

# REINSPECTION REPORT

## **HMP Nottingham Reinspection**

**30 March 2006**



ADULT LEARNING  
INSPECTORATE

## Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. 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.*

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

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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## **HMP Nottingham Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Nottingham is a local category B prison serving Derby and Nottingham courts. The previous Victorian structure is still in use and has been expanded to include a further two wings. A new wing, housing 180 additional prisoners, is now completed and occupied. A number of other new buildings have recently been built, the largest of which is a new education department and vocational training centre. This building is complete and fully equipped, but due to technical problems is not yet in use. It is anticipated that it will be ready for use by the end of April 2006.

2. The prison has a certified normal accommodation of 510. The new wing will eventually increase capacity to 730. However, a proposed refurbishment of the oldest wing will delay this increase in population.

3. Approximately 70 per cent of offenders stay less than four weeks with some staying only days. During the year before the inspection, a total of 4172 different prisoners were admitted to the prison. For many offenders, the likely length of stay is not known with any accuracy when they arrive.

4. Around 80 to 85 per cent of offenders are drawn from Nottinghamshire and Derbyshire. The remaining offenders are from the neighbouring counties of Lincolnshire, Leicestershire and South Yorkshire. Once convicted and sentenced by the courts, most offenders serve their sentences in other prisons in the area.

5. Education is currently subcontracted to Dudley College, although a new contractor will be responsible for education from August 2006. The department offers accredited courses in information and communications technology (ICT) and foundation with some non-accredited courses in a range of subjects such as art. Two sessions of open learning have recently been introduced to meet the needs of those above level 2. Most courses are run in the education centre with a smaller number to provide education and support to offenders in the drug detoxification wing, vulnerable offenders unit, healthcare and segregation units and in production workshops.

6. During the week of the inspection, 176 learners were involved in education courses. All learners attend classes part time and those who are in employment are entitled to two sessions a week, while those on remand or who are unemployed have five sessions a week. Once convicted, work can become compulsory for remand offenders.

7. Recently, Next step providers have been appointed to offer a full-time information, advice and guidance service to prisoners at induction. They will offer peripatetic support until the new centre is available for occupation.

8. Offenders are employed in three production workshops. The work involves garment manufacture, contracted assembly and packing, waste management, garden maintenance

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and working in the kitchens. Reception, wings, segregation and healthcare units employ offenders as orderlies to provide cleaning and serverly services. The prison has a national vocational qualification (NVQ) co-ordinator to oversee work-based learning. Eight learners are taking NVQs in the workplace. Six are in performing manufacturing operations, and two in sport and leisure. Offenders working in the kitchens or serveries are required to take the one-day basic food hygiene course. This course is also open to other offenders. Offenders also have the opportunity to take an accredited health and safety or first aid at work course.

9. Education and training within the prison is managed by the head of learning services who is supported by an administrative officer. She is responsible for overseeing the contract with Dudley College and for the contract for the provision of library services. The education department is managed by the education manager who is supported by a total of 23 teaching staff, six of whom are full time, five are part time and 12 are sessional.

## SCOPE OF PROVISION

### Information & communications technology

10. There are 48 learners in ICT. Learners can develop and improve their basic keyboard skills, learn basic software programmes, or work towards accreditation at level 1 and 2. Learners attend either one or two sessions a week. Each session is three hours long, with training provided in one dedicated room for up to 10 learners each session. Learning sessions take place in the morning and afternoon. There are no evening or weekend sessions. One full-time and three sessional tutors provide ICT training. All ICT training takes place in the education department. There are 10 networked computers, a scanner, laser printer, interactive whiteboard, server, and sufficient desks and chairs.

## ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	11
Number of learners interviewed	19
Number of staff interviewed	12
Number of subcontractors interviewed	8

## OVERALL JUDGEMENT

11. At the previous inspection, leadership and management of the provision were unsatisfactory. Equality of opportunity and quality assurance were also judged to be unsatisfactory. The ICT provision was considered to be unsatisfactory but foundation programmes were considered to be satisfactory. At the end of the reinspection process, foundation programmes were monitored and considered to have maintained the standards seen at the previous inspection. Leadership and management and equality of opportunity were judged to have improved and are now satisfactory, but quality

assurance is still unsatisfactory as is the provision in ICT.

## GRADES

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

### *Grades awarded at previous inspection*

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

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

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

### *Grades awarded at reinspection*

<b>Leadership and management</b>		<b>3</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><i>Using IT</i></b>		
- Other government-funded provision	48	4

## KEY FINDINGS

### Achievement and standards

12. With their very short stay in the prison, few learners are able to gain a qualification in any area of learning. In ICT, learners achieve an appropriate standard of work, taking into account the length of time that they are at the prison, and many will gain part accreditation. There is evidence that most learners will achieve their own personal learning goals, but achievement of these is not effectively measured or analysed by the education department. Many of the learners on foundation programmes are motivated by the prospect of gaining a qualification and make good progress. However, they do not have sufficient time to consider how they might use these skills in relevant contexts or areas of interest. Levels of attendance and punctuality are sometimes affected by prison operational issues. During the week of the inspection, most classes were cancelled on one morning because of difficulties in moving offenders to the education department.

### Quality of education and training

13. The range of programmes in foundation is sufficient to meet the needs of learners. All offenders now take a test to assess their level of literacy and numeracy. This is an improvement since the previous inspection when only those who had enrolled for an education course were tested.

14. **Initial assessment of learners' prior knowledge and skills in ICT is good.** Tutors use a series of structured questions to identify learners' skills in ICT, qualifications and level of literacy. The learner's anticipated length of stay at the prison is also collected. This information is used to identify which course is most likely to suit their needs and aspirations. This information may be given to another prison.

15. Teaching and learning in some learning sessions is good, and it motivates learners. Individual support for learners is good in many sessions. In others, tutors do not sufficiently check how well learners have understood what they have done and how to put it into context. Learners are not informed about aims and objectives of the session.

16. **In ICT, tutors do not plan and prepare appropriately for learning sessions.** They use a general plan to cover all sessions but this is not modified to suit individual sessions or record what each learner will do during the session. Alternative and additional tasks are not available to ensure that learners' individual needs are met. **The development of language and numeracy skills is inadequate.** The exclusion of learners below entry-level 3 in this area prevents many learners from using ICT to develop these broader skills.

17. **The range of courses in ICT is insufficient,** a weakness identified at the previous inspection. All courses are related to the use of office applications software and the only provision for those above level 2 is through distance learning. The few learners who will be in the prison for longer than a few weeks are not given targets reflecting this.



**18. Monitoring and planning of learners' progress is poor.** Most targets are not sufficiently detailed and have no target date to motivate the learner. There are a number of different systems to record learner activity, but there is an over emphasis on what has been done rather than what has been learnt. Many learners do not fully understand their progress or what they have learnt.

## **Leadership and management**

**19. The prison has developed a clear strategy for the development of education and training within the prison.** The head of learning and skills has produced a clear and well-written strategy to assist in achieving the broader prison strategic objectives. The objectives for strategy for the development of education and training have also been developed to meet local labour market demands.

**20. The prison has taken action to improve the resources for education and training.** It has secured funding for a new education block to house a range of facilities for both education and vocational training. The building is complete and fully equipped, but its opening has been delayed until late April 2006.

21. At the previous inspection, inspectors identified that there were too few opportunities for prisoners to gain vocational qualifications. The prison has improved this range and it is now satisfactory. There are well-advanced plans to extend the range further once the new education centre is open with, for example, a dedicated workshop for training in industrial cleaning.

**22. Communications between prison managers and the education department were poor at the previous inspection and remain so.** Since that time, the situation has deteriorated and little meaningful communication now takes place. Few of the actions requested by the prison have been acted upon by the education department. The prison has taken decisive action to remedy the situation, acknowledging the sensitivity of the situation and minimising the impact on learners and staff.

23. At the previous inspection, equality of opportunity was unsatisfactory. It is now satisfactory. Equality and diversity is promoted through events that seek to raise awareness of these issues with staff and offenders. These events include regular days where the food and culture of one particular country, continent, race or religion are highlighted, a week centred on events organised by the Anne Frank Trust, and a disability awareness week.

24. Access to education training for most offenders is appropriate. Those who are unable to attend the education department, such those on the drugs detoxification wing, in the vulnerable offender unit, on healthcare or in the segregation unit, are able to receive some education and training. However, access to the gym for those with restricted mobility is poor. This was identified at the previous inspection. There is no lift in new education centre. Wheelchair users are able to access both floors, but this requires them to be escorted by a prison officer.

**25. Insufficient quality assurance takes place.** At the previous inspection, quality assurance was judged to be unsatisfactory. There have been some improvements since then, but it is not yet satisfactory. An action plan was put in place to rectify the weaknesses identified at the previous inspection. Some of these actions have progressed well while progress on others has been slow. The self-assessment process has been appropriately consultative although most the education department failed to provide an appropriate report of its performance. Many of the strengths that it identified were no more than normal practice and it did not accept responsibility for many of the weaknesses. The education department uses Dudley college's quality assurance arrangements, but these do not ensure that the quality of the provision is improved. Observations of teaching and learning are carried out by the education department, but processes to ensure that grades given are valid are very recent, and have not yet been fully implemented. Action points agreed with tutors are not monitored to ensure improvement. Observation grades are now given to the head of learning and skills. Appropriate data has not been collected by the education department until very recently and analysis has also been very recent. It is too early to judge the effectiveness of this process.

## **Leadership and management**

### **Strengths**

- clear strategy to develop education and training
- good actions to improve resources

### **Weaknesses**

- poor communications
- insufficient quality assurance

## **Information & communications technology**

### ***Using IT***

#### *Strengths*

- good initial assessment and induction procedures

#### *Weaknesses*

- weak planning and preparation of sessions
- inadequate development of literacy, numeracy and language skills
- insufficient range of courses
- weak monitoring of learners' progress

## DETAILED REINSPECTION FINDING

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- clear strategy to develop education and training
- good actions to improve resources

#### Weaknesses

- poor communications
- insufficient quality assurance

26. HMP Nottingham has a clear strategy for the development of education and training. The prison aims to provide a learning environment within which staff and offenders are encouraged to develop key work skills and experience. It also works to provide a constructive regime that improves education and work skills. It is intended that as many aspects of the offenders' day as possible should have a learning element. With the very short average length of stay, much of the strategy involves identifying the areas that best suit each learner's experience and aptitude. This will enable them to move into training more easily at other prisons where their stay is likely to be longer. Staff within the prison are aware of these strategic objectives. The objectives are also benefiting staff with the head of learning and skills having led on the development of a well-used staff learning centre. The head of learning and skills has developed a strategic plan for education and training that clearly supports the prison's broader strategic objectives. It is well written with clear actions and milestones to achieve the objectives. These objectives have been identified to meet the demands of the local labour market as determined by the East Midlands Development Agency and the local Learning and Skills Council (LSC).

27. The prison has taken good actions to improve the resources for education. The current accommodation has been created from prison accommodation which was not designed to be classrooms. The rooms are small and are not an appropriate environment in which to work. Some education takes place in rooms which are not adequate in other parts of the prison. The prison has worked well to secure funding for a new education block with three classrooms, a 12-station teaching kitchen, a fully equipped 12-station ICT room, a dedicated essential skills room with ICT facilities, an art room, a dedicated workshop for the teaching of industrial cleaning qualifications and a library and resource centre. Most rooms are equipped with an interactive whiteboard with a mobile interactive whiteboard available for the other rooms. The opening of the centre has been delayed due to a health and safety issue, but is expected to open in late April 2006. By housing all the education within one centre, the prison hopes that many operational difficulties will be rectified.

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28. The prison has developed links with a wide range of external organisations to improve or enhance the provision. For example, Nottinghamshire libraries put on exhibitions of learners' artwork and creative writing. There are well-advanced plans for a family learning and family health event at the end April 2006. Those involved include Nottingham City Council Family Learning team, Nottinghamshire Probation Service, Surestart, Read On Write Away, the National Institute for Adult Continuing Education, Nottinghamshire library service and Dudley College.

29. At the previous inspection, it was identified that there were few opportunities for learners to gain vocational qualifications, especially in the workplace. The prison has already implemented a clear plan to increase these opportunities, some of which has already been implemented. NVQs in performing manufacturing operations and sport and leisure are now being offered, and one-day accredited courses in basic food hygiene, first aid at work, and health and safety are also available for offenders. There are well-developed plans to also offer NVQs in waste management and catering and an industrial cleaning qualification.

30. Communications are poor between many of those involved in the education and training of offenders. A significant breakdown in communication between prison managers and the subcontracting college was described in the previous inspection report, but since that time the situation has deteriorated. Meaningful communication no longer takes place and few of the actions requested by the prison have been acted upon by the education department. The prison has, however, taken decisive action to resolve this very sensitive issue. The prison has managed this well, minimising as far as possible the impact on learners and staff. The education manager has been absent from the prison since December and Dudley college provided insufficient management of the department until immediately before and during the inspection. Another member of the department's staff has been carrying out some of the education manager's duties but without recognition for this. Communications within the education department are satisfactory, with an appropriate range of meetings that are appropriately minuted. However, little of the discussion in these meetings concerns improving quality. Communications throughout the rest of the prison, in particular that referring to education and training, are satisfactory.

### **Equality of opportunity**

### **Contributory grade 3**

31. The prison's promotion of equality and diversity is satisfactory. A number of events take place regularly to promote aspects of diversity and equality of opportunity. For example, each month the prison has a day to highlight the food and culture of one country or continent. The prison arranged for the Anne Frank Trust to hold a series of events to raise awareness of the holocaust and the Nazi concentration camps, and of the dangers of racism in today's society. Prisoners took part in a disability awareness week where they learnt about a range of disabilities and how they impact on people's lives. Another day was held to raise awareness of lesbians and gay issues. However, little is done to ensure that equality and diversity are actively promoted during learning sessions.

32. The prison has an appropriate policy to cover equality and diversity issues within the prison. In addition, the prison has written an equal opportunities policy to cover education and training. It identifies a number of areas that will have an adverse impact on learners' access to education and training. However, the actions required to tackle these issues are not identified, although there is clear evidence of appropriate actions having taken place. A summary version of this policy is displayed in the education department and at other places around the prison. Another poster on display in the classrooms informs learners that racist or other disrespectful language or actions will not be tolerated. There is a clear policy to deal with bullying in the prison and offenders are aware of this policy. Prisoners are aware of how to make a complaint and these are dealt with appropriately.

33. The race relations board is appropriately representative and includes offenders in its membership. The prison has recently improved the way that race-related incidents are reported. All cases are dealt with appropriately by the prison.

34. Most offenders have appropriate access to education and training. Tutors are used appropriately to provide education in the drug detoxification wing, vulnerable offenders unit, healthcare and segregation units. Some education is provided alongside work in the workshops. Learners with restricted mobility are able to access most parts of the prison. However, there is no wheelchair access to the gym. The new education centre does not have a lift. Wheelchair users are able to access both floors, but it requires them to be escorted by a prison officer since they must pass through two locked gates. In the education department, special equipment has been purchased to ensure that learners' needs are met. For example, the prison noted that an increasing number of offenders were arriving at the prison with injuries from motorcycle accidents. The ICT rooms have special equipment to allow these offenders to use the computers more easily. Similarly, the prison has an agreement with another prison to translate documents into Braille. However, this will only occur as and when such a need arises and it is likely that the offender would be near the end of his time at HMP Nottingham when the Braille documents arrive.

35. All staff, including those in the education department, have received appropriate equality and diversity training including a training course specifically designed to raise awareness of homophobia. However, there is some evidence that many staff are not aware of equality and diversity issues.

36. The head of learning and skills routinely monitors the ethnicity of the offenders taking part in education and training. Where the profile is significantly different from that of the prison as a whole, she will look at the data in more detail and take appropriate action. However, success rates are currently not analysed by ethnicity although there are well-developed plans to do so.

37. The process of allocating jobs to prisoners is fair and equitable. Jobs are advertised on the residential wings and prisoners apply for the positions. Applications are considered by the allocations board using information such as risk assessment, the previous experience of the offender and the longer-term needs of the offender as

identified during induction. Where the offender has been sentenced, the sentence plan is also taken into account.

### **Quality assurance**

### **Contributory grade 4**

38. After the previous inspection, the prison put an action plan in place to rectify the identified weaknesses. The actions have appropriate milestones and many of these have been met or partially met. For example, the quality improvement activity has increased across the prison but not in all areas. However, progress on some actions has been slow. For example, the prison has not yet received updated information on staff roles and responsibilities in the education department.

39. The prison's self-assessment process is appropriately consultative. The self-assessment report reflects most of the strengths and weaknesses identified by inspectors. However, other than for ICT, the section concerning the education department was not written by the department. The department has not provided an accurate assessment of its own performance. Much of what it did provide is insufficiently detailed with many of the strengths being no more than normal practice and not accepting responsibility for most of the weaknesses. Other than the ICT report it was not in the format requested by the prison.

40. There is insufficient quality assurance of education and training. This is a weakness that was identified at the previous inspection and, although there has been some improvement, it is identified in the current self-assessment report. The head of learning and skills has produced a range of quality assurance procedures covering the whole of education and training, but these are not fully implemented. The education department uses the college's quality assurance arrangements, but some important aspects of these do not lead to improvements in the provision. The observation of teaching in the education department has recently started again after a period when few observations took place. Observations are carried out by the education manager and are graded. However, a system to ensure that grades awarded are accurate has only very recently been implemented. When an observation takes place the tutor is given actions to improve the quality of their performance. However, these actions are not monitored sufficiently to ensure that they are implemented or that they have improved the teaching at the next session. The head of learning and skills has been prevented from conducting formal observations of lessons to monitor the quality of the provision in the education department. Neither has she been able to validate the observation process operated by the education department. The college does not provide the head of learning and skills with full details of the observations that the education department carries out. She receives an overall profile of the grades awarded but until recently this was not broken down by areas of learning. Where observations of new tutors are unsatisfactory, these are not included. The education department does not use data effectively to monitor and improve the quality of the provision. The prison has requested that the department uses a range of data such as retention rates, the rates of achievement of both qualifications and of personal learning goals. For many months, the education department did not provide this information. The head of learning and skills completed some analysis of the data that was available. Very recently, however, there has been

some attempt by the education department to produce the data that the prison has requested, some within the two weeks before the inspection. It is too soon to judge the effectiveness of the analysis of this data. The department has no clear plans on how to use this information.

## 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	48	4

#### **Using IT**

##### *Strengths*

- good initial assessment and induction procedures

##### *Weaknesses*

- weak planning and preparation of sessions
- inadequate development of literacy, numeracy and language skills
- insufficient range of courses
- weak monitoring of learners' progress

### Achievement and standards

41. Levels of achievement are satisfactory. Since May 2003, 347 new learners have attended ICT sessions. An additional 81 learners were still in learning. Of these learners, four achieved a full qualification at level 1 and 63 learners achieved individual units of accreditation at level 1. One learner achieved a maintenance qualification at level 4. Of the 427 learners, 29 per cent attended only one session before leaving the prison, 59 per cent attended less than four sessions and only 25 per cent stayed sufficiently long enough to make unit accreditation possible. Learners who attend for short periods gain good skills development and many achieve their learning targets, most of which are not associated with gaining a qualification. These are clearly identified on individual learning plans. Thirty-three per cent of current learners identified learning basic computer skills as their learning objective. A further 25 per cent identified other personal reasons for studying ICT. Less than 36 per cent of learners wanted to gain a qualification.

42. Many learners who stay on the programme have good skills and produce a high standard of work. One learner was manipulating graphics, and designing publication material to use in his future business ventures. He was very skilled at creating images with good use of colour and text and was in the process of developing sequential designs in progressive slides. Another learner had written 58 poems and started a book about issues that affect offenders' lives in and out of prison. He had word-processed his material, used different text, font and arrangements to add interest. The tutor and the learner worked together on adding clip art. Publication has been discussed. Recently



some learners used ICT skills to make mother's day cards and many composed letters to send home. Prison operational issues affect punctuality and attendance and continuity of learning can be poor.

## **Quality of education and training**

43. Initial assessment and induction procedures are good. Tutors use a series of well-planned documents that help to establish a starting point for learning. Learners complete a series of questions that establish ICT knowledge, skills, prior qualifications, access to hardware and level of English. Information concerning the learners' anticipated length of stay at the prison is collated, but this is not used effectively to plan later sessions. Learners complete an agreement on the use of computers and are effectively made aware of health and safety issues. Individual learning plans are completed and these match the needs and aspirations of the learners and their length of stay. Initial assessment is effective and is based on a simple activity and the use of information displayed on the classroom walls. Plans for these sessions, and student logs, accurately record activity and task completion. Session plans start with five mandatory objectives to establish completion of induction procedures and include structured tasks to test knowledge and practical application. However, short- and long-term objectives recorded on individual learning plans do not have a planned completion date and targets are often set and completed in one session.

44. Resources are satisfactory. There is new hardware and software in the new education centre. Resources in the ICT room are adequate for small groups and the tutor has access to laptop computers if required. However, currently there is insufficient space for the interactive whiteboard and accommodation is too small for the number of learners. Implementation of health and safety is satisfactory.

45. Planning and preparation for individual sessions is weak. The same session plan is used for all learning sessions and does not adequately account for the fact that most learners stay for such a short time. It is not annotated for individual sessions and sessions are not appropriately evaluated. Tutors do not plan in sufficient detail what each learner will do during the session. There are no schemes of work. Staff rarely prepare introductory or starter activities to engage learners at the start of the session. Learners settle to their tasks quickly but there is no formal start to the session. Aims and objectives are not shared with the learners as a group, although individual learners receive some tutor input. New learners often wait for some considerable time to start learning. Most classes contain learners who have a wide range of ability but this is not adequately prepared for. In a session to introduce the use of spreadsheets, two learners had no experience of using ICT and needed continuous support while two learners completed the task independently in a short space of time. These learners had completed the task previously and did not understand its relevance to their programme. Alternative and additional tasks had not been prepared to motivate and keep the learners involved in the session. Learners who had only a few sessions left received no constructive further learning options.

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46. Literacy, numeracy and language skills are not adequately developed in ICT sessions. Learners who have not met entry -level 3 are not allowed into the sessions. This prevents access to many learners who could use ICT to develop and improve the levels of their language and literacy skills. Insufficient attention is given to involving fully the less able learners in the learning sessions. Some new software has been purchased for this purpose, but this is not yet in use. Activities to improve learners' articulation and vocabulary are not used in the sessions. Technical terms, referred to by the tutor, are not sufficiently well explained or highlighted.

47. Not enough group work takes place. Tutors do not allow time for discussion to develop learners' self-confidence and a tolerance of others' views and opinions. ICT exercises are not put into context or referenced to how learners might use them in their everyday lives. There are no discussions of how ICT is used in the modern world. Tutors do not sufficiently vary teaching methods and many learners find it difficult to concentrate for a full three-hour learning session.

48. The range of courses offered is insufficient. This weakness was identified in the previous report, but little progress or development has taken place. Software is still restricted to office applications and there is little opportunity for learners to progress beyond level 2. Short-stay learners are unable to gain qualifications but they are given alternative targets based on skill development and personal need. This is a significant improvement since the previous inspection. However, the few learners who stay longer are not given alternative learning options to those on short stay. These learners often waste time repeating exercises or on personal projects. They do not receive a comprehensive and developmental learning plan. Access to ICT is restricted to only two sessions a week. Learners with few skills often forget what they had learnt between sessions. There are insufficient courses for less able learners, although software has been purchased to rectify this issue. There is a large waiting list for access to courses, with learners often nearing the end of their stay at the prison before gaining a place in an ICT session.

49. Monitoring of learners' progress is weak. This was identified in the previous self-assessment report. Several systems exist for recording learner activity but these systems record only what has been completed and not what has been learnt. There is little evaluation of learning and many plans record only that progression should continue rather than specific targets. Records are more up to date than at the previous inspection, but comments are insufficiently precise or detailed to allow follow-on tutors to plan what the learner should do next. They do not record when a learner's progress has been slow or if he had difficulty with activities.

50. Learners are unaware of their progress and do not know what they have learnt. For example, they know that they have completed a particular task, but not what they have learnt in the process.

## Leadership and management

51. Quality assurance has been ineffective in improving the provision in ICT. The two weaknesses identified in the previous inspection have not been sufficiently tackled or rectified. Quality assurance procedures have not been used to monitor and improve the quality of the provision. Insufficient observation of teaching and learning occurs and little evaluation of individual sessions takes place. Communication between staff is satisfactory, but is restricted to operational information, and does not include discussion about actions to improve the quality of the provision, or the sharing of good practice. Insufficient time is used to discuss and implement developmental work.

52. Equality of opportunity is satisfactory. Teaching and learning materials are not analysed for appropriateness and there is little promotion of non-stereotypical, gender or racial issues to develop awareness of diversity issues.

53. Current staff are suitably qualified and recent recruitment of new staff carefully focuses on accommodating learners' needs, career aspirations and personal development. However, there is currently insufficient cover for the ICT staff. The curriculum manager works well to improve the provision, but has insufficient knowledge of current teaching and learning practices to do so effectively.

54. There are well, developed plans to improve the provision when the new education centre is open. Plans to extend ICT through new applied software, links to business and reprographic work are very advanced. Low attendance and interruptions for operational appointments currently affect learning. For 2005-06, the average class attendance is 48 per cent but it is intended these difficulties will be reduced with the new arrangements in the new education centre.