded manufacturing technologies, ICT for users, sport, leisure and recreation, ESOL, literacy and numeracy, and independent living and leisure skills. Evidence was examined from the catering, construction and horticulture areas of learning, but there were too few learners on accredited programmes at the time of

inspection, and in some cases too few classes to provide a representative sample. These areas were not reported on or graded separately. All inspection activities took place over one week. This was the only visit by the inspection team.

Number of inspectors	5
Number of inspection days	16
Number of learners interviewed	53
Number of staff interviewed	25
Number of subcontractors interviewed	24
Number of partners/external agencies interviewed	3
Number of visits	1

KEY FINDINGS

Achievements and standards

12. **Success rates are good on all PE courses.** Learners acquire good practical PE skills which they use well in course activities and during recreational sessions. Achievement and standards in other programmes are satisfactory.

13. Learners' skills development is good in independent living and leisure skills, and in literacy and numeracy, and key skills courses at level 1 and above. Independent living and leisure skills learners are encouraged and supported well to develop a range of skills useful to prison life and on release. Healthy living learners develop a good understanding of basic cookery principles and health issues. Citizenship learners develop good skills in reasoned argument and an awareness of personal rights and responsibilities.

14. **Learners on ESOL and those on entry level courses are making slow progress.** Some pre-entry learners make very slow progress in developing their literacy and numeracy skills. Few ESOL learners have achieved qualifications since the course was introduced. Some entry level learners remain on the course for a considerable length of time without achieving a qualification.

The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Leisure, travel and tourism	0	0	2	0	2
Preparation for life and work	0	3	5	0	8
Total	0	3	7	0	10

15. **The quality of education and training is satisfactory overall, and good on the basic electronics course. Learners receive good training in preparation for working in a manufacturing environment.** Training takes place on the job, with very good support from the instructional officers. **The integration of ICT in vocational areas is good.**

16. In ICT there are strong links between the education provision and learners' objectives. Learners have a clear and accurate understanding of how the information technology (IT) skills and knowledge they are learning can help them meet their objectives on release. **The prison has established good partnerships with employers for the manufacturing workshop.** The prison staff have worked well with local employers to obtain contracts for challenging work.

17. Good arrangements exist to ensure access to training for all PE learners. Good monitoring and forward planning takes place to ensure that no offender is disadvantaged in the use of accommodation and facilities.

18. Good planning takes place in independent living skills, literacy and numeracy, and ESOL to meet learners' individual needs. Most learners are placed on courses which meet their needs as identified through initial assessment and individual guidance interviews. Diagnostic assessment is used effectively to identify individual skills development needs. **Good use is made of ICT to support learning on most courses.**

19. The prison has a wide range of good-quality facilities in sport, leisure and recreation. The indoor PE facilities, and the equipment and facilities in the weights and fitness suite are of a good standard. All resources are very well maintained. Physical resources in ICT are often under-used. Arrangements to give offenders access to information and advice are satisfactory.

20. Training is not planned sufficiently in the manufacturing workshops. Progression opportunities in ICT are poor, and there are not enough training places.

21. Courses in independent living skills are not made equally available to all groups of offenders. Some learners in these areas are not placed on appropriate courses. Some learners remain on, or are placed on, courses which do not meet their needs adequately enough. In a few cases learners are placed on courses against their wishes.

22. PE learners do not receive adequate written feedback. Practical observations take place, but only a minimal amount of written feedback is provided.

Leadership and management

23. The prison has a clear strategic direction to develop education and training. There are good links between the overall strategy to develop education and training, and prison objectives to reduce re-offending. The development plan is used very well to guide actions in education and training.

24. The education provision is monitored particularly well to enable improvements to be made to the learner's experiences. Key aspects of the learners' experiences are included in the monitoring process.

25. Feedback from learners is monitored effectively to improve many aspects of learning. Feedback is used satisfactorily as part of the self-assessment process.

26. Internal communications are effective. Links with external agencies are satisfactory. Adequate partnership arrangements exist to provide information and advice for offenders. Induction is used effectively to give learners useful information about the education and

training options that are available.

27. The prison has a suitably detailed quality assurance framework, policy statement and associated procedures. Quality assurance arrangements are reviewed appropriately and evaluated for effectiveness. Internal verification and assessment practices are satisfactory and meet the requirements of awarding bodies. There are appropriate opportunities to share good practice.

28. All education and training staff are able to participate in a satisfactory range of development events. They are all suitably qualified. Annual appraisals, with mid-year reviews are used appropriately to evaluate performances and identify training needs. For some staff in the adult learning centre the appraisal process has been temporarily suspended.

29. Processes to ensure equality of opportunity are satisfactory. There are productive, mutually respectful, relationships between learners and tutors. Processes to eliminate oppressive behaviour are satisfactory.

30. The prison's support for the development of offender's literacy, numeracy and language skills is satisfactory. The leadership and management of all programmes is satisfactory.

31. **There is not enough accredited training and education for offenders.** There are not enough places available and the range of vocational training is too restricted. **In education, many programmes have waiting lists and there are not enough training places in ICT.**

32. **Data is not analysed sufficiently to identify trends for planning purposes.** It is not used sufficiently to identify trends and allow comparisons to be made among minority ethnic groups. Targets are set at the area of learning level, but they are not generally related to the specific programme, or helpful in monitoring trends over time.

33. **Not enough accredited training is available in the workshops.** No national vocational qualification (NVQ) programmes are available at level 2 and 3. Progress to improve the range and number of accredited vocational programmes has been slow.

Leadership and management

Strengths

- clear strategic direction to develop education and training
- particularly effective monitoring of the education provision to enable improvements

Weaknesses

- insufficient accredited vocational training
- insufficient analysis of data to identify trends

Engineering and manufacturing technologies

Manufacturing technologies

Strengths

- good standards of teaching and learning on the electronics programme
- good work preparation training in manufacturing
- good partnership working with employers

Weaknesses

- insufficient planning of training
- insufficient accredited training

Information and communications technology

ICT for users

Strengths

- strong links between education and learners' aims
- good integration of ICT into programme areas

Weaknesses

- poor progression opportunities
- insufficient training places in ICT

Leisure, travel and tourism

Sport, leisure and recreation

Strengths

- good success rates
- wide range of good-quality facilities to support skills development
- good arrangements to ensure equality of access to training for all learners

Weaknesses

- inadequate written feedback

Preparation for life and work

Strengths

- good skills development on independent living skills, and literacy and numeracy courses at level 1 and above
- good planning to meet individual learning needs
- good use of ICT to support learning

Weaknesses

- slow progress on ESOL and entry-level literacy and numeracy courses
- inappropriate placement of learners on some courses
- inequalities in provision of independent living and skills courses to specific learner groups

WHAT LEARNERS LIKE ABOUT HMP STAFFORD:

- the opportunity to learn - 'what I'm learning will help me to run my own business'
- the helpful and supportive tutors - 'high degree of attention focused on me'
- training while working - 'I really like the chance of working in the workshop and being trained at the same time'
- access to good resources in PE

WHAT LEARNERS THINK HMP STAFFORD COULD IMPROVE:

- the number and range of evening classes
- the range of vocational training - 'there is no chance to do a course like bricklaying or plumbing that would be really useful when I get out'
- the pace of improvement- 'changes happen too slowly'
- the range of ICT courses

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- clear strategic direction to develop education and training
- particularly effective monitoring of the education provision to enable improvements

Weaknesses

- insufficient accredited vocational training
- insufficient analysis of data to identify trends

34. The prison has a clear strategic direction to develop education and training. A detailed strategic development plan outlines a wide range of relevant objectives for development. There are good links between the overall strategy to develop education and training, and prison objectives to reduce re-offending. The strategic direction is well supported by analysis of data about learners' training needs within the prison and on release. This has been used effectively in strategies to meet the needs of local communities and the prison. The development plan is used very well to guide initiatives in education and training that include the use and development of accommodation, and the introduction of new courses. However, the pace of change in some areas has been slow.

35. Communications between the education and training teams and senior management in the prison are effective. The head of learning and skills attends an appropriate range of meetings within the prison. Formal and informal communications are used satisfactorily to improve the learners' experiences. Links between the education manager and the head of learning and skills are good. Formal meetings include an agenda and the circulation to all relevant individuals of a suitably detailed written record of the meetings' proceedings.

36. Links with external agencies are satisfactory. Recently, a useful link was established to allow learners to transfer to another local prison to access training not available at HMP Stafford. Links with employers are adequate, but the prison recognises the need to improve the number and range of employers that it works with. Satisfactory partnership arrangements provide information and advice for offenders. Induction is used effectively to give them useful information about the education and training options that are available.

37. All education and training staff can take part in a satisfactory range of development events that includes professional updating through taking in-house and external courses or gaining qualifications. All training is relevant to staff's roles. Staff are suitably qualified, and all education and some training tutors hold, or are working towards, a nationally recognised teaching qualification. Annual appraisals with mid-year reviews are used appropriately to evaluate performances and identify training needs. However, for some individuals in the education department the appraisal process has been temporarily suspended. Learners have access to satisfactory standards in classrooms, computers and

learning materials. The quality of the resources is good in PE. Management of resources is satisfactory.

38. The prison's support for the development of offender's literacy, numeracy and language skills is satisfactory. On entering the prison all offenders receive an appropriate initial assessment of their literacy and numeracy needs. Learners are informed of the outcomes of the tests they have taken and any further action is agreed with them. Tutors also receive the outcomes of the tests to use in lesson planning. At the time of inspection approximately 25 learners were receiving literacy and numeracy support in addition to vocational courses or other work. However, workshop tutors often do not receive relevant and timely information about learners' support needs. A satisfactory number of support places is available, on a group or individual basis. Learners have access to a satisfactory range and standard of learning materials. There is little assessment or specialist support for dyslexic learners. Recently, the prison has carried out a significant amount of development work to raise tutors' awareness and skills when working with dyslexic learners. It is too soon to assess the effects of these initiatives. The prison has an appropriate development plan for the government's strategy on training in literacy, numeracy and the use of language, skills for life. This is being implemented currently to resolve identified weaknesses in the system.

39. Not enough accredited training and education is available to offenders. The prison offers a wide choice of employment, but there are not enough opportunities for learners to have their skills accredited. Some recent initiatives have been introduced to ensure accreditation of skills in areas such as catering, laundry, cleaning and manufacturing. However, not enough places are available, and the range of vocational training is too restricted. Many courses are at a pilot stage and not yet generally available to learners. The prison has a good understanding of what vocational training learners want and has begun to implement changes. However, it is too soon to judge the effects of these changes. In education, many programmes have waiting lists. In particular, there are not enough training places in ICT.

40. The prison has improved its collection and analysis of data for operational purposes. Data is used effectively as part of the monitoring of the education provision, but it is not used sufficiently to identify trends for planning purposes. Data about retention and achievement rates is not used routinely to contribute to improvement, or to identify trends when comparing minority ethnic groups. The prison recognises the need to improve its management information system to allow the effective production of trend analysis reports for all of its education and training provision. As part of its response, the prison plans to improve the collection and use of data when a new education and training subcontractor has been introduced. However, changes are still at an early stage.

Equality of opportunity

Contributory grade 3

41. The prison has appropriate equal opportunities, diversity, disability and race relations policies for all aspects of the prison, including education and training activities. Information about equality of opportunity and diversity is provided for learners at induction. Little information is immediately available in other languages, although this facility can be accessed by prison staff if required. A recently introduced learners' charter clearly outlines their entitlement to education and training, the responsibilities of learners, and appeals and complaints procedures. Complaints about education and training, made through the prison's complaints procedure, are responded to promptly with appropriate

feedback to learners.

42. Staff and learners treat each other with respect and maintain a purposeful and safe learning environment. Most staff have recently taken part in relevant equality and diversity training. The extent which ethnic groups participate in such activities is monitored routinely by the prison. Currently, a higher proportion of offenders from minority ethnic groups participate in education than from the majority group. Retention and achievement rates by different groups are not monitored as a matter of routine.

43. Following recent improvements, there is now a satisfactory system for allocating offenders to education and training. A committee meets weekly to allocate offenders to various activities. An appropriate range of representatives from different prison functions ensures that all learners have equal access to the opportunities available. Details of education and training opportunities available are suitably advertised in accommodation blocks and during induction. All offenders are informed of the outcomes of their applications. Waiting lists are kept for most of the available work, education and training. Rates of pay are lower for education than for some other activities. Equal access to PE and workshop activities is available for vulnerable and other offenders. Access to some of the education provision is not shared equally. For example, fewer ICT places are available to non-vulnerable offenders, and healthy living is not available to this group.

44. The needs of the main religious faiths are met adequately. Access to prayer facilities is satisfactory. Learners can attend a small number of non-accredited programmes as part of the work carried out by the chaplaincy. There are suitable arrangements to allow offenders to celebrate the main religious festivals. The prison chaplaincy provides a counselling service that is able to refer offenders to internal and external sources of specialist help.

45. Access to most education and training for resources for learners with mobility difficulties is satisfactory. A stairlift is available in the education block and most other resources, including the library, are situated on the ground floor and have ramped access. However, there is no access to the painting and decorating, and electronics workshops for learners with mobility difficulties. There are not enough displays and classrooms or corridors to promote and reinforce equality and diversity issues. The monitoring of equality of opportunity is satisfactory. Some offenders do not have regular access to the library.

Quality improvement

Contributory grade 3

46. The prison uses particularly effective monitoring of the education provision to make improvements. All education programme areas carry out monthly monitoring reviews. The outcomes of these reviews are in turn monitored effectively by the education manager and the head of learning and skills. They give helpful feedback to programme teams. Monthly reviews focus well on implementing actions to improve the learners' experiences. Key aspects of the learners' experiences are included in the monitoring process. Issues that have an adverse effect on retention and achievement are identified and remedial action is taken. Learners who are at risk of leaving their programmes before completion are identified and monitored. Monitoring processes for the education provision are not fully established in vocational training areas, and currently the outcomes of monitoring in education and training are not used as part of an annual overall programme review process. Data is used to set relevant programme targets that help to

monitor progress for quality improvement purposes, but those targets are not always set at an appropriate level for all programmes.

47. Feedback from learners is monitored satisfactorily to improve many aspects of the provision. Learners following education programmes have regular opportunities to feed back their views through questionnaires. Recently, this process has been improved by interviewing a random sample of learners. Feedback is analysed and evaluated for use in actions for improvement such as the provision of computers. Learners receive written feedback about changes made as a result of the consultation process. Feedback processes in other areas of education and training are satisfactory. Feedback is used appropriately as part of the self-assessment process.

48. The prison has a suitably detailed quality assurance framework, policy statement and associated procedures. Quality arrangements are reviewed appropriately and evaluated for effectiveness. The quality improvement group meets regularly and receives detailed reports about the education and training provision. The group considers issues that effect the learner, or contribute to quality improvement. Internal verification and assessment practices are satisfactory and meet the requirements of awarding bodies. There are appropriate opportunities to share good practice.

49. The system of lesson observations of the education and training provision is satisfactory. Suitably trained staff carry out an assessment of the quality of teaching and learning by observation. Written feedback is given to those staff who are observed. Most of the records of these assessments contain adequate details about how well the tutor has performed, and what they must do to improve. However, not all records focus effectively on the effects of the observed sessions on learners. The outcomes of the observations are not subject to a moderation process. There is not enough observation of vocational training. The observation process is used appropriately in appraisals, but some staff have not received an appraisal for a considerable period of time. Written records of observations in PE are not graded.

50. The self-assessment process is satisfactory. The self-assessment report of June 2006 was the first produced by the prison. The report has programme improvement plans that are monitored appropriately by the head of learning and skills and the quality improvement group. Leadership and management, equality of opportunity and quality improvement do not form a discrete section in the report, although the improvement plan for these areas is part of the separate strategic development plan. The report included the views of a sufficient number of staff and a satisfactory range of learners' views was also used. In many areas the report is evaluative and generally critical. Judgements are linked clearly with supporting evidence. However, data is not used enough to support judgements. The report identified some of the strengths and weaknesses found during inspection.

AREAS OF LEARNING

Engineering and manufacturing technologies

Grade 3

Contributory areas:	Number of learners	Contributory grade
Manufacturing technologies		3
Other government-funded provision	39	3

51. Thirty-nine learners are following vocational training in manufacturing technologies. The areas covered are basic electronics, performing manufacturing operations, and evidence of workplace skills. The nine learners in electronics are working for qualifications at level 1 to level 3. This course is provided by the education department for five mornings from Monday to Friday. Twenty-six learners are following an evidence of workplace skills programme. A level 1 NVQ programme in performing manufacturing operations has been introduced recently and has four learners. Training is provided in the production workshops which operate for 30 hours each week over four and a half days from Monday to Friday lunchtime. All learners are entitled to attend the gymnasium. Learners are assessed for literacy and numeracy needs at induction. All learners can access literacy and numeracy support from the learning support team. Assessments take place in the workshops. The programmes are expected to be completed within 12 months, but the timescale is not fixed.

Manufacturing technologies

Strengths

- good standards of teaching and learning on the electronics programme
- good work preparation training in manufacturing
- good partnership working with employers

Weaknesses

- insufficient planning of training
- insufficient accredited training

Achievement and standards

52. Achievements on the programmes are satisfactory. Over the past year, 35 learners have enrolled on the basic electronics programme. Only two did not gain any accreditation. Nine learners are still on the programme, and 28 have gained accreditation for at least one of the three modules. Fifty per cent of the learners successfully completed all elements of the evidence of workplace skills programme. Only four of the 12 learners who enrolled on the performing manufacturing operations are still on the course. Two of these learners are near to completing their programmes, while the other two are making good progress. The standard of learners' work is satisfactory. Most of them are working in busy workshops, meeting the commercial deadlines of companies that have contracts with the prison. Learners demonstrate at least a satisfactory level of understanding of health and safety.

The quality of provision

53. Standards of teaching and learning on the basic electronics course are good. The instructor gives good, clear demonstrations to learners that improve their knowledge, but only after carefully challenging them to show how much they have learnt. Learners are involved effectively in tasks on the computers, and in the completion of their portfolios. Each learner works at his own pace and makes satisfactory progress. Each learners' confidence is greatly improved as their skills develop. The tutor supports the learners to develop their skills. Tasks are planned effectively. The training is well resourced, and there is an ample supply of simulation kits. The programme links well with the development of key skills in number and communications. Most learners are working towards their key skills qualifications for that part of the day when the electronics programme is not available.

54. Learners receive good training in preparation for working in a manufacturing environment. They work for a certificate in evidencing workplace skills. Training takes place on the job, with very good support from the instructional officers who give good demonstrations, and encourage learners to demonstrate their skills and knowledge. Few of the offenders have achieved any qualifications for a long time and some have none. Learners report that the programme improves their confidence and for many it has been a useful reintroduction to learning. The number of learners following the programme has increased significantly over the past year. It offers a good progression route to the performing manufacturing operations programme.

55. The prison has good working partnerships with employers. The prison's staff have worked well with local employers to obtain contracts for work that is challenging, and has sufficient predictability of demand to allow them to build accredited training into the workshops. The quality of the materials that they work with is of a good industrial standard. The working environment in the prison workshops reflects what is expected in industry. This helps to prepare learners well for working in a commercial environment where the customer's demands for quality and delivery deadlines are high. One employer has offered to deliver part of the health and safety unit of the performing manufacturing operations programme. Links with employers are used well to support offender resettlement. For example, one condition of all new contracts with employers is that learners working on that contract are guaranteed an interview with contracting employers on release. Local employers have participated in resettlement open days operated by the prison.

56. There is not enough planning of training in the workshops. There are no learning plans for vocational training. When the performing manufacturing operations programme was introduced, there was no overall scheme of work or learning materials for the three optional units during the first three months of the programme. Staff are unclear as to the length of the programme. Learners' support needs for literacy and numeracy are not communicated effectively to the relevant parties. During induction, all offenders receive an appropriate assessment of their literacy and numeracy skills up to level 1. The education department administers this effectively. The results of tests are forwarded to sentence planning, and advice and guidance officers. The information is used to help determine which offenders are allocated to vocational training. However, the information is not sent with the learners to the workshops. Staff in the workshops are unaware of the

additional learning needs of the learners.

57. Not enough accredited training is available in the workshops. Currently only one performing manufacturing operations programme, and one evidence of workplace skills programme are available. The performing manufacturing operations programme is only offered in one workshop. No NVQ programmes are available at level 2 and 3. This weakness has been identified by the prison. There is a strong commitment by the prison to increase accredited training opportunities in the workshops. The head of learning and skills has conducted a training needs analysis to inform an improvement strategy. However, progress to improve the range and number of accredited vocational programmes has been slow.

Leadership and management

58. Leadership and management of the programme area are satisfactory. Currently, the workshops are under the control of the head of activities. They are shortly to become the responsibility of the head of learning and skills. Communications between staff and other departments in the prison are satisfactory. There is good management representation on the prison's quality improvement group and the allocations board. The head of learning and skills holds effective, regular monthly meetings with the industries manager. Regular and appropriately detailed reviews of each programme are carried out to help with quality improvement. Staff development is satisfactory. Well-attended and useful in-house staff development sessions are provided for staff.

59. The promotion of equality of opportunity is satisfactory. There is equal access to the workshops for all offenders. Attendance in workshops is monitored satisfactorily by various minority ethnic groups. Data about retention, achievement and ethnic background is now collected regularly. However, no trend analysis has been introduced to guide improvements.

60. Assessments and internal verification the performing manufacturing operations programme is provided satisfactorily by Tamworth and Lichfield college. However, as there is to be a change in the college providing this service, the enrolment of learners to the programme has been delayed. The observation of tutors, as part of an overall quality assurance and improvement strategy, has not been implemented. The self-assessment process involved all the staff in the workshops. The self-assessment report generally reflected the findings of the inspection and contained most of the strengths and weaknesses identified at inspection.

Information and communications technology**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>ICT for users</i>		3
Other government-funded provision	29	3

61. At the time of inspection, 29 learners were enrolled on courses leading to accredited ICT programmes. Qualifications are available at entry level, level 1 and level 2. All qualifications are modular and require learners to sit examinations or complete portfolios of work. Examinations can be taken on request. Each module is planned to take between 20 and 30 hours of study. Learners must have literacy and numeracy level 1 competence to join the IT courses. Learners can begin the course at any time there is a vacancy. Depending on status, learners attend classes for either half day, or a full day, Monday to Friday.

ICT for users***Strengths***

- strong links between education and learners' aims
- good integration of ICT into programme areas

Weaknesses

- poor progression opportunities
- insufficient training places in ICT

Achievement and standards

62. Achievement and standards are satisfactory. Learners produce work of a sufficient quality to meet external examination standards. All learners working towards qualifications are making at least satisfactory progress. They are all on an appropriate level of study. Tutors set targets for each learner at the beginning of the class, and their progress is regularly reviewed. The pace of learners' development against the set targets is at least satisfactory. Learners demonstrate satisfactory keyboard skills. They can apply their newly acquired knowledge and skills on one software package to other packages and ICT procedures. Tutors keep detailed records of learners' progress towards completion of modules and full qualifications. Achievement rates are satisfactory. Eighty-four per cent of learners pass the module examinations at their first attempt. Attendance is good, although timekeeping is sometimes poor. Learners contribute effectively to ensuring that they work in a safe environment and show a satisfactory understanding of relevant health and safety issues. Learners are able to work effectively as individuals, and in some cases develop the personal skills to enable them to act as mentors for their colleagues.

The quality of provision

63. There are strong links between education and learners' objectives. Learners have a clear and accurate understanding of how the ICT skills and knowledge they acquire can be applied to help them meet their objectives on release. For most learners, these objectives are employment or self-employment. Most learners have worked out a clear timetable that will enable them to complete the necessary learning before the next phase of their sentence, or their release. Many of them have discussed their requirements with potential employers and in some cases, employers have helped the learner to decide what qualifications would be most appropriate. Learners who wish to be self-employed on release understand how the various software applications will apply to operating aspects of a small business.

64. ICT is well integrated in vocational areas. The use of ICT in curriculum areas has improved the learning experience and motivation of learners. Some learners have been encouraged to enrol for additional qualifications in ICT. Learners studying the arts are able to work towards relevant qualifications from level 1 to 3. The key skills IT qualification has been integrated with communications and learners complete both qualifications through integrated assignments. Particularly good use has been made of sophisticated software to teach electronics, which is supported by a well-equipped workshop where learners can practise what they have learnt.

65. The quality of education and training is satisfactory. Staff are suitably qualified and experienced. In all classes learners are working on different modules and levels of qualification. Tutors provide prompt and appropriate individual support. Learners are encouraged to take responsibility for their own learning by using workbooks, taking mock examinations and completing additional exercises until they feel sufficiently confident to take the examination. In most classes, the more advanced learners help those with less skill and knowledge. Although most learners progress satisfactorily by studying from textbooks, the needs of learners with differing learning styles are not always met. Classrooms are adequate, but do not have sufficient individual workspace. Colourful and informative displays and examples of learners' work are used to give classrooms suitable subject identity.

66. The initial information and advice given to offenders is satisfactory, and ensures that they are fully informed of opportunities to study for ICT qualifications. Tutors initially assess all applications for ICT courses to ensure that the learner has a sufficient level of English and mathematics. The process of initial assessment and the provision of learning support for learners with literacy and numeracy needs is satisfactory. At the time of the inspection no learners in ICT were receiving additional support, although a number are working towards higher-level qualifications in mathematics and English.

67. Progression opportunities are poor. There are no qualifications at level 3 or above in IT. ICT qualifications are available to learners, but although they provide a good basic knowledge of applications software, they do not offer the higher-level professional qualifications that employers require. Learners who have previous ICT experience are not challenged sufficiently in completing the available qualifications. On completion of level 2, there are very few opportunities for learners to study a specific topic of interest in greater depth. There is no access to ICT for learners after completing their qualifications,

to enable them to practise and improve their skills. In the computer refurbishment workshop learners gain a range of IT and other skills, but appropriately accredited qualifications are not available.

68. There are not enough training places. All ICT courses have waiting lists, and some offenders have to wait for several months before being allocated a training place. There has been a change in funding arrangements. Fewer learners are now able to gain the level 2 qualification. There are twice as many training places for vulnerable offenders than for other offenders. Most courses at level 1 and level 2 take place only in the afternoons. Some ICT rooms are left unused in the mornings. A basic introductory course for learners new to ICT was introduced in April 2006. Six learners completed the course, but no further courses have been made available. There is no access to ICT at weekends and limited availability in the evenings. Not enough computers are available in the accommodation wings and the library.

Leadership and management

69. The leadership and management of the IT programmes is satisfactory. Strategic plans to develop IT in education and the workshops have been developed, and staff are kept well informed. Managers recognise many of the limitations in the range and level of courses available. Another floor has been added to the library to accommodate new courses in practical computer skills. However, the overall progress to correct the situation has been slow. Physical resources are generally satisfactory or better, although often underused. There are not enough networked computers in education. Learners' and staff's work is disrupted and learners' development is hindered. Staff development is satisfactory.

70. There are productive, mutually respectful, relationships between learners and tutors. Processes to eliminate oppressive behaviour are satisfactory. A suitable range of data is collected and analysed to contribute to programme management. However, data is not used effectively to identify trends in the achievement and retention rates of the various minority ethnic groups. Only a small range of posters and displays is provided in classrooms and corridors to reinforce equality and diversity.

71. Appraisals are linked appropriately with the outcomes of the assessment process that includes observations of tutors conducting classes. However, not all tutors have had a recent appraisal. Arrangements for quality improvement are satisfactory. Most staff have an appropriate understanding of the self-assessment process. The self-assessment report identified some of the strengths and weaknesses found at inspection. The report focused appropriately on the learner, but there was insufficient use of data to support judgements.

Leisure, travel and tourism**Grade 2**

Contributory areas:	Number of learners	Contributory grade
<i>Sport, leisure and recreation</i>		2
Other government-funded provision	46	2

72. Learners can take part in a range of PE activities, including weight training, football, rugby, short tennis, badminton, circuit training, cardiovascular training and some minor sports. Currently, 46 learners are following accredited courses at level 1 or 2. A full-time induction programme is offered alongside the PE courses, which all offenders must attend and complete. The prison also offers recreational PE sessions. These sessions are available for five evenings each week and during the day at weekends. The department offers vulnerable offenders separate sessions.

73. All PE programmes are managed by a principal PE officer, two senior PE officers and five PE officers. One of the senior PE officers also has some responsibility for discipline within the prison. Gymnasium orderlies assist with the cleaning, preparation and maintenance of facilities and equipment.

Sport, leisure and recreation*Strengths*

- good success rates
- wide range of good-quality facilities to support skills development
- good arrangements to ensure equality of access to training for all learners

Weaknesses

- inadequate written feedback

Achievement and standards

74. Success rates are good on all courses and at all levels. The retention rate has been maintained at 83 per cent. All learners who completed their programmes have achieved a qualification. Since the introduction of accredited courses 18 months ago, 846 learners have completed the level 1 working safely in the gym course, and 65 learners have completed the level 2 introduction to weight training. In addition, success rates for the Football Association sports injuries programme at level 2, and the YMCA assistant gym instructor's and first aid at work qualification have been good. All learners have very good attendance records and their punctuality is also good. Learners acquire good practical PE skills which they use well in course activities and during recreational sessions. The learners use the PE facilities with confidence. They have a good understanding of a variety of training methods in weight training and cardiovascular training, and are able to use this knowledge effectively in other sporting contexts. The learners are well motivated and enjoy their PE programmes. They demonstrate the knowledge and personal skills required for working in the leisure and fitness industry.

The quality of provision

75. A wide range of good-quality facilities support skills development. The indoor facilities are good. The sports hall is 18 months old and is spacious and well equipped. The classroom is well laid out and used effectively. Facilities in the weights and fitness suite are good. The equipment is of a very good standard. All facilities are very well maintained. The learners praise the quality of the facilities and take pride in keeping them to a good standard. The outdoor sports space is restricted, but staff and learners make good use of the available area. The sports hall does not have enough storage space.

76. Good arrangements ensure access to training for all learners. The prison population is almost evenly split between vulnerable and other offenders. Good monitoring and forward planning ensure that no offender is disadvantaged in the use of accommodation and facilities. Despite significant regime restrictions on the movement and mixing of offenders, the availability of accredited and recreational PE fully meets the demands and needs of the two groups. PE education sessions are timetabled and adjusted effectively as necessary to take into account regime requirements to accommodate both sets of users. Literacy and numeracy support is managed well to ensure that learners have equal access to it during PE sessions. The PE department has effective links with the education department which offers additional learning support in literacy and numeracy to learners on PE programmes. For example, during the introduction to weight training programme learners were given good support from a tutor to allow them to complete their level 1 literacy tests in a timely fashion. Work on improving the integration of key skills into learners' programmes is well advanced. However, it is too soon to make a judgement about the effects of recent proposals and actions.

77. The induction to PE programmes is satisfactory. All new learners must attend and complete the course. Staff are enthusiastic and give presentations which motivate learners to be involved in activities. Learners are fully informed of available courses, facilities and enrolment procedures. Induction also includes first aid and manual handling. Following successful completion of the induction programme, learners are issued with a PE identity card, which they must produce each time they use the gymnasium. The range of PE courses meets the needs of the learners. It provides clear progression routes to further education college courses for those learners released, and to more advanced PE courses for those transferred to other establishments.

78. PE officers demonstrate satisfactory teaching practices. During the practical lessons learners are given useful coaching tips and sound advice about how to improve their personal performances. PE officers illustrate learning points effectively by using examples drawn from their own and other learners' experiences. Effective links to wider work contexts are provided sometimes. For example, health and safety information is given in the context of the sport and leisure industry. Learning sessions are well prepared and learners make good progress. PE officers incorporate a variety of teaching techniques, such as practical tasks and discussions to involve the learners and maintain their interest throughout the session. PE officers support and guide learners appropriately and encourage the less able learners by giving them more time and reinforcing learning at regular intervals. Staff ensure that learners have adequate access to relevant information and advice.

79. Learners are given individual interviews to discuss their progress and agree action plans. Progress review documents are used appropriately to record learners' progress and to set realistic targets. However, learners do not receive adequate written feedback. The degree of written feedback is minimal, and there is no evidence of the learners' written work being marked by the PE staff. Practical observations take place, but again, no written feedback is provided to the learner.

Leadership and management

80. Leadership and management are satisfactory. The staff team clearly understand their individual roles and responsibilities. Communications within the department and with other prison departments are well established and used effectively for the benefit of learners. PE staff demonstrated a very good team spirit. The principal PE officer has an open style of management and is readily accessible to the team. The team is very committed to providing a good experience for the learners and works hard to develop new courses and the associated learning materials.

81. PE staff are appropriately qualified and experienced in a wide variety of sports and fitness-related activities. The principle PE officer sets high standards for staff, demanding that they are fully committed and act as good role models for the learners. However, the PE department's staffing levels are not always adequate.

82. Relationships between staff and learners are at least satisfactory and often good. Both treat each other with respect. Learners have an appropriate understanding of their rights and responsibilities. They know how to raise a complaint should they have a concern. Actions to prevent or resolve harassment and bullying are effective.

83. Arrangements for quality improvement are satisfactory. PE staff and the head of learning and skills carry out planned learning observations. Some improvements have been made. External verifier's reports are good, and all the action points are dealt with promptly. Most staff have an adequate understanding of the self-assessment process, and contributed to the most recent report.

Preparation for life and work**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>ESOL</i> Other government-funded provision	7	3
<i>Literacy and numeracy</i> Other government-funded provision	74	3
<i>Independent living and leisure skills</i> Other government-funded provision	41	3

84. All courses are part time and take place either in the morning or the afternoon, and learners can join at any time. Sixteen learners are working towards entry level 1, and 19 towards entry levels 2 and 3 in literacy and numeracy. Fourteen learners are on a programme working towards the key skill of communication and adult literacy examinations at level 1,2 or 3, adult numeracy examinations at level 1 and 2, and the IT key skill at level 1. An ESOL course is provided for seven learners. Forty-one learners are on independent living and leisure skills courses in healthy living, citizenship, budgeting and money management and understanding personal relationships. In addition, approximately 25 learners are currently receiving literacy and numeracy support at the same time as their participation in vocational courses or other work. An in-cell reading scheme is being used to support three learners. Classes take place in dedicated classrooms in the education department or workshop areas. Separate programmes are provided for vulnerable and other learners in most subjects.

Strengths

- good skills development on independent living skills, and literacy and numeracy courses at level 1 and above
- good planning to meet individual learning needs
- good use of ICT to support learning

Weaknesses

- slow progress on ESOL and entry-level literacy and numeracy courses
- inappropriate placement of learners on some courses
- inequalities in provision of independent living and skills courses to specific learner groups

Achievement and standards

85. Learners' skills development is good on independent living and leisure skills, and literacy, numeracy and key skills courses at level 1 and above. Independent living and leisure skills learners are encouraged and supported well to develop a range of skills that are useful to prison life and on release. Healthy living learners develop a good understanding of basic cookery principles and health issues. They also develop good teamwork skills through practical cookery lessons. Citizenship learners develop good skills in reasoned argument and an awareness of personal rights and responsibilities. The retention of learners on these courses is good and the success rate of those who

complete the programme is very good. Learners working towards key skills and adult literacy and numeracy qualifications at level 1, 2 and 3 develop skills at a good pace. Most learners achieve at least level 1 in literacy and numeracy, and many progress and achieve level 2. Approximately 50 per cent of learners achieve the key skill of communication at level 2, and a small number are also successful at level 3.

86. Learners make slow progress towards achievement on ESOL and entry level courses. Most offenders entering the prison are identified as having skills at this level. Some pre-entry learners make very slow progress in developing basic literacy and numeracy skills. Few ESOL learners have achieved qualifications since the course was introduced. Some entry level learners remain on the course for a considerable length of time without achieving a qualification. At entry level 2 and 3, less than 30 per cent of learners who participate achieve qualifications. Plans exist to introduce a pre-entry level programme to widen progression opportunities.

The quality of provision

87. Good planning meets learners' individual needs. Most learners are placed on courses which meet their needs, and are identified through initial assessment and individual guidance interviews. Diagnostic assessment is used effectively to identify individual skills development needs. Sufficiently detailed short-term skills development targets, linked to the curriculum, are recorded on individual learning plans. These are followed carefully and progress is recorded at the end of each session. New learners are integrated quickly into class groups. Good continuity of learning is achieved where more than one tutor takes the group during the week. Targets are reviewed and updated regularly for most learners. Those learners receiving individual support away from the education department also work to an appropriate individual learning plan. Target-setting is not used sufficiently to achieve qualifications for some learners.

88. IT is used well to support learning on most courses. Some classrooms have computers for learners to use for individual work. Each course has a weekly lesson in a computer suite to support the development of literacy and numeracy skills. In cookery, learners develop literacy and presentation skills, using IT to produce attractive menus and recipe cards. In money management learners' numeracy and budgeting skills are enhanced by using spreadsheets.

89. Standards of teaching and learning are satisfactory overall. Most sessions take the form of workshops and enable learners to work effectively towards individual objectives. Learners work purposefully and productively. In some sessions they are encouraged to progress at a good pace, but in other sessions the pace of learning is slow. Lessons are planned appropriately. Overall attendance is very good, although some learners do arrive late. Independent living and leisure skills classes are managed well. Cookery learners are fully involved in well-organised practical activities. Citizenship learners take part in well-managed discussions which draw on their experiences and extend their understanding. The offenders who are qualified as learning support assistants and orderlies are used well in some classes to support individuals or assist staff. There is an over-reliance on worksheets in some literacy and numeracy lessons, although the materials used are generally appropriate for adult learners. Most of the classrooms for vulnerable offenders provide appropriate learning environments, with good use of appropriate display materials. Some of the classrooms used for mainstream offenders are poorly laid

out, have no display materials, and are less conducive to learning.

90. Some learners are placed on courses that are inappropriate for them. Although the range and levels of provision are satisfactory, some learners are placed on, or remain on, courses which do not meet their needs adequately. Some learners remain on entry level courses for social or personal safety reasons, as no other suitable work activity has been found for them. Some learners on independent living and leisure skills courses have skills and experience above the level of the course. In a few cases learners are placed on courses against their wishes, bypassing established waiting lists, when no other suitable employment can be provided.

91. Independent living and leisure skills courses are not equally available to all offenders. Mainstream offenders are not able to take part in healthy living and cookery courses. Money management, citizenship and understanding personal relationships courses are not available to both groups at the same time. Most courses for mainstream offenders use the shorter afternoon sessions.

Leadership and management

92. Leadership and management are satisfactory. All staff and managers have a strong commitment to meet learners' needs. Curriculum management is satisfactory. Appropriate systems support tutors to provide courses of a consistent standard. These systems include clear objectives, common schemes of work and lesson plans. Some central resources are available which have recently been added to and updated. However, there are no checks on the consistency or appropriateness of learning materials which are produced by individual members of staff.

93. Informal communications are good. Regular and productive team meetings are held. Staff and learners treat each other with respect and there is satisfactory promotion and reinforcement of equality and diversity in classes. Quality improvement is satisfactory. All tutors have been observed conducting learning sessions and received appropriate feedback to action improvements. Annual appraisals have recently been reintroduced, but not all staff have been appraised. Appropriate staff development is available to full- and part-time staff. Internal verification, where it is required, is satisfactory. Good use is made of feedback from the learners to guide course development. All staff participate in the self-assessment process. An appropriate skills for life development plan is currently being implemented to resolve identified weaknesses.

