

INSPECTION REPORT

HMP Nottingham

25 February 2005



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

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 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.

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 judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

HMP Nottingham

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Nottingham (the prison) is a category B local prison for men, serving the courts of Nottinghamshire and Derby Crown court. The turnover of prisoners is high, with 70 per cent of prisoners staying for less than a month, although 18 per cent of prisoners stay for more than six months. The prison has certified normal accommodation for 550 prisoners. During the inspection the prison population was 510. Twenty per cent of prisoners are from a minority ethnic group.

2. Education is subcontracted to a college of further education and is managed by the education manager. The head of learning and skills has responsibility for the operational management of education and vocational training at the prison, as well as staff development.

3. All prisoners are offered work and have the opportunity to attend part-time education. A range of part-time courses is offered, predominately in literacy and numeracy, social and life skills, and information and communications technology (ICT). Education and accredited vocational training is available for up to 200 prisoners and at the time of inspection 154 were receiving some form of education or accredited training. Employment opportunities include garment manufacture, assembly and packing, clothing distribution, cleaning and kitchen work. Prisoners engaged in these activities receive appropriate basic health and safety training when needed.

SCOPE OF PROVISION

Information & communications technology

4. The prison has one information technology (IT) workshop in the education department. Lessons are provided every morning and afternoon during the week, but not at weekends or in the evenings. There are places for up to 10 learners in each lesson. Two tutors provide tuition, one is full time and one is part time. At the time of inspection, 66 learners were registered for ICT courses and some attend more than one lesson each week. Thirty learners are working towards a level 1 qualification, four are working towards level 2 qualifications and three are working on their own external programmes of learning or skills development. The remainder are not registered for any accredited course. A waiting list exists for ICT, but few learners wait more than two weeks. Learners are given a short induction to the IT room to assess their technical competence. The ICT department has a policy of not taking prisoners whose literacy skills are below level 3. In practice however, many of the learners need additional learning support and this is given informally by the tutor or through additional classes.

Foundation programmes

5. The prison offers foundation programmes for an average of 43 lessons each week, five days a week. At the time of the inspection, 88 learners were attending classes or receiving tutor support in the workplace. Courses include literacy, numeracy and English for speakers of other languages (ESOL). The social and life skills programme includes cookery, healthy living and parentcraft. The prison has a small programme of creative arts and one-day courses in basic food hygiene, health and safety, and first aid. Literacy and numeracy support is provided on the wings, and includes individual support in the health care unit, in the segregation wing, and sessions in the drug detoxification and rehabilitation unit. One tutor provides literacy and numeracy support in workshops and aims to recruit learners who may otherwise not take part in the education programme. At the time of inspection, 14 learners were receiving literacy and numeracy support in the workshops. The prison was not able to provide information about specific numbers of learners within the different areas covered in foundation programmes.

ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	17
Number of learners interviewed	32
Number of staff interviewed	22

OVERALL JUDGEMENT

6. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, the prison's leadership and management, arrangements for quality assurance and approach to equality of opportunity are unsatisfactory. Foundation programmes are satisfactory, but ICT is unsatisfactory.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

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

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Other government-funded provision	66	4

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> - Other government-funded provision	88	3

KEY FINDINGS

Achievement and standards

7. Learners do not achieve many qualifications. In ICT, very few learners achieve qualifications or units of qualifications. In foundation programmes, the prison has not met its target for entry level qualifications, although it does better at other levels.

8. **Learners on foundation programmes develop good skills and demonstrate good standards of work in lessons.** Those learners who study at work rather than in the education department achieve well, and a very good proportion gain qualifications.

9. The quality of students' work in art is good.

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Foundation programmes	1	1	3	2	1	0	0	8
Total	1	1	3	2	1	0	0	8

10. **The planning of learning is satisfactory in ICT and particularly good in foundation programmes. Tutors provide good individual support** and have excellent relationships with learners. Foundation tutors are skilful in managing a complex range of needs and behaviour. Learners are engaged, motivated and enjoy their lessons. The best lessons are challenging, interactive and set in a relevant context to encourage learners. **The range of teaching and learning strategies is restricted in some literacy and numeracy lessons.** Tutors rely too much on worksheets and in some lessons there is too much emphasis on preparing learners for examinations.

11. **Some of the accommodation is inadequate.** Foundation classrooms are often too small for the number of learners. Facilities are inadequate for confidential diagnostic

assessment and feedback. A new education block is planned which is intended to resolve some of these weaknesses. Rooms have attractive posters, adequate computing facilities and a satisfactory range of books and dictionaries. Computing facilities are satisfactory. Staff have appropriate teaching qualifications, but there are no adequately qualified staff to teach ESOL.

12. Most learners receive frequent and constructive feedback about their work. Assessment is satisfactory and feedback is positive. Enough information is given by tutors to enable the learner to understand the progress he has made and what he is expected to do next.

13. On entry to education prisoners, receive a satisfactory induction to their courses. For ICT learners this includes a basic questionnaire which determines their existing ICT skills. ICT tutors are not given any information about the literacy, numeracy and language levels of prisoners. Although tutors request learners with level 3 literacy, in practice learners' skill levels often fall below this expectation.

14. **The monitoring of learners' progress is weak.** No central system exists to enable tutors to monitor individual learners over a period of time. The current system is inadequate to allow tutors to monitor learners' length of stay and achievements. **Foundation learners' personal and social development are not recorded sufficiently.** Although action plans are used effectively to monitor progress and plan learning activities, they do not include a summary of learners' needs and abilities beyond identification of literacy and numeracy levels. Background information about learners from initial assessments and inductions is not detailed enough to give education staff an indication of learners' qualifications and aspirations.

15. **The range of qualifications available is too restricted.** Courses are only available up to level 2 in ICT, with no specialist or more advanced programmes for more able learners. Short-stay prisoners have no opportunities to gain a qualification in ICT.

16. The range of foundation programmes is not sufficient to meet the needs and interests of all learners. There are no level 3 courses. ESOL courses are not provided sufficiently at a variety of levels. Not enough learning support is given and no dyslexia assessment is available. Support for dyslexic learners has begun recently, though only on a very limited basis.

17. **A number of good initiatives have been taken by the prison to overcome learners' obstacles to participation.** Foundation classes are provided in the segregation and health unit, and in the detoxification and drug-rehabilitation unit. Three sessions of ESOL have been introduced, to respond to the growing number of foreign nationals, although the mixed level of abilities in these classes restrict opportunities for sustained speaking activities. A basic reading and writing course provided by prisoners and supported by a national charity is particularly effective and a very good proportion of these learners progress to other education courses. The workshop education project has been very successful in helping learners develop skills in the workplace and gain accreditation.

Leadership and management

18. **Senior managers are well aware of the issues facing the prison with regard to the quality and quantity of education and training.** Managers share a clear appreciation of what needs to be done to improve the quality of education and training, and some key actions have been taken.

19. A new education centre is being built and much attention is being given to ensuring that it meets the needs of the prison population. In the short term, the prison has been successful in securing additional funding to help develop the provision.

20. **The prison has developed effective links with external agencies.** The prison is also effective in transferring information about learners to other prisons when they are transferred. Initial assessment results, analyses of educational needs, and any education or skills achievements are communicated quickly to the receiving prison.

21. **Communications are poor** among many of those involved in the education and training of prisoners. A significant breakdown in communications has occurred between prison managers and the subcontracted college. Important information is not shared sufficiently with those who need it.

22. **The prison does not have adequate management information.** It does not have enough information about the retention or achievements of learners to identify how well programmes perform over time, or how to make improvements. The prison does not have sufficient information about the learning needs of prisoners.

23. **The prison offers a restricted range of education and training.** It does not offer a wide enough range of programmes to meet the needs of learners. The provision is limited for the more able learners. Education is only available during the week and there are no evening or weekend classes.

24. Very few opportunities exist for prisoners to have the skills they develop at work recognised through accredited qualifications. Much of prisoners' work is at a low skill level and is poorly managed. Employment practices do not reflect industry standards.

25. **Arrangements to promote and monitor equality of opportunity are weak.** The subcontracted college makes satisfactory reference to equal opportunities in its induction booklet. This is shown to learners. The prison has no system to monitor the efficiency of this policy. A new prison-wide equal opportunities policy has not been implemented yet.

26. Links with the local community are effective and help to raise the awareness of different cultures and religions. A knowledgeable prison officer has responsibility for staff training in equality and diversity. Training has not been well attended.

27. The education department has provided good access for most prisoners, but the promotion of education is not effective in some work areas. Prisoners working as wing cleaners and in the clothing exchange store cannot access education easily. Those

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learners in education receive less pay than prisoners working in industry workshops. Some prisoners do not take part in education.

28. Not all prisoners receive an assessment of their literacy, numeracy and language needs. Only those who wish to attend education are tested. The prison does not have sufficient data about the skill levels and needs of the prison population as a whole.

29. The various people responsible for equal opportunities, race relations and diversity do not co-ordinate their efforts and have no clear action plan. None of the people involved concern themselves specifically with the education department.

30. The prison does not monitor trends in relation to the achievements of particular groups of learners. The impact of training staff about diversity is not evaluated.

31. **The quality assurance of education and training is inadequate.** The prison does not have enough appropriate data to establish the quality of education and training. The prison does not set standards for its provision such as targets for retention and achievement. The prison has a high turnover of prisoners and this makes it difficult to identify meaningful targets.

32. New quality assurance procedures to cover education and training throughout the prison have been developed, but have not been fully implemented.

33. Self-assessment is ineffective. The report identified some of the strengths and weaknesses found by inspectors, but it also had many omissions. A more inclusive and evidence-based approach has been adopted for the next report, due in March 2005.

34. Quality assurance arrangements within the education department are also weak. The self-assessment report is not detailed enough and is not supported by enough evidence. Tutors are observed annually, but there is no external moderation of teaching and learning. Inspectors did not agree with the results of the internal observations. Contract monitoring meetings are ineffective.

Leadership and management

Strengths

- clear strategic direction and action to improve provision
- good links with external agencies

Weaknesses

- poor communications
- inadequate management information
- restricted range of education to meet learners' needs
- weak monitoring and promotion of equality of opportunity
- inadequate quality assurance

- poor skills development

Information & communications technology

Using IT

Strengths

- good learning and personal support for learners

Weaknesses

- weak monitoring of learners' progress
- restricted range of qualifications

Foundation programmes

Literacy and numeracy

Strengths

- good attainment of skills
- particularly well-managed teaching and learning
- good initiatives to increase participation

Weaknesses

- inadequate accommodation in some areas
- insufficient recording of learners' personal and social development
- restricted range of provision

WHAT LEARNERS LIKE ABOUT HMP NOTTINGHAM:

- 'using a computer has improved my spelling'
- tutors are always patient and will repeat things as often as necessary
- being able to use the computers to write personal letters

WHAT LEARNERS THINK HMP NOTTINGHAM COULD IMPROVE:

- the range of books in the library and the time taken to obtain ordered books
- the number of lessons in the IT room
- the amount of interesting work - not just word processing
- access to the internet and e-mail
- the number of education classes
- the opportunities to attend education full-time
- the interest level of work in the workshops

KEY CHALLENGES FOR HMP NOTTINGHAM:

- improve the standard of provision in ICT
- extend the range of education available to learners
- offer an appropriate range of skills development and accreditation in workshops
- develop an effective management information system
- implement good quality assurance arrangements
- develop good communications and working relationships between all those involved in education and training
- develop effective systems to monitor and promote equality of opportunity

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 4

Strengths

- clear strategic direction and action to improve provision
- good links with external agencies

Weaknesses

- poor communications
- inadequate management information
- restricted range of education to meet learners' needs
- weak monitoring and promotion of equality of opportunity
- inadequate quality assurance
- poor skills development

35. The governor and senior managers are well aware of the issues facing the prison regarding the quality and quantity of education and training. The head of learning and skills is well supported by the governor and other senior managers. All senior managers share a clear view of what needs to be done to improve the quality of education and training. Some key actions have been taken. A new education centre is being built and much attention is being given to ensuring that it meets the needs of the prison population. In the short term, the prison has been successful in securing additional funding to help develop the provision. This includes funding to employ an additional tutor to provide literacy, numeracy and language training for prisoners who work. A lot of work has been carried out to identify appropriate qualifications for prisoners who work. Just before the inspection, the prison gained accreditation for qualifications in waste management. Many staff are working towards acquiring assessor status in order to offer learners qualifications in the various work areas. Staff have also been trained to produce individual learning plans and these are being implemented in many work areas.

36. The prison has developed effective links with external agencies. These include good links with the local lifelong learning partnership to identify skill gaps and opportunities in the region. The prison now offers teacher training placements and makes good use of trainee teachers to support the education of prisoners. The prison makes good use of its links with a local organisation which provides courses for prisoners to help them become self-employed on release. Staff from Jobcentre Plus are available full time in the prison to help prisoners find work and relevant local jobs are advertised on wing noticeboards. An employer forum creates links with local employers. The prison is also effective in transferring information about learners when they are moved to other prisons. Initial assessment results, analysis of educational needs and any education or skills attained are communicated quickly to the receiving prison.

37. Communications are poor between many of those involved in the education and training of prisoners. A significant breakdown in communications has occurred between prison managers and the subcontracted college. The collection of information is often duplicated. Important information is not shared sufficiently with those who need it. For example, the results of initial assessments of learners' literacy and numeracy needs are not shared with supervisors and vocational trainers. Tutors on some education courses are not adequately informed about the results of these assessments. On a daily basis work supervisors know who is attending education, but are not aware of the nature of the learners' programmes.

38. The prison does not have adequate management information. It does not have sufficient information about the retention or achievement of learners to identify how well programmes perform over time, or how to make improvements. The prison does not have sufficient information about the learning needs of prisoners. Not all prisoners are assessed to identify their literacy and numeracy skills, or other possible education needs. Only those prisoners who wish to attend education courses are assessed.

39. The prison offers a restricted range of education and training. Although it manages a small budget well, it does not offer a range of programmes sufficient to meet the needs of learners. Literacy and numeracy skills are only available up to level 2, and there is no key skills training. Some literacy and numeracy skills teaching takes place in the work areas. ICT programmes are restricted to level 2 courses. Insufficient training and education is available for more able learners. Education is only available during the week, and there are no evening or weekend classes.

40. Learners have very few opportunities to have their work skills recognised by acquiring accredited qualifications. Much of the work prisoners do requires low skill levels and is poorly managed. Employment practices do not reflect industry standards. For example, housekeeping and work flow is not well planned or managed. In one workshop, prisoners were able to take breaks and drink coffee outside of set break times and within the production areas. In another workshop space is inadequate and prisoners work in cramped conditions with poor ventilation.

Equality of opportunity

Contributory grade 4

41. Good links with the local community help to raise awareness of different cultures and religions. Community representatives are invited in to talk to prisoners. Themed events and exhibitions take place. The prison has good links with a local school for children with learning difficulties. Quizzes are used effectively to raise staff's awareness of different cultures and religions. A knowledgeable prison officer has responsibility for staff training in equality and diversity, but the training has not been well attended.

42. Despite the low number of teaching hours available for education, the prison ensures that all prisoners have access to some form of education. The education department has provided good access for most prisoners. Teachers visit the segregation and vulnerable prisoners unit, health care, detoxification wing and industrial areas. The promotion of education is less effective in some work areas than others. Prisoners

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working as wing cleaners and in the clothing exchange store cannot access education easily. The job is full time and there are no visiting teachers. Those learners entering education receive less pay than those who attend industry workshops. Some prisoners do not take part in education.

43. Some prisoners do not have access to an assessment of their literacy, numeracy and language needs. Only those who wish to attend education are tested. The prison does not have sufficient data about the skill levels and needs of the prison population as a whole. Most education is at foundation level and does not meet the needs of more able prisoners. No member of staff is qualified to test and support learners with dyslexia or learning disabilities.

44. Responsibilities for equal opportunities, diversity, and race relations are shared by a range of prison staff. There is insufficient co-ordination among these members of staff, and no clear action plan. Not one of these members of staff is concerned specifically with the education department. Data concerning ethnic backgrounds is produced on a monthly basis. This information is analysed to help identify any trends and is discussed at the race relation committee meetings. The prison does not monitor trends in relation to the achievements of particular groups of learners. The impact of diversity training for staff is not evaluated.

45. Arrangements to promote and monitor equality of opportunity are weak. Currently, the prison has no equal opportunities policy specifically for prisoners. The subcontracted college makes satisfactory reference to equal opportunities in its induction booklet for learners, but there is no system to monitor the effectiveness of this policy. A new prison-wide equal opportunities policy has not been implemented yet. The expectations of the education department with regard to equality of opportunity are unclear and not specified within the contract.

Quality assurance

Contributory grade 4

46. Since taking the post in September 2003, the head of learning and skills has carried out a thorough appraisal of the quality assurance arrangements for education and training. New quality assurance procedures to cover education and training throughout the prison have been developed, but not fully implemented.

47. The first self-assessment report and action plan were produced in March 2004 and based mainly on the views of staff. The report identified some of the strengths and weaknesses found by inspectors, but there were many omissions. In particular, the report did not include the provision for ICT. A more inclusive approach has been adopted for the next report, which is due in March 2005. A range of evidence is being collected, including feedback gathered from learners through focus groups. This also starts to identify the local employment opportunities available to prisoners on release. Attempts are made to design the education opportunities available within the prison to prepare prisoners for release.

48. The education department has its own established quality assurance arrangements.

These do not effectively promote improvements in the provision. The self-assessment process is weak, the report is not detailed enough and is not supported by enough evidence. Many of the strengths claimed are no more than normal practice. The department has not provided the prison with sufficient evidence to enable it form an accurate view of the quality of education. Tutors are observed annually, but there is no external moderation of teaching and learning. Inspectors did not agree with the results of the internal observations. Contract monitoring meetings are ineffective. The report produced for the meeting about the performance of the education department is vague and unhelpful.

49. The quality assurance of education and training is inadequate. The quality of education and training is monitored through the quality improvement group and through self-assessment. The prison does not have adequate data to establish the quality of the education and training provided. Data about retention and achievement has been collected recently, but the prison does not have a systematic process for collecting and analysing performance data. The prison does not set targets or standards for its provision in terms of retention, achievement and attendance. There is a strong focus on raising the quality and availability of education provision throughout the prison. The prison recognises that it needs to offer a curriculum to meet the needs of the prison population, but the provision remains restricted and inappropriate for some prisoners.

AREAS OF LEARNING

Information & communications technology

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
Using IT - Other government-funded provision	66	4

Using IT

Strengths

- good learning and personal support for learners

Weaknesses

- weak monitoring of learners' progress
- restricted range of qualifications

Achievement and standards

50. Achievements are poor. Nottingham is a local prison with a high turnover of prisoners. Over the past three years, 1,800 learners have attended ICT classes. During that period, only seven learners have achieved a full qualification. During the same period, just 27 units have been achieved. The prison does not have enough data to identify how many prisoners this affects. Learners develop good IT skills in lessons.

Quality of education and training

51. Learners are well supported by their tutors. Lesson planning is satisfactory. Learners use a variety of workbooks and worksheets and work at their own pace. They are closely monitored and guided. The tutor is aware of any personal and health problems of learners and adapts her teaching style to accommodate individual needs. Classes are small and learners receive good individual support. Many learners are new to computing. They are enthusiastic about their experiences in the class and the progress they have made. They receive frequent and constructive feedback. Learners are able to practise their skills by producing personal letters or poems, not just set tasks and exercises. Practise papers for examinations are available and learners are free to do as many as they want or need. Learners are assessed after each exercise. The assessment is satisfactory, and feedback is positive. Enough information is given by the tutor to enable the learners' to understand the progress they have made and what is expected. The tutor has created a positive work ethos in the classroom. Learners respect this and benefit from it.

52. Resources overall are satisfactory. All IT equipment and software is fit for purpose. The classroom is cramped and poorly ventilated, but the furniture and equipment is adequate. Learning materials are satisfactory and used effectively. Tutors are appropriately qualified and teaching is satisfactory.

53. On entering education, prisoners receive an induction to their course. This is a basic questionnaire which determines their existing ICT skills. Tutors are given no information about the literacy and numeracy skills of prisoners, and although they request learners with level 3 literacy, in practice learners' skill levels often fall below this expectation. Tutors give what help they can in the classroom and are able to refer learners to specialist sessions where necessary. ICT tutors are not qualified to provide literacy and numeracy skills support.

54. Monitoring of learners' progress is weak. Several systems exist for recording learner activity, but not all of these are up to date. The prison has no central system to enable a tutor to monitor individual learners over a period of time. The tutor has a good relationship with the learners and monitors them as individuals, but this relies on her staying in post. The current system is not adequate enough to allow tutors to monitor learners' length of stay and achievements.

55. The range of IT qualifications available in the education department is too small. Software is industry standard, but restricted to office applications. Some CD-ROMs are available for leisure learning. Learners have no opportunities for progression beyond level 2. Short-stay prisoners have no opportunities to gain qualifications. Many learners have expressed an interest in widening their knowledge of computing and their frustration at being restricted to the qualifications on offer. Most learners are new to computing, but a number are more capable. Few learners have full-time access to ICT training and most have access only once or twice each week.

Leadership and management

56. Tutors feel well supported by senior staff, and regular staff meetings are held, but these meetings are not always recorded. Training and personal development is offered to tutors through the college and the prison. Staff cannot always take advantage of these opportunities. No teaching cover is provided for classes. Communications between staff are good. Teaching observations take place once each year, and are conducted by internal staff. Good opportunities exist to share good practice and ideas with other prison education departments. Self-assessment is weak. ICT was not included in the self-assessment report.

Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i> - Other government-funded provision	88	3

Literacy and numeracy

Strengths

- good attainment of skills
- particularly well-managed teaching and learning
- good initiatives to increase participation

Weaknesses

- inadequate accommodation in some areas
- insufficient recording of learners' personal and social development
- restricted range of provision

Achievement and standards

57. Attainment levels are good. Learners achieve good standards of work in lessons, increase their literacy and numeracy skills and gain confidence and self-esteem. Learners have complex needs and many have poor skill levels. They develop good verbal skills, and in discussions they express opinions, listen to each other and offer each other constructive feedback. They are encouraged to become more creative, independent and self-critical in their learning. In some lessons, learners reflect on their life experiences. For example, they discuss their roles as fathers and the challenges of being a parent, health issues and work experiences. The standard of learners' folders of work is satisfactory.

58. A range of accreditation is available at entry level and at level 1 and 2. In the current year the prison has not met its key performance targets for the achievement of qualifications at entry level. Inspectors were unable to arrive at overall judgements about achievement and retention as the data is inadequate. Many learners achieve agreed individual targets within short timescales. Five hundred and thirty learners also gained qualifications in food hygiene, health and safety and first aid. The achievement of qualifications in the workshop provision is good. Fifty-nine of the learners have gained a qualification and a further 23 are making good progress or waiting for their certificates.

59. The quality of learners' work in art is good and their work is exhibited. Learners are proud of their achievements and value opportunities within these sessions to be creative and explore latent talents and aspirations. Learners enjoy receiving certificates when they

gain accreditation.

Quality of education and training

60. Teaching and learning is well managed. A productive, positive work ethos exists in lessons and tutors are skilful in managing a complex range of learners' needs and behaviour. Learners are engaged, motivated and enjoy their lessons. This strength was recognised in the self-assessment report. Tutors provide good individual support and have excellent relationships with the learners. Tutors work hard to improve morale, and motivate and encourage the learners. The best lessons are challenging, interactive and set in a relevant context for learners. For example, a parenting course builds on the interests and motivation of learners to understand and develop their parenting skills and successfully develops verbal skills and knowledge about children's development. In a cookery lesson, learners are able to work towards a qualification while at the same time learning skills and developing a more creative approach to cooking.

61. Lessons are well planned and include clear objectives. Individual action plans support progress monitoring and provide effective record-keeping of the activities completed in lessons. Action plans help to keep learners on task and to plan their learning. The range of teaching and learning strategies is restricted in some literacy and numeracy lessons. Teachers do not identify different learning styles to help plan activities which build on learners' strengths, rather than teaching to their weaknesses. Tutors rely too much on worksheets and some lessons have too much emphasis on preparing learners for examinations.

62. A number of good initiatives have been used by the prison to overcome obstacles to participation. Tutors are very aware of the significant problems many learners face, and provide good opportunities for learners who would not normally access any education. This work includes sessions in the segregation and health unit and in the detoxification and drug rehabilitation unit. Three sessions of ESOL have been provided to respond to the growing number of foreign nationals, although the mixed level of these classes restricts opportunities for sustained speaking activities. The Toe by Toe scheme is an effective strategy to widen participation and break down barriers by engaging prisoners and providing a gateway to formal education and learning. Thirty-six prisoners are currently on this programme. A high proportion of learners that begin the Toe by Toe programme progress to other education courses. The workshop education project has been very successful in helping learners to develop skills in the workplace and gain accreditation. It is much appreciated by learners who welcome the opportunity to gain skills without leaving the workshop environment.

63. Some accommodation is inadequate. Classrooms are often too small for the number of learners. When all learners on the register attend, the rooms are crowded and tutors are unable to employ a wide range of teaching strategies. Facilities are inadequate for confidential diagnostic assessment and feedback. The cookery classroom is a significant health and safety risk. A new education block is planned, which aims to resolve some of these weaknesses. Rooms have attractive posters, adequate computing facilities and a

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satisfactory range of books and dictionaries. Staff have appropriate teaching qualifications, but no member of staff is adequately qualified to teach ESOL.

64. Learners' personal and social development are not recorded sufficiently. Although action plans are used effectively to monitor progress and plan learning activities, they do not include a summary of learners' needs and abilities beyond identification of literacy and numeracy levels. Background information about learners, from initial assessment and induction, does not give education staff sufficient information about learners' qualifications and aspirations. Action plans and progress reviews do not give clear records of many of the learners' additional achievements. They do not help tutors and learners to formally identify this element of the provision.

65. The range of provision is not wide enough to meet the needs and interests of all learners, including the wider needs of the prison population. The prison has no level 3 courses. ESOL is not provided sufficiently at a variety of levels. The induction process is largely an assessment exercise and does not provide adequate information about the content of the learning programme. There is insufficient learning support, and no dyslexia assessment. Support for dyslexic learners has recently been introduced, but on a small scale.

Leadership and management

66. Communications among staff in the education department are good. Significant difficulties exist in communications between the subcontractor and the prison. Teaching and learning are well managed. Equality of opportunity within the department is satisfactory overall. Access for learners is appropriate, and learning is well promoted to those learners who would not normally take part. Learners with dyslexia are not supported sufficiently. The prison's use of quality assurance and data to analyse performances and plan improvements is weak. The self-assessment report generally identified the same strengths and weaknesses as inspectors, although the report did not offer an overall judgement about the provision.