

Establishment	Her Majesty's Prison (HMP) Norwich
Type of establishment	Male adult Category B and C local and training prison
Inspection type	Full unannounced
Dates of inspection	8 – 12 February 2010
Establishment contact	Head of Learning and Skills Knox Road Norwich Norfolk NR1 4LU Tel: 01603 708 600

This is a summary report of the inspection findings of the learning and skills provision at HMP Norwich

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

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

Overall effectiveness

Grade: 4

The overall effectiveness of the prison's learning and skills is inadequate. Opportunities to participate in formal education programmes are available for only 25% of the population. Too few vocational programmes are available to support learners' employment needs upon release and most of the accredited training offered is at foundation level. Many prisoners frequently arrive late for education, vocational training and work activities; this causes disruption. Outcomes for learners are satisfactory and those learners, who remain in the prison long enough, achieve well in most areas. The quality of provision is inadequate with a narrow range of education programmes. The quality of teaching and learning is generally satisfactory with some good aspects of individual coaching and training although a significant variation in the quality of learning sessions exists. The prison offers some successful personal development and social integration programmes through good working partnerships with external charities. There is no education provision in the healthcare lifer-care unit. The English for speakers of other languages (ESOL) provision is impoverished and fails to meet learners' language support needs. Learners say they feel safe. Induction and the assessment of literacy, numeracy and language support needs are adequate although some learning plans are often weak. Learners receive satisfactory careers information, advice and guidance. The day-to-day management of work, education and

vocational training is satisfactory. However, strategic leadership and management are inadequate; the prison deployed the Head of Learning and Skills (HOLS) onto other duties during the previous year. The HOLs' return to manage the learning and skills provision is recent. Many of the self-assessment and quality improvement processes lack direction and implementation. The prison does not promote equality and diversity well at induction and during learning sessions. Managers collect data but use it insufficiently to measure the participation and achievements of different groups of learners

Capacity to improve

Grade: 4

The overall capacity to improve learning and skills is inadequate. Senior managers are committed to developing and improving the provision of learning and skills. However, the quality of learning and skills is viewed as the responsibility of individual providers to manage. Inspectors identified some good areas of provision such as the Foundation Training Company (FTC), physical education and Britannia House. However, good practice is not identified and shared with other areas of the prison. Areas of weakness identified at the previous inspection, such as the lack of vocational training opportunities and the insufficient use of data are still evident. The implementation of a painting and decorating programme identified at the previous inspection had not been introduced although it was planned to start in March 2010. Punctuality and attendance are inadequately managed and, on many occasions during the inspection, learners arrived more than 25 minutes late to their learning sessions. The prison does not formally collect this data and has not identified this as an area of concern. The self-assessment process is under developed and does not include all areas of the prison. Self-assessment in areas such as the library, FTC and education are well developed but are not fully included in the prison self-assessment process or self-assessment report. The prison does not use the self-assessment process to measure performance and drive forward improvements. Much data about learners is collected but its use to monitor provision and inform improvements is inadequate.

Outcomes for learners

Grade: 3

Key strengths

- good achievement of learning aims for most learners who remain in the prison

Key areas for improvement

- poor punctuality and attendance in education, vocational and work areas

Quality of provision

Grade: 4

Key strengths

- good accommodation and resources on the reception site
- good and responsive library service for the majority of prisoners

Key areas for improvement

- insufficient ESOL provision to meet the needs of prisoners
- insufficient range of education and vocational programmes to meet learners' needs
- no education provision for long-term lifers in healthcare
- poor participation in education

Leadership and management

Grade: 4

Key strengths

- good day-to-day management of learning and skills by providers

Key areas for improvement

- insufficient careers information and advice for prisoners throughout their sentence
- insufficient formal management and communications structures to monitor and improve learning and skills
- inadequate use of data to inform decision making and setting of targets for improvement
- weak quality improvement processes

What HMP Norwich needs to do to improve further?

- Improve the learning and skills management and communications structures to better manage the provision and support quality improvement.
- Effectively organise the management of prisoner movement and allocation to education, training and work activities to improve attendance and punctuality.
- Improve the range of education and vocational training programmes including ESOL provision to ensure that more prisoners can access learning and skills.
- Improve the careers information and advice service to provide information and advice throughout prisoners' sentence.

- Use data effectively to analyse participation and performance of different groups of learners and inform target setting for improvement.