

# REINSPECTION REPORT

## **HMP and YOI Norwich Reinspection**

**11 May 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.

# **REINSPECTION REPORT**

## **HMP and YOI Norwich Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP and Young Offenders Institution (YOI) Norwich, opened in 1887, is a multi-function prison situated near the centre of Norwich with an operational capacity of 823 offenders, including 270 category B and 230 category C offenders. The prison also has a resettlement unit for 40 category D offenders outside the perimeter wall, and a specialist unit for up to 15 elderly offenders. Adjacent to the main prison, there is a modern YOI, converted in 1998, for 170 young offenders in closed 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 offenders, one year for category D offenders and 80 days for sentenced young offenders and 102 days for adults and 68 days for young offenders. The prison accepts offenders who have been convicted or are on remand, and it predominately serves the courts of Norfolk and Suffolk.

### SCOPE OF PROVISION

#### Information & communications technology

2. There are 30 adults and 18 young offenders on level 1 and 2 programmes for information technology (IT) users provided by the main contractor in two computer suites situated in the adult education department and the YOI education department. There are 17 adult offenders on waiting lists for these programmes. A third computer suite, owned by a national charity, provides level 2 accreditation in an information and communications technology (ICT) module as part of a resettlement programme for young offenders nearing the end of their sentence. There are nine learners on this course. 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 full-time member of staff supported by five sessional staff. There is no evening or weekend provision.

#### Visual & performing arts & media

3. Currently 24 young and adult offenders 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 and 15 minutes in the afternoon, and teach painting, drawing, mixed media and clay work. Adults and young offenders are taught separately. Learners can work towards qualifications in art at entry level and level 1, 2 and 3. The education subcontractor employs six part-time tutors to teach art at the prison, one of these tutors is currently not attending the prison.

## Foundation programmes

4. At the previous inspection 12 learners attended classes in English for speakers of other languages (ESOL), and 66 learners attended literacy and numeracy classes. Since then the numbers of learners for ESOL and literacy and numeracy has increased considerably. During this inspection there were 29 ESOL learners and a total of 146 literacy and numeracy learners with 66 at entry level and 80 at levels 1 and 2. Courses are delivered by the education department as separate programmes in the adult section and the young offender section of the prison. Several tutors teach in both sections of the prison. Outreach provision to learners unable to attend education classes is provided on the residential wings and in some work areas, such as the kitchens. All courses lead to nationally recognised qualifications. Learners receive up to five learning sessions each week. The programmes are managed by the education manager and a deputy manager and teaching is delivered by four team leaders and 15 part-time sessional tutors.

## ABOUT THE REINSPECTION

Number of inspectors	4
Number of inspection days	14
Number of learners interviewed	38
Number of staff interviewed	3
Number of subcontractors interviewed	22
Number of locations/sites/learning centres visited	2
Number of visits	3

## OVERALL JUDGEMENT

5. At the previous inspection, ICT, visual and performing arts and media, and foundation programmes were judged to be unsatisfactory, as were leadership and management and quality assurance. Equality of opportunity and hospitality, sport, leisure and travel were satisfactory. At the end of the reinspection process, all areas of provision inspected were judged to be satisfactory.

## 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	3
Quality assurance	4

## HMP AND YOI NORWICH REINSPECTION

<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	38	4

<b>Hospitality, sport, leisure &amp; travel</b>		<b>3</b>
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

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

<b>Foundation programmes</b>		<b>4</b>
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

*Grades awarded at reinspection*

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

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Other government-funded provision	48	3

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
<b>Arts</b> - Other government-funded provision	24	3

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<b>ESOL</b> - Other government-funded provision	29	3
<b>Literacy and numeracy</b> - Other government-funded provision	146	3

## KEY FINDINGS

### Achievement and standards

6. Achievement and retention rates in all areas are at least satisfactory. Learners on pre-release vocational preparation for young offenders courses make good use of ICT to produce letters and other documents to a professional standard. **Adult ICT learners develop good employability skills. The standard of learners work is good in art. On foundation courses there is good progress by learners onto higher-level courses.**

7. **Attendance and punctuality are poor in some courses.** For example, attendance on arts courses is poor. One class had only one learner attend.

### Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Information & communications technology	0	1	4	0	5
Visual & performing arts & media	0	2	2	0	4
<b>Total</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>9</b>



8. The standard of individual teaching is satisfactory or better in all areas of learning and skills. **However, tutors use a narrow range of teaching methods. Tutors do not plan sufficiently well for individual learning in ICT and foundation courses.**

9. **Lessons are well planned and taught on the pre-release ICT programme.** Lesson plans are much improved and course files are available for all courses and have detailed schemes of work and lesson plans produced.

10. Resources in art are now satisfactory and the pottery kiln is working correctly. Resources for literacy and numeracy courses are adequate. Overall, there is too much use of paper-based learning materials by tutors, but the range and quality of these materials is now satisfactory and their use is frequently made in conjunction with practical tasks. Staff in all areas are appropriately qualified.

11. Recording of individuals progress is now satisfactory in all areas. **However, there is some inconsistency in the way individual learning plans are completed in art and foundation courses.** Training has taken place for staff on how to correctly complete learning plans.

12. An entry-level ICT course has been introduced, although arrangements are still being made to provide the necessary simulation of internet and e-mail facilities. Further enhancements to the provision are planned to include music technology, digital photography and image processing.

13. Since the previous inspection, the department has expanded its programme of outreach work. It now has two dedicated tutors to providing literacy and numeracy support to offenders unable to attend education classes.

### **Leadership and management**

14. **There is a clear strategic direction for learning and skills.** The positioning of learning and skills in the offender management unit provides clear links with other important areas that offenders will experience during their journey through the prison system. The functional head of learning and skills is a member of the senior management team and is also responsible for all offender activities and work areas.

15. Management of the main education subcontractor is effective. There are effective working arrangements between the education manager and the prison's head of learning, skills and activities. The college's contract manager meets at least quarterly with the prison manager to review the contract performance and discuss areas for improvement. The contract with a national charity to deliver training for young offenders immediately before release is also managed effectively.

16. **There are insufficient opportunities for learners to take part in accredited vocational training.** Adult offenders working in the laundry now have their training accredited. However, training in the bicycle renovation workshop and the painting and decorating

courses has stopped.

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

18. **There are effective quality assurance arrangements and policies to improve the provision.** Since the previous inspection, new quality assurance systems and policies have been introduced. Curriculum areas have standardised schemes of work and lesson plans. Lesson observations take place on a regular planned basis to identify staff development and improvement needs. There are quarterly contract review meetings with a subcontracted education provider. Monitoring of the subcontractor is satisfactory. The prison's quality improvement group has been reformed and meets on a regular basis.

19. The self-assessment process is satisfactory. A revised self-assessment report was produced in May 2006. It accurately identified many of the strengths and weaknesses found by inspectors.

## **Leadership and management**

### **Strengths**

- clear strategic direction based on offender needs
- effective quality assurance arrangements and policies

### **Weaknesses**

- insufficient accredited vocational training to meet the needs of offenders on release
- ineffective use of data to analyse and improve learning and skills

## **Information & communications technology**

### ***Using IT***

#### *Strengths*

- good development of employability skills by adult learners
- good learner support

#### *Weaknesses*

- insufficient variety of teaching methods used by tutors
- some unreliable resources in the young offender IT suite for education courses

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

### ***Arts***

#### *Strengths*

- particularly good standard of learners' work
- particularly effective use of resources by tutors

#### *Weaknesses*

- poor attendance at adult morning sessions
- insufficient staff development

## **Foundation programmes**

### ***ESOL***

#### *Strengths*

- good learner progress
- good initial assessment of skills
- well-managed learning sessions

#### *Weaknesses*

- some poor attendance and punctuality
- inconsistent use of individual learning plans
- insufficient planning to meet learners' individual needs

### ***Literacy and numeracy***

#### *Strengths*

- well-managed learning sessions
- good progress of learners
- good initial assessment of skills

#### *Weaknesses*

- some poor attendance and punctuality
- inconsistent use of individual learning plans
- insufficient planning to meet learners' individual needs

## DETAILED REINSPECTION FINDING

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- clear strategic direction based on offender needs
- effective quality assurance arrangements and policies

#### Weaknesses

- insufficient accredited vocational training to meet the needs of offenders on release
- ineffective use of data to analyse and improve learning and skills

20. The prison has a clear strategic direction for learning and skills based on offenders' needs. Learning and skills are linked effectively with other areas managed by the head of offender management, such as the initial prison induction and reception, the first night centre, and the resettlement unit. This ensures education and training are integral to offender's time within the prison system. A detailed three-year training and business plan has been produced, based on the views and needs of adult and young offenders, and local labour market needs.

21. Work and other activities are now part time rather than full time, to allow offenders to participate in other activities such as education. This has also provided better opportunities for participation by different groups of offenders, such as vulnerable offenders, in activities at different times.

22. Appropriate communication takes place across the prison. There is a sufficient range of meetings to ensure that staff receive important information. The staff appraisal is appropriate for those employed directly by the prison.

23. Management of the main subcontractor is now satisfactory. Working arrangements between the education manager and the prison's head of learning, skills and activities are effective. The college's contract manager meets at least quarterly with the prison manager to review contract performance and discuss areas for further improvement. Contract performance targets are now being met. Staff in the education department have received training from the college in self-assessment, the use of individual learning plans and lesson observation requirements.

24. There is insufficient accredited vocational training. Although adult offenders working in the laundry now have their training accredited, training in the bicycle renovation workshop and the painting and decorating courses have ceased. Additional vocational training courses are planned, but are awaiting the outcome of a review of the prison's status as it moves from being a local to a community prison.

### **Equality of opportunity**

### **Contributory grade 3**

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

26. The prison has a well-developed diversity training package for staff. Over one-third of the training and education staff employed by the prison have completed this training. Offenders receive an appropriate introduction to diversity during their prison induction. The prison has recently introduced presentations to celebrate learners' achievements. Learners achieving qualifications receive a financial bonus.

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

28. Promotion of equality of opportunity is satisfactory. Policies are clearly displayed, as are learners' rights of appeal against assessment decisions. Those attending education courses are paid the same as those carrying out work in the production workshops. Equal access to learning programmes for all offenders is strongly maintained. There are adequate arrangements to provide additional support for literacy and numeracy.

29. There is sufficient collection, analysis and comparison of equal opportunities data. A database is used to collect information about offenders' ethnicity, disabilities, religion and other relevant information. It provides routine reports for analysis of learners on courses.

30. Learners' achievements are celebrated. All learners in education receive accredited certification and a financial bonus for each achievement. Learners within the arts programmes have submitted work to external bodies and in the YOI have completed work for public display. The adult education department includes displays of learners' work celebrating worldwide nationality. Enrichment activities have produced a bound volume of creative writing. This has been submitted to external art competitions and distributed to the residential wings and induction rooms. Learners are recommended for adult learner awards. The education department links with other agencies within the prison to provide facilities to enhance learning activities. For example, the family man provision is delivered as outreach to vulnerable offenders, by a charitable trust, in the education classroom located on an accommodation wing. A collaborative work by the education department, charitable organisations and the prison, produced and delivered a play in January 2006.

### **Quality assurance**

### **Contributory grade 3**

31. Quality assurance arrangements and policies are effective. Since the previous inspection, new quality assurance systems and policies have been introduced to quality assure the provision. There is now a more consistent approach to education and

training. Internal quality checks have enabled improvements to be made to the provision. Curriculum areas now have standardised schemes of work and lesson plans. Lesson observations take place on a regular, planned basis. Observation outcomes help staff identify development needs and ways to improve their teaching. The subcontracted education provider is City College Norwich. Quarterly contract review meetings between the college's offender manager and the head of learning, skills and activities at the prison have also assisted in improving the quality of provision. The meetings have identified areas for improvement and action plans have helped rectify weak areas. Monitoring of the subcontractor is carried out in a satisfactory manner. The prison quality improvement group has been reformed and now meets on a regular basis to monitor and improve the provision.

32. A revised self-assessment report was produced in May 2006. This report is much improved on the previous self-assessment report and accurately identified many of the strengths and weaknesses found by inspectors. The self-assessment process is carried out satisfactorily.

33. Internal verification is satisfactory. Staff are appropriately qualified and assessment and verification is carried out as required by the awarding bodies.

34. Feedback from learners about the provision is collected by the prison. This process is carried out in a satisfactory manner and the results of the learner feedback are reviewed at the contract review meetings and potential areas for improvements are acted upon.

35. Data is not used effectively to analyse and improve learning and skills. An improved system for collecting and recording data was introduced in October 2005 and has produced more relevant data about retention and achievement on specific courses. However, the data has not yet enabled a thorough analysis to fully identify areas for improvement. There is not enough appropriate data to carry out a full analysis.

36. Recording of learners' individual progress is now satisfactory. Staff training has taken place on how to correctly complete learning plans. Guidance notes for completing individual learning plans have recently been added to the course files at the front of the learning plans to assist new or temporary staff. However, there is some inconsistency in the way individual learning plans are completed, particularly in art and foundation courses. The poor attendance and punctuality noted during the previous inspection has improved, but remains for some sessions, especially those held in the mornings. The starting of lessons was frequently delayed by up to 15 minutes owing to the late arrival of learners at the education department. In the worst cases, lessons ran with fewer than half the registered learners and in such cases prepared lessons plans are hurriedly revised or abandoned. Tutors are not told of the reasons for learners' absence and do not know if learners have left the programme. Some lessons finish up to 20 minutes early when officers arrive early to escort learners back to the residential wings. Managers meet daily to review attendance and punctuality. When non-attendance is not justified, learners can be penalised through the incentives and earned privileges scheme. Daily monitoring has improved punctuality to some degree.

## AREAS OF LEARNING

### Information & communications technology

Information & communications technology		3
Contributory areas:	Number of learners	Contributory grade
<b>Using IT</b> - Other government-funded provision	48	3

#### *Using IT*

##### *Strengths*

- good development of employability skills by adult learners
- good learner support

##### *Weaknesses*

- insufficient variety of teaching methods used by tutors
- some unreliable resources in the young offender IT suite for education courses

### Achievement and standards

37. Adult learners develop good employability skills during their ICT workshop sessions. Learners new to computers quickly gain confidence with using and understanding the capabilities of the ICT equipment. Communication skills improve as learners help each other with their work. They make good progress in mastering a range of industry-standard software applications. Some learners confidently manipulate and display data in a range of graphical formats, while others make competent use of databases or prepare well-illustrated presentations. Younger learners generally make satisfactory progress with some producing work of a high standard.

38. Learners on the young offender resettlement programme take a level 2 ICT module that provides them with the skills to present letters and other documents in a professional format. Retention and achievement rates on this programme, identified as a key strength in the previous inspection report, remain high. In 2005-06, 85 per cent of those who started the programme completed it successfully.

39. The poor completion rates for full computer literacy awards identified at the previous inspection have improved significantly. Learners achieved 25 full awards in 2005-06 compared with only five in the previous year. Achievement of module accreditation remains satisfactory. In the latter half of 2005-06, of those who completed their planned learning programme, 88 per cent of adult learners and all learners from the YOI achieved one or more modular awards.



## Quality of education and training

40. Learner support is good, a strength identified at the previous inspection. For learners unable to attend education, the outreach team makes good use of portable computers to deliver diagnostic testing, enhance the delivery of literacy and numeracy, and to support learners studying qualifications above level 2. On the young offender resettlement programme, good use is made of ICT resources to provide learners with the skills to prepare well presented disclosure letters, job applications, personal profiles and written work.

41. Planning for individual learning has improved and is now satisfactory. Better use is made of individual learning plans. All learners complete an initial assessment of their literacy and numeracy skills and the results are clearly recorded in their individual learning plans. Long- and short-term learning goals are recorded, but many of these are not clear and do not have completion dates. Good use is made of learning plans to record learners' individual daily progress but insufficient attention is given to progress against targets. As noted at the previous inspection, aims for improvement are not incorporated into the learning plan. Records of learners' progress through their qualification were inadequate at the time of the previous inspection and are now satisfactory. Tutors keep detailed records of learners' completed work. Records of learners' progress through their modular qualification are available, as are awarding body records of learners' achievements.

42. Tutors do not use a sufficient variety of teaching methods. There is too much use of a single teaching and learning strategy on education courses. Learners generally teach themselves from books with some tutor support. Learners are not given an adequate range of learning activities. Tutors are knowledgeable, supportive and respond efficiently to learners' request for help, but do not monitor learners' understanding of their work. Learners' work is accurately marked with clear feedback.

43. ICT resources are generally satisfactory. This is an improvement on the resources at the previous inspection report. However, some resources in the young offender computer suite are not adequate. Two of the nine computers provided are out of order, as at the time of the previous inspection. In one class, there were insufficient working computers and one learner had to return to the wings. Later in the same session, faulty software on another computer caused another learner to lose a significant amount of study time. DVD re-writers have been purchased to help learners store large files, but there is still no protected area on the network where learners can simply and safely leave their work. The education library for adult offenders provides useful computer facilities for open learning, but the availability of the equipment has recently been reduced. Computers awaiting installation in the YOI library at the time of the previous inspection have not yet been installed.

44. At the previous inspection, inspectors identified weaknesses in the narrow range of courses available and that no entry-level qualification was available. An entry-level course has been introduced, although arrangements are still being made to provide the

necessary simulation of internet and e-mail facilities. Managers acknowledge that the emphasis of this improved range of provision is still largely upon office applications. Further enhancements to the provision are planned that will introduce learners to music technology, digital photography and image processing.

45. All learners complete an initial assessment of their literacy and numeracy needs. Learners with literacy skills below level 1 are provided with literacy support before they start an ICT course. As identified at the previous inspection, there is no assessment tool to identify learners' prior knowledge of computing.

### **Leadership and management**

46. Curriculum management, judged inadequate in the previous inspection, is now satisfactory. A full-time ICT co-ordinator has been appointed. Tutors are appropriately qualified and experienced. A programme of teaching and learning observations of staff has recently started. Regular meetings are now scheduled and sessional staff are given financial support to attend. Learners' feedback on the provision is systematically collected, analysed and presented at team meetings. However, responsibility for the actions arising from these and other issues, and a timescale for their completion is not clearly identified. All staff are involved in the self-assessment of ICT. The self-assessment report successfully identifies the main features of the provision, but overstates the progress made against some of the weaknesses identified at the previous inspection. Better attention is now paid to health and safety procedures for screens and seating posture including prominent posters, adjustable chairs, document holders and foot rests. Promotion of equality of opportunity is satisfactory. Policies are clearly displayed, as are learners' rights of appeal against assessment decisions.

**Visual & performing arts & media**

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
<b>Arts</b>		
- Other government-funded provision	24	3

**Arts***Strengths*

- particularly good standard of learners' work
- particularly effective use of resources by tutors

*Weaknesses*

- poor attendance at adult morning sessions
- insufficient staff development

**Achievement and standards**

47. At the time of the previous inspection there was insufficient reliable data for inspectors to make judgements on learners' achievement rates. Management information systems have now been improved and, since October 2005, data has been collected and collated for analysis of achievement by the prison.

48. Learners achieve a particularly good standard of work. They apply an appropriate range of skills and techniques in individual and group projects. Learners with little previous experience in three-dimensional work progress quickly and produce good work products. In art, learners are confident in their drawing and painting abilities. They experiment with a wide range of different media and sizes of work. Learners have a good understanding of basic art concepts such as tone, perspective and form. Learners support each other well and can discuss effectively their own work and that of their peers. Learners have a wide range of knowledge about contemporary and historic artists. They are encouraged to keep sketchbooks to use for research and to explore their own creative ideas. Art sessions are also provided in the vulnerable offenders wing.

49. Attendance at morning adult sessions in the education department is poor. One class had no learners attending and another had only one learner. The register shows this is a regular problem. There is a system to check and report on attendance and punctuality, but no improvements have been made. To improve attendance, the prison recently introduced an entry-level art qualification. This is proving popular with new learners.

## Quality of education and training

50. Particularly effective use is made of resources by tutors. Many tutors bring in reference books for learners to use during art sessions. For example, if a learner requests a book by a certain author not available in the prison library, tutors will bring in one of their own. Tutors respond flexibly to individual needs and employ a range of appropriate teaching methods including individual coaching, intervention, demonstrations and individual advice. Lesson plans are written for all classes and contain aims and objectives and there is a range of activities to meet learners' individual needs. Learners work on their projects at their own speed with tutor support. Tutors encourage critical analysis of the learners' work.

51. Information for learners is much improved. Learners understand the purpose of planned learning and are fully engaged in the process. Some development of the art curriculum has taken place to include enrichment activities. Learners are encouraged to submit work to a national art competition. Adult learners' work was exhibited in Norwich and extensive mural work has been carried out in the adult prison. The art department does not have a curriculum leader. However, the new education manager is experienced in art and design. Assessment and verification records are up to date and satisfy awarding body requirements. Individual learning plans are satisfactory, but there is inconsistency across the department in the way these are completed. Learners' records are held by the tutor. A monitoring document and notes produced by the tutor are more detailed than the learning plans.

52. Five new members of staff were recruited to the department in 2005. All staff are qualified to a good standard and have teaching certificates. Teaching observations for new staff take place three times in the first year and once a year for more established tutors. Improvement action plans are immediately implemented if required. Grades awarded to internal lesson observations match those given by inspectors. All tutors have completed training on individual learning plans and self-assessment. Some have attended training on managing difficult or challenging learners. However, none of the art staff have completed diversity training or been offered specialist art development training. Tutors are not able to meet tutors from other prisons to share good practice. Meetings with members of the adult and young offender art teams are on an informal basis and good practice is sometimes discussed at these meetings.

53. Literacy and numeracy development is included in art sessions. This takes place through activities such as grid making, perspective and researching the work of artists.

54. Resources for art are much improved since the previous inspection and are now satisfactory. The room in the adult prison is adequate for the number of learners and is furnished with appropriate equipment including easels. There is adequate storage space for learners' work and the pottery-firing kiln is now in good working order. Other resources are satisfactory. The room in the YOI has plenty of room for learning activities, storage and display. Both art rooms are decorated with good displays of recent learners' work.

## **Leadership and management**

55. Equal opportunities is satisfactory. Learners and tutors work well together. Staff were involved in the self-assessment process and identified most of the strengths and weaknesses found by inspectors. A health and safety issue was identified at the time of inspection. Learners were using a hazardous spray fixative in an unventilated room. This was rectified immediately with instructions produced for it to not happen again. The main library does not carry a comprehensive stock of reference books on artists for learners to borrow and take back to their cells for research. The art department has a budget for reference books, but these cannot be taken away from the classroom.

## Foundation programmes

Foundation programmes		3
Contributory areas:	Number of learners	Contributory grade
<b><i>ESOL</i></b>		
- Other government-funded provision	29	3
<b><i>Literacy and numeracy</i></b>		
- Other government-funded provision	146	3

### ***ESOL***

#### *Strengths*

- good learner progress
- good initial assessment of skills
- well-managed learning sessions

#### *Weaknesses*

- some poor attendance and punctuality
- inconsistent use of individual learning plans
- insufficient planning to meet learners' individual needs

### ***Literacy and numeracy***

#### *Strengths*

- well-managed learning sessions
- good progress of learners
- good initial assessment of skills

#### *Weaknesses*

- some poor attendance and punctuality
- inconsistent use of individual learning plans
- insufficient planning to meet learners' individual needs

## Achievement and standards

56. At the time of the previous inspection there was insufficient reliable data for inspectors to make judgements on learners' achievement rates. Management information systems have been improved, and since October 2005 data has been collected and collated to allow analysis of achievement.

57. During the six-month period of October 2005 to March 2006, overall achievement of qualifications is satisfactory. For those ESOL learners completing their programmes,

the achievement of target qualifications is very good. However, a significant number of learners enrolled onto programmes do not complete them. For example, for learners completing ESOL courses the achievement rate is over 95 per cent, but 40 per cent of learners leave their programme early, with most transferred out of the prison. In numeracy, the achievement rate for completers is 54 per cent, with 55 per cent of learners leaving early. In literacy, achievement is 57 per cent with 48 per cent leaving early.

58. Learners make good progress. In literacy and numeracy, many learners have progressed from entry-level courses to courses at levels 1 and 2. For many learners gaining adult certificates at entry level is their first experience of achievement and they are encouraged by tutors to work towards qualifications at higher levels. Some young offenders who achieved no general certificates of secondary education have successfully completed literacy and numeracy tests at level 2. In ESOL, many learners progress from having very poor language skills to being able to communicate well and extend their learning into other areas. For example, a new, accredited numeracy course for ESOL learners has been introduced to enable learners to acquire additional life skills.

59. Although work has been done to rectify the poor attendance and punctuality identified at the previous inspection, these remain a weakness during morning learning sessions. The start of lessons is frequently delayed by up to 15 minutes owing to the late arrival of learners at the education department. Some lessons run with fewer than half the registered learners and in such cases prepared lessons plans are quickly revised or not used. Tutors do not know why learners have left the programme. Some lessons finish up to 20 minutes early when officers escort learners back to the residential wings.

## **Quality of education and training**

60. Initial assessment of learners' literacy and numeracy skills is good, a strength identified at the previous inspection. Learners' literacy and numeracy skills are thoroughly assessed and the findings are evaluated and shared with staff to determine an appropriate level of study. Good use is made of diagnostic assessment to identify learners' preferred learning styles and their learning goals, and to identify barriers to learning, including personal issues.

61. Learning sessions are managed well by the tutors. Tutors carefully plan learning to provide a structured learning experience with a good variety of activities. Sessions are well prepared with all the required learning materials and equipment ready for use. Tutors work well to maintain positive attitudes towards learning and good behaviour. They have good working relationships with learners.

62. All teaching sessions observed by inspectors were judged to be satisfactory or better. Tutors work well to ensure that learners understand the objectives of the lesson and that they are fully involved in class activities. In the better lessons, topics are linked well to ensure learners progress at an adequate pace. In numeracy classes, there is good use of practical tasks such as measuring. Tutors in ESOL work well to develop learners'

speaking skills. As at the previous inspection, teaching is still largely based on the use of worksheets. However, these have been much improved and their use is more frequently interspersed with other practical activities.

63. There is insufficient planning to meet learners' individual needs. Lesson plans generally include learning objectives and brief indications of the strategies to be employed to meet the needs of individual learners. However, teaching strategies are not clearly defined and many tutors rely on learners to provide help and guidance to each other. In all observed sessions, lesson plans focused on group activities with group learning objectives. Teaching strategies to support differentiated learning within group sessions are poorly detailed. Much of the individual support is adequate, but in some cases does not meet learners' needs.

64. There is too much use of paper-based materials in lessons. However, the range and standard of these materials is now satisfactory and their use is frequently made in conjunction with practical tasks. The library within the adult education department contains a large number of dictionaries and phrase books in many different languages, including Hindi, Urdu, Chinese and Afrikaans. However, there were not enough books to support learners' literacy and numeracy skills. Tutors frequently include visits to the library as part of their lesson plans. Computers have been installed into most classrooms. Although lessons plans indicate that computers are used as part of class activities, they are not used sufficiently frequently to support learning.

65. At the previous inspection individual learning plans were not used effectively and consisted of only basic information about the learner. Many of the recorded targets were not sufficiently precise. New learning plans have now been introduced to record more information on learning goals and targets. Staff training in the use of the new plans has been carried out. However, there is inconsistent use of individual learning plans and the information they contain is not sufficiently detailed. In many cases, learning goals are not adequate. Tutors do not refer adequately to targets when recording achievement and monitoring progress. Although individual learning plans are taken to lessons, they are not used by tutors or learners. Some learners are unaware of the individual learning plans and the targets.

## **Leadership and management**

66. At the previous inspection, management of the learning programmes was judged as poor with inadequate use of data to implement improvements. The education department has now restructured the provider and redefined staff roles. Four curriculum leaders have been appointed for literacy, ESOL and numeracy. Tutors have been given responsibility for teaching courses at specific skills levels. There is better communication between staff, and curriculum meetings are held more frequently. Staff receive more advice, guidance and training. In ESOL, for example, three tutors are working towards level 4 specialist teaching qualifications. Improved strategic management, including the implementation of a skills for life policy, has enabled greater consistency in standards across the provision.



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67. Offenders have good access to learning programmes. For those enrolling on courses, there are adequate arrangements to provide additional support. Since the previous inspection the department has expanded its programme of out reach work. It now has two dedicated tutors to provide literacy and numeracy support to offenders unable to attend education classes.

68. Arrangements for self-assessment include collecting staff and learner feedback. The self-assessment report is detailed and evaluative. It provides an accurate assessment of the improvements made within the department and the standards of provision achieved, with the exception of failing to identify inconsistent use of individual learning plans.