

HMP Holloway

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319155

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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 ESOL
 - Personal development and social integration

Description of the provider

1. HMP Holloway (the prison) is a closed women-only prison located in the London borough of Islington. The prison was built in the early 1970s on the site of the previous Holloway prison and holds young offenders and adults from 18 to 70 years of age. Convicted and remand prisoners are accommodated at HMP Holloway. The prison has a capacity of 513 and at the time of inspection held 465 prisoners of whom 50 have life sentences. Twenty-two per cent of offenders are aged between 18 and 20 years and 6% of offenders are aged over 50. About a third of prisoners are currently on remand. The black and minority ethnic population is 40% and foreign nationals account for 36% of the prison population. The prison has a high turnover of prisoners with an average stay of 22 days. Around 32% of prisoners stay for less than a month and nearly 90% stay for less than a year.
2. The education department is subcontracted to City and Islington College and information, advice and guidance is subcontracted to the London Advice Partnership. Library services are provided by the London Borough of Islington Library Service. The education department offers courses in literacy, numeracy and English for speakers of other languages (ESOL), art, cookery, pottery, knitting, industrial cleaning, computer skills, music, and life skills. Work is also available for offenders in a variety of other areas, including cleaning on the residential wings, the prison kitchens, as orderlies and the prison gardens. Accredited training is available in some of these areas.

Summary of grades awarded

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

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

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

Capacity to improve

Satisfactory: Grade 3

4. The prison's capacity to make further improvements is satisfactory. The most recent self-assessment report was broadly accurate and resulted in an appropriate action plan for improvement. Inspectors agreed with most of the findings in the self-assessment report, although it judged leadership and management to be better than the prison's own assessment. Self-assessment was an inclusive process and was appropriately informed by the views of learners. More recent developments in the review and planning for improvement at programme level show a more developed approach to self-assessment with greater attention to the experience of learners.
5. The prison's quality improvement group is effective and makes appropriate plans for the development of provision at HMP Holloway. Quality improvement arrangements have improved significantly since the previous inspection but are not yet fully established across the whole prison. They are already making an impact on the quality of provision. The prison has responded well to the findings of the previous inspection, although there are a few notable aspects which have not been remedied.
6. There is insufficient data to judge any improvement in success rates although the prison has increased the number of qualifications gained by learners each year.

Key strengths

- Clear strategic direction for learning and skills
- Good quality improvement initiatives
- High number of qualifications achieved
- Wide range of beneficial links with other organisations
- Well managed physical education (PE) programmes
- Good progression routes in industrial cleaning programmes
- Good support for learners
- Wide range of flexible provision in personal development and social integration
- Excellent range of provision for language support

Key areas for improvement

- Insufficient use and analysis of data
- Not enough target-setting in individual learning plans

- Weak use of initial assessment to plan support in the early stages of learning
- Insufficient accredited vocational programmes
- Amount of use of information technology (IT) in literacy and numeracy programmes
- Insufficient recognition and recording of personal and social skills development

Main findings

Employability training

Achievement and standards

Contributory grade: Good: Grade 2

7. Achievement on industrial cleaning and vocational PE programmes is good. In industrial cleaning programmes, learners demonstrate a good range of skills development and use these skills effectively in the kitchens and wing areas of the prison. Since April 2007, 78 industrial cleaning learners have successfully completed a foundation programme, 60 have achieved a Level 1 qualification, 26 have achieved Level 2 and 11 have completed assessor awards.
8. Achievement rates are good for PE learners, on a wide range of vocationally related programmes. Learners completing swimming pool lifeguard courses have a 70% achievement rate and there is a 100% achievement in first aid at work programmes. Since May 2007, on all vocational PE programmes, the achievement rate for PE learners is 79%. Achievement of key skills is satisfactory.
9. Information and communication (ICT), kitchen and customer service learners achieve a satisfactory number of Level 1 and 2 qualifications. However, some of these qualifications at Level 1 do not fully prepare learners for employment activities on release.

Quality of provision

Contributory grade: Satisfactory: Grade 3

10. Teaching, training and learning are satisfactory. Tutors and instructors establish a good rapport with learners in a learning environment conducive to learning. Learners receive satisfactory coaching and training in ICT, PE and industrial cleaning programmes and satisfactory use is made of resources to promote learning. Learners' progress is satisfactory.
11. Learners benefit from the well managed PE programmes. There is a good range of vocational programmes in PE. All learners have learning plans and there is thorough recording of course activities. The attendance criteria for each course are clearly specified, learners enter into a learning compact and complete a risk assessment and fitness test before starting their course. They complete mid course reviews and PE staff keep good records of the number of course participants, the representation of minority ethnic groups and the number of achievers. Instructors complete an end of course review. A designated member of the PE staff regularly updates and maintains the accuracy of prisoners' achievements in their sentence and custody plans. Learners on vocational courses have the opportunity to work towards key skills qualifications and during gym induction, prisoners are able to gain a manual handling qualification.
12. The progression route for learners on industrial cleaning programmes is good. Learners start their training at foundation level, and on successful completion they progress to Level 1 and Level 2 programmes. On the successful completion of this award, earners assist with instructing on the programme and can gain an assessor award for industrial cleaning. This year, one learner has received a best supervisor of the year award from the awarding body. Workers in the kitchen and wing cleaners are all required to complete an industrial cleaning qualification and they use their skills effectively throughout the prison.

13. Learners receive good support on vocational training programmes when identified with additional learning support requirements. On completion of their industrial cleaning programme, learners provide good peer group support, offering a high standard of advice and support to learners working on lower level qualifications. In the prison gardens, learners on land based courses speak highly of the support they receive from their instructors. Some enhanced status land based learners, have earned a privilege pass which allows them to make their own way to the library, without escort, where they can access books to support their studies. ICT tutors have made good progress in developing and trialling an interactive speech based software programme to introduce foreign national learners to common English words and phrases.
14. Target-setting in individual learning plans is insufficient. Short-term targets are set, although these are not always individualised. In some groups, all learners have the same short-term targets that do not adequately relate to their individual need. Individual learning plans do not identify timescales in which learners will achieve, particularly about slow progress that will require focused teaching and coaching to help them achieve a qualification in a timely fashion.
15. Instructors in vocational areas do not use the initial assessment results of learners. The initial assessment results go unrecorded in the learners' individual learning plan and the identification of their support needs often takes place on course application or as they work towards a qualification. However, when instructors identify additional learning needs, timely support is provided and appropriate diagnostic assessments are undertaken.
16. The prison has insufficient accredited qualifications for vocational programmes. Learners training in laundry and recycling are not working towards any nationally recognised qualifications. The qualifications offered in the hairdressing salon have limited value for those seeking work in this area. There are very few learners working towards a catering NVQ or vocational qualifications in gardening. Progress towards increasing the number of learners working towards accreditation on these programmes is taking place. Managers have recognised the need to introduce a greater range of programmes and good progress has been made in extending training opportunities through the introduction of a multi-skills workshop for plumbing, carpentry, painting and decorating and electrical courses. In the kitchen, gardening and recycling areas staff are working towards the introduction of a range of appropriate accredited vocational qualifications.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Satisfactory: Grade 3

17. There is inadequate data to measure the retention and achievement of learners in this area. However, records show that a high number of learners achieve qualifications in adult literacy and numeracy. In 2006/07 learners achieved 209 nationally recognised qualifications in adult numeracy and 317 in adult literacy. This is good for a prison where most learners stay for a very short time.

18. There is good development of speaking skills in ESOL. Learners demonstrate confidence in speaking in English and their pronunciation and grammar is developed well. They enjoy the lessons and participate well helping each other with language difficulties. Those with some knowledge of English provide good support for those with little or no knowledge.
19. Learners observed in literacy and numeracy lessons demonstrated improvements in English language, writing and mathematics. Many learners demonstrate an appropriate standard of work, with evidence of improvement. Many are pleased at the progress they are making.
20. Attendance is satisfactory, but irregular. The first-come first-served system adopted by the prison results in irregular patterns of attendance although most classes are full. ESOL lessons are usually well attended, particularly beginners' classes.

Quality of provision

Contributory grade: Satisfactory: Grade 3

21. Teaching and learning are satisfactory. Teachers demonstrate high levels of flexibility and responsiveness particularly in lessons where they do not know which learners will turn up. They demonstrate skill in providing meaningful work for a wide range of learners' abilities. In some lessons, particularly in numeracy, there is an over reliance on the use of work sheets and too little variation in teaching methods. Teachers make effective use of some poor accommodation. Teaching in ESOL is lively and lessons are well managed. There is insufficient use of computers to support teaching and skills development. The better classrooms are decorated with learners' work and information posters and provide an appropriate learning environment.
22. The planning and recording of individual learning is satisfactory overall. Some teachers provide good guidance to learners on what they can realistically expect to achieve during their programme but some learning plans and records are weak. The weaker plans fail to set clear and measurable targets. The recording of some learners' progress is insufficient to allow teachers and learners to build effectively on what has already been achieved in earlier sessions. Assessment is satisfactory. Learners work is accurately checked and learners receive helpful feedback from teachers.
23. Learners are well supported. In lessons, teachers provide effective individual support. Most teachers are very skilful at dealing with the wide range of learners in lessons and in providing varied and interesting work.
24. Resources to support skills for life provision are adequate. Generally the learning materials are satisfactory and learners have sufficient books to support their research. The library has a good supply of easy-reader books, English-foreign language dictionaries and novels in foreign languages. The prison has developed some excellent support materials for ESOL learners. Staff are appropriately qualified and experienced.
25. Arrangements for the initial assessment of learners' literacy and numeracy needs are weak and are insufficiently used to plan learning. Arrangements to identify learners whose first language is not English are good. Staff visit all new prisoners soon after they arrive and ensure that those with poor English are identified quickly and given appropriate support. They are very quickly enrolled on appropriate ESOL classes and able to begin learning English within a few days of arriving at the prison.

26. There is a good range of provision including literacy and numeracy from entry level to Level 2 including adult literacy and numeracy qualifications and key skills. The range of provision for supporting learners with language needs is excellent. The range of provision includes beginners and more advanced ESOL classes available throughout the week both in the education department and as outreach work on the wings. In addition, there are sessions for those who are not literate in their own language, numeracy sessions, IT sessions and an ESOL cookery class. Support materials have been produced for non-specialist teachers to help them support learners with language difficulties in other lessons.

Personal development and social integration

Achievement and standards

Contributory grade: Satisfactory: Grade 3

27. There is insufficient data to measure the retention and achievement of learners in this area. However, records show that a high number of learners achieve qualifications in a wide range of subjects. Learners were most successful in music and textiles achieving qualifications and units of qualifications at Level 1 and 2. This is good for a prison where most learners stay for a very short time.
28. The standard of learners work is satisfactory. In art and textiles, there are some very talented learners who produce high standards of work using a wide variety of materials. Learners are highly enthusiastic and this enthusiasm is well managed by staff. Learners demonstrate appropriate improvements in their personal development through their interactions with each other and with staff.
29. Attendance is satisfactory. Personal development and social integration classes are very popular and most classes are well attended. The first-come first-served system adopted by the prison results in irregular patterns of attendance and not all of the learners who want to attend are able to.

Quality of provision

Contributory grade: Satisfactory: Grade 3

30. Teaching and learning are satisfactory. Teachers are skilful in providing meaningful work for a wide range of learners' abilities. Learners are well supported in lessons both by teachers and by their peers. Teachers adopt an appropriate range of teaching strategies in the main education department. In the day-care centre teachers make appropriate use of the recently installed computers and maintain learners' interest through a varied programme of activities. In the young women's education area the small rooms limit the range of teaching strategies that teachers can use. Assessment is satisfactory and appropriately recorded.
31. Planning within lessons is satisfactory. Learners' progress and achievements are insufficiently recorded and recognised. The achievement of formal qualifications is appropriately managed but individual progress which is not part of a formal qualification is not sufficiently recognised, particularly small changes in confidence, social skills and communications. Achievements by learners in different programmes across the prison are not adequately co-ordinated to identify and recognise the overall progress of an individual.

32. HMP Holloway offers a good range of flexible provision to support learners' personal development and social integration. The prison directory of interventions is extensive and clearly identifies the wide range of learning opportunities available in education, behavioural change, employment, outreach on wings and health/day-care areas of the prison. Qualifications are available in a good range of subjects including art, craft, textiles, pottery, music, cookery, life skills and IT. New prisoners are given individual timetables to encourage them to try out a range of subjects during the initial three weeks of their stay. The behavioural change programmes are aimed mostly at longer-stay prisoners and are well linked to sentence plan targets. Learners receive good information, advice and guidance by the London Advice Partnership staff at induction with useful informal follow-up visits to wings.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory Grade: Satisfactory: Grade 3

33. Leadership and management of learning and skills are satisfactory. The prison has a clear direction for the development of learning and skills. Developments are in place to extend the availability of vocational training and qualifications, including the building of a new multiskills workshop. The senior management team provides good support for learning and skills and gives it a high priority. The relationship between the education provider and the prison is very good and they share a clear vision for how education should be developed further at HMP Holloway.

34. The development of quality assurance arrangements in the prison is good. The education provider has implemented many effective systems since taking over the contract in 2006 including the observation of teaching and learning, formal programme reviews, and effective team meetings. Quality improvement arrangements are consistent across the whole prison including common arrangements for the observation of teaching and learning. There is now an appropriate focus on improving the quality of learning and skills throughout the prison. The new programme review and improvement plans demonstrate good attention to key aspects of provision such as the appropriateness of the range of programmes, the attendance of learners, teaching, resources and performance. The most recent self-assessment report was broadly accurate and inclusive. Quality improvement processes are shared between the education provider and the prison and are well managed. The prison has responded well to the findings of the previous inspection. The quality improvement group is effective and well attended.

35. The prison has developed good links with a wide range of other organisations. The relationship between the prison, the education provider and the information, advice and guidance service is very good. In addition the prison works with a wide range of other agencies to support learners and their learning. Communication is generally good. Teams meet regularly and most meetings are productive. Most prison officers have an appropriate knowledge of the learning and skills provision. Systems to identify why learners remain on the wing instead of attending work or education are effective and a daily list is provided to the head of learning and skills each day.

36. The promotion of equality of opportunity at HMP Holloway is satisfactory. The prison has an appropriate range of policies and procedures but does not have a written safeguarding policy in relation to young offenders. The prison meets the requirements relating to CRB checks on staff and has a good system for monitoring new teachers who will be in contact with young offenders. Equality and diversity are effectively covered at quality improvement group meetings and a recent impact assessment was very detailed and evaluative. Appropriate actions have been agreed. There is good access to education for those who are interested and there is a good range of literacy, numeracy and language provision to meet the needs of learners. The college has recently appointed a special needs co-ordinator to ensure that those needing additional support receive it. Learners who are unable to get to the education department are supported by outreach workers. While engaged in learning and skills, all learners are treated with dignity and respect and there is a good rapport between learners and their teachers. As with the prison as a whole, some parts of the education department are not easily accessible to learners with restricted mobility, but appropriate arrangements are made to support these learners. The first-come, first-served system of attendance at classes and lack of monitoring is inadequate in ensuring that those with the greatest needs are prioritised, or in identifying if the needs of some learners are not being met.
37. There is good support for those who do not speak English. Complaints are handled well and replies to learners who complain are fair and sensitive. Learners with restricted mobility, or who otherwise find it more difficult to get to the education department during free-flow are well supported by education and wing staff who arrange for places to be reserved. The allocation of workplaces is generally fair. There are adequate work activities for the population and there are few waiting lists. The pay for full-time education remains a disincentive to prisoners. It is the lowest pay within the prison and prisoners cite this as a reason for not attending education.
38. HMP Holloway does not use and analyse data effectively. The prison was unable to provide inspectors with adequate, reliable data relating to the number of learners, the performance of courses and individuals or other relevant measures. The education department has recently invested in a new management information system but this is not yet providing sufficient useful information for managers. Basic information about the attendance of learners is collected through registers but this is not collated and analysed in a way which is useful to managers in the prison. Few teams have useful local data with the exception of the PE department which is able to provide reliable and useful information about the courses offered.
39. The arrangements to assess learners literacy and numeracy needs when prisoners first arrive is weak and is not used to inform the first three weeks of their education programme. Many learners have an appropriate assessment and diagnosis of needs during their three week taster period but this is too late for the high number who do not stay in the prison longer than a month. The prison does not sufficiently prioritise the educational needs of individual learners. The three week taster arrangement is such that many learners will leave HMP Holloway before having a full assessment of their needs reflected in individual programmes.

What learners like:

- ‘The courses are hard for me but enjoyable’
- ‘I enjoy working in the gardens’
- Receiving the best supervisor award from the awarding body
- The good access to ESOL provision
- The cookery teacher
- ‘It’s good here’
- ‘I liked the skills gained on the course and hope it will get me ROTL’

What learners think could improve:

- Lack of vocational training
- Length of sessions — ‘They are too long’
- Quality of information about the content of taster courses