

# INSPECTION REPORT

## **HMP and YOI Norwich**

**11 March 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 and YOI Norwich**

### **Contents**

#### **Summary**

Description of the provider	1
Scope of provision	2
About the inspection	3
Overall judgement	3
Grades	4
Key findings	4
What learners like about HMP and YOI Norwich	11
What learners think HMP and YOI Norwich could improve	11
Key challenges for HMP and YOI Norwich	12

#### **Detailed inspection findings**

Leadership and management	13
Equality of opportunity	14
Quality assurance	16
Information & communications technology	18
Hospitality, sport, leisure & travel	21
Visual & performing arts & media	24
Foundation programmes	27

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP and YOI Norwich opened in 1887. At its core it is a Victorian prison, but a number of buildings have been added. It is a multi-function prison near the centre of Norwich with an operational capacity of 823, including 270 category B prisoners and 230 category C. The prison also has a resettlement unit for 40 category D prisoners outside the perimeter wall, and a specialist unit for up to 15 elderly prisoners. Adjacent to the main prison, there is a modern young offenders institution (YOI), converted in 1998, for 170 young offenders in closed detention and 50 in open detention. At the time of the inspection, 19 of the young offenders were aged 18. The average length of stay is approximately 100 days for category B and C prisoners, one year for category D prisoners and 80 days for young offenders. The prison accepts prisoners who have been convicted or are on remand.

2. A local college of further education is contracted to provide courses in the education department. It is also responsible for training in painting and decorating and welding, and conducts assessments and progress reviews for catering learners. The education department has centres in the young offender unit and the main prison. A national charity is contracted to teach preparation for work courses for young offenders who are close to the end of their sentence.

3. The main library is in the adult prison and there are four small libraries on the residential wings and one in the young offender unit. The libraries are run by Norfolk County Library Service.

4. The head of learning and skills has overall responsibility for education and vocational training within the prison, and is assisted by a full-time administrative officer. He reports to the head of activities who in turn reports to the prison governor. He also manages the contracts with the subcontractors and the library service.

5. Prisoners can work in a range of workshops which provide items for the prison and the rest of the prison service. These include a printing workshop, a textiles workshop and a food packing workshop. Young offenders can work in horticulture or in repairing bicycles for export to developing countries. Some prisoners work in the gym or the library as orderlies, on the residential wings as cleaners or in the prison's kitchens. There are also opportunities for vulnerable prisoners to work in the laundry. There are 428 work placements, 120 for young offenders and 308 for adults. Training takes place in many of these areas.

6. The education department is run by a manager based in the education centre in the adult prison, who is assisted by a deputy manager who is based in the young offender unit. The department employs 31 staff, of whom five work full time, one works part time and 25 are sessional staff. It offers courses in information and communications technology (ICT), foundation studies and visual art. There are 12 full-time places in

education and 163 part-time places.

## SCOPE OF PROVISION

### Information & communications technology

7. There are 22 adults and 16 young offenders on level 1 and 2 computer literacy programmes provided by the main contractor in two computer suites, one in the adult education department and the other in the YOI education department. Seventeen adult prisoners and two young offenders are on waiting lists for these programmes. There is one other computer suite owned by a national charity which provides level 2 accreditation in ICT as part of a resettlement programme for 12 young offenders nearing the end of their sentence. Six portable computers are taken onto the wings to provide learning for those who are not able to attend the education classes. The curriculum is led by a part-time member of staff. There are five other sessional staff. There is no evening or weekend provision.

### Hospitality, sport, leisure & travel

8. There are 17 learners working towards national vocational qualifications (NVQs) at level 1 in catering and hospitality. Nine are working towards food preparation and cooking at level 1, two towards food service at level 1 and one towards quick service at level 2. Five young offenders are working towards qualifications in kitchen portering. The education department provides a part-time trainer and assessor who is temporarily co-ordinating the catering and hospitality programmes. Training and assessment for all learners takes place in the kitchens. Training in background knowledge is given individually. The co-ordinator spends two days a week in the adult prison, and three days in the YOI. The kitchens employ a catering manager, a deputy and seven assistant cooks. Two of the staff are qualified assessors, but take no part in the assessment process. The local college carries out internal verification.

9. In sport and recreation there are 17 learners working towards an assistant gym instructor's award at level 1, and six working towards the award at level 2. The physical education (PE) department also offers the community sports leaders award but this course was not running at the time of the inspection. The PE department is staffed by one senior PE officer and five PE instructors, supported by six orderlies. Two of the PE staff are awaiting courses to qualify as PE instructors. Learners following the assistant gym instructors course attend for one full day a week for a mixture of background knowledge and practical lessons. The background knowledge lessons take place in a classroom in the education block. All level 2 learners work full time in the gym as orderlies and gain work experience, but also have one day a week dedicated to their course.

## Visual & performing arts & media

10. Twenty young offenders and adult prisoners attend classes in the adult or young offenders education departments. Visual art classes are offered on weekdays in the mornings and afternoons. They run for three hours in the morning and two hours 15 minutes in the afternoon and offer opportunities for painting, drawing and clay work. Adults and young offenders are taught separately. Learners have the opportunity to work towards qualifications in art at levels 1 to 3. Ten of the current learners are registered for art qualifications. Learners also submit their work in competition with other prisoners for external exhibition awards and for sale. The education subcontractor employs two part-time tutors to teach art at the prison. A part-time tutor is employed to teach craft but is currently on long-term leave.

## Foundation programmes

11. There are 102 learners on foundation programmes, of whom 56 are adult prisoners and 46 young offenders. Thirty-five learners attend courses in literacy and numeracy at entry level and 31 at levels 1 and 2. Twelve attend classes in English for speakers of other languages (ESOL). Learners with entry level literacy and numeracy are accredited with a nationally recognised qualification, and those at levels 1 or 2 can sit the national tests in literacy and numeracy. ESOL learners are entered for the new approved qualifications for ESOL. Adult prisoners and young offenders coming to the end of their sentence can attend a five-week accredited resettlement programme. The programme for young offenders is provided by a specialist contractor. Twenty-four learners attended these programmes during the inspection. All prisoners and young offenders are given an induction session about activities in the prison, and their literacy and numeracy skills are assessed. Learners can receive up to five education sessions a week. Prisoners who cannot attend classes are offered sessions on the residential wings. The education programme is managed by an education manager assisted by two deputy education managers. There are three team leaders and 23 sessional teachers.

## ABOUT THE INSPECTION

Number of inspectors	8
Number of inspection days	38
Number of learners interviewed	82
Number of staff interviewed	47
Number of subcontractors interviewed	15

## OVERALL JUDGEMENT

12. The quality of the provision is not adequate meet the reasonable needs of those receiving it. More specifically, leadership and management and quality assurance are unsatisfactory, as are ICT, visual and performing arts and media and foundation programmes. Courses in hospitality, sport, leisure and travel are satisfactory. The arrangements for equality of opportunity are satisfactory.

## GRADES

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

<b>Leadership and management</b>		<b>4</b>
Contributory grades:		
Equality of opportunity		3
Quality assurance		4

<b>Information &amp; communications technology</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Other government-funded provision	38	4

<b>Hospitality, sport, leisure &amp; travel</b>		<b>3</b>
Contributory areas:	Number of learners	Contributory grade
<b>Hospitality and catering</b> - Other government-funded provision	17	3
<b>Leisure, sport and recreation</b> - Other government-funded provision	23	3

<b>Visual &amp; performing arts &amp; media</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>Arts</b> - Other government-funded provision	20	4

<b>Foundation programmes</b>		<b>4</b>
Contributory areas:	Number of learners	Contributory grade
<b>ESOL</b> - Other government-funded provision	12	5
<b>Employability/employment training</b> - Other government-funded provision	24	2
<b>Literacy and numeracy</b> - Other government-funded provision	66	4



## KEY FINDINGS

### Achievement and standards

13. **Young offenders and adult learners produce creative work that is of a high standard.** They produce good drawings in art and imaginative work in pottery. **Achievement rates are good in the resettlement programme for young offenders.** In ICT, both achievement rates and retention rates are good on the young offender programme. However, many young offenders and adult learners on the level 1 programme do not achieve the full computer literacy qualification even though they pass all the relevant modules. **Sport and catering learners in both the YOI and the adult prison progress well into jobs after release.** Some catering learners make slow progress.

### Quality of education and training

14. The standard of individual teaching is generally satisfactory in art and sport although **art teachers use a narrow range of teaching methods** and do not take sufficient account of learners' individual needs. Similarly, **ICT teachers do not plan sufficiently well for individual learning** with much of the learning in this area involving learners tediously working through one exercise after another. However young offenders on the pre-release ICT programme benefit from well-planned and well-taught lessons. **Teaching in ESOL classes for both adults and young offenders is unsatisfactory.** Lesson plans are inadequate and do not include detailed learning objectives. Teaching on the resettlement programme for young offenders, however, is good. Schemes of work in catering are either not complete or not detailed enough, and lessons are not well planned.

15. The range of resources in art is narrow, preventing learners from participating effectively in some areas. Currently the pottery kiln does not work whilst it awaits kiln furnishings. **Similarly, there are not enough resources for the literacy and numeracy programmes.** Teachers rely too heavily on paper-based materials, some of which are poorly copied hand outs. Some foundation programme learning materials are not relevant or of interest to learners. ICT learners in both the adult prison and the YOI are using floppy discs to store their work and are not getting experience of using a network. In the YOI, two computers have been out of order for some months. Physical resources for sport and catering are satisfactory at both the YOI and the adult prison. Staff are appropriately qualified in all areas of learning except ICT where some teachers do not have teaching qualifications.

16. **There is inadequate recording of individual learners' progress in all areas of learning.** In art, the progress reviews are ineffective and assessment is largely informal and unrecorded. Initial assessment is satisfactory in all areas of learning.

17. There is an appropriate range of courses in sport and catering to meet learners' needs. However, **in ICT the range of courses is narrow with all courses** for both adults and young offenders at level 1 or 2. There are no courses below level 1 for those who

have no experience of ICT or at level 3 for those who have already acquired good ICT skills. There are no courses of a more technical nature. **Prisoners who work in jobs around the prison, other than in the kitchens or the print and packaging workshops, are not offered literacy and numeracy support alongside their work.**

18. **There is good individual support for young offenders on foundation programmes,** with good links with external agencies. In ICT there is good support for learners who are not able to attend the education centre. Tutors visit them on the residential wings with laptop computers and give individual support. **Learners in sport and catering benefit from good guidance towards jobs** on their release.

### Leadership and management

19. There is a **clear commitment by the prison to developing education and training.** The governor was closely involved in the development of a education and training strategic plan which includes plans both for the young offenders and the adult prisoners. It was written by the head of learning and skills and outlines the prison's longer-term objectives in developing education. The plan was based on a detailed training needs analysis carried out by the head of learning and skills in order to better meet the needs of the prison's population. Communications within the prison are satisfactory. There is an appropriate appraisal system for staff employed directly by the prison.

20. **The prison has not managed the main education subcontractor effectively during the past year** although recently managers have taken decisive action to remedy this. The prison also has a much smaller contract with a national charity to deliver training for young offenders immediately before their release. This has been managed effectively.

21. **There are insufficient opportunities for young offenders and adult learners to take part in accredited vocational training.** The prison runs workshops in printing, textiles and food packing. Adult prisoners working in the laundry receive training but it is not accredited. Similarly adults and young offenders who are involved in cleaning the prison receive some training but it is not accredited. Some members of the prison's staff are currently being trained to enable them to train learners.

22. Arrangements for equality of opportunity are satisfactory. All learners are treated with dignity and respect by education and training staff. There are good relationships between teachers and learners and between learners. The prison has a range of appropriate policies. There is a race relations committee and an equal opportunities committee, both of which include prisoner representatives. Education and training are standing agenda items at their meetings.

23. The prison has a **well-developed diversity training package** which all prison staff are following. Over one-third of the training and education staff employed by the prison have completed the training. Prisoners receive an appropriate introduction to diversity during their prison induction. The prison has recently introduced presentations to celebrate learners' achievement. Learners achieving qualifications receive a financial bonus.

24. All learners have access to and understand the complaints procedures. The system for allocating prisoners and young offenders to work is satisfactory. Where applications cannot be met, prisoners are made aware of alternative opportunities.

25. There is **insufficient collection, analysis and comparison of equality of opportunity data**. A new reporting database has recently been designed and implemented, but it is not yet sufficiently established to provide routine reports or enable analysis.

26. **The establishment's quality assurance arrangements are inadequate**. There is no effective quality assurance policy or procedure for the training and education provision. The agreement with the main subcontractor has not been updated to meet the establishment's current quality assurance needs. The feedback system does not cover all key aspects of learners' programmes. Learners on physical education and foundation programmes complete an end-of-programme feedback questionnaire. The subcontracted education provision has systems in place for observing and assessing the quality of teaching. The problems identified have not all been effectively resolved. Vocational training is not part of the observation process.

27. The prison's self-assessment process is not well established. The current self-assessment report is its first. The quality improvement group meets regularly and reviews progress against the development plan. New staff appointments have been made to clarify the management responsibility for quality assurance.

28. In the areas of learning there has been **decisive management in sport** to develop and implement a three-year development plan. The **management of the literacy, numeracy and ESOL curriculum is poor**. Data is not used appropriately to inform decision-making. The area does not liaise sufficiently with other curriculum areas such as art, ICT or the young offenders' resettlement programme. There is not enough staff continuity on literacy and numeracy programmes. However, **the resettlement programme for young offenders is managed well**. **Curriculum management of ICT is inadequate**. There are insufficient meetings for staff to discuss common issues or share good practice. Class induction procedures are inadequate.

## Leadership and management

### Strengths

- clear strategic direction based on prisoners' and young offenders' identified needs

### Weaknesses

- ineffective management of the main education subcontractor to ensure a good experience for learners
- insufficient accredited vocational training to meet the needs of prisoners and young offenders on release
- insufficient collection and analysis of equal opportunities data to ensure that all learners are achieving their potential

## HMP AND YOI NORWICH

- inadequate quality assurance arrangements to improve the provision

### **Information & communications technology**

#### ***Using IT***

##### *Strengths*

- good development of confidence by complete beginners
- good retention and achievement rates on young offender resettlement programme
- good support on the wings for learners who are unable to attend education

##### *Weaknesses*

- poor completion rate for full computer literacy awards
- inadequate planning for individual learning
- inadequate recording of learners' progress
- narrow range of courses
- some inadequate resources
- inadequate curriculum management

### **Hospitality, sport, leisure & travel**

#### ***Hospitality and catering***

##### *Strengths*

- good progression into jobs

##### *Weaknesses*

- slow progress by catering learners
- inadequate planning for individual learning

#### ***Leisure, sport and recreation***

##### *Strengths*

- good progression into jobs
- decisive and consultative management of the sports programme

##### *Weaknesses*

- inappropriate selection procedures for PE courses

## **Visual & performing arts & media**

### **Arts**

#### *Strengths*

- high standard of adult learners' creative art work
- good support from art teachers for learners' other interests

#### *Weaknesses*

- narrow range of resources available to learners
- ineffective use of teaching and learning time
- poor co-ordination of information for learners
- weak development of art curriculum

## **Foundation programmes**

### **ESOL**

#### *Strengths*

- there are no significant strengths

#### *Weaknesses*

- much unsatisfactory teaching and learning
- insufficient range of learning resources to support language development
- ineffective use of individual learning plans
- insufficient opportunities to develop language skills
- poor curriculum management

## **Employability/employment training**

#### *Strengths*

- good pass rates on young offenders' resettlement programme
- good individual support for young offenders' resettlement programme
- innovative, effective and well-managed young offenders' resettlement programme

#### *Weaknesses*

- uninspiring teaching on the adult employability programmes

***Literacy and numeracy***

*Strengths*

- good initial assessment

*Weaknesses*

- insufficient range of learning resources to support literacy and numeracy development
- ineffective use of individual learning plans
- insufficient opportunities to develop literacy and numeracy skills
- poor curriculum management

### **WHAT LEARNERS LIKE ABOUT HMP AND YOI NORWICH:**

- 'the PE course helps me mentally and physically'
- 'helps me to get back on the straight and narrow'
- the good teaching in PE
- learning to be more confident
- the easy going nature of teachers
- gaining good skills on the young offenders' resettlement programme

### **WHAT LEARNERS THINK HMP AND YOI NORWICH COULD IMPROVE:**

- the lessons - they are all too basic and do not meet the needs of all prisoners
- the number of work opportunities - there are not enough
- the PE facilities, especially the facilities for outdoor exercise
- the amount of access to PE
- the food
- the range of classes - provide oil painting classes
- the number of education classes

## **KEY CHALLENGES FOR HMP AND YOI NORWICH:**

- fully implement an effective quality assurance system
- improve the effectiveness of the prison's management of the education subcontractor
- improve the collection of data and its use in management decisions and to improve the quality of the provision
- improve the effectiveness and planning of individual learning to ensure that learners' needs are fully met
- fully implement the recommendations of the prison's training needs analysis
- introduce construction trades training in line with the prison's learning and skills strategic objectives and to improve prisoners' employment prospects on release
- broaden the range of training opportunities to meet learners' needs and aspirations



## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 4**

#### Strengths

- clear strategic direction based on prisoners' and young offenders' identified needs

#### Weaknesses

- ineffective management of the main education subcontractor to ensure a good experience for learners
- insufficient accredited vocational training to meet the needs of prisoners and young offenders on release
- insufficient collection and analysis of equal opportunities data to ensure that all learners are achieving their potential
- inadequate quality assurance arrangements to improve the provision

29. There is a clear commitment from the governor to develop education and training at HMP and YOI Norwich. He was closely involved with the development of a three-year learning and skills strategic plan, written by the head of learning and skills, that outlines the longer-term objectives of the prison in developing education and training. All staff in both the adult prison and the YOI were consulted in its development and they understand and support its approach. The plan has links with the prison's improvement plan, and it is clear how it contributes to the establishment's broader strategic objectives. The plan was based on a detailed training needs analysis carried out by the head of learning and skills. This drew on information about what training prisoners and young offenders felt would be useful, information from learning and skills staff, and an analysis of the needs of the labour market in the prison's catchment area. The head of learning and skills is a member of the senior management team but currently does not report directly to the governor. After 1 April 2005 he will do so.

30. Communications within the establishment are appropriate. There is a sufficient range of meetings to ensure that staff receive important information. The education department has regular meetings with staff although not all part-time members of staff are able to attend. There are, however, few opportunities for tutors to meet their peers from other prisons to share good ideas and discuss common issues.

31. There is an appropriate appraisal system for staff employed directly by the establishment. Staff performance is considered and development needs are discussed. Similarly the subcontracted college has a satisfactory appraisal system. This is used by the subcontractor to review the performance of all full-time members of staff. The outcomes of appraisals are not shared with managers from HMP and YOI Norwich.

32. The establishment has not managed the main education subcontractor effectively

during the past year. The subcontractor is not meeting all elements of the contract for the adult prisoners and the young offenders, and has not always been challenged by the prison. The contract is out of date and there has been no agreement on the service that should be provided. There has been no full-time education manager in the year before the inspection, and the establishment has not managed this situation effectively. The subcontractor put a number of part-time replacements in post but this did not ensure that the education department was effectively managed and led. Recently the establishment has taken decisive action to deal with these problems. All the areas of learning that inspectors graded as unsatisfactory are run by the main subcontractor. There is also a much smaller contract with a national charity to provide resettlement training for young offenders immediately before their release. The management of this subcontractor has been more effective with both parties understanding what should be provided.

33. There are too few opportunities for learners to follow accredited vocational training. The prison runs a number of workshops that provide items for the prison service. None works in a commercial environment, and much of the work is mundane and repetitive. Prisoners learn the practical skills to do the job but do not always fully understand the demands of a commercial contract. There is no accredited training in any of these workshops. Similarly, young offenders have the opportunity to work either in a small workshop run by a national charity renovating bicycles for export to developing countries, or in a small horticulture operation growing plants for the prison grounds and for local churches and charities. No accredited training is taking place in these workshops and neither do they provide a commercial environment. Adult prisoners and young offenders who work in the prison kitchens can take an NVQ in food preparation at level 1 or 2. Prisoners working in the laundry are receiving training but it is not accredited. Similarly, those involved in prison cleaning receive some training but this is not accredited. In addition, the training needs analysis showed the current provision not to match the aspirations of the prisoners or the needs of the labour market in the prison's catchment area. The prison is aware of these problems, and the three-year education and training strategic plan identifies actions to deal with them. Many of these plans are well advanced. In particular, significant progress has been made in introducing training in horticulture, painting and decorating, and welding. Some members of the prison's staff are currently being trained to enable them to teach learners.

### **Equality of opportunity**

### **Contributory grade 3**

34. Arrangements for equality of opportunity are satisfactory. The establishment has policies and procedures for race relations, incidents of bullying and harassment, and complaints, which relate to both adult prisoners and young offenders. Staff involved in education and training understand these policies and procedures and implement them fully. A race relations committee, established in 2003, and more recently an equal opportunities committee meet every two months. Both committees include prisoner representatives. Education and training are standing agenda items.

35. The establishment has a well-developed diversity training package which is being used with all staff. Over one-third of the training and education staff have completed the training. This compares favourably with the proportion of the prison's total staff who

have completed the training. However the subcontractor's staff have not received dedicated diversity training since 2003. Prisoners and young offenders receive an appropriate introduction to diversity during their prison induction. This is based on an abridged version of the staff training package. A cultural diversity handbook provides them with an introduction to the main faiths including festivals, diet, dress, and customs.

36. Education and training staff treat learners with respect and dignity. In a good lesson on the re-settlement course for young adults, the teachers challenged inappropriate homophobic comments sensitively and skilfully. The learner responded well to this positive intervention and reflected maturely on his comments.

37. There is some good celebration of learners' achievements. Learners' art work is exhibited along corridors in teaching areas. Visual arts learners have produced an attractive mural based on Egyptian hieroglyphics in the entrance to the education department. A mural showing flags from around the world is presently being produced on one corridor in the education department. The prison has recently introduced presentations to celebrate learners' achievement. Learners have been given photographs of the presentations. Learners achieving qualifications receive a financial bonus.

38. Learners have access to and understand the complaints procedures. Complaints are generally dealt with promptly and effectively. Learners have access to the library in line with their entitlement although the length of scheduled weekly library visits varies between wings. There is sufficient stock, and information is available about learners' rights and how to deal with problems. There are also some book stocks in a range of languages.

39. Tutors are used appropriately to provide education on the wings and in some of the workshops for prisoners who would otherwise not be able to attend education. However while this approach provides educational opportunities for vulnerable prisoners, it is largely restricted to the provision of literacy and numeracy teaching. There is access to the education unit by lift but this was not available during the inspection week because of building work. Consequently, a wheelchair user was receiving tuition in ICT on the wing. Following a pilot scheme during 2004, the education department is at an advanced stage in introducing a range of recreational educational videos for prisoners and young offenders to watch in their cells.

40. A range of enrichment activities were introduced during 2004. For young offenders these included a three-day theatre workshop showing the benefits of learning, and the use of a writer in residence to produce a radio play script on bullying in prisons. An orchestra workshop for vulnerable prisoners was hosted by a national symphony orchestra and resulted in a CD being produced for each participant. At Easter 2005, a camera crew is planning to work with adult prisoners on the production of an induction video.

41. The system for allocating prisoners and young offenders to work is satisfactory. Work opportunities are advertised weekly on the wings and applications are processed through a central system. If applications fail, prisoners are made aware of alternative

opportunities.

42. There is insufficient collection, analysis and comparison of equality of opportunity data. Until early 2004, data on members of minority ethnic groups was routinely collected and reported on in subcontractor management meetings. The data was analysed and the results for the prison education, industries, workshops and PE facilities compared. This has not been continued during the absence of a permanent education manager. A new reporting database has been recently designed and implemented, and is beginning to be populated but is not yet sufficiently established to provide routine reports or enable analysis.

### **Quality assurance**

### **Contributory grade 4**

43. The head of learning and skills has introduced many recent strategies to improve the quality of the provision both in the adult prison and the YOI. New staff appointments have been made to clarify the management responsibility for quality assurance. Action has been taken to improve tutors' understanding of their role in quality improvement. However, it is too early to judge the effectiveness of these initiatives.

44. The establishment's quality assurance arrangements are inadequate. It does not have a quality assurance policy or procedures that effectively monitor the quality of the training and education provision, and has no way of ensuring that all learners receive an equally good experience. Currently there is no established framework that shows how the existing elements of the quality assurance system fit together and contribute to the quality of the learners' experience. A quality assurance manual has been produced but is in draft form and has not yet been implemented.

45. A long-standing contractual agreement with a local college to provide education for prisoners and young offenders has recently been renewed. The agreement has not been updated to meet current quality assurance needs. Until very recently, the monitoring of the subcontract was unsatisfactory.

46. Managers do not routinely set targets for the standard for programmes, or to aid monitoring of action and progress towards quality improvement. There is insufficient use of data to monitor the quality of training or for comparative purposes. Data is not effectively analysed to identify trends and areas for further development. During the inspection, managers were not able to produce relevant and timely data for all programmes.

47. The establishment recognises the need to improve the co-ordination of its learner feedback. A small number of learners are currently asked for their views at the mid-point of the programme. In addition, learners undertaking physical education and foundation programmes complete an end-of-programme questionnaire. Some feedback has been analysed and used to contribute to the new three-year development plan. The subcontractor carries out an annual survey of learners and staff. The outcome of this and the other feedback processes is not always used effectively to monitor the quality of education and training. There is insufficient use of course reviews to help raise

standards.

48. The subcontracted education provision has systems in place for assessing the quality of teaching. Lessons are observed and written feedback is given to tutors. The current process for observing tutors satisfactorily focuses on the quality of teaching and learning. However the frequency of observations and the number of staff observed is inadequate. An action plan was developed after the observations in 2004. The issues identified have not all been effectively resolved. The outcomes of the observations do not effectively link to staff development requirements. The observation of teaching did not identify the amount or range of unsatisfactory teaching noted during inspection. The vocational training carried out by tutors is not part of the observation process.

49. The prison's self-assessment process is not well established. Its current self-assessment report is its first. The quality improvement group meets regularly and reviews progress against the development plan. A significant number of the actions to resolve identified issues have been completed. The range of staff who contributed to the report was narrow, and while the report referred to the provision for young offenders there was insufficient explicit attention paid to this area of the prison. The report is appropriately self-critical and evaluative but it does not identify many of the strengths and weaknesses noted by inspectors. The report does not include an assessment of the ICT provision at the prison.

50. All programmes except those in ICT have satisfactory internal verification and assessment processes. The evaluation of assessment and the quality of the learners' feedback collected by the subcontractor responsible for the young offenders resettlement programme is good. All staff involved in assessment and verification have appropriate access to external moderators' reports. Issues raised in reports are followed up in a timely and suitable way. Staff have regular opportunities to share good practice in education and training.

## AREAS OF LEARNING

### Information & communications technology

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Other government-funded provision	38	4

#### *Using IT*

##### *Strengths*

- good development of confidence by complete beginners
- good retention and achievement rates on young offender resettlement programme
- good support on the wings for learners who are unable to attend education

##### *Weaknesses*

- poor completion rate for full computer literacy awards
- inadequate planning for individual learning
- inadequate recording of learners' progress
- narrow range of courses
- some inadequate resources
- inadequate curriculum management

### Achievement and standards

51. There is good development of confidence by complete beginners. These new learners are nervous about using a computer but the tutors have a good rapport with them and usually provide a pleasant learning environment in which to begin their education. They are encouraged to type letters or create posters to familiarise themselves with the keyboard and mouse, and the basic functions of the computer until they are ready to attempt the more formal exercises of the accredited course.

52. Retention and achievement rates are good on level 1 qualifications for the relatively small number of learners on the young offender resettlement programme. However this qualification is no longer available, and has been replaced with a level 2 qualification.

53. There is poor completion of full level 1 computer literacy awards. There is insufficient emphasis on acquiring a full award. Learners are keen to receive certificates but some learners miss out on the full award because the modules are sent for certification individually, and not returned for the full award when sufficient modules have been completed. One tutor was unaware of how many modules were required for the full award. Many learners have disorganised work folders and take little pride in their

work. There is, however, satisfactory achievement of module accreditation.

### **Quality of education and training**

54. There is good support on the wings for both adults and young offenders who do not attend the education department. Tutors use six portable computers to take learning to prisoners who for various reasons would not normally receive education. One wheelchair user receives 90 minutes of tuition twice a week. There is good support for learners taking higher level courses by distance learning. For example, one learner took all his literacy, numeracy and his ICT qualifications in the YOI, then moved to the adult prison where he has been given support using the portable computer. He is now doing a water irrigation and soil management course by distance learning. His success was celebrated in a recent presentation.

55. There is inadequate planning for individual learning, both in the adult prison and the YOI. Most lesson plans do not take account of learners' differing abilities and are not individualised. Individual learning plans exist but are not used adequately. They are very brief, have poor short-term targets, and do not include dates for completion or review. Learners have no clear goals to work towards. There is inadequate assessment of prior knowledge. Many learners are frustrated by exercises which are beyond their capabilities while others are not stretched or stimulated. Much of the teaching and learning is mundane, with learners tediously completing one exercise after another. Many learners do not know why they are doing so many exercises or where they lead to. The exercises are usually marked with appropriate written feedback. There is some disruptive behaviour and some poor classroom management.

56. There is inadequate recording of learners' progress both in the adult prison and the YOI. There is a daily record sheet but this is completed by the tutor and rarely seen by the learner. It does not include examination information and seldom includes aims for improvement. This is a particular problem as several tutors teach the course. Most tutors used to keep a monitoring sheet but these are no longer completed. Most learners and some tutors are unaware of how many modules have been taken or passed.

57. There is a narrow range of courses available for learners both from the adult prison and the YOI. There is no entry level qualification. Lower entry level learners have one session a week in the computer suite but do not work towards a qualification. The entry criteria for the level 1 course have recently changed but there are still many learners who have literacy and numeracy needs which are not catered for. The written material is often challenging and sometimes unsuitable. The level 1 programme is inappropriate for many young offenders who are not in the prison long enough to achieve. The resettlement programme used to offer a successful level 1 ICT course which was achieved by compiling a portfolio, but the course is now at level 2 instead. There are no key skills or technical courses available.

58. There are some inadequate resources. The two main modern computer suites have networked computers. In order to accommodate examinations on demand the



computer suite in the adult education department has been attached to a server, but it has no virus checker and there are still some problems with the network. The network is not currently used by learners to store files, and floppy disk storage is inadequate for large level 2 files. Some learners lose work when floppy disks and drives malfunction. There is some inadequate maintenance of equipment, with two machines in the YOI having been out of order for more than six months. One room is cold. Exercise books are satisfactory but there are insufficient additional exercises and there are no document holders. There is no adaptive technology for learners with additional needs. A filing cabinet in one computer suite which holds learners' work and floppy disks is in a dilapidated state. There are too few portable computers to provide ICT facilities to all learners who cannot attend education classes. There is one vulnerable prisoner wing where learners have no access to ICT. Access to the library is adequate, and there are bright posters on the walls of the ICT suite in the YOI.

### **Leadership and management**

59. There is inadequate curriculum management. The ICT co-ordinator works part time and has a full teaching load, maintenance duties and no additional time for administrative duties. Some staff are not sufficiently qualified. Some tutors do not hold teaching qualifications, and one who is teaching entry level ICT has insufficient knowledge of the literacy curriculum. There is insufficient opportunity for staff to discuss learners and policies or share good practice. There are some staff meetings but they are not regular and are not always well attended. A small amount of feedback has been collected from learners, but it has not yet been analysed or used for improvements. Staffing problems have led to slow marking of examination papers and issuing of certificates and too many cancelled classes. Non-attendance procedures are satisfactorily carried out by administration staff and prison officers but are not understood by tutors. There are inadequate class induction procedures and some tutors are unaware of the correct health and safety procedures for screens and seating posture. Many tutors do not give learners a clear understanding of complaints procedures or an explanation of the course and expectations. Exam procedures are inconsistent. The adult learners have three attempts at one module but the young offenders have only one. There is some inadequate moderation of marked examinations. However, some tutors receive good professional staff development and good support from managers. ICT was not discussed in the self-assessment report.



## Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		3
Contributory areas:	Number of learners	Contributory grade
<b><i>Hospitality and catering</i></b> - Other government-funded provision	17	3
<b><i>Leisure, sport and recreation</i></b> - Other government-funded provision	23	3

### ***Hospitality and catering***

#### *Strengths*

- good progression into jobs

#### *Weaknesses*

- slow progress by catering learners
- inadequate planning for individual learning

### ***Leisure, sport and recreation***

#### *Strengths*

- good progression into jobs
- decisive and consultative management of the sports programme

#### *Weaknesses*

- inappropriate selection procedures for PE courses

## Achievement and standards

60. Learners make good progress into jobs. Eight hospitality learners and two sports learners have secured full-time employment on release from prison. Effective partnerships have been established to improve employment opportunities for learners as they prepare to leave. For example, Jobcentre Plus interviews are arranged, and links with the local branch of a national Christian association are used to provide regular work-experience places. Other learners have had the opportunity to continue their education by attending college on day release.

61. Achievement and retention rates on sports programmes are satisfactory. Level 1 assistant gym instructor is a new course, and all the learners have been retained. Fifteen adult learners started the level 2 gym instructor course, of whom six remain in learning, six achieved the qualification and three learners left early. Those who left early were moved for disciplinary or operational reasons. In the YOI, 12 learners started a level 1 assistant gym instructor course, five left early and the rest remain on the programme. The

learners who left early were either transferred out or left for disciplinary reasons. Fifteen learners started a level 2 gym instructor course, and only six achieved a qualification. Some learners had literacy needs and were referred to the education department. Learners who had attended courses were able to use their new skills to support PE sessions, and coach and referee games and activities. Level 2 learners were used effectively to run sessions for the level 1 group. The level 2 learners benefited from the teaching and coaching practice and the level 1 learners benefited from the additional coaching.

62. Hospitality learners make slow progress. The course is advertised as lasting 12 weeks, but after 12 weeks many learners have achieved no units. Between January 1 and November 30 2004, 46 learners started on hospitality courses and only six achieved qualifications. Some learners gained unit accreditation but accurate data is not available on the specific details. Maintenance of hospitality learners' records is inadequate. Once learners have left or completed their course, the records are not kept.

### **Quality of education and training**

63. Resources for sport and hospitality courses are satisfactory. The PE department and the hospitality department both have well-qualified staff with good occupational experience. Three sports tutors have qualifications to support basic literacy and numeracy. The PE manager is training as a level 3 literacy and numeracy support tutor. Two PE staff are studying for a certificate in education, and two others are taking stage 1 teacher training. All learners have access to support books from the library, the kitchen and the sports department. The PE facilities in both the YOI and the adult prison are very limited.

64. Assessment is satisfactory in PE and hospitality. Portfolios in hospitality are well presented with good supplementary evidence. Learners are aware of their progress and know what they are working towards. However, assessment plans are vague and do not inform the learner in sufficient detail. Portfolios in sport meet all the requirements of the awarding body. The standard of work produced by the learners is good. The PE tutor checks and assesses the work and provides feedback to the learners. The hospitality tutor meets most learners twice a week for training, assessment and support.

65. The range of programmes available is satisfactory. Hospitality courses allow for progression from kitchen portering to food preparation and cooking both at level 1, and on to hospitality quick service at level 2. Sports programmes include specific courses identified to improve employability. There are courses leading to level 1 and 2 gym instructor awards and community sports leaders awards, and plans include progression onto an advanced gym instructors course at level 3. These qualifications are recognised by industry bodies and employers.

66. Planning for individual learning on catering courses is inadequate. Learners do not have sufficiently detailed individual learning plans. Assessment planning only consists of agreeing activity for the next meeting and planning of specific learning goals is

ineffective. There is no training or assessment schedule to show how the units will be achieved during the course. The tutor has a scheme of work, but it is not detailed enough and is not followed.

67. Selection procedures for PE courses are inappropriate. Learners applying for level 1 courses must complete an application form which includes writing a short essay. This creates a barrier for learners with additional learning needs. Learners applying for level 2 courses have to take a key skills diagnostic test and those who do not score well are excluded. They are however referred to the education department for support and can apply again later. There is no provision to support literacy and numeracy for PE learners. However, YOI learners on hospitality courses who have been identified as needing additional support receive weekly tutorials to develop their literacy skills. There is no literacy support for adults on hospitality courses and no numeracy support for either group.

### **Leadership and management**

68. Management of the sports programme is decisive and consultative. The PE manager had an awayday with his team and other key members of staff to work on a three-year development action plan. All staff were encouraged to participate. The resulting plan is clear and accurately identifies actions to improve both the recreational and the educational PE programme. It includes clear staff development objectives, clear progression routes, and arrangements for quality assuring the programme. Plans were made for the provision of dedicated literacy and numeracy support. The PE manager has analysed, evaluated and reviewed the courses in order to improve them. Detailed course records are maintained. Good links have been encouraged with the education department to establish the results of learners' literacy and numeracy assessments and to share facilities. Learners have detailed individual learning plans that are reviewed regularly. Management of the hospitality programme is satisfactory.

69. Internal verification is satisfactory. Appropriate internal verification arrangements are in place for sports and hospitality programmes. Since the departure of the last hospitality internal verifier in December 2004, temporary arrangements have been made with the local college. So far the college's internal verifier has not visited to observe or support the assessor.

**Visual & performing arts & media**

Visual & performing arts & media		4
Contributory areas:	Number of learners	Contributory grade
<b>Arts</b> - Other government-funded provision	20	4

**Arts***Strengths*

- high standard of adult learners' creative art work
- good support from art teachers for learners' other interests

*Weaknesses*

- narrow range of resources available to learners
- ineffective use of teaching and learning time
- poor co-ordination of information for learners
- weak development of art curriculum

**Achievement and standards**

70. Adult learners attain a high standard of creative artwork. They make good drawings using pencil, charcoal, pastels and scraperboard. Some learners develop good painting techniques using acrylics and others make extremely innovative collages, one with related poetry. Adult learners and young offenders create imaginative work in clay using slabbing or coiling techniques or on a wheel. A few learners produce good sketchbooks. The quality of work is celebrated by entry for external qualifications and exhibition awards, and making collaborative murals.

71. In 2003-04, 21 learners achieved a total of 44 credits towards art qualifications from entry level to level 3, and one learner achieved an external exhibition award. Three hundred and two learners started the course. Records are not kept of how many left by choice, were transferred, released or continued to work towards the art qualification elsewhere. During 2002-03, 19 learners achieved a total of 29 credits at levels 1 to 3. In 2004-05, 10 of the 20 learners attending art classes are entering their work for accreditation and three are exhibiting for awards.

**Quality of education and training**

72. Art tutors give good support for learners' other interests. For example, they ensure that learners taking art-related distance-learning courses in their cells have all the necessary resources. Tutors are helping one learner to plan a project to complement the

anatomy aspect of a gym course. He has already modelled a head and will now do a torso by building the bones then muscles to reinforce his learning. Use of the library is well integrated with some classes. Learners and tutors have a good rapport and treat each other with respect and dignity.

73. Tutors give satisfactory individual tuition to learners. Teaching is adequately differentiated for learners with varied abilities and experience. However, a narrow range of teaching methods are used. Teaching and learning is incidental to the projects learners choose and are not effectively structured. Learners develop adequate technical skills, such as using pencil, charcoal and pastels to draw line, tone and texture. Learners become confident in critically evaluating their own work and experiment successfully with shade, texture, colour, three-dimensional shapes and form.

74. Initial assessment is carried out satisfactorily over the first few sessions that learners attend. This is used to plan individual learning, although learners are not aware that they have learning plans. Progress towards learning targets is not reviewed until the targets are achieved. Assessment is adequate, informal and meets awarding body requirements. Adequate verbal feedback is given to learners during the course.

75. There is a narrow range of resources available to learners. Art courses were reintroduced two years ago. The space for art activities is limited. Refurbishment of the adult art facilities remains unfinished, and there is not enough shelving available for storing adult learners' work. Adult learners cannot fire their clay work because the kiln is unusable. Adult learners' work is fired in the young offenders' facilities, but this causes significant delays and learners sometimes leave the prison before it has been done. Sinks are dirty and in poor repair. The range of tools and brushes available for learners to use is inadequate.

76. Teaching and learning time is not used efficiently. Some learners arrive late and leave classes early. Prison officers regularly collect learners early from classes. Tutors are not informed about the reasons for learners' absence. Arrangements to offer available places on courses to other learners are not effective. Substitutes for absent learners are seldom those who choose art classes. Learners are sometimes required to take inappropriate classes. For example one art tutor had to take an art session with learners who were expecting to attend a language support session. Meaningful art lessons cannot be planned. Some classes have low numbers, group interactions are poor and stimulating group learning cannot be planned. Young offenders frequently leave classes for long periods of time. Attendance and punctuality is inadequately managed.

## **Leadership and management**

77. Information for learners is poorly co-ordinated. Many learners have insufficient understanding of the purpose of planned learning. Some are unfamiliar with the awards that they can work towards. Insufficient information about learners is given to tutors to enable them to plan appropriate learning. There is inadequate use of individual learning targets. In some cases, learners attend classes to pass the time rather than with any purpose. Art education and learning is not planned to complement learners' other

## HMP AND YOI NORWICH

activities. For example ESOL, literacy, numeracy and key skills are not linked to art through activities such as scaling compositions or researching the work of artists. A learner who does not speak English has made little progress in learning conversation through art during the time he has attended classes. Art education is not part of learners' sentence plans.

78. The development of the art curriculum is weak. No enrichment activities are used to broaden learners' experience. Tutors have or are working towards teaching qualifications, but there is insufficient development of their knowledge and skills. No teaching and learning observations are carried out to quality assure their activities. There is insufficient development of tutors' teaching performance. A narrow range of teaching and learning methods is used. Only one of the tutors has attended a diversity training session, and that was in 2003. No effective training for managing difficult or challenging learners has been offered recently. Specialist art development for tutors has not been available. Tutors have no opportunity to meet their peers from other prisons. They have an inadequate understanding of internal quality assurance. Although the awarding body judges the internal moderation records to be satisfactory, none were available to inspectors. The self-assessment report did not identify the strengths and weaknesses identified by the inspectors.

## Foundation programmes

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
<b><i>ESOL</i></b>		
- Other government-funded provision	12	5
<b><i>Employability/employment training</i></b>		
- Other government-funded provision	24	2
<b><i>Literacy and numeracy</i></b>		
- Other government-funded provision	66	4

### ***ESOL***

#### *Strengths*

- there are no significant strengths

#### *Weaknesses*

- much unsatisfactory teaching and learning
- insufficient range of learning resources to support language development
- ineffective use of individual learning plans
- insufficient opportunities to develop language skills
- poor curriculum management

### ***Employability/employment training***

#### *Strengths*

- good pass rates on young offenders' resettlement programme
- good individual support for young offenders' resettlement programme
- innovative, effective and well-managed young offenders' resettlement programme

#### *Weaknesses*

- uninspiring teaching on the adult employability programmes

## ***Literacy and numeracy***

### *Strengths*

- good initial assessment

### *Weaknesses*

- insufficient range of learning resources to support literacy and numeracy development
- ineffective use of individual learning plans
- insufficient opportunities to develop literacy and numeracy skills
- poor curriculum management

## **Achievement and standards**

79. There are good pass rates and standards on the relatively small resettlement programme for young offenders. Ninety per cent of these learners complete the programme and of those, 94 per cent achieve the qualification. The work produced by learners in class is good. They take part in stimulating discussions on the way to behave in job interviews after watching a video on the subject. They take turns to listen, and to contribute ideas and experiences. They use computer graphics to produce very effective and colourful designs for the front covers of their portfolios. Their portfolios contain evidence of their work, including formal letters, personal writing, curriculum vitae and job applications, from draft to final version. They look forward to making use of this on their release. The achievement on the adult resettlement programme is satisfactory.

80. There is insufficient valid data to make a judgement about achievement rates in literacy, numeracy and ESOL. The attainment varies between classes. In some classes, learners are not set sufficiently challenging tasks, but in another, good use was made of a board game to reinforce the use of a dictionary and the skills of listening and responding to each other.

81. Attendance and punctuality are poor. During the inspection, the average rate of attendance was 54 per cent. Some classes only had two or three learners. Learners are often delivered to classes up to 15 minutes late and are collected early.

## **Quality of education and training**

82. Individual support for young offenders on the resettlement programme is good. A dedicated resettlement worker has very effective links with other agencies such as Jobcentre Plus, and organisations specialising in housing, employment and problems with substance misuse. Young offenders have access to job vacancies in their home town enabling them to apply for job interviews before leaving prison. All learners have a personal interview after which an action plan is drawn up. They can still receive support after their release. They often phone the resettlement worker to update her on their progress. The contractor also monitors progress by sending a questionnaire to learners with their certificates of achievement. Sixty per cent of these are returned, many



containing moving comments on their progress and life outside, and thanking the staff team.

83. There is good initial assessment of learners' literacy and numeracy skills during the induction into the education programme. All prisoners sit an initial assessment test in literacy and numeracy. Those who are reluctant to take part are offered an individual interview and are sensitively encouraged to take part in education activities. Barriers to learning are identified effectively and learners can discuss future learning or job opportunities and how these can realistically be achieved.

84. There is much unsatisfactory teaching and learning. In ESOL, lesson plans are inadequate and do not contain detailed language learning objectives. There is insufficient focus on developing speaking skills and too little work on intonation and pronunciation. Much of the teaching is based on worksheets or textbooks, without considering learners' previous knowledge, experience or immediate need to communicate in the prison. There is a limited range of teaching and learning activities. Class discussion is managed ineffectively and there are few attempts to check learners' understanding. The teaching on the adult employability programme is uninspiring. Although literacy and numeracy teaching is generally satisfactory, in some lessons there is insufficient emphasis on learning, and objectives are vague. Tasks are often too simple and not challenging enough. In the better lessons, teachers plan and prepare challenging tasks for learners. In these lessons, learners work hard to achieve the learning outcomes and make good progress. Expectations are high and there is a purposeful atmosphere in the classroom. In the less effective lessons, learners do not take an active part in learning. Many of the tasks set are too simple, and the worksheets are uninspiring and do not challenge learners sufficiently. The pace of these lessons is slow and learners become bored and inattentive. There are insufficient opportunities for learners to demonstrate their learning.

85. The range of resources to support literacy, numeracy and ESOL programmes is too narrow. Tutors rely heavily on paper-based materials, some of which are poorly copied handouts. Many whiteboards are too small. Tutors cannot leave a whole lesson's work on them for reference, but have to continuously wipe them clean and re-use them. Learning materials are not always relevant and of interest to learners. No use is made of practical numeracy equipment to demonstrate measuring or fractions. No use is made of ICT to support the development of literacy, numeracy and language skills. Tutors sometimes use games at the end of lessons or show a video, but not always to best effect.

86. Individual learning plans are not used effectively. They have only recently been introduced and not all learners have them. Most individual learning plans consist of little more than a form which records the most basic information about the learner. For example, in one numeracy class learners who had been on programme for 12 weeks were completing the diagnostic assessment which would be used to plan their learning. Many targets are too vague and imprecise to be used to measure the learners' progress, for example "improve fractions". However, in one literacy class they are being used effectively to record learners' progress towards achieving level 1 qualifications.

87. There are too few learning opportunities in literacy, numeracy and ESOL. Learners can only attend classes at entry level, level 1 or level 2. Some ESOL learners attend art classes but receive no language support. One learner had been attending an art class for 12 weeks, but was still unable to communicate the most basic information. There is however support available on the wings for learners unable to attend education and in recent weeks learners on catering courses have received literacy and numeracy support.

### **Leadership and management**

88. The management of the literacy, numeracy and ESOL curriculum is poor. There is inadequate management of data to bring about improvements, and insufficient curriculum development to ensure that schemes of work meet the specific needs of learners in prison. There is not enough liaison with other curriculum areas such as art, resettlement or ICT. There are no systems in place to quality assure schemes of work, lesson plans or individual learning plans. Although learners' learning styles are identified during induction, this information is not used enough in lesson planning and course development. The staff turnover has resulted in one learner having a different numeracy teacher for each of the five sessions he has attended. The subcontractor, however, provides good opportunities for staff to achieve relevant additional qualifications. The self-assessment report failed to identify many of the strengths and weaknesses found by inspectors.

89. The young offender resettlement programme is innovative and well managed. It is well planned and has fully integrated jobseeking, computer, communication, and personal and social skills. Good use is made of outside agencies who contribute to the programme. Learners can achieve at least two qualifications and these achievements are celebrated at the end of the course. The internal verification process is rigorous and the programme is reviewed regularly. Managers keep good records and the performance of every course is monitored. Managers also monitor and evaluate the effect of the course on vulnerable prisoners. Some come off the register while on programme.