

INSPECTION REPORT

HMP Birmingham

23 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*

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HMP Birmingham

CONTENTS

Inspection report

Description of the provider	1
Overall effectiveness	2
Key challenges for name of prison	3
Grades	4
About the inspection	5
What learners like about HMP Birmingham	8
What learners feel HMP Birmingham could improve	8

Detailed inspection findings

Achievement and standards and the quality of provision	10
Teaching, training and learning	12
Range of provision	16
Guidance and support	18
Leadership and management	20
Annex 1: range of provision available to learners	24

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Birmingham is a local Category B prison, originally built in 1849. It serves the Crown and Magistrates Courts of Birmingham, Stafford, and Wolverhampton, and Magistrates Courts at Cannock, Mid Staffordshire and Rugeley, Walsall, and West Bromwich.

2. The prison holds 1450 remand, convicted and sentenced adult male offenders. In the last six months, 17 per cent stayed for four weeks or less, 58 per cent stayed for between one and six months, and 25 per cent for more than six months. The prison is split between West and East sites. The former holds primarily remand and unsentenced offenders, the latter sentenced offenders. In autumn 2006 the proportion of sentenced and remand offenders was approximately 900 and 500 respectively. Current figures show that at present, on entering the prison, 29 per cent of the offenders were aged 21-25 and 40 per cent 26-35. At any one time approximately 36 per cent are from minority ethnic groups. In recent months there have been up to 176 foreign nationals in the prison at any one time.

3. The Head of Learning and Skills has overall responsibility for learning and skills in the prison and for the library, gymnasium, industries, the labour allocation unit, and the catering department. Education provision is contracted out to Derby College, which recently took over the contract from another college. The education manager leads a team of two managers and a number of teaching and administration staff. Education provision is delivered in centres on the West and East sites and at outreach locations. Programmes lead to national qualifications in language literacy and numeracy, key skills, social and life skills, information and communications technology (ICT), visual and performing arts including media and continuing education. South Birmingham College is responsible for vocational provision in construction trades. Lift truck training is provided by Forklift Training Services. The Prison service is responsible for laundry and cleaning qualifications. There are three production workshops and the Aramark canteen that provides canteen services to other prisons. The physical (PE) department provides recreational PE and courses leading to accreditation. The catering department delivers basic food hygiene courses.

4. The library provision is carried out by Birmingham Library Service. Within the library is a learning centre providing learning support including support for distance learning. Information, advice and guidance services are provided by Carter and Carter, which took over this responsibility in recent months.

5. Current learner numbers are as follows: 158 in education across both sites; 20 on day care courses; 34 in the vulnerable prisoner unit; 32 on a certificated hygiene course; seven on a basic food hygiene course; eight on lift truck training; 60 on vocational courses with Birmingham College; 16 on PE courses; 18 on a cleaning course; six on a laundry course, and five in the learning centre. Some learners enrol on more than one programme.

OVERALL EFFECTIVENESS

Grade 3

6. **The overall effectiveness of the provision is satisfactory.** More specifically, achievement and standards and the quality of provision in employability and vocational training are good. Achievement and standards and the quality of provision are

satisfactory in literacy, numeracy and language support, and personal and social development. Leadership and management are satisfactory, as is the prison's approach to equality of opportunity.

7. The inspection team were broadly confident in the reliability of the self-assessment process. The self-assessment process is a part of the normal business planning cycle of the prison and links to a detailed and thorough development plan. The plan is well monitored through a quality improvement group. The self-assessment process includes all learning and skills areas of the prison, and external partners and contractors. Most staff contributed to the self-assessment report, and good use was made of feedback from learners through course surveys and learner forums. The self-assessment report was sufficiently critical, particularly in the area of leadership and management. Inspectors agreed with many of the grades in the self-assessment report. The prison has used the report well to identify areas for improvement.

8. The prison has demonstrated it is in a good position to make improvements. This is the first inspection by the Adult Learning Inspectorate since October 2002. At that inspection leadership and management was judged to be inadequate. It has since improved significantly. The prison has maintained and, in some cases, improved standards in learning and skills during a period of rapid growth and change. The number of offenders has increased by 50 per cent. The prison's capacity to provide accredited training has kept pace with this growth and is improving. In recent months significant changes have taken place in the learning and skills provision. New providers offer education and information advice and guidance services. The prison and its partners have managed these changes well. Development planning for improvement has been effective and is reflected in well conceived current or planned initiatives.

KEY CHALLENGES FOR HMP BIRMINGHAM:

- increase participation in learning and skills
- better prepare learners for resettlement
- increase the proportion of accredited learning
- ensure provision meets the needs of short stay learners and those who have English language needs
- improve the facilities for education at the west site
- increase the availability and use of ICT for learning

GRADES

grade 1= 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		2
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	19
Number of learners interviewed	94
Number of staff interviewed	21
Number of subcontractors interviewed	46
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	1

The following strengths and weaknesses were identified during this inspection:

Achievement and standards and the quality of provision

Employability and vocational training

Strengths

- good pass rates on most courses
- very good skills development on vocational courses
- good support to help learners achieve

Weaknesses

- insufficient range of courses
- inadequate arrangements to support preparation for release

Literacy, numeracy and language support

Strengths

- good pass rates
- good use of resources to aid learning
- particularly effective learner support

Weaknesses

- inconsistent use of individual learning plans in planning and reviewing learning
- insufficient provision to meet the needs of short stay offenders
- insufficient provision for those with English language needs

Personal and social development

Strengths

- good pass rates on most programmes
- good classroom management
- good learner support in classes

Weaknesses

- poor use of individual learning plans
- inadequate use of information and communications technology
- inappropriate provision for short stay offenders

Leadership and management

Strengths

- particularly effective strategies for managing learning and skills
- highly effective partnerships
- good quality improvement

Weaknesses

- insufficient accredited provision
- insufficient education and training for some offenders
- incomplete aspects of the information, advice and guidance service

WHAT LEARNERS LIKE ABOUT HMP BIRMINGHAM:

- 'tutors are brilliant'
- 'we learn really good skills that should help us to get employment'
- 'having never gone to school I am enjoying learning about fractions'
- 'I can now write letters properly and correctly not just in a sloppy way'
- 'if you treat tutors with respect they respect you'
- 'education gives you a sense of worth, especially when you get certificates'
- 'education makes you realise you have got the ability, but you didn't realise it'
- 'this place (the library) is the best in the prison - coming here gives me hope'
- 'I've learnt such a lot'
- being paid to learn

WHAT LEARNERS THINK HMP BIRMINGHAM COULD IMPROVE:

- the number of courses relevant to offenders' aims after release, and the careers guidance provided
- 'we need help with finding employment when we leave, otherwise odds are we'll end up back in here'
- the range of vocational programmes – there is no provision in, for example, business, computer engineering and motor mechanics
- the delays in being allocated to courses
- the number of breaks provided in the learning sessions
- classroom heating at the east site – rooms are too cold
- classroom ventilation at the west site – rooms are too hot

DETAILED INSPECTION FINDINGS

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

Achievement and standards

Employability and vocational training

9. Pass rates are good on most courses. On foundation and intermediate level bricklaying, plumbing, and painting and decorating courses, pass rates are good at around 85 per cent. Pass rates on foundation level carpentry and joinery are excellent at 100 per cent, and satisfactory at intermediate level. On lift truck and PE courses, pass rates are high at over 90 percent. Pass rates on level 1 business development courses are satisfactory at 61 percent. Data on learners who achieve a full qualification on ICT programmes is not available.

10. Completion rates are good. There are appropriate arrangements to ensure most learners following workshop based vocational courses remain at the prison long enough to successfully complete their programme.

11. Learners' skills development on vocational courses is very good. They quickly develop good occupational skills and producing high standards of work. Tutors constantly challenge learners to excel. Some learners produce work at distinction level in bricklaying work and painting and decorating, and successfully attempt complex and difficult techniques. Learners develop a good range of skills. For example, in hairdressing they learn to cut long as well as short hair.

Literacy, numeracy and language support

12. Pass rates are good. In 2005-06, 85 percent of those completing literacy language and numeracy courses were successful. Literacy pass rates ranged from 70 per cent at entry level 1, to 94 per cent at level 2. Numeracy pass rates ranged from 81 per cent at entry level 3, to 91 per cent at level 1.

13. Learners are well motivated, particularly by the awards they receive. They are able to describe their new skills in considerable detail. Many of the learners are able to compare their current progress with their poor experiences of school.

14. Completion rates on most programmes are low. Many learners are released or transferred to other establishments before they are able to complete their programmes.

Personal and social development

15. Pass rates are good. In 2005-06, 98 per cent of those learners who completed the creative studies programme achieved at least one unit of accreditation. Qualification achievement of those completing the social and life skills programme, and the peer partners mentoring scheme, was 88 per cent. Achievement in family skills and cookery programmes was satisfactory at 71 and 54 per cent respectively. Managers are aware of the poorer performance in cookery and have changed the delivery of the programme.

16. Many learners develop good social and personal skills. They discuss their achievements in good detail. They learn to work successfully in groups, and develop

good listening skills. Many learners are able to clearly identify their own progress. For example, one learner, working in the gym with a group of visitors with learning difficulties and disabilities, described clearly his change of attitude to those with such difficulties, and the further learning he now wanted to do. Learners in creative studies programmes are proud of the work they produce. Some produce work of a very high quality and progress to further and higher level programmes after release. Some have achieved recognition and awards for their work with organisations outside the prison.

Teaching, training and learning

Employability and vocational training

17. Learners receive good support. Tutors promote an atmosphere of respect and team work, effectively encouraging learners to develop confidence in their abilities. All practical workshops are double staffed. The tutors provide learners with good individual support. Peer mentors provide an additional resource in all training sessions and work well with less able learners to help them improve their skills. In ICT sessions, learners receive good individual coaching and help to work individually at their own pace. Individual tutorials provide learners with a useful independent review of their progress every month. However, vocational tutors are not sufficiently involved in the tutorial process. Goal setting in some individual learning plans is poor.

18. Teaching overall is satisfactory and is good in some practical sessions. In most workshops the emphasis on employability skills is good. Schemes of work and lesson plans are detailed and are cross-referenced to key skills. Staff have appropriate subject expertise and industrial knowledge. Most have, or are working towards, teaching qualifications. Most training workshops are well equipped. Some have useful separate classrooms for theory sessions. Classrooms at the west site education block are too small and are poorly ventilated.

19. Health, safety and housekeeping in practical workshops is good. However, in ICT sessions, some learners work too long at visual display units without a break.

Literacy, numeracy and language support

20. Teaching and learning are satisfactory overall. The use of resources to aid learning is good. In most sessions tutors use a good range of simple and effective resources to effectively support learning activities. Tutors produce many of these resources. Resources include flashcards, handouts, newspapers, brochures, and a wide range of everyday items tutors bring in to the prison. In an entry level literacy session learners arranged single words printed on laminated strips of card to make sentences describing pictures the tutor gave them. In an ESOL class coloured tee shirts hung on a mock washing line provided the basis for vocabulary practice. In a level 1 numeracy session learners used tape measures to determine the classroom's dimensions to help calculate the cost of refurbishment. Learners make good use of dictionaries and calculators. However, although the prison is increasing the use of ICT in literacy, numeracy, and language classes, learners do not use this enough at present.

21. Support for learners is particularly effective. In learning sessions, tutors rapidly establish good working relationships with learners. They help them settle quickly into productive work patterns. They work effectively to support individuals and small groups, successfully using a good range of teaching techniques. Learners work cooperatively offering constructive mutual help. In some sessions peer mentors work closely with individuals, usefully supplementing the tutor's work. In all classes, learners and tutors

treat each other with mutual respect. Management of learner behaviour is good. The prison does not deploy uniformed staff within either of the education buildings. Monthly individual tutorials usefully supplement classroom learning. They are particularly appropriate for longer stay offenders.

22. The prison does not use individual learning plans consistently enough to plan and review learning. In learning sessions, the links between the content of the plans and the objectives for the session are often unclear. Although planning and practice in sessions cater for some individual differences, most activity is the same for all learners for most of the time. Goal setting on the plans is weak. Goals on most plans are not sufficiently specific. At the end of each session learners record in detail on their plans, but tutors do not use this information to set goals for the next session. In recent months the prison has significantly improved the form and content of individual learning plans and its use of the outcomes of diagnostic assessment when setting goals. However, it is too early to judge the effectiveness of these improvements.

Personal and social development

23. Classroom management is good. Many tutors do not have much prior teaching experience, but all demonstrate strong commitment to the development and support of the learning of the offenders they work with. Tutors understand well their learners' individual needs. They control them firmly and sensitively. All sessions are well planned and have clearly stated objectives. Tutors successfully use the assessment criteria of the qualification they are working towards to guide and structure the session. In the best sessions tutors adjust their lessons appropriately to meet learners' needs in response to feedback. However, in the weaker sessions, tutors follow plans too rigidly, failing to change activity to meet needs that arise during the session.

24. Tutors give learners good support in classes. Most learners have regular tutorials where their progress is closely monitored. The prison has a very effective scheme which trains volunteers to support their peers in the classroom. Many tutors use this peer support very effectively. For example, in a cookery course, a mentor supported the language needs of one learner with appropriate advice and guidance. He intervened effectively in health and safety matters under the close guidance of the tutor.

25. Assessment is satisfactory. In the best session tutors use questioning well to develop and check learning. Systems for internal verification are appropriate. Learners' portfolios of evidence include suitable evidence. However, the evidence is not sufficiently varied.

26. Accommodation is generally satisfactory, although the rooms at the west site are too small and are poorly ventilated. Both centres have appropriate displays and corridors have good examples of learners' creative work. Teaching staff are appropriately qualified and most have, or are working towards, teaching qualifications.

27. The prison provides facilities for flexible learning and supports learners to study Open University programmes. Few learners remain in the prison for sufficient time to progress far in their programme. At the time of the inspection only three learners were studying for Open University degrees. The education department is not open in the evening. Some learners who are classified as vulnerable, or who are in the day care centre, and those who are in full-time work, have insufficient access to computing facilities and flexible learning.

28. The use of ICT in teaching programmes is inadequate. Most resources are paper-based and do not readily engage those learners with poor literacy and language skills. In some cases, where ICT is an essential part of the classroom activity, it is not being used. For example, in one session, learners wrote a curriculum vitae by hand and did not produce an appropriate and useable fixed product.

29. Tutors' use of individual learning plans to record learners' personal and social developments is poor. Programmes offer learners a wide range of opportunities to develop self-confidence and self-esteem, but tutors do not use the plans or other systems, to formally record or reflect on this. Recording in the plans is confined to learners' activity in the classroom and unit and qualification achievement. Personal goals in the plans are too general and do not include specific goals for individual learners to achieve within a short time.

Range of provision

Employability and vocational training

30. Many of the qualifications offered in the prison are widely recognised by employers. This includes those in PE, lift truck, and construction. Learners in areas including construction, catering, and PE gain useful additional accreditation to improve their employability. The prison is increasing the range of qualifications it offers. It has recently introduced national vocational qualifications (NVQs) at level 2 in hospitality and catering, and in the laundry, to provide accredited training in industrial workshops. However few learners are currently working towards NVQs.

31. The prison has acted appropriately to change or discontinue unsuccessful courses, including those identified as too long for learners to complete during their stay. Most accredited courses now last a maximum of 16 weeks. However, the range of courses is insufficient. The prison has identified that it does not provide enough introductory or lower level courses in many areas. Progression routes into vocational programmes are poor for those with, for example literacy and numeracy needs. There are plans in place to provide lower level programmes in construction. In ICT, the range of programmes is narrow. The range of programmes for remand and unsentenced prisoners on the west site, and for some vulnerable prisoners, is poor. Apart from ICT no other vocational training programmes are available to them.

Literacy, numeracy and language support

32. The prison does not make sufficient provision to meet the needs of short stay prisoners. Learning programmes generally last six weeks. This is too long for many learners to complete. This is particularly the case on the west site where the stay is often less than a month. Across the prison only 40 per cent of those registered for literacy or numeracy courses complete their programme and enter the accreditation tests. The range of levels offered, from entry level 1 to level 2 in literacy and numeracy, is generally satisfactory. However, the prison does not supplement this with pre entry provision. Both sites of the prison offer a virtually identical pattern of provision. The prison does not analyse data on completion and pass rates in sufficient detail to identify where outcomes differ between sites.

33. The prison does not make sufficient provision in English for speakers of other languages (ESOL). The prison estimates a need for 120 places but only provides 25. Current provision is at entry level one only. Plans to extend this are confined to entry level 2 and 3. The prison does not provide qualifications in listening and speaking.

Learning sessions do not provide enough listening and speaking practice. Newly introduced screening arrangements at induction to identify learners' language needs are weak. In ICT sessions ESOL learners receive insufficient specialist language support and do not understand the activities outlined in workbooks.

Personal and social development

34. Provision for short stay prisoners is inappropriate. Of the 480 learners who started the creative skills programme in 2005-06, only 40 per cent completed their programme. Of the 580 who started the social and life skills programme, only 32 per cent completed. The prison has identified this issue and is currently developing more appropriate provision, including a new two-week creative studies programme. Current programmes adequately meet the needs of many longer stay offenders.

Guidance and support

35. Learners receive helpful information about employability and vocational training at induction, and through a useful prospectus that identifies the programmes available. The prison recently held a well-attended open day where offenders could talk to tutors about courses.

36. The prison has an imaginative and ambitious project to develop positive attitudes among employers towards recruiting ex-offenders. However, arrangements to support learners due for release are inadequate. Some training staff act independently to help those offenders who have followed their programmes gain work or college places, but this practice is not widespread. There are plans to provide training in skills such as jobsearch and interview techniques. However, the prison does not currently provide such pre-release training apart from a poorly designed one day course. A job club, formerly run in the library, no longer takes place.

LEADERSHIP AND MANAGEMENT**Grade 3**

37. Management of learning and skills is satisfactory. The prison has strong and effective strategies to manage learning and skills. Managers have worked well to promote the ethos of HMP Birmingham as a prison that has the offender and learning and skills as its heart, and to ensure the smooth transition to the new provider of education, Derby College. Staff have responded well to these changes. Senior prison staff have a clear vision of how the prison needs to support and develop learning and skills to meet the needs of learners, and of strategies for reducing reoffending. Learning and skills development plans are well articulated. Areas for improvements are clearly and appropriately cross referenced to action plans. However, the plans contain few numerical performance targets.

38. Partnerships to support and develop learning and skills are highly effective. Staff from the prison work closely with partners. Relationships with colleges and training providers are strong. The prison has developed an increasing range of education programmes and vocational training courses. One college funded by the Offender Learning and Skills Service (OLASS), while the other uses its core funding to provide vocational programmes. The prison makes very good use of learn direct to provide lift truck operations courses. Many programmes offer nationally recognised qualifications. Following a detailed needs analysis, and a learner survey, the prison has started to offer NVQs at level two in catering and a qualification has recently been re-introduced in the textile workshop. Other planned initiatives include vocational tasters and short courses in construction. However, links with employers are not sufficiently developed.

39. The prison's approach to continuous improvement is good. Performance is closely monitored through well attended quarterly quality improvement group meetings and partnership meetings. The prison has a detailed quality assurance policy setting out terms of reference for the quality improvement group and monitoring measures to assure the quality of provision. The prison uses providers' own quality assurance processes well. For example, providers routinely supply the head of learning and skills with the outcomes of their learning session observations, and accompanying action plans for tutors. One college uses qualified and experienced qualified mentoring staff to help tutors improve their performance where observations identify development needs. They extend this effective individual support to all teaching staff including those who work for other providers. Frequent tutor training sessions focus on sharing good teaching and learning practice. A reciprocal arrangement exists for peer observation between staff from the prison and other nearby establishments. This also serves to ensure consistency in judgements on teaching and learning and establish acceptable standards.

40. Many offenders do not participate in education and training programmes leading to accreditation. The prison population has recently increased from approximately 1000 to around 1450. The prison currently offers accredited training on education programmes and vocational training courses to around 300 learners. Other work activities including non accredited learning account for an additional 650 learners. Contract work provides employment but no accredited learning. In many areas learners' development of personal and social skills is not formally identified or recorded.

41. Some aspects of the information, advice and guidance service are not yet complete. Carter and Carter recently took over this service and has worked well to develop it. It has continued to increase staffing levels. Initial assessment and induction to learning and skills are now routine for all offenders. Despite good progress, electronic systems for the

processing of initial assessment data and individual learning plans are not yet fully implemented. Additional information, advice and guidance support, funded through recently awarded European Social Fund (ESF) contracts, has begun in some of the workshops, but is not yet fully developed. Arrangements to provide support and guidance for offenders due for release are inadequate. However, Carter and Carter has plans to provide a pre-release course.

Equality of opportunity

Contributory grade 3

42. The prison's approach to equality of opportunity for education is satisfactory. The prison offers education programmes across both sites, including distance learning and Open University courses. Allocation to employment is fair. Most learners who request education are able to attend classes. Part-time classes allow learners to combine part-time work and study. The PE department works well with health care department to provide specific programmes of activity those with medical or social difficulties. The prison has carried out an impact assessment on areas such as labour allocation and education and closely monitors participation in all activities. Pay rates for learners following learning and skills programmes are on a par with or better than for other activity. Classroom management by education staff is particularly good. There are no prison officers in either education department.

43. Prisoner movement is managed well. Offenders participating in learning, skills and work arrive on time. Attendance and punctuality is very good. Learners are attentive and enthusiastic about their learning. The level of respect between learners and staff is high. Learners' knowledge and understanding of equality and diversity is satisfactory. A well presented and detailed learner charter, available in several languages, clearly describes learners' rights and responsibilities in learning. The prison equal opportunities policy is displayed widely. Support for learners with key skills in workshops is growing but in its early stages. Staff training in equality and diversity is satisfactory.

44. Library facilities are appropriate. A well equipped learning resource centre provides a useful independent study facility. However the range of education available to learners in the day care centre unable to visit the main education centre is narrow. The education centre on the west site is dated, with poor classroom accommodation needing refurbishment. Access for learners with mobility difficulties is poor. Corridors are narrow and much of the classroom space is on the first floor accessible only by stairs. Access to the education centre on the east site is good.

45. The prison does not provide sufficient education and training for some offenders. There is not enough provision for vulnerable offenders, and those on remand or unsentenced. Vocational training in workshops is not available to these offenders. The prison does not offer evening or weekend provision, for example, for those working full-time. Arrangements for monthly tutorials do not extend to vulnerable learners. The prison does not offer a formal structured assessment to identify offenders with dyslexia. The prison does not make sufficient provision for short stay offenders or learners with ESOL needs. The prison has recently appointed an officer to support foreign national offenders, but it is too early to judge the effectiveness of this measure.

ANNEX 1

RANGE OF PROVISION AVAILABLE TO LEARNERS

At the time of the inspection, 27 per cent of offenders were engaged in accredited learning and 37 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
YMCA fitness instructor	1	Prison	15	
NVQ sport and rec	1	Prison	3	
Brickwork	FCA	SBC	9	
Brickwork	1CA	SBC	12	
Carpentry	FCA	SBC	11	
Carpentry	1CA	SBC	7	
Painting	1CA	SBC	6	
Plumbing	1	SBC	9	
Industrial cleaning	1	Prison	18	
Forklift truck	RTITB	Forklift training	9	
Business and finance	1-2	Derby College	19	
CIEH	2	Derby College	8	Changes daily
Computing advanced	2	Derby College	20	
Computing intro	1	Derby College	23	
Computing project	2	Derby College	9	
Computing other	1, 2	Derby College	21	
Cookery	E1	Derby College	8	
Creative skills	E2	Derby College	30	
ESOL	E1	Derby College	21	
Family man	1	Derby College	16	
Family health	E2	Derby College	10	
Hairdressing	2, 3	Derby College	5	
Literacy E1	E1	Derby College	34	
Literacy E2	E2	Derby College	24	
Literacy E3	E3	Derby College	50	
Literacy L1	1	Derby College	43	
Literacy L2	2	Derby College	23	
Numeracy E1	E1	Derby College	11	
Numeracy E2	E2	Derby College	27	
Numeracy E3	E3	Derby College	39	
Numeracy L1	1	Derby College	33	
Numeracy L2	2	Derby College	14	
Flexible learning	2+	Derby College	15	
Startright	Na	Derby College	12	Changes daily
Seven Pathways	E2	Derby College	4	
Art	E1, E2, 1	Derby College	17	
Budgeting	1, 2	Derby College	7	

HMP BIRMINGHAM

Key skills	1, 2	Derby College	45	
Other		Derby College	22	

Note: some offenders are attending more than one learning programme