

INSPECTION REPORT

HMP Durham (Male Prison)

20 August 2003



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
- the University for Industry's **learnirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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 judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, or
- leadership and management are judged to be less than satisfactory

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

HMP Durham (Male Prison)

Contents

Summary

Description of the provider	1
Scope of provision	1
About the inspection	2
Overall judgement	2
Key findings	2
What learners like about HMP Durham (Male Prison)	6
What learners think HMP Durham (Male Prison) could improve	6
Key challenges for HMP Durham (Male Prison)	7

Detailed inspection findings

Leadership and management	8
Equality of opportunity	10
Quality assurance	10
Information & communications technology	12
Foundation programmes	15

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Her Majesty's Prison (HMP) Durham is a closed establishment operating as a core local prison with high security status. It accommodates category A prisoners of both sexes, and serves the courts from as far north as Berwick in Northumberland, Workington in Cumbria and Sunderland in Tyne and Wear. Most of the accommodation in HMP Durham is Victorian and has been refurbished over recent years. HMP Durham includes a female centre and two close supervision units. Only the male prison was inspected. The operational capacity for the prison as a whole is 730. At the time of the inspection, there were 585 male prisoners. Fourteen prisoners were identified as foreign nationals. There are sufficient work activities for approximately 60 per cent of the population. HMP Durham suffers from severe overcrowding problems and one wing is out of use for refurbishment. Prisoners are often transferred at short notice.

2. Education is contracted to a college of further education, and classes include literacy, numeracy, key skills, life skills, cookery, information and communications technology (ICT), art, and generic preparation for work courses. The education contractor provides 56 full-time education places. Thirty additional part-time education places are available in the close supervision centre, health care and gymnasium. Two outreach workers provide individual support to those who need it. There is no evening provision. There are approximately 100 employment opportunities in production workshops. Activities include net making, light assembly, and data processing. There are no formal vocational training programmes and no nationally recognised vocational qualifications are offered. Additional work activities are provided, for example, in the gardens and painting and decorating through the works department, but there is no formal training or qualifications attached to them. ICT and foundation programmes were separately inspected and reported on.

3. The head of learning and skills is responsible for the management of the education and library contracts and for managing the delivery of training. The head of learning and skills reports to the recently appointed director of regimes and services who has overall responsibility for these activities. There are five full-time education staff including a manager and a deputy manager who does some teaching. There are also 10 staff with annual contracts and a small number of part-time staff who are paid on a session basis. Library facilities are provided on each wing under the management of the local county council. There are two local county council library staff and three prison officers trained as library assistants.

SCOPE OF PROVISION

Information & communications technology

4. The college education contractor provides ICT training. There are 17 learners on ICT courses leading to approved qualifications in basic computer literacy. Seventeen learners

attend ICT training full-time and seven attend ICT training as part of a wider programme of education. Training is provided in one room in the education centre where all computers are networked with printing output supplied by one monochrome printer. Attendance is full time for five days each week. The class accommodates up to 10 learners who are taught by one full-time co-ordinator and three part-time tutors.

Foundation programmes

5. Foundation programmes are provided by the college's education subcontractor. Full-time courses are offered in life skills linked to cookery, art, literacy and numeracy, key skills, and generic preparation for work courses. There are currently about 40 learners on foundation programmes which are offered in the education centre. Some literacy and key skills support is offered on the wings and in the workshops by visiting staff. All of the courses lead to qualifications at level 1.

ABOUT THE INSPECTION

Number of inspectors	5
Number of inspection days	20
Number of learner interviews	63
Number of staff interviews	40
Number of locations/sites/learning centres visited	1
Number of partner/external agency interviews	1

OVERALL JUDGEMENT

6. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, HMP Durham's leadership and management are satisfactory, as are its approach to equality of opportunity and its quality assurance arrangements. The quality of learning in foundation programmes is good, while the learning in ICT is satisfactory.

KEY FINDINGS

Achievement and standards

7. **Achievement rates for foundation programmes are very good**, at approximately 90 per cent for level 1 literacy and numeracy qualifications. Generally, those who finish the programmes achieve their qualification. Achievement rates for ICT qualifications are satisfactory, however, the qualifications are limited mainly to level 1.

8. Retention rates vary considerably and learners' continued attendance depends on prison regimes. Learners are often required to attend courses which look at offending behaviour as part of their sentence plan. Attendance rates in classes are sometimes less than 50 per cent and teachers do not know the class size in advance.

9. **Learners gain good practical skills in the kitchens and workshops**, but no formal nationally accredited qualifications are currently offered, although they have been offered in the past. The training learners receive in the workshops is to enable learners to carry out production work and is not recorded.

Quality of education and training

10. All of the learning sessions observed were satisfactory or good. There were no unsatisfactory teaching sessions.

11. **Teaching staff provide effective support for learners and use a variety of teaching and learning styles.** Teaching staff are well qualified and experienced, especially in physical education (PE) and catering. They cope well in sometimes difficult conditions, for example in inappropriate classrooms, carrying out initial assessments on wing landings, and covering absent colleagues. In the data processing workshop there are qualified assessors for the basic computer literacy course but this is currently not being offered in the workshop.

12. **Many learners receive good literacy and numeracy teaching** and effective support from outreach workers. However, the education department can only support a small number of learners and the level of support provided is often determined by conversation with the prisoner rather than the results of initial assessment. Key skills are effectively integrated with the Life Skills programme and, until recently, in PE with a programme known as Hand in Hand. This was successful and six learners achieved key skills qualifications. This training programme has been discontinued due to a shortage of staff.

13. Learners' achievements in ICT at level 1 are satisfactory, but there is little progression to level 2 and to higher qualifications. **Retention rates for ICT classes are good.** There are plans to offer additional ICT training through a national initiative. Staff are trained and accommodation is planned for the ICT equipment.

14. **There are good reference books in the education department** and library facilities on each wing. There are two dedicated library officers and library orderlies, and a professional librarian works at HMP Durham part time. The library is shared with the women's prison. Access in the men's prison is restricted due to full-time education classes and learners have to lose education time to go to the libraries. There are plans to relocate to a central resource centre in the education department.

Leadership and management

15. HMP Durham has recently appointed a director of regimes and services and a head of learning and skills. The establishment's strategic planning process is effective and there is an accommodation strategy to deal with classroom and library space. HMP Durham recognises the need to expand the curriculum to include more formally recognised training, although this has yet to be fully planned. There is insufficient education and training provision.

16. **Staff training and development are good.** The education department carries out a structured and effective needs analysis with prison staff. All teaching staff are well qualified and experienced. They attend training events arranged by the prison, for example in equal opportunities. Some of the PE provision is supervised by prison officers who are unqualified in the use of the equipment.

17. **Access to the education centre is limited.** It is located on the first floor and there is no lift. Outreach staff provide support for learners who do not wish to or cannot attend the education centre. However, these resources are limited to two full-time workers.

18. **Staffing and accommodation levels are inadequate for foundation training.** Teaching staff are regularly called upon to cover other classes for absent teaching staff, although this is usually within their own area of competence. One classroom is inappropriate for some classes.

19. HMP Durham provides education for only a small proportion of the prison's population. The target is around 10 per cent, and over 50 per cent of prisoners are unconvicted or convicted but unsentenced. Many prisoners are moved at short notice and although attendance in class is generally good, there are occasions when waiting lists are long.

20. **Communication between education and workshop staff is poor.** There is some duplication of courses, for example basic food hygiene courses are offered in the kitchen and as part of cookery courses. There is little sharing of resources or good practice.

21. Staff and learners have a satisfactory understanding of equality of opportunity and the prison manages complaints and grievances very effectively. Staff and learners respect one another and opinions are shared and valued.

22. Quality assurance arrangements are satisfactory. The quality assurance of training is limited, but at the time of the inspection there was little formal accredited training taking place. Internal verification was satisfactory where needed for qualification purposes. HMP Durham's quality improvement group was active in making improvements such as developing the custody/sentence-planning paperwork and processes.

23. HMP Durham has a self-assessment process, but it is not yet fully implemented in all areas. Inspectors examined the latest self-assessment report, but it did not cover all activities. There was a separate one for PE. Some strengths and weaknesses were not recognised, nor were leadership and management covered.

HMP DURHAM (MALE PRISON)

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good strategic planning
- effective use of links with external organisations
- good programme of staff development

Weaknesses

- insufficient accredited training and education
- weak internal communication
- inadequate planning of prisoners' routines

Information & communications technology

Strengths

- wide range of document and word processing qualifications
- good use of unit accreditation
- rapid progress made by learners

Weaknesses

- poor recording of learners' programmes
- insufficient information provided to learners
- restricted progression opportunities

Foundation programmes

Strengths

- good achievement of literacy and numeracy qualifications at level 1
- effective range of teaching and learning styles
- good work in literacy, numeracy and key skills to support learners

Weaknesses

- inadequate teaching resources
- poor attendance on most programmes

WHAT LEARNERS LIKE ABOUT HMP DURHAM (MALE PRISON):

- the opportunity to learn new skills in the education department
- great support from PE instructors
- good relationship with staff and learners in the industry workshops
- both quality and quantity of food is good
- good support from outreach staff for literacy and numeracy
- the opportunity to learn practical skills in woodworking and being able to work at their own pace
- the opportunity to develop ICT skills quickly

WHAT LEARNERS THINK HMP DURHAM (MALE PRISON) COULD IMPROVE:

- the range of qualifications offered in the prison
- the access to library facilities
- the pay structure - education pay is less than workshop pay
- increase the number of tutoring staff in education
- provision of outdoor PE activities
- PE facilities for team games
- information about employment and education
- the induction - it did not cover all aspects of the prison
- the access to showers, association and library facilities for learners attending education

KEY CHALLENGES FOR HMP DURHAM (MALE PRISON):

- extend the range of education provision to enable more learners to participate at appropriate levels
- introduce accredited vocational training to the workshops and the education provision
- develop a comprehensive quality assurance framework for all activities to include the self-assessment process
- improve the planning of learners' routines to ensure that all have access to the full range of programmes and facilities
- increase resources to support outreach opportunities for literacy, numeracy and key skills
- develop the sentence-planning process to ensure effective initial assessment is used to take the learners' experience and prior learning into account

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

24. Leadership and management are satisfactory. The approach to equality of opportunity and quality assurance arrangements are also satisfactory

The following strengths and weaknesses were identified during this inspection:

Strengths

- good strategic planning
- effective use of links with external organisations
- good programme of staff development

Weaknesses

- insufficient accredited training and education
- weak internal communication
- inadequate planning of prisoners' routines

25. The strategic plan effectively sets out the direction for education and training and provides clear guidance for the management team. The plan is clearly written and includes aims for better integration of education and training into the resettlement programme. Funding for new classrooms has already been allocated, although there are insufficient funds to ensure that the new facilities will be fully resourced. Work is in place to ensure parity of pay for prisoners so that they are not disadvantaged by participating in education and training. Plans to relocate the individual wing libraries to a central resource area in the education department are well advanced. HMP Durham recognises that it needs to provide more meaningful working and training opportunities for all, to enable learners to develop skills and acquire qualifications for employment. A woodworking workshop has already been established and learners are developing their skills by taking part in a project with a national charity. Individual business plans have been developed which are used to identify targets for improvement.

26. The preparation for work courses have been successful in helping nearly 40 per cent of those who attend to find employment. Strong links have been developed with local community organisations and national companies. They provide effective working partnerships to help learners develop their skills during the pre-release and preparation for work programmes. Learners develop theoretical driving skills with police instructors. Following release, they are able to sign up for a lift truck driving skills course with a local branch of a national company. Visitors from Jobcentre Plus, the probation service and social services help to give learners a broader understanding and knowledge of courses, employment, benefits and housing available on release. Visiting tutors provide learners

HMP DURHAM (MALE PRISON)

with a greater insight into the dangers of alcoholism and substance misuse. Two prison officers have been assigned to help create further links with local companies as well as to help ex-prisoners into employment.

27. There is a good training programme for all staff. Education staff complete a needs analysis and training is provided to meet their needs. Staff in education and PE are well qualified to a more advanced level than that required by the programmes currently offered. Many education staff have degrees in education and have recently updated their management and information technology (IT) skills. Most prison staff have received recent updating and re-training in diversity and race relations.

28. There is no accredited training in the workshops or in PE. During the gym induction, prisoners gain attendance certificates for manual handling and kinetic lifting and first aid. There is no other accredited training for prisoners in PE, workshops, cleaning, gardening or maintenance works. Those who work in the kitchens are given accredited training in basic food hygiene but, although there are qualified assessors and verifiers in this area, there is no accredited training in food preparation and cooking skills. In education, there is a strong emphasis on IT and foundation programmes at level 1 but few opportunities exist above this level. There is an insufficient breadth of education programmes to provide a choice of learning opportunities.

29. Learners are not sufficiently informed about the choices in education and training. During their induction, prisoners are not given clear details of what is available and how to apply for courses or other training. Staff forward management information to senior staff but often do not receive a response. The results of initial assessments of learners' literacy and numeracy skills are not always available on custody and sentence-planning records and are not routinely passed on to education or workshop staff. There is some duplication of programmes and courses offered between education and the training workshops. For example, the education and industries departments both offer a basic computer literacy course. Basic food hygiene courses are offered by both the education and prison staff. There are no formal meetings between the education department and other areas offering training to share good practice.

30. Prisoners' routines are insufficiently well planned. HMP Durham's regime affects the continuity of employment and education. Once a prisoner has gained full-time employment they often lose the opportunity to use other facilities. Not enough is done, in planning the routines, to make sure prisoners have sufficient free time to go to the laundry, gym, library, attend their daily exercise and have their showers. Those who are employed have restricted access to facilities and need to take time out of employment to have their showers, and go to the laundry. Some need to take time off work to visit the gym and the library. Those in work and education often take the opportunity to attend gym sessions. Officers often collect learners from work and education to fill empty places in the gym. Learners doing this still retain their pay as if they were in work or education. This leaves spaces in education and industries that then cannot be filled.

Equality of opportunity

31. HMP Durham promotes equality of opportunity effectively. Its clearly written policies for harassment, bullying, diversity and race relations are on display around the prison. Staff and learners respect one another. All learners and staff regularly receive updates in equal opportunities, diversity and race relations issues. The prison contracts with a local college for education, but when equal opportunities issues arise in education, HMP Durham's policies take precedent. The prison has a race relations governor who chairs a race relations management team of officers, prison staff, prisoner representatives and external agencies. Race relations issues are quickly identified and clearly recorded. All incidents are investigated and appropriate actions are taken. Actions and progress are monitored by the race relations management team. Data on minority ethnic groups are collected by the prison staff and distributed to the race relations management team. Information on learners' retention and achievements by race or age is not regularly analysed or used to identify trends or issues.

32. Complaints are taken seriously and prompt and effective action is taken to deal with issues. Provision for prayer is good and accessible for all faiths and religions. Specialist diets are catered for. Access to education and work is available to all. However, there are limited opportunities and waiting lists are long, often exceeding the time a prisoner is held at the prison. Differences in the pay structure make education a less-appealing option than industries. HMP Durham is now dealing with this with a prisoner pay structure review.

33. Individuals with restricted mobility have poor access to the education department. However, this has been recognised and alternative arrangements are made where necessary.

Quality assurance

34. HMP Durham's arrangements for staff appraisal are satisfactory. The process identifies the staff's training and development needs. Satisfactory quality assurance procedures have been developed by the subcontractor college and there is a clearly written policy for the quality assurance of education and training. There is no quality assurance policy for the training which takes place outside of the education department. However, during the inspection, very little accredited training was taking place. Observations of teaching and learning have been introduced only recently and just two staff have been observed this year. The college has recently re-written the observation of teaching procedures to suit the prison environment and five education staff are now trained teaching observers. HMP Durham's management does not monitor the quality of education or training, although regular checks of contract compliance are made weekly. HMP Durham's quality improvement group meets to discuss quality assurance issues. The last meeting for the quality improvement group was December 2002.

35. Learners who are on short programmes offered by the prison service, such as basic food hygiene, the pre-release course and preparation for work course, are asked to give their feedback once the programme has finished. This helps to identify improvements for

HMP DURHAM (MALE PRISON)

the provision, although learners on training programmes are not asked for their feedback. All education courses are required to provide student perception of course returns. In 90 per cent of cases these are given to the education manager. The quality and recording of learners' progress in ICT is poor. Insufficient checks are made to ensure good quality and consistency of all paperwork. Where appropriate, the internal verification process is satisfactory.

36. Learners were asked for their views of the service in two surveys last year. The results of these surveys have been evaluated and an attempt has been made to improve the training provision. The prison completed its first self-assessment report just before the inspection. The process for self-assessment was satisfactory and included the views of some staff, although the self-assessment report did not cover all aspects of training and education. The self-assessment report provided some clear evaluative statements, although many of the strengths identified were considered by inspectors to be either statements of fact or normal practice. Some of the key weaknesses were not identified and it did not include any commentary on leadership and management.

AREAS OF LEARNING

Information & communications technology

37. Learning in ICT is satisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- wide range of document and word processing qualifications
- good use of unit accreditation
- rapid progress made by learners

Weaknesses

- poor recording of learners' programmes
- insufficient information provided to learners
- restricted progression opportunities

Achievement and standards

38. Achievements and retention at level 1 are satisfactory. During June 2002 to November 2002, 58 per cent of learners were retained and achieved level 1 qualifications in ICT. Learners receive a financial bonus when they achieve their level 1 qualifications and value this incentive. A wide range of nationally recognised qualifications are available in document- and word-processing, ranging from levels 1 to 3 and some learners achieve multiple qualifications at different levels. This is good practice and enables learners to specialise in word processing and develop the more advanced skills required by employers. Qualifications are also available up to level 2 in spreadsheets and data-processing.

39. Learners' achievements are accredited as they gain competency of different software packages. Between April to August 2003, 17 learners achieved full qualifications at level 1 and a further 28 learners achieved one or two units. Learners make rapid progress during training programmes, gaining confidence and producing good-quality work. One learner, completely new to IT, achieved both level 1 and 2 qualifications, plus a number of single subject certificates in less than 20 weeks. Another learner gained a level 1 qualification in just three weeks. Many learners are new to IT training and appreciate the opportunity to develop their skills and increase their chances of employment on release. There is a high turnover of learners in education with an average length of stay of 12 weeks. As a result, classes are over subscribed to ensure maximum numbers where possible. Attendance at classes is good.

40. Progression opportunities for learners with more advanced IT skills are limited.

HMP DURHAM (MALE PRISON)

Some advanced learners are unable to make progress and follow appropriate qualifications. Qualifications were previously available to level 2 but these have been discontinued. Arrangements are being made to offer the new level 2 qualifications but the hardware necessary to meet qualification requirements has not yet been installed. Learners do not have the access they need to CD-ROMs, scanners or colour printers in order to complete the full range of qualification units. Learners are unable to develop skills in e-mail or internet as the required software or simulated environments are not available.

Quality of education and training

41. Teaching and training are satisfactory. Learners work at their own pace from open learning material. Tutors are appropriately qualified and experienced and provide learners with effective support. Learners are interested in learning and more advanced learners are encouraged to provide peer support to those starting learning in ICT. There is a good atmosphere in classes and learners of mixed abilities work well together. The ICT room is spacious with ample room for written work alongside computer equipment. However, learning activities are not sufficiently varied. Training materials are appropriate for the level 1 qualifications but material for further qualifications is restricted to the bare minimum of the syllabus of the examination. There is little opportunity for learners to practise their skills by carrying out exercises they would encounter in a real working environment. There are no interactive software, textbooks or additional training resources to widen learning methods. Training and reference materials are not made available outside the education centre to allow learners to study independently. There are few specialist library resources for ICT, but learners are able to order specific books through the local authority.

42. Additional learning support is provided to learners in separate specialist lessons. Learners generally start their ICT learning with literacy levels above entry level. The learners' education induction begins when they meet an information, advice and guidance worker; they are invited to take the Basic Skills Agency assessment and are told about the educational opportunities. They are given a comprehensive verbal briefing on their course when they attend the class for the first time. Learners are not aware of the variety of qualifications available. Some start ICT training without any induction. Learners complete a timetable indicating first and second choices of subjects, but a copy is not given to learners. Learners find out about the contents of the qualifications as they are working through them. A new brochure has recently been introduced, but this is not widely viewed and no information is displayed in the training room or is available to learners to indicate the contents and different qualifications available.

43. Poor records are kept of learners' programmes. The systems used to gather information on learners' previous experience, qualifications and aspirations are informal and do not ensure that learners start training at the most appropriate level. All learners have an individual learning plan. The results of learners' initial assessments are not detailed on their individual records. Progress records for level 1 qualifications are

updated regularly by tutors. There are no records to show learners' progress towards wider qualifications beyond their final exams. Some work in files remains unmarked and there is little constructive feedback on work to help learners' make progress. Learners' personal records systems are not routinely updated in line with other education departments. There are no formal procedures to review and record learners' progress and development in ICT, this takes place informally as learners work through the programmes.

Leadership and management

44. Leadership and management are satisfactory. Systems for assuring the quality of the training meet the requirements of external awarding bodies. There are effective management information systems to record the results of qualifications taken. HMP Durham's management does not do enough to monitor the use and effectiveness of plans of learning and records of progress. In IT lessons, there are no specific resources to help those with visual impairments or physical difficulties. Learners have insufficient access to library facilities and have to miss their training to go to the library and carry out basic hygiene activities such as showering and laundry.

Foundation programmes

45. Learning in foundation programmes is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement of literacy and numeracy qualifications at level 1
- effective range of teaching and learning styles
- good work in literacy, numeracy and key skills to support learners

Weaknesses

- inadequate teaching resources
- poor attendance on most programmes

Achievement and standards

46. Training in foundation programmes is good. Many learners gain awards in literacy, numeracy and other life skills, such as cookery where recognised health and safety and hygiene courses are offered. Achievement rates are high for literacy and numeracy at level 1. In the past 12 months, the average achievement rate for these qualifications has been 90 per cent. Retention rates fluctuate considerably, although the education department tries to keep numbers up to maximum by putting extra learners on the lists. However, learners have to wait to join programmes. Prisoners' movements and their attendance on offending behaviour programmes as part of sentence-planning affect their availability for education.

47. Learners receive effective support in the classroom from experienced and qualified staff and learners develop good literacy, numeracy and interpersonal skills. The quality of written evidence is good and portfolios are well organised. There is a wide range of age and ability in classes and learners are encouraged to share experiences. This works particularly well in the art classes, where learners with no art experience are able to produce excellent pieces of work, some of which have been recognised by national awards.

48. The new outreach programme is successful in breaking down barriers to education and engaging learners. This was a strength identified in HMP Durham's self-assessment report. Learning plans are produced from initial assessment activities but mainly through discussion with learners. Individual records of learners' work are kept and information on progression is easily monitored. However, this support reaches only a small proportion of learners identified through the initial assessment process as needing support, particularly for literacy and numeracy. The two support workers are managed by the education manager and supported by the basic skills co-ordinator. Staff visit

learners on the accommodation wings and in the workshops to provide literacy, numeracy and key skills teaching either individually or in small groups. The support is effective and learners' develop good literacy and numeracy skills. Learners are very positive about the support they receive. Learners who are given literacy and numeracy support, receive it as a direct result of staff talking to them in workshops and on the wings rather than staff receiving the results of learners' initial assessments.

Quality of education and training

49. Most teaching on foundation programmes is satisfactory or better. There was no unsatisfactory teaching. Teaching staff use a variety of effective teaching and learning styles. For example, learners sometimes work in small groups and are encouraged to support each other and share their experiences and opinions. Staff and learners respect each other. Learners' behaviour was exemplary and they were attentive and motivated to learn. There was some use of differentiation in teaching and learning, but this was often marred by late arrival of learners and interruptions as a result of the prison's regimes.

50. The education department is on the first floor. This makes it difficult for learners with restricted mobility to access education. There are library facilities on each accommodation wing, but access is limited for those learners attending full-time education. There are no part-time or evening classes. Recently, three classrooms have been closed as part of the development of a learning resource centre. Classroom space is restricted and some classes are being taught in inappropriate accommodation with poor audio/visual resources. There are too few staff rooms and insufficient storage space for individual staff resources. There are plans for additional classroom accommodation in the prison accommodation strategy, but this has not yet been implemented.

51. Teaching staff use a good range of paper-based resources and there is an adequate supply of resource materials for literacy and numeracy support. There are insufficient materials in languages other than English. Some of the photocopied materials are of poor quality.

52. Teaching in literacy and numeracy and key skills is good, but there are insufficient staff to provide support to all learners who require it. Approximately 70 per cent of prisoners are identified at entry level 3 or below for literacy, and 85 per cent for numeracy. Approximately 12 per cent are below entry level. Staff levels in education are low and often teaching staff cover many classes. Although experienced staff are used and achievements are good, there is a loss of continuity in classes.

53. Attendance in classes is generally poor. This weakness was identified in HMP Durham's self-assessment report. Classes are often less than 50 per cent occupied and sometimes only 25 per cent, with the exception of art and cookery. Classroom attendance relies on learners being brought to the education department. Classes are often interrupted by the requirements of the prison's regimes. For example, visits, court

HMP DURHAM (MALE PRISON)

appearances and attendance on offending behaviour programmes. Wing officers are not always informed about classes and sometimes learners are left on their wings. Education staff are not routinely told which learners are on their programmes and do not know which learners will be attending until they turn up on the day.

Leadership and management

54. Leadership and management is satisfactory. There is a full-time education manager and a deputy manager with some teaching allocation (approximately seven hours each week). The education contract is for approximately 13,300 hours each year over 50 weeks. There are no part-time classes and no evening provision. The basic skills co-ordinator attends regular meetings with basic skills staff from other cluster prisons. The education offered is meeting the needs of those receiving it, however, there are insufficient staff and some poor classroom accommodation. Classroom management is good and achievements are very good in some areas. Staff and programmes are managed effectively within the constraints of the prison's regime and available resources.