

HMP Leicester

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Preparation for life and work programmes:
 - employability training
 - literacy, numeracy and ESOL
 - personal development and social integration

Description of the provider

1. HMP Leicester (the prison) is a Category B adult male local prison about a kilometre from the centre of Leicester. It is a Victorian prison with 206 cells and is built on a site just less than one hectare in size. Convicted and remand prisoners are accommodated at HMP Leicester. The prison has a capacity of 355 and at the time of inspection held 346 prisoners.
2. About a third of prisoners are currently on remand. The black and minority ethnic population is 30% and foreign nationals account for 18% of the prison population. The prison has a high turnover of prisoners, with an average stay of seven weeks. Only 25% of prisoners stay for longer than three months and less than 10% stay for more than six months.
3. The head of learning and skills is responsible for the education department and library contracts. The education department is subcontracted to City College Manchester (CCM) and information, advice and guidance is subcontracted to APEX by CCM. Library services are provided by the Leicestershire County Council.
4. About 50 learners attend the education department each morning and afternoon mostly on full-time courses. The education department offers courses in literacy, numeracy, English for speakers of other languages (ESOL), art, computer skills, key skills, industrial cleaning, forklift driving and a construction industry safety course. The prison provides training in physical education for assistant gym instructors and in food hygiene.
5. Work is also available for offenders in the prison kitchens, cleaning on the residential wings, in the waste management unit, on maintenance and painting teams, and as orderlies.

Summary of grades awarded

Effectiveness of provision	Inadequate: Grade 4
Capacity to improve	Inadequate: Grade 4
Achievement and standards	Inadequate: Grade 4
Employability training	Contributory grade: Satisfactory: Grade 3
Literacy, numeracy and ESOL	Contributory grade: Inadequate: Grade 4
Personal development and social integration	Contributory grade: Inadequate: Grade 4
Quality of provision	Inadequate: Grade 4
Employability training	Contributory grade: Inadequate: Grade 4
Literacy, numeracy and ESOL	Contributory grade: Inadequate: Grade 4
Personal development and social integration	Contributory grade: Inadequate: Grade 4
Leadership and management	Inadequate: Grade 4
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Inadequate: Grade 4

6. The overall effectiveness of the provision is inadequate. More specifically, the quality of provision including employability training, literacy, numeracy and ESOL and personal development and social integration programmes is inadequate. Leadership and management are inadequate. The prison's approach to equality of opportunity is satisfactory.

Capacity to improve

Inadequate: Grade 4

7. The prison's capacity to make further improvements is inadequate. The most recent self-assessment report is not accurate and detailed improvement plans are not in place. The self-assessment process is becoming more inclusive but is not sufficiently understood by all staff. Learners views are not sufficiently considered to inform the judgements made within the report and many areas for improvement identified by inspectors were not identified in the self-assessment report.
8. The prison's quality improvement group has not been effective in addressing some of the areas for improvement identified at the previous inspection. Quality assurance arrangements across the prison are not yet fully established. Aspects of provision are not effectively quality assured and quality improvement processes are slow to address areas identified as requiring improvement. The use of data to monitor and improve provision is still not fully effective and remains an area for further improvement.

Key strengths

- Strong focus on vocational skills
- Good extension of literacy and numeracy provision across the prison
- Good working relationships between the education provider and prison staff

- Significant improvements to accommodation in the education department and the range of employability training
- Good and improving links with external organisations and employers

Key areas for improvement

- Too much dull and uninspiring teaching and training
- Poor planning, assessing and recording of individual learning
- Insufficient reinforcement of safe working practices in information and communication technology (ICT)
- Insufficient staff with appropriate specialist qualifications in literacy, numeracy and ESOL
- Slow progress in improving the quality of provision
- Under-developed quality assurance and self-assessment arrangements
- Insufficient use of data to evaluate and manage the provision
- Inadequate review and development of curriculum to meet the needs of the population of the prison
- Inadequate range and quality of provision for those unable to access the education department
- Insufficient assessment, development and monitoring of learners' personal development and social integration needs

Main findings

Employability training

Achievement and standards

Contributory grade: Satisfactory: Grade 3

9. Achievements and standards are satisfactory. Some courses have good success rates but most are satisfactory.

10. A high number of learners achieve units in ICT and, given the short stay nature of the prison, the number that achieve a full qualification at Level 1 and Level 2 is good. The work of learners on information technology (IT) courses is generally of a satisfactory standard and some is good. However, for some learners progress is slow with erratic attendance at lessons.
11. The success rate of learners on the British Institute of Cleaning Science course is good at 91%, however, this is only available at foundation level and does not sufficiently challenge learners or meet their needs.
12. Success on the Construction Skills Certification Scheme and the assistant gym instructors' courses is satisfactory at 70% and 77% respectively. The fork lift driving course has only just begun and it is too early to make a judgement on its success.

Quality of provision

Contributory grade: Inadequate: Grade 4

13. Teaching and training are inadequate. Much teaching and training is dull and uninspiring. In too many sessions learners are following unimaginative work books at their own pace. There is little encouragement to progress and little target-setting to encourage progression or attendance. In one session learners were simply completing practice tests having been given printed text to read as homework with the expectation of developing enough knowledge to pass a national test. Too much teaching and training were directed at passing a test or exam rather than developing learners' skills and knowledge. In industrial cleaning there was insufficient involvement or engagement of learners. Training was satisfactory on the fork lift truck training.
14. The planning and recording of individual learning is poor. Individual learning plans do not set useful short or medium term targets. Learners are not encouraged to set targets for the completion of work or their level of achievement, including regular attendance. Recording of progress is simplistic and mainly includes what learners did rather than what they learned or achieved.
15. There are poor resources for developing learners' ICT skills. Existing computers are out of date. One class worked entirely on laptop computers for significant periods of time. The computers available to learners who do not attend education, such as those on the vulnerable prisoner unit are unreliable. These learners have to use laptop computers for all sessions and at the beginning and end of each lesson the teacher has to load and copy learners' files from a memory stick. If learners need to print a document they have to carry the laptop to the printer. The workbooks used by learners are unimaginative and uninspiring. The prison is expecting new computers and interactive whiteboards to be delivered soon, but at the time of inspection the ICT resources were poor.
16. Safe working practices were not reinforced in IT classes. Learners were informed about appropriate seating, adjustment of screens and posture, but this was not reinforced during lessons. Most learners were slumped in their chairs, few had adjusted their chairs or screens, and none were encouraged to take breaks from the computer screen. In one class, learners were working for significant periods of time on laptop computers. In the outreach provision, learners were using laptop computers perched on their laps, or on chairs in front of them rather than on the tables. This practice was not challenged by teachers.

17. The teaching environment on the wings is inappropriate. Lessons are conducted in the association area, where those prisoners not on the courses walk through and talk, which disrupts learning. There are insufficient dedicated learning rooms or facilities on the wings.
18. There is a good focus on developing learners' vocational skills. The range of vocational courses has significantly improved since the previous inspection with the introduction of forklift driving, the construction industry safety scheme and an accredited industrial cleaning course. Plans to introduce a waste management qualification are in place.
19. Guidance and support is satisfactory. All learners' literacy and numeracy skills are assessed and the results recorded. Teachers give appropriate advice and support to learners during most lessons and help them to develop technical knowledge and skills.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Inadequate: Grade 4

20. Achievements and standards are inadequate. Achievement of qualifications is low at entry level. Achievement in literacy at levels 1 and 2 and in numeracy at Level 2 are satisfactory at 68% but some learners take qualifications at these levels, when they already have similar or equivalent qualifications. Pass rates by learners assessed as ready for external assessment are good at 87% or above.
21. Progress is unsatisfactory in some learning sessions. Most learners work hard to complete activities and increase their understanding of specific literacy and number-related skills. However, many learners are not taught how to practice the skills they develop to ensure that they can apply this to other aspects of their lives. Development of learners' speaking and listening skills in some ESOL lessons is slow.
22. Attendance by many learners is erratic. Poor patterns of attendance are not adequately followed up. Learners do not receive feedback on their attendance or targets for improvement. Attendance is good on programmes across the prisons, for example on the prison wings.

Quality of provision

Contributory grade: Inadequate: Grade 4

23. Some learners receive good individual coaching and support, especially in outreach provision. Tutors provide useful explanations and tips on how to carry out calculations, understand grammatical conventions, such as use of capital letters and complete exercises. Many learners focus well on these skill specific tasks and learning activities and are motivated to complete them.
24. Many other aspects of teaching are unsatisfactory. Learning is not adequately planned for many learners. Some learners are referred to literacy and numeracy provision at Levels 1 and 2 when they already have an equivalent qualification. Tutors often do not know who is attending each lesson in advance and are unable to plan appropriate learning activities at the start of each session. Learners who already have a qualification at Level 2 are allocated the role of mentor, but this is not adequately clarified, planned or explained. In

ESOL, learners do not develop their listening and speaking skills sufficiently. Individual learning plans contain appropriate targets that list specific skills in reading, writing and number work. Tutors' assessment strategies are weak. Learners do not receive sufficiently clear or constructive feedback on their performance or their progress towards their learning goals. Similarly, learners' progress and achievements are not adequately recorded.

25. Tutors use a narrow range of learning materials, with an over reliance on worksheets. Very few learning sessions include practical applications of skills or practical materials. Learning activities do not make sufficient use of relevant contexts to support learners' development. Laptop computers are primarily used for initial assessments and tests, but learners do not have sufficient opportunities to use ICT to support their learning.
26. The prison and college have continued to extend the literacy and numeracy provision across the prison. Currently, tutors provide group or individual sessions and initial assessments on the specialist detoxification, health care and violence reduction units and the unit for vulnerable prisoners. The college adopts a flexible approach to provide learning in response to the needs of a frequently changing population. For example the college has recently reallocated tutor hours to evening ESOL classes. There are particularly good working relationships between tutors and prison staff. Arrangements for appointments for individual sessions in the violence reduction unit are effective and attendance on the outreach provision is good. However, teaching accommodation on the wings and specialist units is inappropriate.
27. Induction and initial assessment in the education department are satisfactory. Learners receive appropriate information on the range of provision. Initial assessments are a systematic part of the induction to education. However, some initial assessments carried out in the specialist units do not accurately reflect learners' levels of skills.

Personal development and social integration

Achievement and standards

Contributory grade: Inadequate: Grade 4

28. The prison does not record learners' progress and achievement of non-accredited learning outcomes and could not provide information about how successful these programmes are. The prison is unable to provide evidence that learners' personal development and social integration skills have been improved.

Quality of provision

Contributory grade: Inadequate: Grade 4

29. Prisoners are well supported immediately before and after release. The prison is effective in preserving the existing jobs of those who come into the prison. During the year between April 2007 and April 2008, 30 jobs were preserved compared with a total of 32 prisoner jobs preserved for the whole of the East Midlands and Eastern England regions. Between April 2007 and April 2008 30% of prisoners leaving the prison had confirmed employment. Prisoners not ready to go into employment are referred to New Deal providers or other support agencies. The prison has very close links with external organisations that provide support for prisoners immediately before and after release. While this has been running for a short time only, there is some evidence that this service

is effective in supporting ex-offenders in, for example, attending New Deal programmes, enrolling for courses at local colleges or arranging accommodation.

30. The chaplaincy runs a number of well planned programmes to support prisoners, including relationship management and dealing with bereavement. The learning materials are well thought out and detailed. These programmes are very well received by prisoners helping to improve self-esteem, confidence, communication skills and active listening skills.
31. There is no clear overall strategy to develop learners' personal development and social integration skills. The number of programmes that are designed to meet these needs has reduced significantly during the past year and at present the range is insufficient. The prison is aware of this and has identified it in its self-assessment report.
32. The prison does not include any strategies to help learners build their self-confidence and self-esteem in developing independent living skills. The prison releases approximately 600 prisoners each year and there is no programme to develop their curriculum vitae writing skills or interview techniques before release. No personal money management skills programme is available. The prison is aware of the need for these courses and has submitted a bid, in partnership with an external provider, for funding to run these programmes.

Leadership and management

Inadequate: Grade 4

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

33. Leadership and management of learning and skills are inadequate. The prison does not have a clear direction for learning and skills and there has been slow progress in improving the quality of provision. While improvements have been made in extending the availability of vocational training and qualifications, the quality of provision in this area and in literacy, numeracy and ESOL is inadequate. The range of provision for courses to develop learners' personal and social skills has significantly reduced and is inadequate. The relatively new head of learning and skills is aware of many areas for improvement. No detailed plan or recommendations have been submitted to the prison's senior management team.
34. The most recent self-assessment report is not accurate and over-estimates the overall effectiveness of learning and skills provision. The report is not sufficiently self-critical and fails to identify some areas for improvement identified by inspectors. Quality improvement processes, including the quality improvement group, have not been fully effective in addressing the areas for improvement identified at the previous inspection. The review and development of the curriculum to ensure it meets the needs of the prison population has been inadequate.
35. Working relationships between the education provider and the prison staff are good. The head of learning and skills and the education manager support each other effectively, communication between them is good. Prison staff work closely with staff from the education provider and work together well. Quality improvement arrangements in the education department are satisfactory although the grades awarded by internal observers

are higher than those awarded by inspectors. Quality improvement systems used by the education contractor have been shared with the prison and are starting to be used to check and monitor aspects of learning and skills provision delivered by prison service staff. However, not all aspects of teaching and learning are effectively quality assured. Observations of learning sessions do not adequately identify some significant weaknesses in teaching and training. The strengths and weaknesses identified cover a narrow range of aspects of teaching and training and do not provide tutors with sufficient feedback on how well the learning sessions meet the very different needs of all the learners. Similarly, action plans for improvement are too vague.

36. Learning and skills teams meet regularly to review performance and issues, although minutes and action plans lack detail. Most prison officers have an appropriate knowledge of the learning and skills provision. However, the prison does not sufficiently prioritise the needs of individual learners and the system used to allocate learners to courses is not well considered. Allocations are frequently based on a first-come first-served basis rather than being focused on meeting individual learning needs. Individual learning plans are not used effectively to plan learning or promote progression.
37. Systems to identify why learners remain on the wing instead of attending work or education are effective and a daily list is provided to the head of learning and skills. However, this information and other prison data are not used effectively to evaluate and manage the provision or to make improvements. The education department has recently invested in a new management information system but this is not yet providing sufficiently useful information for managers. Basic information about the attendance of learners is collected through registers but this is not collated and analysed in a way which is useful to managers in the prison.
38. Equality of opportunity is satisfactory. In the education department and on outreach provision there are appropriate standards of behaviour and an environment of mutual respect. However, tutors do not use learning programmes sufficiently to broaden learners' understanding of equality and diversity. The prison and education provider have an appropriate range of policies and procedures in place. Learners who are unable to get to the education department are supported well by outreach workers and there is a good rapport between learners and their tutors. However, the range and quality of provision for learners in the association areas and some specialist units is inadequate. Learners in the vulnerable prison unit and in the detoxification or specialist behaviour management unit are not provided with an adequate classroom or with adequate resources for the teaching of ICT. Due to the build of the prison, it is difficult for some learners with restricted mobility to access rooms, some in education, but appropriate arrangements are made to support these learners.
39. Safeguarding procedures meet the current government requirements and appropriate checks are completed on staff. The arrangements for new staff induction are good and include training in equality and diversity, however, not all staff have yet received this training and the promotion and reinforcement of equality and diversity in the curriculum is underdeveloped. Few complaints are received about the provision for learning and skills and those that are received are appropriately handled.
40. The prison has good and developing links with external organisations and employers. Links are beneficial to learners and the resettlement unit assist some prisoners in finding

employment or placement opportunities on release. Other links provide good support to assist learners with financial and housing issues. Arrangements to assess learners' literacy and numeracy needs when prisoners first arrive are satisfactory. However, there is a narrow range of guidance materials available and aspects of careers advice and the setting of short and long term targets to help secure employment are areas for improvement. Initial assessment results are processed quickly and the information is then available to teachers to assist them in planning their lessons. However, the prison has made slow progress in improving access to ICT equipment in classrooms and teachers are not always able to access information they require. Too few teachers have appropriate skills for life qualifications and progress in implementing the skills for life strategy is slow.

41. Learners receive satisfactory information, advice and guidance on the provision within the education department. However, this service does not provide adequate information on employment, training and education opportunities available in custody and on release. The education department has insufficient guidance materials and the individual learning plans contain a narrow range of short and long-term goals.

What learners like:

- 'Education and the library is all right here'
- The friendly teachers
- Being able to work on English and mathematics skills
- The way the tutors explain the exercises
- 'Having English and mathematics classes in the healthcare centre'
- 'Courses that will help my relationships with others'

What learners think could improve:

- The choice of education programmes
- Information on courses available outside the prison – 'I'd like to know how to start my own business'
- 'There's nothing for learners to do if we already have a Level 2 qualification'
- More programmes to help self-esteem and confidence
- The computers – 'not enough that work'