

HMP Durham

Summary report for the provision of learning and skills

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Type of establishment:	Male adult category B Head of Learning, Skills and Employment HMP Durham
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Office for Standards in Education, Children's Services and Skills (Ofsted)

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Inspectors judge the quality of the provision against the *Common Inspection Framework 2009* and contribute to the inspection frameworks of Her Majesty's Inspectorate of Prisons.

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Information about the prison

HMP Durham is situated in the city of Durham. It is a category B local prison serving the courts in the area and primarily receives sentenced and remanded males over 21 years of age from the north east of England. The prison has seven accommodation wings, as well as segregation and healthcare units. Its operational capacity is 1011 prisoners. At the time of the inspection there are 938 prisoners, of which 834 are over 21 years of age and the remainder young adults aged 18-21 years. Around 560 prisoners participate in learning. Approximately two thirds of the prison population are convicted with sentences ranging from one day to life imprisonment. The average length of stay is 12 weeks. Currently 4% of the prison population are foreign nationals of whom 16 do not speak English as a first language. Seventeen prisoners are retired, eight have mobility difficulties and one has a declared special educational need.

The Manchester College provides the formal education provision and vocational training through the Skills Funding Agency Offender Learning and Skills Service (OLASS). Using OLASS funding, Action for Employment (A4e) provides careers information and advice. Resettlement support is provided by Jobcentre Plus, Pertemps, Shelter, NEPACS, Life Line, Probation Service, Care UK, Integrated Offender Management, Time for Families, Durham County Council and NORCARE.

Summary report of the inspection findings of the learning and skills provision at HMP Durham

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<i>Common Inspection Framework (CIF) aspects</i>	Grade
Overall effectiveness	2
Capacity to improve	2
Outcomes for learners	2
Quality of provision	2
Leadership and management	2

Overall effectiveness

Grade 2

Achievement is high for most accredited qualifications. The prison recognises that the art and English for speakers of other languages (ESOL) courses have underperformed, although art has improved in 2010/11. Learners' standards of work are mostly good with particularly good progress made by learners in vocational training, literacy, numeracy and information technology (IT). A good proportion of work activities have some accredited training available and achievements are high. Attendance rates in education, vocational training and work sessions are poor.

Teaching and learning sessions are consistently well planned and use a balanced range of teaching strategies to interest and motivate learners. Education tutors use information and learning technology well to enhance sessions. Behaviour in sessions is good. Very effective arrangements aid learners' seamless transition between programmes. Individual learning plans have clear and specific targets, including personal targets for improvement. However, the review of learners' progress against these targets is not clearly recorded. The range of provision is good. Learners are provided with literacy and numeracy support in all workshops. They have good access to very effective information, advice and guidance. The prison makes good use of learning and skills officers to encourage sentenced prisoners and those on remand to engage in activities. However, the prison has insufficient staff to meet the support needs of learners with specific learning difficulties or challenging behaviour.

Overall leadership and management are good. HMP Durham has a clear and well communicated learning and skills strategy. The introduction of new learning and skills provision has been well managed. Waiting lists exist in many areas but are effectively managed. Safeguarding arrangements are good. The prison makes very productive use of self-assessment and curriculum reviews to develop and improve the provision. Whilst the prison has a number of useful partnerships it has insufficient links with external employers. The prison appropriately promotes

equality and diversity but makes insufficient use of relevant data for comparator purposes.

Capacity to improve

Grade 2

HMP Durham has made good progress in addressing all the areas of weakness identified at the previous inspection. The number of activity places has significantly increased with an expansion of the range and variety of learning and skills provision to better reflect the interests of users and their resettlement needs. Significant additional funding has been secured to support improvement initiatives that effectively link to wider prison strategies designed to reduce reoffending. However, HMP Durham recognises the need to further improve external partnership working, particularly with employers. Since the previous inspection the prison has placed a clear emphasis on introducing activities that support its sustainability agenda. Quality assurance and improvement arrangements have been strengthened and are good. The prison is now very successful in ensuring actions that enhance the learners' experience are identified and quickly lead to the introduction of appropriate remedial action. Performance management is effective though equality data for comparator purposes is underused. The self-assessment process is good and very well used by the prison to drive improvements. The associated report is concise and evaluative. It includes the use of a good range of evidence to support the provision's evaluation. Staffing levels and structure are appropriate. Tutors are generally well qualified, experienced and benefit from training and monitoring arrangements that place a clear emphasis on developing teaching competences.

Outcomes for learners

Grade 2

Strengths

- high achievement rates on most courses in education, training and physical education
- good vocational skill development
- good standards of learners' work.

Areas for improvement

- insufficient recognition and recording of employability skills in vocational training and work
- low achievement rates in ESOL and art

- poor attendance.

The quality of provision

Grade 2

Strengths

- well planned and managed teaching, coaching and learning that effectively meets individual learners' needs
- good accommodation and resources
- wide range of provision
- good development of learners' literacy and numeracy skills in vocational programmes
- well-structured information, advice and guidance.

Areas for improvement

- weak recording of outcomes following learners' progress reviews in education
- insufficient support for learners with specific learning needs.

Leadership and management

Grade 2

Strengths

- clear and well-communicated learning and skills strategy that effectively supports the prison's resettlement agenda
- well-managed extension of the vocational provision to enhance prisoners' employability
- good safeguarding arrangements that secure and promote learners' safety
- particularly effective operational management of the provision to drive forward improvements
- good use of the self-assessment and curriculum review process to develop the provision for the benefit of all users.

Areas for improvement

- insufficient links with external employers to provide opportunities that enhance prisoners' resettlement on release

- insufficient use of data to evaluate and identify variations in the achievement of different groups across all the provision.

What does HMP Durham need to do to improve further?

- Systematically record and recognise the important employability skills learners develop in vocational training and work.
- Improve attendance rates across the provision by significantly reducing regime interruptions.
- Ensure all learners with specific needs achieve to their full potential by providing them with effective individualised learning support.
- Further support successful resettlement by increasing the range and variety of productive links with external employers.
- Improve the evaluation and identification of variations in different groups' achievement through the effective use of comparator data.

Record of Main Findings (RMF) – Young adult and adult prisons			
Prison Name:	HMP Durham	Inspection No	52271

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall
Approximate number of learners in training and work and education with or without qualification outcomes at the time of inspection	560
Overall effectiveness	2
Capacity to improve	2
A. Outcomes for learners	2
A1. How well do learners achieve and enjoy their learning?	2
A1.a) How well do learners attain their learning goals?	2
A1.b) How well do learners progress?	2
A2. How well do learners improve their economic and social well-being through learning and development?	3
A3. How safe do learners feel?	2
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	2
A5. <i>How well do learners make a positive contribution to the community?*</i>	na
B. Quality of provision	2
B1. How effectively do teaching, training and assessment support learning and development?	2
B2. How effectively does the provision meet the needs and interests of users?	2
B3. How well do partnerships with employers, community groups and others lead to benefits for learners?	2
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	3
C. Leadership and management	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	na
C3. How effectively does the prison promote the safeguarding of learners?	2
C4. How effectively does the prison actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3
C5. How effectively does the prison engage with users to support and promote improvement?	2
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2
C7. How efficiently and effectively does the prison use its available resources to secure value for money?	2

*if applicable to the type of prison

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