

# **INSPECTION REPORT**

## **HMP Ranby**

**15 February 2007**



**ADULT LEARNING  
INSPECTORATE**

## 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.

## Overall effectiveness

The grades given for achievement and standards and the quality of provision and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

**Outstanding** provision should typically have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 1. All strands within achievement and standards and the quality of provision will be graded 1 or 2.

**Good** provision should have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 2 or better. All strands within achievement and standards and the quality of provision will be grade 3 or better.

**Satisfactory** provision should have adequate or better grades in leadership and management and at least two of the strands within achievement and standards and the quality of provision grades. An adequate provider might have a range of grades for the strands within achievement and standards and the quality of provision, with no more than one graded 4.

Provision will normally be deemed to be **inadequate** where two or more of strands within achievement and standards and the quality of provision and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

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

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

# INSPECTION REPORT

## HMP Ranby

### CONTENTS

#### **Inspection report**

Description of the provider	1
Overall effectiveness	1
Key challenges for HMP Ranby	2
Grades	2
About the inspection	2
What learners like about HMP Ranby	4
What learners feel HMP Ranby could improve	4

#### **Detailed inspection findings**

Achievement and standards and the quality of provision	5
Teaching, training and learning	6
Range of provision	8
Guidance and support	9
Leadership and management	12
Annex 1: range of provision available to learners	14

## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. HMP Ranby opened in 1971 as a category C training prison for men. Situated just off the A1 near Retford in Nottinghamshire, the prison covers some 70 acres of land, and its 10 residential units provide an operational capacity of 1,038. At the time of inspection there were 1,015 offenders. The prison continues to expand, and in June 2005, a new workshop block and a second education area were completed, and the library and the multifunction room were relocated. The prison operates what it describes as closed and open prison areas. The four residential wings in the open prison enable offenders to move around during association time in the evenings and weekends.
2. The prison population is predominantly between the ages of 21 and 39 years. Fifty-two per cent are between 21 and 29. The average length of stay at HMP Ranby is 26 weeks, an increase during 2006 from a previous average of 17 weeks. The prison receives around 49 new offenders every week, and has a target to move 30 offenders a month to category D establishments. In November 2006, 35 per cent of HMP Ranby's offenders were living in the East Midlands region before sentencing, with a further 16 per cent coming from Yorkshire, 15.1 per cent from the West Midlands and 21.8 per cent of offenders living in Nottinghamshire. In Nottingham, many members of the inner-city community are disengaged from education and are socially excluded with poor social skills. Nottingham is ranked 12th most deprived district out of 354 in England and 10th on income deprivation.
3. Education services at HMP Ranby are provided by West Nottinghamshire College, which also works with two other prisons in the Nottinghamshire area. The library services are provided by Nottinghamshire County Council.

### OVERALL EFFECTIVENESS

**Grade 3**

4. **The overall effectiveness of the provision is satisfactory.** The prison's leadership and management of learning and skills are satisfactory as are its arrangements for equality of opportunity. The quality of provision in employment and vocational training, literacy, numeracy and language support, and personal and social development are also satisfactory.
5. **The inspection team was broadly confident in the reliability of the self-assessment process.** The self assessment report for 2005-06 was the first produced by the prison. All key areas of the prison including physical education and resettlement were involved in a structured programme of staff training to develop a coherent and consistent approach to self-assessment. Learners' views were taken into consideration, and the self assessment report was broadly accurate in identifying the strengths and weaknesses of the provision.
6. **The prison has demonstrated that it has sufficient capacity to make improvements.** This was HMP Ranby's first inspection by the ALI. The prison's quality improvement group, established in 2006, has effectively brought together all the departments involved in learning activities. A detailed improvement plan has been implemented but quality improvement is very new and has yet to be fully established in all aspects of learning activities.

## KEY CHALLENGES FOR HMP RANBY

- continue to maintain the momentum of improvement
- better co-ordinate all departments to meet individual offenders' needs

## GRADES

grade1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= inadequate

Achievement and standards and the quality of provision		3
Contributory grades:		
Employability and vocation training		3
Literacy, numeracy and language support		3
Personal and social development		3

Leadership and management		3
Contributory grades:		
Equality of opportunity		3

## ABOUT THE INSPECTION

Number of inspectors	5
Number of inspection days	16
Number of learners interviewed	104
Number of staff interviews	49
Number of provider interviews	33
Number of partners/external agencies interviews	6
Number of visits to the provider	1

*The following strengths and weaknesses were identified during this inspection:*

### Achievement and standards and the quality of provision

#### *Employability and vocational training*

##### Strengths

- high achievement rates in information and communications technology and physical education
- good industrial resources
- good links with employers
- good development of industry-standard skills

##### Weaknesses

- insufficient planning and review of learning
- insufficient recognition of skills
- insufficient information, advice and guidance for learners

### ***Literacy, numeracy and language support***

#### **Strengths**

- good acquisition of literacy, numeracy and language skills
- effective action to widen participation in literacy and numeracy

#### **Weaknesses**

- insufficient challenge by tutors to progress learners
- poor clarity and understanding of qualifications being pursued

### ***Personal and social development***

#### **Strengths**

- good development of personal and social skills
- good teaching to meet individual needs
- wide range of programmes and activities to meet the needs of learners

#### **Weaknesses**

- poor formal recording of the development of learners' personal and social skills
- insufficient checking that library stock meets the needs and wishes of learners
- insufficient recreational physical education at weekends

### **Leadership and management**

#### **Strengths**

- good strategy to widen the provision across the prison
- good collaboration with the education provider to improve provision

#### **Weaknesses**

- inadequate co-ordination of all intervention activities to inform an overall sentence plan.
- insufficiently robust plans to deal with staff absences and shortages

## **WHAT LEARNERS LIKE ABOUT HMP RANBY:**

- the opportunity to attend classes in the workshops
- being given the opportunity to maintain skills
- the supportive and helpful tutors
- the relaxed atmosphere
- learning something they've never tried before
- 'I could not speak English before starting my ESOL class'
- 'I have learned so much since I came here. I just want to learn more'

## **WHAT LEARNERS THINK HMP RANBY COULD IMPROVE:**

- the availability of full-time education
- the amount of time spent in education – less time in workshops
- 'less boring work'
- 'not much'
- 'we should be asked what activities we like to do – not told'
- 'more time in the library'



## DETAILED INSPECTION FINDINGS

### ACHIEVEMENT AND STANDARDS AND THE QUALITY OF PROVISION Grade 3

#### Achievement and standards

##### *Employability and vocational training*

7. In information and communications technology (ICT) and physical education (PE) achievement rates are high. In ICT, 75 per cent of learners achieve a basic computer literacy award and all those entered pass an examination-based qualification in information technology. The success rate in the basic community sports leader award is 76 per cent and for national vocational qualification (NVQs) in PE it is 100 per cent.

8. Many learners develop good skills. The standard of work in many of the industrial workshops is high. Learners produce finished components to good industrial standards. In engineering, learners demonstrate high levels of skill and competence in the use of tools and advanced machinery. Learners on accredited PE programmes demonstrate good knowledge and skills development. In the woodwork training area, learners work confidently and competently with hand and power tools. In the data-input workshop, learners develop skills in a range of standard software applications and some produce good-quality colour posters and booklets for the prison. In the textiles workshop, many learners demonstrate good skills in the operation of machines.

9. There is insufficient recognition of the skills and knowledge that learners gain. Too few learners have achieved recognised and relevant qualifications. Some work areas offer qualifications but many do not. NVQs have recently been introduced in catering and some learners are near to completing these. In engineering, a welding qualification is to be introduced in the next few weeks. However, this will not provide recognition for most of the work carried out in engineering, and there has been no progress towards introducing an appropriate NVQ. In plastics, an NVQ is available but only a few learners are making adequate progress towards achieving it.

##### *Literacy, numeracy and language support*

10. Overall achievement of literacy, numeracy and language qualifications is satisfactory. During 2006, 68 per cent of leavers achieved a full qualification. Learners achieved particularly well on level 2 literacy and entry-level numeracy programmes, where 92 per cent and 86 per cent of leavers respectively, gained the full qualification. However, of the 18 learners leaving entry level literacy programmes, only 40 per cent achieved qualifications. No learners achieved a qualification in English for speakers of other languages (ESOL). All ESOL learners are foreign national offenders and the emphasis in teaching is to improve their communication skills rather than prepare them to gain qualifications. Retention of learners on programmes is satisfactory. Overall the retention of learners on all literacy, numeracy and language programmes during 2006 was 84 per cent. Most learners who leave early are either released or transferred to other prisons.

11. Learners' acquisition of literacy, numeracy and language skills is good. Learners generally enjoy learning. They work enthusiastically in lessons and are keen to improve their skills. When they start programmes, many learners have low skill levels and/or no qualifications. They successfully progress to higher levels. For example, two learners

were working towards level 3 key skills in application of number having completed numeracy courses at levels 1 and 2.

### ***Personal and social development***

12. Learners' personal and social development is good. There is good development of communications skills especially associated with discussions and speaking in front of groups. Many learners are proud of their improved confidence and self-esteem, and their raised aspirations. Some learners enthuse about how programmes are helping them to get their lives back on track. The level of achievements in accredited programmes is high. In the year before the inspection, 23 of the 29 courses had success rates in excess of 80 per cent, and of these 17 were in excess of 90 per cent.

### **Teaching, training and learning**

#### ***Employability and vocational training***

13. All offenders can attend education and training and the arrangements for this are very flexible. Learners at work can attend education courses part time with little restriction on when and how often. This extends to all work areas including the kitchens.

14. Resources are good. Many work areas are equipped with up-to-date industry-standard tools and equipment. In engineering, learners use modern machine tools including computer numerically controlled cutters, machine centres and modern welding equipment. Other areas have industry-standard injection moulding machines, industrial sewing machines, powder coating equipment and there is a UPVC window production area. Much of the equipment is provided by employers and supported by the employers' training manuals. An impressive rail maintenance training area has just been completed allowing offenders to be trained as rail maintenance workers to rail industry standards.

15. Learners receive training in a range of vocational subjects. Some of this is effective and well delivered. In the woodwork training shop learners receive effective instruction on the use of tools and equipment and some useful lesson plans and support materials have been developed. In ICT, tutors are developing some good support materials and learners receive effective individual tutoring. Learners in the data-input workshop learn how to use a range of industry-standard software. However too much of the training lacks structure and is not adequately planned. The planning and monitoring of learning is weak in many areas. Very few learners have an individual learning plan which meets their needs. A few areas have developed and maintain individual learning plans, but these are more often a record of achievement than a considered plan. There is no overall plan for each learner which encompasses all of their learning and employment needs while they are at HMP Ranby. Learners' progress is not reviewed regularly although some tutors and instructors do this informally.

16. Assessment is generally satisfactory, although in a few areas it is weak and lacks rigour. In industrial cleaning there is too much reliance on the demonstrate-and-copy approach. Learners do not practise enough to develop confidence and competence over time, and assessment is too reliant on a single event immediately after the demonstration. In plastics, the assessment for the NVQ is too reliant on the assessment of knowledge. Assessment records are weak and simply consist of signatures against criteria. There is insufficient evidence to show what learners did to demonstrate competence.

***Literacy, numeracy and language support***

17. Teaching sessions are managed well and relationships between tutors and learners are friendly and respectful. Some good teaching was seen in ESOL classes where tutors were particularly adept at improving learners' confidence and providing them with good opportunities to develop their speaking and listening skills. Most tutors provide good-quality learning materials and in many cases learners work on individual tasks set at levels appropriate to their skills. There is, however, insufficient challenge by tutors to progress learners at rates at which they were capable. Some learners have been on programmes for several months and in some cases over a year. In the absence of clearly recorded short-term targets it is difficult to measure their progress. Lesson plans are not used for all lessons and in some cases tutors base their teaching sessions on modules taken from commercially produced packs. In many lessons, learning goals were not set for individuals and learners worked at a slow and self-determined pace.

18. Individual learning plans are not linked to sentence plans and seldom contain clear long-term targets specific to the learner. In most cases the individual learning plans do not provide reasons for following particular programmes other than to suggest that, for example, there was a need 'to improve reading and writing'.

19. Some tutors and learners demonstrate poor understanding of the qualifications being pursued. In one case, for example, the tutor and learner were under the impression that the learner was completing a portfolio as part of a level 3 course in numeracy. Further investigation showed that the learner was following a level 3 key skills application of number course. Teaching support was not being provided in the appropriate vocational context. Other learners were unsure of the level of courses being following and there were examples of confusion between level 2 and entry level 2 programmes. In one case, a tutor had to refer to the learner's records to confirm the level of course being followed. No records identifying key skills accreditation were available.

20. Resources to support literacy, numeracy and language provision are adequate. Generally the learning materials are of good quality and learners have sufficient books to support their research. The library has an adequate supply of easy-reader books, English-foreign language dictionaries and novels in foreign languages. Equipment, including computers, is generally adequate. Accommodation for teaching is satisfactory. The better classrooms are decorated with learners' work and with information posters, and provide pleasant learning environments. Some of the classrooms on the residential wings and in the workshops are too noisy. Most staff are appropriately qualified and experienced.

***Personal and social development***

21. Teaching of personal and social development programmes is generally good. Tutors ensure that individual learners' needs are taken into account. Where individual teaching takes place it is particularly sensitive to learners' needs. In cookery lessons, learners with limited reading skills are carefully helped to read their recipes. They are encouraged to speak about food that they remember from their childhood. Tutors recreate these recipes wherever possible. In art classes learners, many of whom have never drawn before, are helped to produce artwork and take a pride in it. Many offenders send this work home to their families or have it displayed on their cell wall. They are encouraged to include their cultural heritage in their artwork. In discussion-based sessions the more reticent learners are gently encouraged to take part in the discussion and give their views.

22. The formal recording of learners' individual learning goals and skills development in areas such as self-esteem, confidence, interpersonal skills and other personal and social development skills is poor. There is no record of non-accredited individual learning goals such as a being able to take part in a discussion or speak in front of a group. Individual learning plans record targets for the achievement of qualifications but these are not linked to other aspects of the learner's development during his time at HMP Ranby. In the small number of courses offered by the resettlement team, personal learning objectives such as 'develop the confidence to speak in a group' are clearly recorded for each learner. At the end of each part of the programme, progress towards these goals is recorded for each learner.

## **Range of provision**

### ***Employability and vocational training***

23. Many of the jobs in the prison reflect those typical of industry such as machine operation, coating processes and textile production. The plastics workshop operates a three-shift work pattern including a permanent night shift. There is much industry-standard practice, but in a few workshops work practices do not reflect industrial standards. The production of cutlery and toothbrushes in the plastics workshops is not carried out in a clean or hygienic area. In the data-input workshop, although learners do develop basic computing skills, work is not paced well and there is a lack of work ethic. There is insufficient opportunity for instructors and tutors to keep up to date with current industrial practice.

24. The prison has developed good links with employers. A railway installation company has recently invested in training facilities for offenders and provides good links with employers in the rail industry. The company has a record of finding work for ex-offenders who complete this training. A local manufacturing company is offering to interview offenders who complete the NVQ in polymer production with a view to employment. An external training company provides some learners with the theory part of the heavy goods vehicle driving licence and those who have been released are able to follow the practical training. The UPVC production area is supplied by a local manufacturing company and learners benefit from using industry-standard equipment and processes.

25. There is a good range of training and relevant qualifications in horticulture.

### ***Literacy, numeracy and language support***

26. Prison managers have taken effective action to widen participation in literacy and numeracy through outreach work. Classes dedicated to supporting learners' literacy and numeracy needs have been established across several areas of the prison. For example, a basic skills session is held on three mornings a week in the plastic moulding workshop. Further sessions are held for offenders working in the powder coating workshop, the kitchens and for those on accredited courses in PE. Support sessions are also held on residential wings for unemployed offenders. The sessions are managed well and the learners enjoy attending and appreciate the opportunity to improve their skills. Without the outreach provision, few of these offenders would attend any learning sessions.

27. The range of literacy, numeracy and language programmes adequately covers the range of abilities of those needing skills support. Learners are able to improve their skills and progress to higher levels from pre-entry level to level 2. The numbers attending these sessions is, however, small. Class sizes are typically between five and seven and

the capacity to accommodate learners is not maximised. Data for 2006 indicates that only 30 per cent of those identified as being in need of literacy, numeracy or language support receive it.

### ***Personal and social development***

28. The prison offers a wide range of programmes and activities to meet learners' needs. Courses offered by the education department include art, cookery, family relationships, parentcraft, assertiveness, alcohol awareness and money management. The chaplaincy offers programmes on coping with bereavement, and alcohol misuse. The prisoner development pre-release team offers programmes on anger management, communications and confidence building and stress management. Other activities in the prison help to develop learners' personal and social skills. For example the learners in the PE department produce a regular magazine which goes to every offender in the prison. Those involved in this have developed their communication skills through conducting interviews, and their team-working skills through publishing the magazine on schedule. Offenders designed and produced a large sculpture to be placed in the prison grounds. The team involved in this project included offenders from art, welding and horticulture classes. The skills used included team working, problem solving and communications, but there was no accredited recognition of the skills they developed.

29. There is too little recreational PE available at the weekends. The recreation sessions allow learners to develop good physical training skills in a range of sports and games, including football, badminton, tennis, volleyball, circuit training and weight training. All offenders can use the gym during the week and in the evenings, but there is very limited access at weekends. Weekend staff manage the sports clubs, which are very important to all offenders, but they are unable to also open recreational facilities.

30. The library at HMP Ranby does not sufficiently check that the current book stock reflects the needs and wishes of offenders. It has not carried out an offender survey for six years, and the library user group has not met for some time. The library management information system is able to produce figures for the number of books borrowed grouped by classification, but access restrictions mean that the librarian has to contact Nottinghamshire library service to get a print out of this information, and it is very difficult to carry out a detailed search based on information retrieved. A significant proportion of the book stock is lost every year, and although the library does not have accurate figures for this it is high at around 15 per cent per annum. The books most likely to be stolen are the most popular titles, reducing the stock which offenders want most. However, the librarian has been in post for a short time, is aware of these problems and has clear plans to deal with them.

## **Guidance and support**

### ***Employability and vocational training***

31. Learners receive an induction to each workplace which includes signing an agreement to conform to specified levels of behaviours and performance. Inductions are satisfactory and health and safety is managed appropriately.

32. Work and employment opportunities on release are advertised well. Offenders have good access to job opportunities using Jobcentre Plus job points. There is a strong emphasis on developing job-related skills and attaining employment on release.



33. There is too little information, advice and guidance for learners. Learners are made aware that information, advice and guidance are available, but are required to apply for an appointment. At the time of the inspection, there was only one information, advice and guidance qualified part-time member of staff offering this service. Until the end of 2006, the post was full time, but the member of staff was not qualified in information, advice and guidance. The college and the prison are aware of this weakness and have conducted a review of information, advice and guidance within the prison. The college has created a new job description and plans to advertise the post within the next month. An information, advice and guidance forum has been set up for the three prisons that the college has contracts for, and is working towards accreditation for the cluster.

34. Although all offenders have their literacy, language and numeracy skills assessed on entry to the prison, insufficient use is made of this information. Few tutors or supervisors are provided with useful information and those who do receive it make little use of it.

### ***Literacy, numeracy and language support***

35. Arrangements for induction and initial assessment are satisfactory. Learners' levels of literacy and numeracy are assessed using standard tests. All new offenders are interviewed as part of induction and those with communication difficulties are referred to the education department for further assessment and recommendation for learning support.

36. The prison has taken the lead in a prison project, funded through the National Institute for Adult and Community Education. Working with other local prisons and education contractors, HMP Ranby is working to raise the profile of dyslexia and the role of e-learning in supporting learners with dyslexia. The prison is introducing screening arrangements which will enable offenders to become engaged in their own learning.

37. Generally learners are supported well in the classroom and tutors respond promptly to requests for help.

### ***Personal and social development***

38. During their induction to the prison, learners receive sufficient information about the chaplaincy and the education and training available in the prison. Pre-course information is appropriate for most courses and good for some. For example, offenders receive clear information about the content of the anger management, the stress management and the communications and confidence building courses, and the information on the family relationships course is clear and appropriately detailed. Induction into the education department is planned well and information for offenders is clear.

39. The chaplaincy gives good support to offenders, especially those who have just arrived. All new entrants are seen by a member of the chaplaincy within 24 hours of arriving at the prison. There are good relationships between the chaplaincy and the rest of the prison, ensuring that support can be given when needed. Tutors are supportive. Learners speak of the good support that they are given and say they would feel able to speak to tutors about personal issues.

40. Information and advice for offenders who are about to be released is appropriate. All learners receive an individual interview with a trained member of Jobcentre Plus staff who works full time at the prison. The resettlement team organises an annual accommodation fair which attracts around 40 to 50 providers of accommodation in the

East Midlands area. Offenders who are due to be released soon are able to arrange accommodation for when they leave.

41. The prison has developed a database listing all the providers of education and training in the East Midlands, so that offenders who wish to are able to progress to other courses on release. This is new and, although learners have access to it in the library, few tutors are aware of it.

## LEADERSHIP AND MANAGEMENT

## Grade 3

42. The leadership and management of learning and skills at HMP Ranby are satisfactory. A head of learning and skills was appointed in July 2005. The learning and skills agenda is becoming more recognised across the prison, and along with the appointment of a new governor in 2006, there has been a positive move towards managing the culture change from a high-security establishment to the positive learning environment needed in a category C training prison. The prison's strategy is to develop the provision and resources to enable further activities to take place. Although there are insufficient activities to ensure that all offenders are purposely engaged full time, unemployment has been decreasing and now stands at 20 per cent. Forty per cent of unemployed offenders are on induction or unemployable. There has been significant development of workshops to bring training up to industry standards in rail track maintenance, engineering and horticulture. The prison has provided significant training to prison staff, particularly to give them a better understanding of literacy and numeracy needs, and the opportunity to gain accreditation in a certificate of facilitated learning. Prison staff are now beginning to prioritise strategies to turn HMP Ranby into a good training prison.

43. West Nottingham College was successful in securing the education contract for the three prisons in Nottinghamshire. Although the college is new to providing education and training in prisons, there has been excellent collaboration with the head of learning and skills and head of reducing re-offending with a view to improving the provision. A scheme of lesson observation has been introduced and college staff are also observing activities across other areas of the prison to help share good practice. Newly appointed staff for new workshop areas such as plumbing are gaining current industrial development at the college. There is good support from the Learning and Skills Council in understanding the strengths of the prison and in supporting the increase in the range of accredited provision.

44. The prison's learning and skills provision has not been inspected before. The self-assessment process was introduced in 2006 and is satisfactory. All prison staff involved in work activities have had training and development, and a quality improvement group, formed in 2006, includes representatives of key areas in the prison which have affected learning and skills. This is the first time that all these key areas have come together. There has been a steep learning curve to enable all members to understand what activities are taking place in the prison and how they all interact. The self-assessment process has been embraced by everyone, and there is a detailed development plan to ensure that the process will eventually cover every aspect of the prison. The quality improvement group has yet to clearly identify how to improve teaching and learning at HMP Ranby.

45. HMP Ranby does not have a co-ordinated approach allowing all intervention activities to contribute to an overall sentence plan for offenders. There is no link with sentence planning to ensure all training activities are planned in such a way that there is a progression towards achievement. There is too much disruption to learning by other interested parties, especially when there is a need to maintain workshop contracts or attend offender management programmes. In some areas the attendance is low, yet management data indicates that over 200 offenders are unemployed. Most unemployed offenders are, in fact, carrying out some activity but not on a full-time basis. The prison has recognized this deficiency and has recently appointed an employment co-ordinator.

46. The prison does try to resolve staff shortages and absences but planning is insufficiently effective to ensure that when staff are removed from one area it does not



affect other activities. For example, offender review boards have been cancelled because the staff are suddenly required by security. Some education and training activities have to be cancelled because there is insufficient suitable cover. At the time of the inspection, one ICT course was closed because of staff shortages. Staff shortages had also resulted in delays in increasing the number of accredited programmes, particularly in the workshops. The college is looking at whether it can deal with this by moving staff on a short-term basis between the Nottinghamshire prisons for which it holds contracts.

## **Equality of opportunity**

## **Contributory grade 3**

47. Equality of opportunity is satisfactory. A system is in place to ensure that offenders engaging in educational and vocational training are not disadvantaged in terms of pay. There is a bonus incentive for those achieving accredited qualifications. There is differentiation in learning and teaching staff recognise the learners' cultural differences. Courses such as art encourage learners to depict different cultural backgrounds. Cookery courses offer a very wide range of recipes based on different cultural backgrounds. In the open prison, the dining hall walls are decorated with large murals painted by offenders, all of which have a theme of different cultural backgrounds. Photographs of food are now being used to enable offenders with limited English to recognise different dishes. A list has recently been collated of offenders willing to act as interpreters. A programme of part-time education has been implemented to improve the work ethic across the prison. Senior managers are effectively monitoring the ethnic participation across the prison to identify any trends. A learning and skills booklet is being published to inform learners of activities. The magazine produced by offenders is available in two formats to meet different literacy needs. The equality of opportunity manager is now participating in the equality and diversity group. Complaints are dealt with promptly.

## ANNEX 1

## RANGE OF PROVISION AVAILABLE TO LEARNERS

At the time of the inspection, 30 per cent of offenders were engaged in accredited learning and 60 per cent were engaged in structured non-accredited learning. Their distribution is as follows:

Learning and skills activity	Levels	Provider	Number of current learners	Additional notes
Literacy	Entry - L2	West Notts College	59	OCR and City and Guilds accredited
Numeracy	Entry - L2	West Notts College	47	OCR and City and Guilds accredited
Language ESOL		West Notts College	19	Accredited
ICT	1 and 2	West Notts College	71	ECDL, CLAIT, OCR accredited
Woodwork	1	West Notts College	6	C&G basic construction skills accredited
Art and cookery	1 and 2	West Notts College	81	OCN accredited
Creative writing	1-3	West Notts College	11	OCN accredited
Plastics	1	Prison	6	SASL polymer processing (accredited)
Catering	1	Prison	6	Hospitality, food preparation and cooking accredited
PE	1-3	Prison	21	NVQ sport and recreation accredited
Horticulture	1	Prison	6	NPTC skills tests accredited
Contract services			170	
Data input			27	
Engineering			40	
Laundry			17	
Industrial cleaning	1 and 2	West Notts College	4	
Employment course		Prison	8	
Plastics			98	Inc twilight and night shift
Powder coat plant			32	Inc twilight shift
Textiles			50	
Waste management			11	
Wood assembly and mill			127	
Gardens			25	
Kitchens			15	

Note: some offenders are attending more than one learning programme and activity most of which is part time