

INSPECTION REPORT

HMP & YOI Holloway

08 July 2002



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 training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training 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.

SUMMARY

The provider

HMP and YOI Holloway is a women-only prison located in the London borough of Islington. It is the largest women's prison in Europe, holding a maximum of 532 women. The prison holds all categories of prisoner, including remand, juveniles, psychiatric and convicted. Convicted prisoners include short sentence, those serving life sentences and young offenders. There are currently 453 women prisoners. As most prisoners at Holloway are on remand, the average length of stay of most prisoners is approximately 28 days. An education block provides training in English, mathematics, music, art, crafts, computers, yoga, English for speakers of other languages, textiles, and creative writing. It also provides access to a variety of courses through distance learning. The physical education department provides a variety of recreational and vocational courses. Accredited training courses are also available in horticulture, sewing and textiles.

Overall judgement

The quality of the provision is not adequate to meet the reasonable needs of those receiving it. Foundation training and hospitality, sport and leisure are unsatisfactory. Leadership and management are poor. Equal opportunities is unsatisfactory and quality assurance is poor.

KEY STRENGTHS

- effective links between education and training areas
- effective communication within education department
- positive learning environment in education department
- good library provision

KEY WEAKNESSES

- insufficient accreditation of vocational skills
- excessive cancellation of education and training
- no individual learning plans in vocational training areas
- insufficient training to prepare learners for release
- no clear strategic direction
- poor access to education and training
- no overall quality assurance framework
- very poor learning environment
- inadequate range and amount of provision to meet learners' needs

HMP & YOI HOLLOWAY

OTHER IMPROVEMENTS NEEDED

- more consistent assessment

THE INSPECTION

1. A team of five inspectors spent a total of 21 days at HMP and YOI Holloway (Holloway) during July 2002. The inspection was carried out in conjunction with a team of inspectors from Her Majesty's Chief Inspector of Prisons (HMCIP). Inspectors interviewed 58 learners and 30 staff. They examined 18 learning plans and 21 portfolios or examples of learners' work. Thirteen training sessions were observed. Other relevant documents were examined, including external verifier reports, minutes of meetings and learners' files. The prison produced its first self-assessment report in May 2002. The education department has produced a self-assessment report each year for the past four years. However, this was the first self-assessment report produced for education and training across the prison.

THE PROVIDER AS A WHOLE

Context

2. Holloway is a women-only prison for all categories of prisoners. The occupational capacity of the prison is 532. At the time of inspection there were 453 prisoners. Education at Holloway is subcontracted to a further education college. The department employs eight full-time and 35 part-time staff. Training is carried out by prison officers or civilian staff employed by the prison. Eleven staff are responsible for the training. At the time of the inspection, in the education department, there are 72 prisoners on courses in the morning and 65 in the afternoon. In work areas such as stores, wing cleaning, painting, laundry and kitchens, there are 48 working in the mornings and afternoons. On skills training courses of physical education (PE), gardens, sewing and textiles, 67 attend in the morning and afternoon.

Education and training in prison

3. There is good integration of basic literacy training in sports courses. Learners are able to work towards a pool lifeguard qualification, which is an essential requirement for many jobs in the leisure industry. There is insufficient accreditation of courses and poor development of vocational qualifications. There is poor co-ordination of security and staffing with training and education. Cancelled training sessions reduce learners' motivation. There is no practical induction for learners on physical education courses in the safe use of fitness equipment. On the foundation training programmes, teaching is good and there is effective individual learner support. The learning environment is good and there is good library provision. There is poor continuity of training. The education department closes frequently and prisoners do not receive their full educational entitlement. Staffing shortages within the prison prevent learners being transferred from their cells to education programmes. There is insufficient Life Skills training and there is an inadequate range and amount of provision to meet learners' needs. Assessment for dyslexia is inadequate. The learning environment is very poor for young offenders.

LEADERSHIP AND MANAGEMENT

4. The quality of leadership and management for education and training is poor. The head of resettlement is responsible for the day-to-day management of education and training. Education in the prison is subcontracted to a college of further education. This is managed by a full-time education manager and a full-time deputy education manager. Training programmes provided in the education department include various basic and key skills courses, computer training, art, craft and drama courses, English for speakers of other languages (ESOL) and a wide range of open learning programmes. Training areas offering qualifications are sewing, PE, textiles and horticulture. Prisoners are paid to go to work and education. Payment is linked to a reward system for good behaviour. Pay rates for education and training are in line with those in other areas of work in the prison with similar attendance requirements. In the past six months, the education department was closed for 26 per cent of its planned opening times. In June 2002, the department was closed for 43 per cent of the time. These closures are as a result of a shortage of discipline officers, necessary to escort learners to education. Most of the senior and middle-management team were removed from Holloway in 2001. Other staff were appointed to temporary positions to fill some of the vacated posts. Insufficient new staff were appointed to fulfil the prison's staffing requirements. There are staff shortages in some areas. Although eight new managers have been appointed, some managerial posts are vacant. There is an equal opportunities policy and policies for anti-bullying and race relations. The head of personnel and training is responsible for equal opportunities. All complaints are investigated by an independent group which monitors the treatment of staff and prisoners. The self-assessment report on education and training was produced in July 2002. The education department as part of a large further education college, has produced a yearly self-assessment report for education since 1998.

STRENGTHS

- effective links between education department and training areas
- effective communication within education department
- inclusive self-assessment process

WEAKNESSES

- insufficient accreditation of vocational skills
- excessive cancellation of education and training
- no individual learning plans in vocational training areas
- insufficient training to prepare learners for release
- no clear strategic direction
- insufficient equal opportunities training for staff
- poor access to education and training
- no overall quality assurance framework

5. There are effective links between the education department and some of the work and training areas. Areas of practical work have been identified that can provide evidence of learners' communication and number skills, and their ability to work safely. Courses have been agreed and accredited through an awarding body. Learners who complete the course receive nationally recognised certificates. These certificates acknowledge skills gained by learners through practical work that they often would not be confident completing in a classroom environment.

6. There is effective communication within the education department. Staff discuss with learners the work available in the department and arrange relevant courses. Staff have regular contact with the education manager and deputy manager who routinely visit their classes to monitor progress. The manager produces a monthly internal newsletter for staff to keep them informed about relevant issues. Other relevant material is sometimes included to ensure all staff are kept up to date. Monthly meetings are held with education department staff to discuss courses and learner progress.

7. There is insufficient accreditation of vocational skills. Although basic skills certificates are available in sewing and horticulture, and physical education, the necessary work competence skills required by employers are not accredited. In the textiles department, certificates are available for basic and higher-level work competence skills in producing clothing and other garments through sewing, knitting and printing techniques. Many other work areas do not provide accreditation for skills gained by learners. These include industrial cleaning, laundry work, painting and decorating, and stores work. Although learners in the education department have achieved 295 nationally recognised certificates since September 2001, these are mainly in basic numeracy, literacy and computer skills. Learners in the vocational skills training areas have achieved approximately 50 nationally recognised certificates over the same period.

8. There is excessive cancellation of education and training. Many education, work and training sessions are cancelled due to the shortage of discipline staff to escort prisoners. Instructional staff in PE and horticulture are qualified discipline officers and are often taken away from training to cover discipline duties. This results in cancelled courses. Prisoners spend a considerable amount of time in their cells rather than in training, education or work. Prisoners are moved to other prisons with little or no notice and teachers or instructors are not able to influence when these movements take place. Many learners are close to completing their course or taking exams when they are moved.

9. There is no individual learning plans in the vocational training areas. Those learners who enrol on education courses are provided with an outline plan of the course. This is reviewed after four weeks. The average length of stay of most prisoners is approximately 28 days. Prisoners do not automatically receive a sentence planning meeting when they arrive at the prison. For those learners who do have a sentence plan, it does not involve any input or guidance from the education department. Prisoners do not know what training, education and work is available for them in the prison. There is no additional

support or guidance for those learners with additional learning needs. Many of the learners do not undertake training, work and education.

10. There is insufficient training to help learners prepare for release. Careers service staff visit the education department to provide advice for those learners on education courses. Events are provided in the gymnasium to tell prisoners about the help available with housing, jobs and benefits. Prisoners can only attend these events if they can be let out of their cell or released from work. No help is provided with job applications, interview techniques, curriculum vitae production, or how to access further training and education when released.

11. There is no clear strategic direction for the education and training department. The training and education currently provided have not changed or developed for a number of years. Many relevant ideas and requests have been discussed and considered but have not been actioned or implemented. There have also been changes in senior management.

Equality of opportunity

12. Equality of opportunity is unsatisfactory. There is a national, local and education department equal opportunities policy, which is out of date. Learners are introduced to the education department's specific equal opportunities policy during induction into the education department. Learners sign a relevant document during induction, relating to their rights and responsibilities as an individual during their time in education. Education staff treat learners with respect and ensure that learners treat others accordingly. Most learners understand how to register a complaint and that all issues are dealt with confidentially.

13. There has been insufficient staff training in equal opportunities issues. New staff recently attended a relevant two-day training event as part of the induction process. However, there has been insufficient relevant training for existing staff. The education department is upstairs, although a lift is available. Some doors are narrow.

14. There is poor access to education and training. The education department is oversubscribed. Many learners are released from their cells too late to attend education or training. There is a rota to prevent this happening, but this is not implemented effectively. Some learners, who are enrolled on courses, are not be able to attend classes due to them being full on arrival. This disrupts their own training. Learners in work areas of the prison are not able to attend education due to work commitments. Many of these women have literacy, numeracy and language needs. Some in-house training is provided in the specialist units in the prison, such as the young offenders' and psychiatric unit.

15. Equal opportunities data are collected across the prison, but there are no data on those who access the educational provision or work areas. There is no analysis of retention and achievement in relation to ethnicity or disability.

Quality assurance

16. Quality assurance of education and training is weak. The self-assessment report was written by the education manager. It was compiled from information provided by all staff involved in education, work and training at the prison. All staff completed information sheets about their area of learning, which included strengths, weaknesses and areas for improvement. An action plan was produced for the education department. However, there was no action plan for each individual work or training area. The prison has also recently formed a group to improve training and learning in the prison. This group includes representation from the prisoners' learning and skills unit and has currently met only once.

17. There is no overall quality assurance framework for education and training. There are some policies and procedures for aspects of the education process, operated by a subcontracted college of further education. These policies and procedures do not cover all aspects of the process, for example, there is no policy for internal verification. There are no policies and procedures for the quality assurance of the training. Some observations of staff in the education department have been carried out. However, the observer has had no relevant training or moderation of this process.

18. There are no useful data recorded on achievement of qualifications. The prison does not record and compare achievement of qualifications with length of time on the course, or the number of learners who achieve. The prison does not monitor trends to ensure continuous improvement.

19. Learner feedback is collected once a year. This only includes those learners who are attending education at the time the feedback is collected. No feedback is collected from those who do not attend education. The questionnaires are analysed and the results reported at senior management level. The results are not used effectively to improve education and training in the prison.

20. Internal verification is poor. There is no relevant policy. There are examples of verification and assessment being carried out by the same person in some areas of learning. There is no internal verification in the PE department. External verifiers' reports are not quickly and systematically acted upon. Follow-up visits establish only that previously identified action points have not been completed.

Good Practice

A working party plants and maintains the large gardens of the prison. Learners are taught basic horticulture skills and a basic qualification has recently been introduced. The gardens have won a number of local and national competitions and the prizes are displayed in the horticulture classroom.

AREAS OF LEARNING

Hospitality, sport, leisure & travel

21. The training in hospitality, sport, leisure and travel is unsatisfactory. There is one learner working towards a national vocational qualification (NVQ) at level 1 in sport and recreation. Other accredited courses are also provided, for example, lifeguard key skills and volleyball. Training and assessment are carried out by prison staff. Learners employed in the kitchen receive basic training in food handling and hygiene. No formal accreditation is given for this training. A range of sports coaching qualifications is occasionally provided in the gymnasium. All prisoners can attend the sports training courses. There are local sports courses and certificates for personal performance in sports such as rowing, climbing, netball and running. These cater for all levels of ability. Swimming distance awards are also available. All sports staff are PE instructors and are qualified assessors. One member of the kitchen staff is a qualified assessor. No staff in either department are qualified internal verifiers.

STRENGTHS

- good integration of basic literacy training in sports courses
- pool lifeguard qualification enhances employment prospects

WEAKNESSES

- inadequate provision
- poor co-ordination of security and staffing with training and education
- no learner induction in physical education

OTHER IMPROVEMENTS NEEDED

- certificate food hygiene training

22. There is good integration of basic literacy training in the sports courses. A nationally recognised basic literacy course has been combined with an award for volleyball. Learners complete both awards at the same time and produce only one portfolio of evidence. Learners do not receive additional teaching for literacy but are given any relevant additional support as required, during the coaching courses and for examinations. There is an adequately resourced classroom in the gymnasium area. The PE department and the education department are now working towards integrating key skills training and assessment into the coaching awards.

23. The pool lifeguard qualification is an essential requirement for many jobs in the leisure industry. The qualification provides a wide range of skills and knowledge. However, the skills and evidence acquired by learners is not used as accreditation of prior learning for an NVQ. A member of the PE staff is currently working on a proposal to develop a package of coaching qualifications. Training is good in the gymnasium and swimming pool areas. Instructors have good working relationships with the learners.

24. There is inadequate provision of training and education in hospitality and sports. There is insufficient accreditation of courses and poor development of vocational qualifications. There are no plans for the implementation of NVQs in hospitality. There are no staff development plans for the development of assessors or internal verifiers. One learner has almost completed an NVQ at level 1 in sport and recreation, but no provision has been made for the internal verification of this award. No use is made of cross-referencing from the accredited awards to increase progression for NVQ completion. Some learners carry out work in both areas but are not working towards relevant vocational qualifications. Learners who complete accredited sports qualifications are not encouraged to progress towards an NVQ. There is a programme for the provision of accredited sports courses on a bi-monthly basis. Places on these are usually limited to 12. PE instructors are qualified to provide a number of sports coaching courses but these are not offered on a regular basis. An accredited yoga class has been developed by the education department. Four learners have recently achieved this award. Training in basic food hygiene is not accredited. Teaching resources are good and form part of the induction into the kitchen area.

25. There is poor co-ordination of security and staffing with training and education. Cancelled training sessions reduce learners' motivation. High proportions of PE sessions have been cancelled due to the cross-deployment of physical education officers. Learners are de-motivated and find it difficult to increase their fitness levels or performance. Due to the high number of sessions that have been cancelled, learners take the opportunity to join classes as often as possible. They often do not know when they will be able to attend their next class so go to any that are available. This often results in classes having high levels of attendance and learners are not always in the most suitable class for their level or ability. Some learners can then be disruptive within these sessions.

26. There is no practical PE induction for learners. Learners use fitness equipment without full instruction or information about safety or improving health and fitness. There is insufficient information on the content of the PE sessions. Learners can attend classes that are not at an appropriate level.

Foundation programmes

27. The overall provision of foundation programmes is unsatisfactory. Prison education is subcontracted to Amersham and Wycombe further education college. A full-time manager runs the education department. There are 44 staff, including wing staff, library and administration sections. Training sessions are carried out in the morning and in the afternoon. The education department does not provide evening or weekend provision. A maximum of 130 learners attend the education department at any one time. Learners attending provision are provided with a core training programme of literacy, numeracy, basic information and communications technology (ICT) and English for speakers of other languages (ESOL) as well as English and practical activities including art, craft, textiles, pottery, drama and yoga. All new prisoners complete an initial basic skills assessment. There is an induction to the education department. The education department holds a basic skills quality mark. An individual learning contract is agreed with learners.

STRENGTHS

- good teaching
- effective individual learner support
- good learning environment
- good library provision

WEAKNESSES

- poor continuity of education
- insufficient Life Skills training
- inadequate range and amount of provision to meet learners' needs
- inadequate assessment for dyslexia
- very poor learning environment for young offenders

OTHER IMPROVEMENTS NEEDED

- more consistent assessment

28. Teaching is good and learning materials and activities are well designed and appropriate to learners' needs and abilities. Key skills portfolios are good. The tutors have good working relationships with the learners and are able to integrate new class members quickly with the rest of the group. In one basic skills session, a tutor worked effectively with five learners with diverse learning needs. In ESOL, tutors prepare

thoroughly, use a good range of teaching methods and work effectively with learners with poor self-confidence. Learners work individually in all subjects on a range of tasks. There is good peer support. Learners work well together and share ideas effectively.

29. Individual learner support is effective. Staff have good working relationships with learners. Staff have developed good learning manuals designed to meet individual learning needs. Tutors in foundation courses maintain individual learning plans and regularly mark and assess learners' work. Learners are provided with guidance to manage their own learning and to meet the requirements of the specific courses on which they are enrolled. Learners have a good understanding of their achievements and what they need to do to improve. However, attendance to training is poor and learners make slow progress. Some learners arrive much later than others causing disruption to the class.

30. The learning environment is good. Training rooms are spacious and there are good, relevant displays of learners' work. The ICT suite is well equipped and used frequently. Equipment is well maintained and adequate. The library is very well resourced and includes relevant information on careers and resettlement. Prisoners are able to attend the library twice a week. Books and other resources cover a wide range of issues, such as young mothers and children, basic literacy and speakers of other languages than English, as well as resources for those with impaired sight. Books are available in over 20 languages. There is an open learning centre which has a wide range of resources to help learners progress in their studies. Tutors are appropriately experienced and well qualified.

31. There is poor continuity of education. The education department closes frequently and prisoners do not receive their full educational entitlement. Staffing shortages within the prison prevent learners being transferred from their cells to education programmes. Learners receive only the minimum wage if they do not, or are unable to, attend training. Senior managers have recently implemented changes to ensure full pay is maintained if non-attendance is the fault of the prison. Some remand prisoners, and particularly young offenders, are not provided with effective guidance or access to relevant training. Those learners who have maintained contact with education have gained in confidence, made progress and have achieved some accreditation. However, numbers of learners gaining accreditation have decreased significantly. For example, in ESOL, achievement rates for elementary and basic level awards have reduced by more than 50 per cent to date, compared with pass rates in 2001. Learners can progress from pre-entry to degree level. Currently around 60 learners are enrolled on the open learning programme.

32. Although the curriculum for basic skills is good, there is insufficient Life Skills training. For example, there are no courses in hair and beauty, mechanics or basic cookery. Holloway does have a fully equipped cookery room but this has been closed for a year. Life Skills and social skills programmes are insufficient to meet the diverse needs of the young offenders. In the arts work, learners have won prestigious prison awards, which were displayed in parts of the prison.

33. There is inadequate assessment for dyslexia. Initial basic skills assessment takes place on a weekly basis at an education induction session. This is not systematically carried out for all new prisoners. A further literacy assessment is also carried out. There is no systematic assessment of dyslexia, a weakness acknowledged in the self-assessment report. Measures have been implemented to rectify this weakness and staff are carrying out relevant training. There is an overall system for monitoring and assessing work and some teachers use this effectively. However, the systematic evaluation of attendance, progress and achievement is not used effectively to develop the curriculum. Individual learner records are not kept up to date. Good practice in key skills has not been shared throughout the department.

34. The learning environment for young offenders is very poor. Although staff have good working relationships with learners, facilities and resources are inadequate. Training rooms are not suitable for teaching and learning.