



Report on an independent review of progress at

HMP/YOI Isis

by HM Chief Inspector of Prisons

15–17 May 2023



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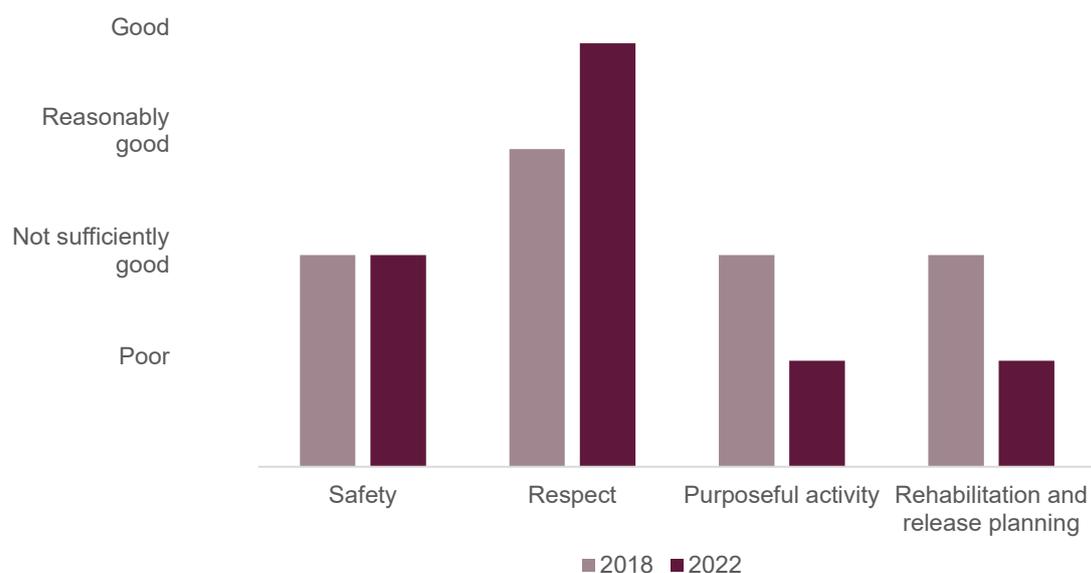
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Section 1 Chief Inspector's summary

1.1 Isis is a category C prison in south-east London. It opened in 2010 and holds about 600 young men.

1.2 At our previous inspections of HMP/YOI Isis in 2018 and 2022, we made the following judgements about outcomes for prisoners.

Figure 1: HMP/YOI Isis healthy prison outcomes in 2018 and 2022.



1.3 At our last inspection in September 2022, we found leaders (see Glossary) relied too much on keeping prisoners apart to manage conflict and violence. As a consequence, prisoners could not access enough education or work. In addition, outcomes in rehabilitation and release planning were poor.

1.4 At this independent review of progress (IRP) we assessed progress against eight concerns identified at the inspection and found progress was reasonable in four areas and insufficient in four. Despite this mixed assessment there is much to be positive about. We found a governor and leadership team committed to understanding and meeting the needs of the young adults in their care.

1.5 Leaders were trying to make improvements in the face of several challenges. They included: a lack of national strategic direction or model outlining how services for young adults should be configured; high levels of community-based conflict among young men from London; increasing shortfalls of prison officers; and failures among partner agencies, most notably the Probation Service. Rather than wait for direction from HM Prison and Probation Service, the governor had established a positive culture where leaders felt able to instigate new initiatives to try and improve outcomes at the site.

- 1.6 Examples of creativity included a thoughtful approach to violence reduction, based on a better understanding of the individual needs of those responsible for a disproportionate number of assaults. This had enabled managers to increase the number of prisoners who could be unlocked at once, and there were some promising signs that the rate of violent incidents was beginning to fall. The education model was also novel, relying on independent study and weekly tutorials. This was intended to address the high levels of conflict, which was having an impact on the effective allocation to activities, leading to prisoners' negative feelings about safety. They in turn were affecting punctuality and attendance at classes. In addition, leaders had appointed a member of staff to undertake release planning to mitigate the Probation Service's woeful provision. While it was not perfect, it did make sure that prisoners at Isis received some support at the end of their sentence.
- 1.7 However, there were area of weakness, most notably the regime, which, despite improvements, remained far too limited for a training prison holding a young population. We saw no prospect of further improvement without an increase in the number of prison officers at the site. It was also disappointing that leaders did not have any data that could assess or demonstrate that their innovative, although as yet untested, approach to education was working.
- 1.8 While the innovation of leaders was refreshing and to be commended, progress will only be sustained if they can determine the impact of new ways of working on outcomes for prisoners.

Charlie Taylor
HM Chief Inspector of Prisons
May 2023

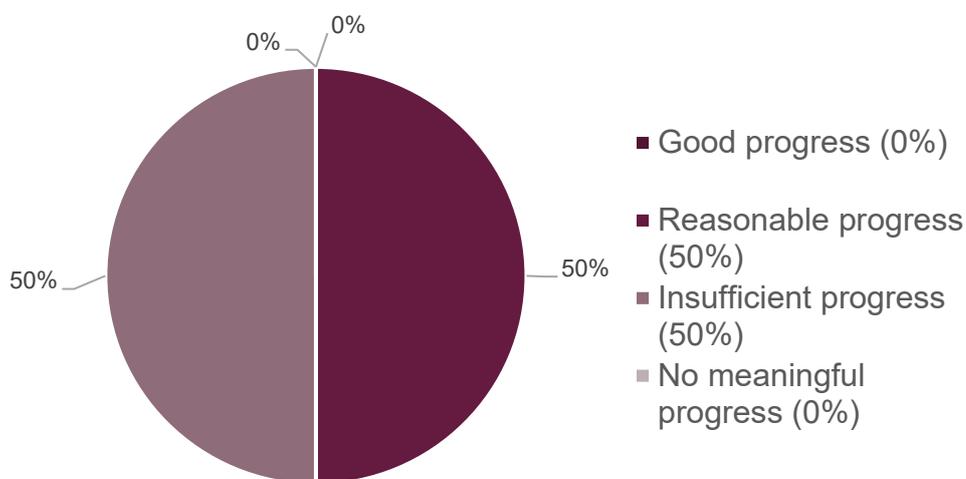
Section 2 Key findings

2.1 At this IRP visit, we followed up four concerns from our most recent inspection in September 2022 and Ofsted followed up four themes based on its latest inspection.

2.2 HMI Prisons judged that there was reasonable progress in two concerns and insufficient progress in two concerns.

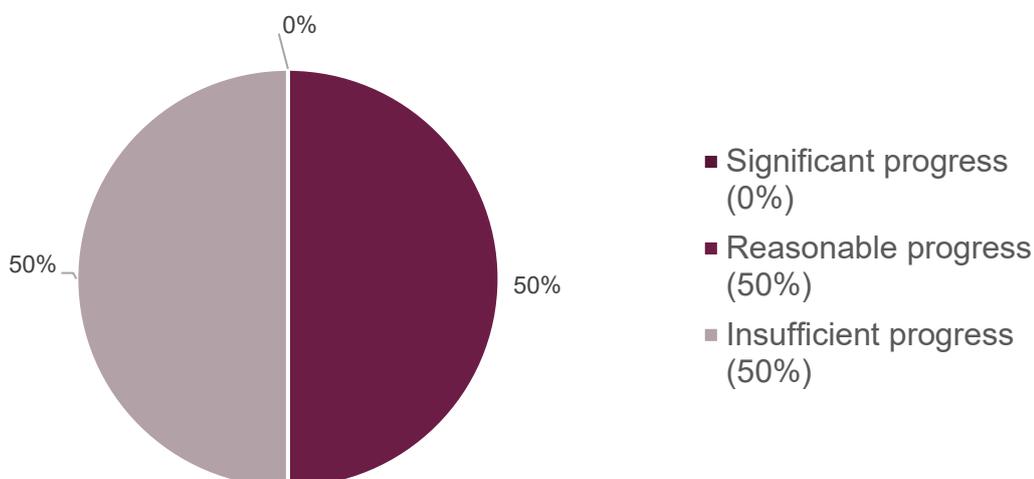
Figure 2: Progress on HMI Prisons concerns from September 2022 inspection (n=4)

This pie chart excludes any concerns that were followed up as part of a theme within Ofsted's concurrent prison monitoring visit.



2.3 Ofsted judged that there was reasonable progress in two themes and insufficient progress in two themes.

2.4 **Figure 3: Progress on Ofsted themes from 2022 inspection (n=4).**



Notable positive practice

- 2.5 We define notable positive practice as innovative work or practice that leads to particularly good outcomes from which other establishments may be able to learn. Inspectors look for evidence of good outcomes for prisoners; original, creative or particularly effective approaches to problem-solving or achieving the desired goal; and how other establishments could learn from or replicate the practice.
- 2.6 Inspectors found one example of notable positive practice during this independent review of progress.
- 2.7 The prison incorporated Choices and Changes (a resource pack to promote maturation in young adults) into challenge, support and intervention plans (CSIP) (see Glossary) for some prisoners. The intention was to help prisoners understand and change their behaviour. (See paragraph 3.4.)

Section 3 Progress against our concerns and Ofsted themes

The following provides a brief description of our findings in relation to each concern followed up from the full inspection in 2022.

Behaviour management

Concern: The level of violence was too high. Measures to tackle violence were largely restricted to limiting the regime offer which was not sustainable.

- 3.1 Violence reduction work was now informed by an up-to-date strategy, which placed less emphasis on just keeping prisoners apart and more on understanding the causes of violence among those involved and resolving conflict. This was consistent with prison leaders (see Glossary) adopting a trauma-informed approach (which considers the trauma prisoners may have experienced in their lives) to their management of the population.
- 3.2 As a consequence of this new approach, prisoners now mixed in larger groups than at the inspection (see paragraph 3.9). Rates of violence against staff and prisoners had decreased over the six months before this visit compared with levels six months before the inspection. Rates of serious prisoner-on-prisoner assault had increased, however, and 16 such instances had taken place between November 2022 and April 2023. Recorded violence was also still higher than at many other category C training and resettlement prisons, although the population of 18-27-year-olds at Isis differed substantially from the populations held in many of the comparator prisons – they presented different challenges and had distinct needs.
- 3.3 A safety analyst had been appointed since our inspection. This had led to an improvement in the use of data to provide a clear picture of, and insight into, violent incidents. Closer working between the safer custody and security teams also helped.
- 3.4 While the quality of challenge, support and intervention plans (CSIPs) (used to challenge and support perpetrators and victims of violence - see Glossary) was variable we found some good evidence of multidisciplinary input in some plans. The use of Choices and Changes (an HM Prison and Probation Service resource pack designed to help staff work with young adults assessed as having low levels of maturity) as part of the CSIP plans was a promising initiative to support prisoners to change their behaviour. (See paragraph 2.7.)
- 3.5 There had been a spike in violence in April 2023, which leaders identified had mirrored a similar spike in April 2022. Leaders had, however, responded promptly and had additional plans to address the

use of weapons, including those with blades, which intelligence and data indicated were becoming more common.

- 3.6 Efforts to reduce violence included restorative justice and conflict resolution work organised by Belong (A charity providing services including mentoring and restorative justice in criminal justice settings). Its staff trained a small group of prisoners to act as conflict coaches for their peers.
- 3.7 There were monthly strategic safety meetings that included prisoner representatives. Prisoners shared their views in discussions, such as on how weapons amnesties could operate and replacing bladed razors with electric shavers. In addition, there were now two weekly meetings – the safety intervention and safer community meetings – that discussed individual incidents and the needs of individual prisoners involved in violence.
- 3.8 We considered that the prison had made reasonable progress in this area.

Time out of cell

Concern: Most prisoners had too little time out of their cells.

- 3.9 Prison leaders had implemented several changes to improve the amount of time prisoners could spend out of their cells. This included increasing the number of prisoners who could mix together at one time, which had required a careful review of existing ‘non-associations’ (keeping prisoners with known conflicts apart from each other). Whole wings of up to 80 prisoners now mixed every day during their out of cell activities. Other initiatives included twice weekly communal dining, increasing the number who could attend gym sessions and doubling the number of weekly sessions prisoners on vocational training courses attended.
- 3.10 At the time of the previous inspection, we found leaders were trying to deliver too much with too few staff; this led to prisoners becoming frustrated as planned activities were frequently cancelled. Rather than continuing to design a daily routine based on the number of staff the prison should have, leaders had implemented a new schedule that could be delivered consistently with the staff that were in post. This included an hour outside each day, time for domestic tasks and association.
- 3.11 Leaders now met weekly to determine what could be delivered with the available staff the following week. This enabled accurate communication with prisoners about what they could expect which reduced frustrations among the population.
- 3.12 Leaders acknowledged that time out of cell remained limited, and could be as little as 2.5 hours on weekdays and three hours at weekends. Those in full-time employment or living on the enhanced wing were out

of their cell for about six hours a day. Prisoners in vocational training could also spend about six hours out of their cell on the two days they attended activities.

- 3.13 The limited time out of cell was mitigated, in part, by the provision of in-cell learning. This had the potential to enable prisoners to use time spent in their cells productively. However, monitoring and governance needed to be strengthened to make sure prisoners were given enough work and support in between face-to-face tutorials (see Ofsted themes 2 and 4).
- 3.14 Leaders had plans to further improve time out of cell (see Glossary), but progress was limited because of operational staff shortages. Staffing projections showed there was little prospect of this improving in the coming months.
- 3.15 We considered that the prison had made insufficient progress in this area.

Education, skills and work



This part of the report is written by Ofsted inspectors. Ofsted's thematic approach reflects the monitoring visit methodology used for further education and skills providers. The themes set out the main areas for improvement in the prison's previous inspection report or progress monitoring visit letter.

Theme 1: What progress have leaders and managers made to ensure that the curriculum meets the resettlement needs of prisoners, with the range of activities expanded, leading to sustainable employment on release.

- 3.16 Leaders and managers carried out a thorough review of the needs of the prison population immediately after the previous inspection. As a result, they made changes to the education, skills and work offer, such as doubling the number of spaces for painting and decorating and barbering and, very recently, starting a course in information technology. Managers introduced short vocational courses in areas where they had developed industry links, such as events management, fashion design and digital technology.
- 3.17 Leaders and managers had not implemented other changes that they had planned in response to the needs analysis. For example, they had not supported the focus on developing prisoners' wider employability skills with appropriate qualifications. Leaders and managers had not secured staff appointments or awarding body accreditations in order to fulfil other planned changes.

- 3.18 Leaders and managers had not provided enough functional skills provision to meet prisoners' resettlement needs. Over a third of prisoners entered the prison with low levels of English and mathematics, but only a minority were able to study to improve these skills. Too many prisoners who started courses aiming to improve their English withdrew before they had made sufficient progress.
- 3.19 The needs analysis indicated that construction skills were in high demand locally, which was reflected in the career aspirations of many prisoners. However, leaders and managers had not changed the curriculum sufficiently so they could develop these skills.
- 3.20 Leaders and managers had not provided enough education or skills training to meet the needs of those who had previous achievements at a higher level. Managers recognised this concern and were seeking to appoint a specialist tutor to support prisoners wishing to study at higher levels.
- 3.21 Leaders and managers had not assessed whether the changes they had made to the curriculum had led to an increase in sustainable employment on release. As a result, they were not able to judge the impact of the curriculum changes they had made.
- 3.22 Ofsted considered that the prison had made insufficient progress against this theme.

Theme 2: What progress have leaders and managers made to ensure prisoners complete the education work set for them to do in their residential wings and that tutors support them to make progress with their learning?

- 3.23 Leaders and managers had planned the education and skills curriculum so that four-fifths of learning took place on the residential wings using teacher-devised learning packs, which prisoner completed in their cells. Managers had not made sure the packs were sufficiently challenging. Most prisoners were able to complete the in-cell packs very quickly, often within an hour, which was frustrating for those who wanted to make quicker progress by completing work that extended their knowledge.
- 3.24 The curriculum was planned so that each week prisoners attended the education centre to receive individual or small group guidance to support their learning on the residential wings. However, they did not consistently take part in tutorials to consolidate their in-cell work. Managers did not know how many prisoners attended tutorials.
- 3.25 A minority of teachers used tutorial time to complete the in-cell workbooks with the prisoners. In these cases, teachers did not use the limited available face-to-face time well enough to enable prisoners to make progress quickly by developing their knowledge and understanding. Moreover, this limited the potential benefits of group work to develop ideas, communication and social skills.

- 3.26 Prisoners did not benefit from regular support on residential wings. A minority of teachers routinely visited prisoners in between the weekly tutorials. As a result, many lost interest in their studies, leading to almost one in five withdrawing from their courses before completion.
- 3.27 In pre-Entry English and radio production courses, in-cell work and the tutorial provision were good. Enthusiastic teachers worked tenaciously to engage and support prisoners, which resulted in low withdrawals and high achievement rates.
- 3.28 Ofsted considered that the prison had made insufficient progress against this theme.

Theme 3: What progress have leaders and managers made to make sure careers education, information advice and guidance (CEIAG) for prisoners are sufficient?

- 3.29 Leaders and managers made sure that a well-planned induction gave prisoners a good overview of the options available in education, skills and work at the prison. CEIAG staff met prisoners individually to discuss which options would best support their career choices. Managers made sure staff used this information to allocate prisoners to the most appropriate purposeful activity.



The Skills Zone

- 3.30 Prisoners benefited from a wide range of useful information, advice and guidance in the recently opened employment hub. Prison managers worked productively with external agencies to provide an increasing range of employment and personal support services. For example, prisoners received help to open bank accounts, determine their national insurance number and replace lost birth certificates.
- 3.31 Managers organised talks by well-informed outside speakers on employment opportunities in different vocational sectors. For example, employers in construction, an area of skills shortage in the region, gave a presentation. It was well attended, and prisoners learned what paths to take to work in construction.
- 3.32 Managers planned sessions in the employment hub for prisoners to learn how to write an up-to-date curriculum vitae or application letter and complete job application forms. Although guidance was focused on those nearing release, managers offered workshops on employability, education and training to all prisoners regardless of their release date. Many benefited from them.
- 3.33 Although managers had clearly defined plans for assessing the impact of the employment hub on the number of prisoners gaining employment on release, it was too soon to judge how successful it had been. A small number nearing release had not received sufficient information, advice and guidance and were unclear about their release arrangements.
- 3.34 Ofsted considered that the prison had made reasonable progress against this theme.

Theme 4: What progress have leaders and managers made to ensure teaching is consistently good across education, skills and work?

- 3.35 Leaders and managers had an accurate picture of the strengths and weaknesses of the quality of teaching across education, skills and work. Their quality improvement plan correctly identified areas of concern, contained realistic plans to tackle them, and, for the most part, indicated steady progress towards their fulfilment.
- 3.36 Leaders and managers monitored the quality of teaching frequently. Managers observed tutors and scrutinised work in both education and industries. They developed effective action plans to address instances of individual underperformance or wider departmental concerns.
- 3.37 Managers used individual coaching particularly well to help teachers improve. The education provider's regional staff provided teachers who needed it with intensive support, improving their confidence levels and performance?
- 3.38 Managers had planned regular staff training to overcome identified concerns in the quality of teaching. For example, teachers had received professional training on how to use technology effectively in lessons

and how to use feedback well to help prisoners improve. This training had had a beneficial impact on the quality of teaching.

- 3.39 Managers did not collate relevant tutorial data in order to understand why attendance differed between classes and prisoner groups so they could take action to raise standards. Managers had not identified or tackled the marked differences in approach between teachers to prisoners' attendance at tutorials and the amount of support they received with their in-cell work. Teachers who failed to visit prisoners regularly on residential wings, or who did not encourage them to attend tutorials, did not ensure these prisoners made enough progress.
- 3.40 Ofsted considered that the prison had made reasonable progress against this theme.

Reducing risk, rehabilitation and progression

Concern: Prisoners were not supported to progress through their sentence plans. There was too little contact with prison offender managers, hardly any key work and not enough places on interventions to address offending behaviour.

- 3.41 Too many prisoners (about 85) did not have an initial sentence plan. Recorded levels of contact between prisoners and prison offender managers (POMs) and key workers (see Glossary) remained poor, most sessions did not take place and those that did were not sufficiently focused on prisoners' sentence progression. This was despite the unit being fully staffed and POMs holding reasonable caseloads. Most prisoners we spoke to were justifiably frustrated by the lack of contact with their POM.
- 3.42 Two senior probation officers had been appointed, which had improved the oversight of the offender management unit. Some procedural improvements had been made. They included appropriately allocating cases according to prisoners' risks and needs and introducing structured supervision for POMs. In addition, a series of professional development sessions was planned for the near future.
- 3.43 Despite an increase in the provision of accredited offending behaviour programmes, there were not enough to meet the needs of the population – there were 88 planned spaces on the Thinking Skills Programme and 172 prisoners on the waiting list. The prison did not yet offer the Identity Matters intervention, a one-to-one programme for those whose offending had been motivated or enabled by their affiliation to a particular group or gang, but there were plans to do so in the summer. There continued to be no interventions to address domestic violence.
- 3.44 We considered that the prison had made insufficient progress in this area.

Release planning

Concern: Release planning was not reliable, timely or effective.

- 3.45 Release planning was not effectively coordinated and was hampered by the staffing shortfalls in the Probation Service in the community. Handovers of case responsibility from the prison to the Probation Service was late for most prisoners. Despite the efforts of prison staff to obtain an allocated probation officer, we found prisoners in their final 12 weeks without one, which was poor.
- 3.46 Release planning was also undermined by failures in the prison-based resettlement team also delivered by the Probation Service. There was no dedicated staff member allocated for Isis and leaders from the team did not attend strategic meetings and rarely visited the prison. Prisoners' needs were not assessed when they arrived and resettlement planning was left until the final month before release, which was too late to be effective. Prison leaders had taken positive steps in recent weeks to address these shortcomings, by appointing a dedicated staff member to manage prisoners arriving with less than 12 weeks to serve. A database had also been established to improve oversight of resettlement activity, but it was too early to assess the impact.
- 3.47 The appointment of a strategic housing lead staff member had led to improvements in finding accommodation for prisoners on the first night of their release – 93% were recorded to have been housed. The prison had not undertaken sufficient work to determine how sustainable or suitable the accommodation was.
- 3.48 There had been other improvements, for example an employment hub had been opened (see Ofsted theme 3), staff from the Department for Work and Pensions attended regularly to support prisoners with benefits applications and finding employment, and prisoners could open bank accounts and obtain ID.



The employment hub

3.49 We considered that the prison had made reasonable progress in this area.

Section 4 Summary of judgements

A list of the HMI Prisons concerns and Ofsted themes followed up at this visit and the judgements made.

HMI Prisons concerns

The level of violence was too high. Measures to tackle violence were largely restricted to limiting the regime offer which was not sustainable.

Reasonable progress

Most prisoners had too little time out of their cells.

Insufficient progress

Prisoners were not supported to progress through their sentence plans. There was too little contact with prison offender managers, hardly any key work and not enough places on interventions to address offending behaviour.

Insufficient progress

Release planning was not reliable, timely or effective.

Reasonable progress

Ofsted themes

The curriculum did not meet the resettlement needs of prisoners, with the range of activities too narrow to lead to sustainable employment on release.

Insufficient progress

Prisoners did not complete the education work set for them to do in their residential wings and tutors were not active in supporting them to progress with their learning.

Insufficient progress

Careers education, information advice and guidance for prisoners were insufficient.

Reasonable progress

There was too much variation in the quality of teaching across education, skills and work.

Reasonable progress

Appendix I About this report

HM Inspectorate of Prisons (HMI Prisons) is an independent, statutory organisation which reports on the treatment and conditions of those detained in prisons, young offender institutions, secure training centres, immigration detention facilities, court custody and military detention.

All visits carried out by HM Inspectorate of Prisons contribute to the UK's response to its international obligations under the Optional Protocol to the UN Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (OPCAT). OPCAT requires that all places of detention are visited regularly by independent bodies – known as the National Preventive Mechanism (NPM) – which monitor the treatment of and conditions for detainees. HM Inspectorate of Prisons is one of several bodies making up the NPM in the UK.

Independent reviews of progress (IRPs) are designed to improve accountability to ministers about the progress prisons make in addressing HM Inspectorate of Prisons' concerns in between inspections. IRPs take place at the discretion of the Chief Inspector when a full inspection suggests the prison would benefit from additional scrutiny and focus on a limited number of the concerns raised at the inspection. IRPs do not therefore result in assessments against our healthy prison tests. HM Inspectorate of Prisons' healthy prison tests are safety, respect, purposeful activity and rehabilitation and release planning. For more information see our website:

<https://www.justiceinspectorates.gov.uk/hmiprisons/our-expectations/>

The aims of IRPs are to:

- assess progress against selected priority and key concerns
- support improvement
- identify any emerging difficulties or lack of progress at an early stage
- assess the sufficiency of the leadership and management response to our concerns at the full inspection.

This report contains a summary from the Chief Inspector and a brief record of our findings in relation to each concern we have followed up. The reader may find it helpful to refer to the report of the full inspection, carried out in [MONTH, YEAR] for further detail on the original findings (available on our website at <https://www.justiceinspectorates.gov.uk/hmiprisons/>).

IRP methodology

IRPs are announced at least three months in advance and take place eight to 12 months after a full inspection. When we announce an IRP, we identify which concerns we intend to follow up (usually no more than 15). Depending on the concerns to be followed up, IRP visits may be conducted jointly with Ofsted (England), Estyn (Wales), the Care Quality Commission (see Glossary) and the General Pharmaceutical Council. This joint work ensures expert knowledge is deployed and avoids multiple inspection visits.

During our three-day visit, we collect a range of evidence about the progress in implementing each selected concern. Sources of evidence include observation, discussions with prisoners, staff and relevant third parties, documentation and data.

Each concern followed up by HMI Prisons during an IRP is given one of four progress judgements:

No meaningful progress

Managers had not yet formulated, resourced or begun to implement a realistic improvement plan to address this concern.

Insufficient progress

Managers had begun to implement a realistic improvement strategy to address this concern but the actions taken since our inspection had not yet resulted in sufficient evidence of progress (for example, better and embedded systems and processes).

Reasonable progress

Managers were implementing a realistic improvement strategy to address this concern and there was evidence of progress (for example, better and embedded systems and processes) and/or early evidence of some improving outcomes for prisoners.

Good progress

Managers had implemented a realistic improvement strategy to address this concern and had delivered a clear improvement in outcomes for prisoners.

When Ofsted attends an IRP its methodology replicates the monitoring visits conducted in further education and skills provision. Each theme followed up by Ofsted is given one of three progress judgements.

Insufficient progress

Progress has been either slow or insubstantial or both, and the demonstrable impact on learners has been negligible.

Reasonable progress

Action taken by the provider is already having a beneficial impact on learners and improvements are sustainable and are based on the provider's thorough quality assurance procedures.

Significant progress

Progress has been rapid and is already having considerable beneficial impact on learners.

Ofsted's approach to undertaking monitoring visits and the inspection methodology involved are set out in the *Further education and skills inspection handbook*, available at <https://www.gov.uk/government/publications/education-inspection-framework>.

Inspection team

This independent review of progress was carried out by:

Angus Jones	Team leader
Angela Johnson	Inspector
Donna Ward	Inspector
Dave Barber	Ofsted inspector
Allan Shaw	Ofsted inspector

Appendix II Glossary

We try to make our reports as clear as possible, and this short glossary should help to explain some of the specialist terms you may find. If you need an explanation of any other terms, please see the longer glossary, available on our website at: <http://www.justiceinspectorates.gov.uk/hmiprisons/about-our-inspections/>

Care Quality Commission (CQC)

CQC is the independent regulator of health and adult social care in England. It monitors, inspects and regulates services to make sure they meet fundamental standards of quality and safety. For information on CQC's standards of care and the action it takes to improve services, please visit: <http://www.cqc.org.uk>

Challenge, support and intervention plan (CSIP)

Used by all adult prisons to manage those prisoners who are violent or pose a heightened risk of being violent. These prisoners are managed and supported on a plan with individualised targets and regular reviews. Not everyone who is violent is case managed on CSIP. Some prisons also use the CSIP framework to support victims of violence.

Key worker scheme

The key worker scheme operates across the closed male estate and is one element of the Offender Management in Custody (OMiC) model. All prison officers have a caseload of around six prisoners. The aim is to enable staff to develop constructive, motivational relationships with prisoners, which can support and encourage them to work towards positive rehabilitative goals.

Leader

In this report the term 'leader' refers to anyone with leadership or management responsibility in the prison system. We will direct our narrative at the level of leadership which has the most capacity to influence a particular outcome.

Offender management in custody (OMiC)

The Offender Management in Custody (OMiC) model, which has been rolled out in all adult prisons, entails prison officers undertaking key work sessions with prisoners (implemented during 2018–19) and case management, which established the role of the prison offender manager (POM) from 1 October 2019. On 31 March 2021, a specific OMiC model for male open prisons, which does not include key work, was rolled out.

Time out of cell

Time out of cell, in addition to formal 'purposeful activity', includes any time prisoners are out of their cells to associate or use communal facilities to take showers or make telephone calls.

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