

HMP Frankland

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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' quality monitoring or annual assessment 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 English for speakers of other languages
 - personal development and social integration

Description of the provider

1. HMP Frankland is a dispersal prison within the Directorate of High Security and is situated on the northern outskirts of Durham City in the North East of England. It provides a maximum security environment for 749 adult convicted males serving sentences of over four years. The prison receives offenders from all areas of the country. The prison population is made up of 40% serving life sentences, 40% serving over 10 years and 10% serving between 4 and 10 years. The population is relatively stable with the average length of stay for an offender at HMP Frankland being six years. The prison has a minority ethnic population of 13%.
2. The main accommodation comprises of seven units: four original wings, two newer house blocks opened in 1998, and a pilot Dangerous and Severe Personality Disorder Westgate Unit, opened in May 2004. The four older wings each contain 108 vulnerable offenders which accounts for 60% of the population, the two new galleried wings house 120 and 86 main location offenders who represent 29% of the population. The Westgate Unit accommodates 80 Dangerous and Severe Personality Disorder offenders representing 11% of the population. A small number of offenders are on occasion held on remand and at the time of inspection five were accommodated here.
3. The education provider is Newcastle College who provides mainly part-time courses with a small number of learners following full-time provision. Approximately 61% of offenders are accessing education sessions. The primary focus is on literacy, numeracy, language and life skills. However, courses are available in a wide range of subjects which include music, art and design and information and communication technology (ICT). An additional range of courses are aimed at personal development. Newcastle College also provides accredited vocational training including furniture crafts and brickworks. The prison delivers vocational training in a range of workshops throughout the prison which include wood working, furniture assembly, and upholstery and spray shop. Offenders who work in the kitchens are able to follow a course which leads to a qualification in industrial cleaning. Offenders are also employed in other areas, such as the library, wing food serveries and as painters.
4. The head of learning and skills is a member of the senior management team and reports directly to the Governor.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Employability training	Contributory grade: Good: Grade 2
Literacy, numeracy and ESOL	Contributory grade: Satisfactory: Grade 3
Personal development and social integration	Contributory grade: Good: Grade 2
Quality of provision	Good: Grade 2
Employability training	Contributory grade: Good: Grade 2
Literacy, numeracy and ESOL	Contributory grade: Good: Grade 2
Personal development and social integration	Contributory grade: Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Good: Grade 2

6. The overall effectiveness of the provision is good. More specifically, achievement and standards in employability training and personal development and social integration are good and in literacy, numeracy and English for speakers of other languages (ESOL) it is satisfactory. The quality of provision in employability training, personal development and social integration and in literacy, numeracy and ESOL is good. Leadership and management of learning and skills within the prison are good and the prison's approach to equality of opportunity is satisfactory.

Capacity to improve

Good: Grade 2

7. HMP Frankland has a good capacity to improve. The senior management team has been re-structured and the head of learning and skills is now also responsible for industries, physical education (PE), library, allocations and offender pay. Learning and skills is now better represented within the overall prison structure. Strategic planning for the development of learning and skills is clearly focused on improving the overall provision. Many of the actions to improve the learning and skills provision have begun to show good progress. Senior managers have a clear focus on improving learning and skills and regularly monitor actions from the development plan. Action-planning to improve the provision is very effective and used as a tool with staff to measure progress. The prison has made good progress towards achieving many of the key targets in the current action plan. The curriculum has been developed to best meet the needs of the prison. New courses have been introduced as a result of offender surveys to include offenders who would not normally access education. Data is effectively used to identify trends and help inform and improve the provision. The weaknesses found at the previous inspection have been successfully remedied. Since the changes in the contracting arrangements for learning and skills in 2005, the prison has developed the provision well and has made good links with the education provider. Overall quality assurance has been significantly improved and in most areas is working effectively.
8. The self-assessment process is good. The self-assessment process forms part of the overall continuous improvement strategy. The process is inclusive and all staff have an opportunity to contribute to the report. Staff have a good understanding of the process and understand how it links to continuous improvement. Good data analysis and offender feedback contributes to the accuracy of the report. Course reviews are carried out by both staff and learners. The process is used effectively as a tool to improve the quality of the provision across all learning and skills. The self-assessment report is critical and identifies the strengths and areas for improvement found at inspection which are supported by a good range of evidence.

Key strengths

- Good attainment and skills development

- Good teaching and learning
- Good individual support
- Good focus on continuous improvement
- Well managed education provision

Key areas for improvement

- Insufficient opportunities to gain qualifications
- Insufficient recording of personal and social skills development
- Insufficient development of quality improvement of learning and skills in some workshops

Main findings

Vocational training and employability

Achievement and standards

Contributory grade: Good: Grade 2

9. Learners develop good work skills. Learners are industrious, well motivated and apply themselves throughout the session. They demonstrate a good work ethic. In classrooms the atmosphere is positive and calm and learners apply themselves to their studies. Learners work to a high standard and demonstrate confidence and competence in the operation of industrial standard equipment including computer numerically controlled machines, power tools and hand tools. In the wood mill learners are skilled at producing commercial products to a high standard. In the upholstery workshop learners produce high commercial standard furniture including leather sofas, chairs and office equipment. In ICT learners are confident in the use of computers and produce good work.
10. Learners achieve well. All of the learners who completed the manual handling and hygiene courses achieved the qualification. A high proportion of learners successfully achieve units in ICT and in work skills. All learners who completed the sports leader course achieved a qualification. Achievement rates in furniture production and for the brickwork qualification are high. In ICT, however, just 56% of those who complete the course achieve a level 1 qualification. Achievement rates at level 2 are better at 75%. Achievement of text processing qualifications is good with all of those completing achieving a qualification. In the Dangerous and Severe Personality Disorder unit learners make good progress.

Quality of provision

Contributory grade: Good: Grade 2

11. Teaching and learning are good. Tutors are skilled at dealing with potentially disruptive and disinterested learners. They respond to learners' comments and responses well and maintain a disciplined environment. Tutors and learners have good working relationships. Lesson planning is good and tutors maintain detailed records of learners' progress. Tutors are enthusiastic about their subject and know their learners well. They are able to adapt their style and approach to accommodate individual learners' needs. Tutors make good use of questioning to maintain learners' attention, test understanding and challenge their thinking.
12. Learning is well planned. Short-term targets are set and monitored well. Individual learning plans contain good short- to medium-term targets directly relating to the unit or module a learner is working towards. These are often reviewed at the end of a session and detailed records are kept. Learners are well aware of their targets and how well they are progressing. Although short- and medium-term target-setting is good, long-term target-setting is weak. It is not always clear what an individual is planning to achieve overall. The prison has identified this and has recently introduced a central individual learning plan.
13. Literacy, numeracy and language skills are well integrated in vocational programmes. In the charity workshop all learners take this training in addition to their main programme. Literacy, numeracy and language skills are taught in the classroom attached to the

workshop. During the new workshop induction learners cover improving their own learning which is well established within the programme. Learners on the brickwork course are able to use their work to achieve skills in communication and numbers supported by a literacy, numeracy and language tutor. A strong emphasis is placed on achieving these skills in relation to learners' programme of study or work activities.

14. Learners receive good individual support from tutors and instructors. In the workshops instructors provide effective individual support in helping learners develop work skills such as communication, following instructions and working together. In sessions tutors have good individual knowledge of the learners and provide good support. They take time to explain principles and processes and to support learners' with their work. Tutors quickly identify when learners are struggling or begin to lose interest and provide sensitive but effective interventions. Tutors are aware of the literacy and numeracy needs of their learners and encourage and support the development of these skills. In one session the tutor was aware that a learner was confused about the use of capital letters and introduced work and theory teaching to explain this.
15. Opportunities for learners to gain qualifications are insufficient. Most of the good quality work in industrial workshops is not accredited. No opportunities are available for those working in the kitchen to gain a catering qualification. A new kitchen is due to open in the next few weeks and this incorporates good training facilities.

Literacy, numeracy and language support

Achievement and standards

Contributory grade: Satisfactory: Grade 3

16. Achievement on literacy, numeracy and language courses is satisfactory. All learners enrolled achieved GCSE English Language. On numeracy courses at entry levels 1 and 2, around 75% of learners achieved the qualification. Around 70% of entry level 3 numeracy learners achieved the qualification or remain in learning. Achievement rates on level 1 and 2 adult literacy and numeracy courses are also satisfactory at 76%. Achievement rates on the application of number and communications programme at level 1 and 2 are low, with many learners failing to complete either the examination or portfolio elements of the award. Achievement in literacy and numeracy qualifications at all levels in the Dangerous and Severe Personality Disorder unit is generally good.
17. Learners' written and numerical work is good. Literacy, numeracy and language portfolios, GCSE English language and GCSE mathematics coursework are completed to a high standard. Most learners work confidently in sessions and produce a good standard of work.

Quality of provision

Contributory grade: good: Grade 2

18. Teaching and learning are good. Many sessions include mixed groups of learners following literacy and numeracy courses from entry level up to GCSE. Tutors plan and structure sessions carefully to meet individual needs. They use initial and diagnostic assessment information and detailed profiles of learners well to provide learning appropriate for individual learning styles. Subject-based individual learning plans are used

very effectively to agree and set clear long- and short-term targets. In many cases these are clearly linked to sentence plans. Learners' progress is carefully recorded and reviewed in each session. A good range of appropriate learning resources are used. ICT is used to good effect in sessions. Assessment is thorough and coursework is carefully marked with clear feedback given to learners on the accuracy and quality of their work. In some sessions learning support tutors or trained peer support tutors provide good additional support for the group or for individual learners. In the Dangerous and Severe Personality Disorder unit individual support is provided on the wings for some learners who cannot cope with the classroom environment. Tutor support is available to learners in the segregation unit and in the hospital to enable them to continue with their studies.

19. The range of literacy and numeracy provision is good with good opportunities for progression. A clear skills for life policy is in place which is implemented well to meet the literacy and numeracy needs of learners. Courses at entry level, levels 1 and 2 in adult literacy and numeracy, and communication and application of number are available at each location in the prison. Many learners progress through to GCSE English and mathematics courses. Opportunities are available for learners to progress to A level and Open University courses. Literacy, numeracy and language provision has been reorganised to enable learners to gain the full award through completing both examination and portfolio elements. A more thorough process for assessment and internal verification of literacy, numeracy and language skills is currently being implemented. Plans are in place to extend the availability of literacy, numeracy and language provision to more areas of the prison following completion of new workshops.
20. ESOL provision is weak. A working group has been set up to identify the level of ESOL needs across the prison. Although the proportion of foreign nationals is low, the language needs of some of these offenders are not being fully met. Provision to meet the needs of dyslexic learners is insufficient. Some dyslexia screening is carried out by the psychology department and some staff have completed dyslexia awareness training. However, where needs are identified they are not systematically met.
21. A high level of individual support is provided to all learners. Sessions are run in a relaxed yet purposeful atmosphere. Tutors in mixed ability sessions provide a very high level of support to individual learners. They are skilled at quickly switching between levels and subjects to meet the immediate needs of learners. This support enables learners to gain in confidence and progress well towards their learning goals. Good support is provided by peer tutors who provide additional support in sessions and act as support tutors and advocates for education on the wings.
22. Learners receive good information, advice and guidance about the opportunities available in education, including the range of literacy, numeracy and language courses. A well produced prospectus contains good information about each course including learning methods, qualification and skills development outcomes and progression opportunities. Information, advice and guidance, education and prison staff work closely to develop individual learning plans which detail all the components of each learner's programme. In many cases these are closely linked to sentence plans.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

23. Learners develop good personal and social skills through a diverse range of learning and skills provision. An emphasis on personal and social skills development is the underlying theme to learning and skills courses and programmes. In PE a strong focus is on the development of social skills and offenders make positive progress on programmes and activities. Learners on personal development courses work effectively in group situations, developing self-esteem and respect for others.
24. Achievement on social and life skills courses is good. Achievement of accredited courses and completion of individual targets on non-accredited provision are good. In art exceptional standards of work are produced which is displayed and commended by external audiences through local exhibitions. A good range of life and social skills educational courses improves learners' standard of intellectual knowledge on moral, cultural and social issues. Some of the high standards of work produced are proudly displayed throughout the prison.

Quality of provision

Contributory grade: Good: Grade 2

25. Teaching and the management of learning is good. Tutors know their learners well and understand their particular barriers and how they respond best in learning situations. Good consideration is given to the planning of learning to ensure individual's needs are met. Resources to support learning are good. Individual learning plans are used effectively for target-setting and recording of progress. Each learning session results in a recorded outcome for each participant. Good working relationships and mutual respect is evident between tutors and learners. Tutors and instructors are knowledgeable, enthusiastic and inspire learners with good quality teaching that learners fully engage in and enjoy. Learners are able to take work to information technology sessions for word-processing, and some laptops are available for tutors take to sessions.
26. High levels of support meet learners' individual needs. Staff across learning and skills work together to explore and provide suitable, timely learning programmes that take account of learners' particular needs. Evaluation of programmes is ongoing to ensure provision is current and appropriate for the long stay population. Sentence plan targets are well considered and a flexible approach is taken to providing appropriate provision. Psychologists, tutors and guidance and advice staff work together to design suitable programmes and packages of support. Offender peer mentors provide good in-class support for learners and tutors. On the Dangerous and Severe Personality Disorder unit prison officers support learners well in developing their personal skills.
27. A useful prospectus is available which effectively promotes courses on life and social skills programmes. Open University provision is available. However, some learners have had insufficient support. This has been identified by the prison and more structured support is planned. As the library is situated in the education area for vulnerable offenders, access is good. Its function as a resource to support recreation and education for the wider population is restrictive.
28. Recording of personal and social skills developed is insufficient in some work activities. Learners demonstrate a range of social skills while carrying out their work. However,

where no accreditation is available, although records of work carried out are recorded, no record of the progression and achievement of the personal skills associated with being an effective worker and team member are made. A significant number of offenders work across the prison as orderlies, some with responsible positions. No formal recognition takes place of the skills they develop in their roles and the significant distance they have travelled with their personal development to gain these positions.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

29. Leadership and management of learning at skills at HMP Frankland are good. Learning and skills have a clear strategic plan which is linked effectively to the overall prison strategy. Senior managers have a good understanding of how learning and skills links to the overall function of the prison and focus strongly on developing the provision. The current strategic development plan is linked to the overall quality improvement strategy for learning and skills. The plan is clear and has realistic expectations with designated responsibilities linked to expected outcomes and timescales. The prison has completed a good risk assessment to identify factors that may impact on future plans. The strategic objectives are well understood by staff who have a good understanding of how the provision will expand and develop to meet the needs of increased prison accommodation and prison population.
30. Learning and skills has a strong focus on continuous improvement. Data systems have been developed that record information on learners and on offenders not engaged with learning and skills. Reports and analysis are produced on a regular basis to assist in performance management. Staff have a good understanding of data and how this is used to help continuous improvement. The self-assessment process is used as a focus for continuous improvement and is a key tool within the prison to drive improvement. The curriculum is reviewed systematically and changes are made to better meet the needs of long-term offenders and learners. The prison responds quickly and positively to learner feedback.
31. Learning and skills have developed strong internal links in the prison with a clear focus on benefiting offenders. Outstanding links have been made and work achieved with the psychology department where learning and skills have worked to develop training and education courses that support the treatment of offenders within the Dangerous and Severe Personality Disorder unit. Learning and skills staff have taken part in training to enable them to develop more effective strategies in the classroom to support the overall treatment model. The delivery of education and training modules within the unit is completely integrated within the treatment framework of the unit. Good links have been formed between learning and skills and prison sentence planning. Information, advice and guidance staff work well with offender supervisors at induction to identify individual needs and inform the allocation process. Information, advice and guidance staff identify those offenders not engaged with learning and skills and regularly work on the wings to talk with these offenders. The prison has developed good links with the education

provider. They work well together to develop a curriculum to best meet the need of offenders who are serving long sentences.

32. The education provision is well managed. The provider has good quality assurance processes in place which include a well developed system for the observation of teaching and learning. The provider has a strong focus on improving the quality of teaching and learning. Staff have good opportunities for their professional development. The provider has good systems in place to record learners' progress and uses this data well to inform individual tutors about curriculum planning. The provider has developed successful projects that include offenders not previously engaged with learning and skills. Good systems are in place to ensure that sessions continue to take place when staff are absent or on annual leave. Sessions are rarely cancelled and contracted hours are being delivered as planned.
33. In the prison workshops the quality assurance systems are not yet fully developed. A system for the observation of teaching and learning is in place but this is not systematically carried out. Much informal quality assurance of workshops takes place with the head of learning and skills meeting regularly with workshop tutors. However, key processes such as induction and the recording of learners' progress are not observed or evaluated.
34. Equality of opportunity in learning and skills at HMP Frankland is satisfactory. Learning environments both in education and the workshops demonstrate a high level of respect between tutors and learners. Learning and skills have a comprehensive equal opportunities policy in place which covers all the relevant legislation and gives clear guidance on how the prison will respond to learners with specific needs. The prison is currently meeting the needs of learners with visual and/or hearing impairment. Access to many of the learning and skills areas is unsuitable for learners who have restricted mobility, as much of the teaching accommodation is located at first floor level. Learners who are identified as requiring dyslexia support are insufficiently supported in learning and skills.
35. The prison has a high number of elderly offenders whose needs are well catered for. A good range of specific courses have been developed to meet their needs and offenders beyond retirement age are not restricted in taking part in either work or education. They are encouraged to take part in all activities. No ESOL provision is currently available in the prison, however, education are currently working with the race relations officers and wing representatives to develop an appropriate range of provision.
36. The prison chaplaincy and library have initiated several events and presentations to raise cultural awareness and promote social inclusion. Access to the library for vulnerable offenders who are attending education is good but for other offenders access is insufficient and limited to 30 minutes a week during association time in the evening.

What learners like:

- The range of education opportunities
- ‘The way education helps me cope with prison’
- ‘I have been in lots of prisons and this is the best art class’
- Very supportive tutors
- ‘Good opportunities to catch up on what I missed out on at school’
- The opportunity to do meaningful work
- Instructors are very helpful technically and personally
- ‘I have achieved so much’

What learners think could improve:

- Too many offenders locked up with not enough to do
- Education is insufficiently challenging
- Not enough qualifications
- Pay for education is a disincentive
- More computers
- More staff in Dangerous and Severe Personality Disorder unit