

Handbook for the inspection of learning and skills training for young adults and adults in custody

This handbook provides guidance for prisons, their providers, Her Majesty's Inspectors (HMI) from the Office for Standards in Education, Children's Services and Skills (Ofsted) and additional inspectors on the implementation of the Common Inspection Framework for inspecting all young adult (18–21 years old), and adult, prisoner education and training within the further education and skills sector.

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Introduction

This handbook is published by Her Majesty's Chief Inspector (HMCI) of Education, Children's Services and Skills. It provides guidance for prisons and their providers, Her Majesty's Inspectors (HMIs) from the Office for Standards in Education, Children's Services and Skills (Ofsted) and additional inspectors on the implementation of the Common Inspection Framework for inspecting all young adult (18–21 years old), and adult, prisoner education and training within the further education and skills sector.

Her Majesty's Inspectorate of Prisons (HMI Prisons) leads the inspection of prisons and works to its inspection framework known as *Expectations*.¹

Ofsted inspects prisons jointly with HMI Prisons on the invitation of that inspectorate. It specifically undertakes the inspection of offender learning and skills in each prison in accordance with the *Common Inspection Framework for further education and skills 2009* (the Common Inspection Framework). The inspection of learning and skills and employability skills is a part of the wider prison inspection led by HMI Prisons.

HMI Prisons' *Expectations* has taken into account the Ofsted Common Inspection Framework so that inspection activities can contribute more effectively to both Ofsted's and HMI Prisons' inspection findings.

HMI Prisons and Ofsted are continuing to work closely together to further integrate the inspection process. In the meantime, this handbook sets out how Ofsted inspectors inspect and report against the Common Inspection Framework together with HMI Prisons.

The handbook is available to prisons and other organisations to ensure that they are well informed about the process and procedures of inspection. It has two parts:

- **Part 1:** Guidance for inspectors, prisons and their providers on the preparation for, and conduct of, inspections of learning and skills
- **Part 2:** The full Common Inspection Framework in the context of prisons and guidance on how it will be used by inspectors to complete Ofsted's report including the *Record of main findings*. This part also sets out how the Common Inspection Framework is cross referenced to HMI Prisons' *Expectations* inspection criteria.

¹*Expectations* is the document which sets out the detailed criteria HMI Prisons uses to appraise and inspect prisons. These criteria are used to examine every area of prison life, from reception to resettlement, including safer custody, healthcare, good order, work, race relations and faith; www.justice.gov.uk/inspectorates/hmi-prisons/expectations.htm.

Part 1: How does Ofsted inspect?

1. The *Common Inspection Framework for further education and skills 2009* – the Common Inspection Framework – was devised by HMCI of Education, Children’s Services and Skills in line with the Education and Inspections Act 2006. It sets out the judgements inspectors will make during inspection. A summary version of the Common Inspection Framework is available as a separate publication.²
2. The Common Inspection Framework sets out the principles that apply to the inspections of FE and skills under part 8 of the Act. The Common Inspection Framework in the context of prison inspection comprises:
 - Ofsted’s principles of inspection
 - the common evaluation schedule.

Ofsted and HMI Prisons have developed effective working relationships to reduce duplication of effort and improve prisons’ experience of inspections. The inspection methodology assesses the impact of learning and employability skills across each prisoner’s learning journey towards resettlement. Ofsted’s inspection findings are used by HMI Prisons as part of their inspection evidence base. These findings are published within the HMI Prisons’ report and also in Ofsted’s summary report, published separately on Ofsted’s website.

Purposes of inspection

3. The overall aim of inspection is to evaluate the efficiency and effectiveness of the provision of learning and skills in meeting the needs of learners.
4. Inspection arrangements, together with other government initiatives, are intended to accelerate the pace of quality improvement in the FE and skills sector.
5. The main purposes of inspection are to:
 - provide users with information about the effectiveness of the provision³
 - help bring about improvement by identifying strengths, recommendations for improvement, highlighting good practice and judging what steps need to be taken to improve provision further
 - provide the relevant Secretaries of State and other stakeholders with an independent public account of the quality of education and training, the standards achieved and the efficiency with which resources are managed

² *Common inspection framework for further education and skills 2009* (090106), Ofsted, 2009; www.ofsted.gov.uk/publications/090106.

³ As defined in the Education and Inspections Act 2006, section 117(4), those who benefit, either directly or indirectly, from the services that Ofsted inspects or regulates: children and young people, parents and carers, adult learners and employers.

- make judgements that may inform Ofsted's Annual report and surveys.

How does inspection promote improvement?

6. The inspection of a prison promotes improvement by:
 - setting expectations; the criteria and characteristics set out in the inspection frameworks and guidance indicate the quality and effectiveness of provision expected of prisons
 - increasing the prison's confidence by endorsing its own view of its effectiveness when that is accurate, and offering a professional challenge (and the impetus to act) where improvement is needed
 - recommending priorities for future action by prisons and other stakeholders and, when appropriate, checking subsequent progress
 - fostering constructive dialogue between inspectorates, inspectors and the senior leaders and staff of the prison and its learning and skills providers
 - complementing the prison's learning and skills self-assessment and promoting its rigour, thereby enhancing the prison and its provider's capacity to improve their own provision.

Principles of inspection and regulation

7. The principles of inspection and regulation in prisons reflect Ofsted's values and ensure that our statutory duties are carried out efficiently and effectively. The principles focus on the interests of service users for prisons – young adults, and adult learners, employers and the community. They promote improvement in the services we inspect or regulate, and they promote value for money. They also take full account of our policies on equality and diversity.
8. All inspections carried out by Ofsted must comply with the following principles.

Learning and skills inspections will:

- support and promote improvement
- be proportionate
- focus on the needs of users
- focus on the needs of providers
- be transparent and consistent
- be accountable
- demonstrate value for money.

What is the code of conduct for inspections?

9. Inspectors will uphold the highest professional standards in their work and ensure that everyone they encounter during inspections is treated fairly and with respect. These standards are assured through a code of conduct which is set out below.

Inspectors' code of conduct

Inspectors should:

- evaluate objectively, be impartial and inspect without fear or favour
- evaluate provision in line with frameworks, national standards or requirements
- base all evaluations on clear and robust evidence
- have no connection with the prison and stakeholders which could undermine their objectivity
- report honestly and clearly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- endeavour to minimise the stress on those involved in the inspection
- act in the best interests and well-being of service users
- maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
- respect the confidentiality of information, particularly about individuals and their work
- respond appropriately to reasonable requests
- take prompt and appropriate action on any safeguarding or health and safety issues.

10. It is important that inspectors explain to interviewees that, if requested, every effort will be made to protect the origin of the individual's comments when using them to form judgements. However, inspectors should also make clear that circumstances may exist in which it may not be possible to guarantee that the identity of the interviewee will remain anonymous. The most likely scenario would be where other factors would make it easy to identify which individual had shared particular evidence. Additionally, inspectors have a duty to pass on disclosures which raise safeguarding issues, and/or circumstances where serious misconduct or potential criminal activity is involved. Inspectors should, therefore, make clear that it may not be possible to guarantee confidentiality if an interviewee raises an issue that inspectors are obliged to report.
11. Inspectors will at all times comply with prison safety and security guidelines and Ofsted's code of conduct.

When inspecting prisons, how should staff engage with inspectors?

12. In order that inspection and regulation are productive and beneficial, it is important that inspectors and prison and provider staff establish and maintain a productive working environment based on courtesy and professional behaviour and with regard to the 'respect agenda' in prisons. Inspectors are expected to uphold the code of conduct but Ofsted also expects prison and provider staff to:
- be courteous and professional
 - apply their own codes of conduct in their dealings with inspectors
 - enable inspectors to conduct their visit in an open and honest way
 - enable inspectors to evaluate the provision objectively against the framework
 - provide evidence that will enable the inspector to report honestly, fairly and reliably about their provision
 - work with inspectors to minimise disruption, stress and bureaucracy
 - ensure the health and safety of inspectors while on their premises
 - maintain a purposeful dialogue with the inspection team
 - draw any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
 - respect the fact that inspectors will need to observe practice and talk to staff and users without the presence of prison staff.

How are prisons selected for inspection?

Annual selection of prisons for inspection

13. HMI Prisons has responsibility for identifying the annual schedule of inspections. Their annual programme of prison inspection is based on a mixture of chronology and risk assessment. HMI Prisons consults with Ofsted and other inspectorates on their schedule of inspections. Full announced inspections generally follow a five-year cycle; all unannounced inspections are risk assessed. Those deemed high risk, or the large, complex prisons, will be revisited for a full follow-up inspection within 12–36 months of a full inspection. Lower-risk establishments will be revisited for a short follow-up inspection 24–36 months after their last full inspection.
14. Before the inspection, Ofsted will inform inspection service providers, to enable them to identify appropriate additional inspectors as necessary.

When are prisons notified of their inspection?

15. HMI Prisons is responsible for notifying prisons of inspection dates.

What are the types of inspection activity?

16. The following table sets out the frequency and type of inspection. The type of inspection activity will be confirmed by HMI Prisons.

Inspection type: Prisons	Criteria	Aims and publication arrangements
Full announced and full unannounced inspections	Risk assessed by Her Majesty's Inspectorate of Prisons	<i>Expectations</i> report published by Her Majesty's Inspectorate of Prisons including contribution by Ofsted. A separate Ofsted summary report will be published on the Ofsted website and within the Ofsted publication timeline.
Short follow-up unannounced inspections	Risk assessed by Her Majesty's Inspectorate of Prisons	Her Majesty's Inspectorate of Prisons report against previous recommendations plus additional information gathered during the inspection. No report will be published on the Ofsted website.
Full follow-up unannounced inspections	Risk assessed by Her Majesty's Inspectorate of Prisons	Her Majesty's Inspectorate of Prisons report against previous recommendations plus additional information gathered during the inspection. No report will be published on the Ofsted website.
Survey inspection visits	Survey inspection visits may take place at a selected number of prisons each year, in consultation with HMI Prisons	To explore a specific aspect of a prison's work as part of a programme of surveys based on topics linked to national priorities. A letter outlining the outcome of the visit will be sent to the prison and will be published on the Ofsted website.

Reinspection

17. Ofsted completes its reinspection activity by attending all HMI Prisons'/Ofsted risk-assessed unannounced inspections. In these inspections, inspectors assess progress against previous recommendations, placing particular emphasis on areas of concern. Unannounced inspection findings are published by Her Majesty's Inspectorate of Prisons.

How will consortia, partnerships and subcontracted provision be inspected?

18. All learning and skills provision that a prison is directly and wholly responsible for falls within the scope of the inspection. In addition, the inspection will

include any provision carried out on behalf of a consortium or partnership, or under a subcontract, regardless of whether that subcontractor and consortium or partnership members have a direct contract with the Skills Funding Agency, Young People's Learning Agency, the Department for Work and Pensions or other funding agencies.

What happens before the inspection?

How are inspection teams selected?

19. All full announced inspections will be led by HMI and may have an additional inspector as a team member. All unannounced inspections will be undertaken by HMI.

What information do inspectors use before the inspection?

20. Inspectors need to gain an understanding of the prison and the themes for the inspection before they begin their work on site. This is in order to make the best use of their time with the prison, and to make sure the inspection contributes to continuous improvement. The lead inspector will liaise with HMI Prisons to gather information pertinent to the inspection, including the HMI Prisons pre-inspection pack and information from the HMI Prison pre-inspection visit.
21. The learning and skills pre-inspection briefing clearly identifies the themes for the inspection and gives clear direction to all inspection team members and the learning and skills nominee. The lead inspector prepares the pre-inspection briefing for the prison and other members of the inspection team (including Her Majesty's Inspectorate of Prisons) using the pre-inspection evidence below. It may not be possible to produce a pre-inspection briefing for short or full follow-up inspections due to confidentiality and a lack of inspection notice to the prisons by HMI Prisons.
 - The prison's learning and skills most recent self-assessment report
 - The prison's learning and skills development/improvement plan across all learning provision
 - Where available, the most recent period/year's recruitment/participation data and achievement, retention and success rates, for accredited and non-accredited provision
 - Feedback from HMI Prisons' surveys/research
 - Feedback from learners and other users
 - The report from the previous HMI Prisons/Ofsted inspection
 - The reports from any surveys carried out by Ofsted
 - Skills Funding Agency, and other funding body, provider briefings

- Additional information the prison wishes to bring to the attention of the inspection team
22. Inspectors will take full account of the prison's analysis and evaluation of the learning and skills performance across the prison. This should feature strongly when the issues for inspection and plans for the deployment of the team are discussed with the prison. The purpose of the pre-inspection briefing is to provide an evaluative briefing for the prison and the inspection team that identifies the key themes and areas for exploration on the inspection. The pre-inspection briefing should be kept brief, so that it provides a concise analysis of the prison's learning and skills against the Common Inspection Framework and HMI Prisons' *Expectations*, identifying the themes for the inspection. The pre-inspection briefing should also identify aspects that do not appear to require detailed investigation.
23. For announced inspections, the prison and HMI Prisons team leader will receive a copy of the pre-inspection briefing from the Ofsted lead inspector before the start of the inspection. The inspection team will use the identified themes as the basis for their inspection activities but will also be expected to generate their own themes.

How does the lead inspector plan the inspection?

24. The lead inspector will plan the inspection to ensure that the maximum amount of first-hand evidence possible is collected from learners and the learning, vocational training and work activities they are engaged in. Observations of teaching, training and assessment are a key source of this evidence.
25. Inspectors will select the sessions, learners and where appropriate external employers, to be seen during the inspection. The choice of learners and other users depends on a number of factors:
- the core day activities
 - type and profile of prisoners and locations in the prison
 - number on release on temporary licence and locations
 - mode of delivery and attendance
 - number of different providers
 - prison regimes
 - security issues
 - changes in prison structure and staffing
 - context of prison/prisoners.
26. To assist inspectors with their planning, the learning and skills nominee will provide a timetable of group and individual learning sessions that take place

during the inspection period. Inspectors will, where necessary to comply with prison regimes, indicate which sessions they plan to see.

27. The learning and skills nominee should identify learners who may not be available or if there are significant issues that may affect the choice of a particular learner. The lead inspector will inform the learning and skills nominee of any planned visits to learners at work outside of the prison before the inspection and ask them to inform those placements. However, the inspection team reserves the right to visit any learner or placement, and may cancel a planned visit or add additional ones to ensure that appropriate evidence is collected.
28. Where possible the visits will be planned to observe a member of the prison's staff and/or provider's staff carrying out activities with learners, as well as providing the opportunity for the inspector to interview the learner(s) and placement staff. However, inspectors may visit learners and placements where such activity is not taking place. They may also carry out telephone interviews with placement staff.

How do prisons and their providers prepare for their inspection?

29. The lead inspector will confirm the range of documents that will be required for the inspection. The evidence should consist of working documents, not information prepared specifically for the inspection. As inspection is based on collecting first-hand evidence, documentation is kept to a minimum. The lead inspector will use the planning meeting to agree how the following learning and skills documents will be available to inspectors:
 - strategic and operational business plans
 - development plan/improvement plan, operating statements, action plans arising from inspection, programme review or self-assessment
 - details of relevant staff and contracted staff qualifications and experience and of staff development activity over the last two years
 - evidence of compliance with the relevant safeguarding requirements, for example an up-to-date list of Criminal Records Bureau checks
 - reports from internal and external verifiers
 - records of observations of teaching, learning and assessment or information and advice sessions
 - schedules of activities involving learners (showing locations and staff)
 - minutes from key meetings
 - evidence of the effectiveness of learner support activities
 - complete and up-to-date data on learner numbers and learners' progress and achievements.

30. The prison will inform all staff, learners and other users and stakeholders about the forthcoming inspection, emphasising that inspectors may visit any sessions involving learners either on the prison's premises or at other locations where prisoners have been released on temporary licence for training or employment related opportunities. Inspectors may also have identified other users and partners of the prison they wish to meet.
31. Learners' work should be made available. Inspectors will normally need to see completed work as well as work in progress. The lead inspector will agree with the learning and skills nominee the most appropriate method for ensuring availability of learners' work. This should include:
 - inspectors identifying the work of specific learners
 - asking all tutors to have the learners' current work available during inspection
 - requesting samples of work from a particular programme or group of learners.

What is the role of the nominee in the inspection?

32. Inspection has the strongest impact on improvement when the prison and its providers understand the findings that have led to the judgements. The learning and skills nominee attends all meetings of the Ofsted inspection team. By taking part in the discussions about evidence collected during the inspection, a learning and skills nominee can ensure that all appropriate evidence is taken into account, and report back to the prison's staff on the progress of the inspection. The learning and skills nominee does not contribute to the decisions on judgements for the inspection.
33. Each prison is invited to nominate a senior member of staff with responsibility for learning and skills across the prison to act as the prison's main link with the inspection team. This person should:
 - have a detailed understanding of the learning and skills provision, the prison's work and the prison regimes and security
 - have authority to carry out the role with autonomy.
34. The Ofsted lead inspector will ensure that the learning and skills nominee has the opportunity to hear the evidence on which inspectors have based their judgements. The learning and skills nominee should raise any concerns about the evidence base with the lead inspector as soon as those concerns become apparent. The Ofsted lead inspector will keep the learning and skills nominee and Her Majesty's Inspectorate of Prisons team leader informed of emerging findings as the inspection proceeds. The learning and skills nominee should respect the same conventions of confidentiality as all team members. The learning and skills nominee's responsibilities include:

- providing information to the lead inspector to enable them to plan the inspection
- briefing the learning and skills staff across the prisons staff about inspection arrangements
- informing all learners, providers and stakeholders about the inspection
- attending all team meetings, including the final meeting to moderate judgements. However, learning and skills nominees may not participate in discussions that are directly related to inspection moderation decisions
- coordinating feedback arrangements, both during and after the inspection
- liaising with the lead inspector regarding the team's use of facilities, for example, photocopiers and base room
- ensuring that staff are available for meetings as scheduled and that the necessary documents are available for inspectors.

What contact should lead inspectors make with the prison?

35. For announced inspections, the lead inspector will telephone the prison four weeks prior to the inspection. Pre-inspection activities and contact with the prison should make sure that:
- good communications and effective working relationships are established
 - demands on the prison are kept to a minimum; the prison should not be required to produce additional documents for the inspection
 - pre-inspection evidence is identified and arrangements made to collect the evidence
 - arrangements for the inspection are agreed.
36. In the case of short follow-up, follow-up and full unannounced inspections the lead inspector will not contact the nominee until the first day of the inspection. They will accompany HMI Prisons.
37. In the case of announced inspections to ensure the prison understands the inspection process, the lead inspector will hold a pre-arranged planning meeting by telephone conference call or in exceptional circumstances by a visit, with the learning and skills nominee. The agenda for meeting should include:
- introductions
 - update on recent developments at the prison
 - inspection team members, (including the nominee), and their responsibilities
 - scope of the inspection, including the key issues/themes
 - arrangements to inform all learners and stakeholders about the inspection
 - arrangements to collect views of learners ,external partners during the inspection and to feed back findings, including:

- pre-arranged meetings for learners or learner representatives
 - visits/phone calls to learners and employers at work
 - informal meetings or individual interviews arranged by inspectors during the inspection
 - information on learner views presented in the self-assessment report
 - the inclusion of learner views , as referenced by HMI Prisons’ survey
- arrangements for the lead inspector to have information on the inspection planning sheet (see further guidance in paragraph 40)
 - arrangements for observing teaching, learning and assessments (see guidance and protocols – paragraphs 64–67)
 - arrangements to review learners’ work
 - pre-arranged meetings with key members of staff/management
 - arrangements to confirm location of inspectors (where applicable)
 - confirmation of data for all learning and skills across the prison to support judgements on outcomes for learners
 - documents to be made available during the inspection
 - team meetings and feedback meetings – times and venues
 - domestic arrangements regarding, for example, base rooms, refreshments and car parking
 - security, health and safety of inspectors
 - final feedback, evaluation and reporting arrangements.
38. Pre-arranged meetings with learners and key staff and visits to learners at work or external sites should be agreed as quickly as possible.
39. To ensure that the lead inspector has a clear understanding of the scope and range of provision, the learning and skills nominee will complete the inspection planning sheet provided by the lead inspector and return it to the lead inspector prior to the inspection.
40. Where appropriate, the lead inspector will invite the prison to arrange for learner representatives to meet with the lead inspector to explain the purpose of the inspection and key issues from their perspective.

How do inspectors seek the views of learners, employers and other partners about the prison’s work during inspection?

41. The views of learners are central to inspection. Inspectors will not have the opportunity to speak to all learners in one inspection. The views of learners, employers and other partners will be collected through the HMI Prisons’ pre-inspection questionnaire. This survey includes questions about prisoners’

learning and skills experience. Ofsted inspectors receive the analyses of this survey in advance of the inspection.

42. Prisons are asked by HMI Prisons to notify all current prisoners and relevant other users of the inspection, and include details of how they may inform the inspectors of their views.
43. The findings of HMI Prisons' pre-inspection prisoner survey are used by inspectors when HMI Prisons' inspectors hold focus group meetings with prisoners at the start of the inspection. At these focus groups they follow up any issues the pre-inspection survey may have identified and, where relevant, share this information with Ofsted inspectors.
44. During the inspection, inspectors will use available opportunities to talk to as many prisoners as possible so they have the opportunity to express their views about their learning and progress towards resettlement.
45. Inspectors will take account of views expressed to them by learners, employers, the independent monitoring board, senior staff, the nominee and other staff.
46. Surveys of learners' views carried out by the prison, providers, Skills Funding Agency or other organisations provide additional evidence for the inspection, and may indicate themes for further exploration. They do not take the place of dialogue with learners during the inspection.
47. The prison should be encouraged to seek the views of any significant partners/stakeholders in the prison's work and to reflect these in its self-assessment.
48. The lead inspector will take account of the views of HMI Prisons and any external views on the performance of the learning and skills provision, for example, in briefings from commissioning and funding bodies.

What happens during the inspection?

How many days does an inspection take?

49. A full inspection will normally last five days on site. The number of inspectors involved in the inspection will vary according to the type and size of prison or establishment.
50. Ofsted inspectors will normally arrive by Monday 12 noon or if they start on any other day of the week they may start earlier – for example 9am. The lead inspector may arrive earlier on Monday morning in order to attend the governor's briefing with Her Majesty's Inspectorate of Prisons.

Who will be on the inspection team?

51. The exact team size is determined by the complexity and type of the prison being inspected. The team will usually consist of HMI and additional inspectors where appropriate.
52. The Ofsted inspection team will focus on learning and skills and work activities as part of the HMI Prisons' *Expectations* criteria and the key aspects of the Common Inspection Framework – namely outcomes for learners, quality of provision and leadership and management.

How do inspectors use their time during the inspection?

53. HMI Prisons requests Ofsted to inspect leadership and management, induction, work activities, vocational training, education, the library, physical education and health promotion and resettlement. Through these arrangements, inspectors will gather evidence to inform their judgements using both the Common Inspection Framework, and relevant criteria from *Expectations*. All aspects of the Common Inspection Framework, as described in Part 2 of this handbook, are addressed during inspections.
54. Inspectors will collect evidence on which to base their judgements from a range of sources including:
 - evidence from learning and skills activities covering employability training; literacy, numeracy and English Speakers of Other Languages; personal development and social integration
 - evidence from work and training activities
 - discussion and examination of evidence from learners and staff
 - other relevant documents.
55. The lead inspector will ensure that the judgements are based on evidence from across the provision, including different types of provision and different learner groups.
56. Judgements on Common Inspection Framework aspects will usually be made on the penultimate day of inspection at a moderation meeting, attended by the lead inspector, Ofsted team members and the learning and skills nominee.
57. After this meeting, the Ofsted lead inspector will attend HMI Prisons' moderation meeting at which the prison's healthy prison assessments for safety, respect, purposeful activity and resettlement are agreed taking account of the inspection findings for learning and skills.
58. The time allocated to inspection will be used mainly for collecting first-hand evidence. The lead inspector will ensure that:

- sufficient evidence is gathered so that judgements about the prison are secure and reliable
- all inspectors record evidence on evidence forms
- the main judgements about the prison are agreed by the inspection team
- the conduct of inspectors is to a high standard so that professional relationships are strong and inspectors' work is respected
- members of staff receive well-informed, helpful feedback on any teaching, training and assessments observed by inspectors
- the learning and skills nominee, together with other relevant individuals, receives well-informed and helpful feedback about the activities in the prison and the main findings of the inspection.

Diagram 1. Sample outline inspection plan for five-day prison inspection. This is only a guide. Plans for each inspection will differ according to circumstances. Shorter inspections follow a similar pattern within their timescale.

59. Schedules should allow time for a lunch break, comprise reasonable working hours and reflect the prison's regime. The lead inspector will need to plan briefing meetings with the nominee.

Monday	Activity
Morning	Initial meetings/briefings – Inspectors and learning and skills nominee Inspection activity
Afternoon	Meeting with Her Majesty's Inspectorate of Prisons Inspection activity Meeting to identify emerging judgements
Tuesday	
Morning	Inspection activity
Afternoon	Meeting with Her Majesty's Inspectorate of Prisons Inspection activity Meeting to identify emerging judgements
Wednesday	
Morning	Inspection activity
Afternoon	Meeting with Her Majesty's Inspectorate of Prisons Inspection activity Meeting to identify emerging judgements
Thursday	
Morning	Moderation meeting Feedback senior staff and other representatives
4–8pm	Final meeting with Her Majesty's Inspectorate of Prisons

Friday	
	Her Majesty's Inspectorate of Prisons feedback programme and meeting

Collecting and using evidence

60. Separate subject areas are not inspected. Instead inspectors focus on the evidence gathered for the three strands of
- employability
 - literacy, numeracy and English for speakers of other languages
 - personal development and social integration.
61. Most inspection time is spent collecting first-hand evidence, particularly through observations of teaching, training and assessment. Observations will take place, as appropriate, wherever learners are receiving teaching, training or assessment. Inspectors should ensure that observations include specific attention to the quality of learning for individuals and different groups of learners, either in individual or group sessions. The specific groups should be identified in the pre-inspection briefing and/or through subsequent discussion with the prison and in response to any emerging issues, for example, from discussions with learners.
62. Other first-hand evidence includes: discussions with learners and analysis of their work; analysis of prison and provider records, documents; meetings with learners, employers, staff, senior prison staff and the prison's partners where appropriate. Information held by the prison that relates to learning and skills, must be made freely available for inspectors, and the prison should cooperate in the task of collecting evidence.
63. As part of the joint working arrangements, Ofsted inspectors will collect evidence for those criteria in section 6 of *Expectations* for which there are no corresponding Common Inspection Framework evaluative statements. These additional criteria, particularly those relating to work, add value to inspection findings.

Observation of teaching, training and assessment

64. Inspection of the quality of teaching, training and assessment, and the impact it has on the quality of learning, provides direct evidence. It informs inspectors' judgements about the outcomes for learners, the quality of provision and leadership and management. It also contributes to Her Majesty's Inspectorate of Prisons' judgements against expected outcomes and healthy prison assessments. Although some interviews with staff are important to provide context, the main activity of inspectors should be direct observation of the prison's work.

65. Inspectors will observe as many sessions as is possible in a number of ways. However, no minimum or maximum requirement is set. The number of observations should be proportionate to the type and size of the prisoner population, the type of activities taking place, and be based on the themes for inspection identified in the pre-inspection briefing.
66. Judgements on the quality of teaching, training and assessment will be based on the Lifelong Learning UK professional standards for teachers, tutors and trainers in the lifelong learning sectors:
www.lluk.org/documents/professional_standards_for_itts_020107.pdf.
67. Inspectors will normally use some or all of the following methods to collect evidence on the quality of teaching, learning and assessment:
 - Formal observations of teaching, training or assessment activities. These should be of sufficient length to ensure the inspector has enough evidence to form clear judgements and give a grade. The inspector will provide clear feedback to the person observed. This will normally include the grade descriptor awarded, with a summary of the strengths and areas for development. Observations of training, assessments and progress reviews of learners at work will follow the same procedures as outlined above. The prison will receive overall feedback on the quality of teaching, training and assessment; however, the lead inspector will not produce a profile of the grades awarded.
 - Short, focused observations of activities including Her Majesty's Prison Service contract workshops, vocational training and work-related training. These will usually last approximately 15 minutes and have a specific focus, for example, work ethic, learner support, use of information learning technology, attendance and personalised learning. Feedback will not normally be given to the person observed following these sessions.

How are data used on inspection?

68. Inspection involves the use of a range of data about the prison's learning and skills activities. The source and type of data used varies with different types of provision but are generally provided via the funding bodies, individual contractors and where appropriate, the data service. This may include completion of individual learning plans, achievements, progress to further education and training and employment.
69. Inspectors will analyse the performance of the prison's learning and skills using the most recent appropriate data before and during an inspection. Analysis may be at overall prison level, at individual contractor level, or at the level of individual subjects, different groups of learners, or according to length of prisoner stay or types of provision.

70. While data alone will not lead directly to judgements, the primary data source, which is the relevant measure of success for each type of provision, will provide key evidence for outcomes for learners.

How is the self-assessment report used during inspection?

71. A prison's self-assessment report will continue to provide Ofsted inspectors with crucial evidence to support judgements about the Common Inspection Framework's main aspects. Inspectors will use the report to assess risk, monitor standards and plan for inspection. During the inspection, findings will be compared with those in the prison's self-assessment report, and a conclusion reached on the accuracy of those judgements.
72. Ofsted does not require a prison to produce a learning and skills self-assessment report in any prescribed format. However, thorough self-assessment and effective action planning are essential to tackle identified areas for improvement, including provision that is satisfactory but not improving, and should be an integral part of the quality improvement arrangements that includes all the prison learning and skills providers.

How is evidence recorded?

73. During inspection, inspectors will collect, analyse and record evidence and their judgements on evidence forms. The overall judgements made about the prison will be recorded by the lead inspector on the *Record of main findings*.
74. The evidence forms, together with any briefings, plans or instructions prepared by the lead inspector and responses from learners contribute to the evidence base for the inspection. The lead inspector is responsible for compiling and assuring the quality of the evidence base.

How are judgements agreed?

75. The evidence base is collated to ensure that the lead inspector can align the team's findings to complete Ofsted's contribution to Her Majesty's Inspectorate of Prisons' *Expectations* report.
76. The Ofsted lead inspector will ensure that judgements about the prison learning and skills activities are agreed by the inspection team. Judgements will be supported convincingly by the evidence base and will identify the key findings and what the prison should do to improve. Emerging findings will be discussed with Her Majesty's Inspectorate of Prisons, the learning and skills nominee and, where appropriate, senior staff at regular intervals. The learning and skills nominee will be given the opportunity during the evidence collection stages of the inspection to provide further evidence should the prison wish to do so.
77. The overall moderation judgements will reflect all the evidence considered by the inspection team. Final judgements will be made when all first-hand evidence

has been collected and considered, and will represent the corporate view of the inspection team.

78. At the Ofsted moderation meeting the inspection findings will be referenced to the evaluative statements and grades in the Common Inspection Framework and an Ofsted *Record of main findings* will be completed. A copy of these findings will be given to the prison.
79. The *Record of main findings* provides the lead inspector with a set of assessments that are used to inform Ofsted's contribution to the healthy prison assessments. It also provides the prison and funding bodies with more detailed assessments to support quality improvements, which can be shared with prisons, and provides an evidence base which is used to inform Her Majesty's Chief Inspector's annual report.

What meetings are held during inspection?

80. To secure the moderated judgements the inspection team hold a number of team meetings. The learning and skills nominee is a full participant at all of these meetings except those awarding judgements for the inspection. The meetings will include:
 - Initial team meeting to brief the team and prison managers on the shape of the inspection, clarify any issues relating to their roles and receive a brief update from the prison.
 - Attendance by the lead inspector at the mid-day meeting of Her Majesty's Inspectorate of Prisons.
 - Daily team meetings, usually at the end of each inspection day although this will be at the jurisdiction of the lead inspector, to allow inspectors to feed back their findings and emerging judgements to the team. Inspectors use these meetings to collect evidence from each aspect of the Common Inspection Framework and *Expectations* and identify issues still to be followed up. The meetings enable the learning and skills nominee to hear the emerging judgements and identify any additional evidence opportunities.
 - Ofsted grading meeting to determine the inspection outcomes. This will usually be held on the penultimate day of the inspection. The aims are to:
 - agree the main findings using both *Expectations* and the Common Inspection Framework
 - using the guidance in Part 2 of the Handbook, award overall grades for outcomes for learners, the quality of provision, leadership and management, overall effectiveness and capacity to improve
 - confirm evidence of safeguarding and vulnerability in order to contribute significantly to Her Majesty's Inspectorate of Prisons' judgements on safety and respect

- complete the inspection judgements and record them on the *Record of main findings*
- agree the key areas for improvement that should: be tailored specifically to the needs and context of the prison; refer to the weakest areas of performance that are hindering the prison’s improvement; include satisfactory areas that could be further improved; help outstanding prisons maintain and develop their performance; and provide precise, specific areas for improvement
- Feedback meeting to provide a wider audience of the prison’s senior staff, providers, representatives of the funding body and others the opportunity to hear the key messages from the inspection, before publication of the report.
- Attendance by the lead inspector at Her Majesty’s Inspectorate of Prisons’ final team meeting to agree the main findings that will be fed back to the Governor and to make an assessment of the prison against the four healthy prison areas of safety, respect, purposeful activity and resettlement. Ofsted’s inspection findings are the main contribution to purposeful activity and they provide a valuable insight into all other areas of the inspection of the prison.
- Attendance at the governor’s debriefing by the lead inspector who contributes the highlights of the findings of the activities section and appropriate resettlement pathway of HMI Prisons’ *Expectations* report.

How is the quality of inspections assured?

81. All inspectors are responsible for the quality of their work. The lead inspector must ensure that inspections are carried out in accordance with the principles of inspection and the code of conduct. In addition, Ofsted monitors the quality of inspections through a range of formal processes. Some prisons are visited by Ofsted staff to assure the quality of the inspection. In other cases the inspection evidence base is evaluated.
82. All prisons are invited by HMI Prisons to take part in a post-inspection evaluation so that their views about the inspection can contribute to the development of inspection. This evaluation is shared with Ofsted to contribute to their quality improvement arrangements.

What happens after the inspection?

What feedback is provided to the prison?

83. Before leaving the prison, the lead inspector should ensure that the prison is clear:
 - about the grades judgements awarded under the Common Inspection Framework and the *Expectations* sections called ‘Activities and resettlement’
 - about grades in the *Record of main findings*

- that the grades awarded are provisional and, although unlikely, may be subject to change through report moderation
- that the main points provided in the feedback will be referred to in the text of the report
- about the key areas for improvement
- about the procedures leading to the publication of the report.

What are the written outcomes of the inspection?

84. There are two reports – a report written against the HMI Prisons’ *Expectations* and a brief summary of Ofsted findings in relation to the Common Inspection Framework, which includes the *Record of main findings*.
85. The structure of the first report is aligned with the structure of HMI Prisons’ report. It does not include judgements on overall effectiveness or capacity to improve. These are considered in conjunction with HMI Prisons and replaced by the healthy prison assessments which are published by HMI Prisons. The lead inspector will write a report based on the activities and education, training and employment resettlement pathway sections of HMI Prisons report.
86. The lead inspector will write the report summarising the findings of the inspection set against the expected outcomes described in ‘Section 6 Activities’ of *Expectations*. The text, balance and tone of the report must reflect the judgements made about the provision. Reports should be based convincingly on the evidence. They should be **written in the past tense**, in plain English, be free of jargon and be accessible to learners. See the separate guidance on report writing for prisons.
87. The lead inspector will ensure that the feedback given at the end of the inspection is reflected in the written report. The report will contain judgements that have been explained to the prison.
88. The report is divided into the following sections:
- Summary report of inspection findings
 - Main inspection findings, including:
 - leadership and management (including aspects of safeguarding, and equality and diversity)
 - induction
 - work
 - vocational training
 - education
 - library

- physical education and health promotion
 - resettlement
89. The report contains all the judgements and includes a commentary on:
- the provider’s main strengths, including any areas of outstanding practice, and the main recommendations for improvement
 - how well groups of learners achieve and enjoy their learning
 - outcomes for different groups of learners
 - the effectiveness with which leaders and managers:
 - communicate ambition and drive improvement
 - promote equality and tackle discrimination
 - ensure that safeguarding procedures are effective.
90. The lead inspector provides a first draft of a ‘Section 6: Activities’ and education training and employment resettlement pathway report to HMI Prisons after the inspection. The report forms part of HMI Prisons evidence base for their inspection. Judgements in the report cannot be changed unless factual errors or omissions have a significant bearing on them. Any such changes are the responsibility of the lead inspector in consultation with HMI Prisons.
91. The second report is a separate summary Ofsted report. It will be published on the Ofsted website, within the Ofsted publication timelines. The report will have a short section on overall effectiveness, bullet points of the main findings on capacity to improve, outcomes for learners, quality of provision and leadership and management and recommendations for improvement. All grades given are detailed in a tabular record of main findings at the end of the report. Ofsted will check the report for accuracy with the prison and the HMI Prisons team leader for the inspection.

When is the report issued?

92. HMI Prisons works with the National Offender Management Service and Ofsted to complete the accuracy checks. HMI Prisons publish a final copy of their report, usually 16 weeks after the inspection. Ofsted publish a summary report usually five weeks after the inspection
93. The relevant funding bodies, for example the Skills Funding Agency, are notified when the reports are published. In exceptional circumstances Ofsted may decide that the normal period for completion of the inspection report should be extended.

How do prisons complain about their inspection?

94. Any concerns the prison has about the inspection of learning and skills should be raised and resolved with the HMI Prisons' team leader and the Ofsted lead inspector during the inspection where possible. If the concerns are not resolved by these means, or the person expressing the concern does not feel that due weight is being given to the concerns, or an independent view is sought, then the person raising the concern, or someone acting on their behalf, should contact the Ofsted helpline on 0300 123 1231. The call will be answered by a member of the National Business Unit at Ofsted and passed to an appropriate person with the required knowledge of inspections, who will try to help to resolve the issues.
95. If it has not been possible to resolve concerns in the manner described, then individuals or prisons may decide to lodge a formal complaint. The complaints procedure is available on our website.⁴
96. Ofsted investigates and sends the complainant a response which is informative and aims to answer all of the points of concern within 20 working days. Ofsted also includes details of how to ask for further internal and independent review if the complainant is not satisfied with the complaint resolution.

⁴ Complaints procedure: raising concerns and making complaints about Ofsted (070080), Ofsted, 2010; www.ofsted.gov.uk/publications/070080.

Part 2: The *Common inspection framework for further education and skills 2009*

97. The *Common inspection framework for further education and skills 2009* – the Common Inspection Framework – was devised by HMCI in line with the Education and Inspection Act 2006. It is based on the common evaluation schedule which informs all of Ofsted’s inspections. It sets out the judgements inspectors will make during inspection.
98. The Common Inspection Framework sets out the principles that apply to the inspections of further education and skills under part 8 of the Act. The Common Inspection Framework comprises:
- Ofsted’s principles of inspection, as described in section 1, paragraphs 7 and 8 of this handbook
 - the common evaluation schedule.
99. The common evaluation schedule is at the heart of the inspection and regulation processes. It sets out the structure of the inspection and identifies the key aspects against which judgements will be made.
100. The evaluation schedule sets out how the inspection will be conducted and details how judgements will be made.
101. The common evaluation schedule:
- provides inspectors with a structure for gathering evidence and reporting which is common to all Ofsted’s inspection and regulation activity, thereby promoting greater coherence and opportunity for collaboration across inspection remits
 - enables users to become familiar with Ofsted’s work across all remits
 - allows greater integration between and across inspection events
 - will ensure that inspection and regulation judgements from across all of Ofsted’s inspections can be brought together to provide a coherent view of an area, and help to inform the comprehensive area assessment.
102. In relation to the inspection of prisons, the Common Inspection Framework is number referenced to align it with Her Majesty’s Inspectorate of Prisons’ *Expectations*.

Provision inspected under the Common Inspection Framework

- The Common Inspection Framework lists questions that inspectors must frame according to the context and ask of every provider of education, training and development.

The common grading scale for all inspection judgements

103. A common grading scale will be used in making judgements for organisational inspections:

- Grade 1 outstanding
- Grade 2 good
- Grade 3 satisfactory
- Grade 4 inadequate.

The Common Inspection Framework, in the context of prison inspections including illustrative grade judgements and cross referenced to Her Majesty's Inspectorate of Prisons' *Expectations* inspection criteria

Overall effectiveness

How effective and efficient is the provision in meeting the needs of learners and users, and why?

Evaluative statements

The judgement on overall effectiveness is based on all the available evidence from inspection. Inspectors will take into account judgements on:

- the prison's capacity to make and sustain improvements
- outcomes for learners
- the quality of provision
- leadership and management.

Illustrative grade characteristics

Outstanding	Overall effectiveness is likely to be outstanding when the quality of provision and leadership and management are at least good and outcomes for learners are outstanding. There has been exceptional improvement, or previously outstanding performance has been securely maintained, as a result of highly effective leadership and management and provision, which enable learners to meet ambitious targets. Equality and diversity and safeguarding are likely to be at least good.
Good	Overall effectiveness is likely to be good when either the quality of provision or leadership and management are at least good and outcomes for learners are at least good. Overall performance has

	improved greatly or has consolidated and improved on previously good performance. Leadership and management and provision enable learners to achieve realistic but challenging targets.
Satisfactory	Overall effectiveness is likely to be satisfactory when the quality of provision, leadership and management and outcomes for learners are all at least satisfactory. There is a trend of improvement in the overall performance, despite a few remaining weaknesses. Leadership and management and provision enable learners to meet targets which lead to satisfactory progress. Systems are embedded sufficiently to enable further improvement.
Inadequate	Overall effectiveness is likely to be inadequate where one or more of the following are judged to be inadequate: <ul style="list-style-type: none"> ■ capacity to improve ■ outcomes for learners ■ the quality of provision ■ leadership and management ■ safeguarding ■ equality and diversity.

Capacity to improve

What is the prison's capacity to make and sustain improvements?

The capacity to make further improvements is a judgement about the ability of a prison to continue improving standards and progress based on what it has accomplished so far or to maintain exceptionally high standards.

All judgements on leadership and management, quality of provision and outcomes for learners contribute to the judgement on capacity to improve. Additionally, the judgement is based on evidence of the impact of improvements implemented by the prison as shown in its track record and performance since the last visit by inspectors, where appropriate.

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- the prison has a sound track record of continuous improvement in meeting the needs of learners
- the prison sets and meets realistic targets to improve outcomes for all learners
- the prison has a clear vision and appropriate priorities that will sustain improvement and raise expectations for all users
- the prison's processes for self-assessment and quality improvement include appropriate use of the views of users and lead to demonstrable impact

- the prison’s learning and skills has an appropriate management structure and sufficient staff and other resources to carry through its plans for improvement
- staff at all levels contribute to securing sustained improvements.

Further guidance

Inspectors should take into account, where relevant:

- how well the prison continues to make and sustain improvements in outcomes for learners and the quality of provision
- the extent to which the prison’s development plan and internal policies provide a well-researched and realistic framework for improvement
- the prison’s use of self-assessment processes, including the views of learners, employers and other stakeholders, to bring about demonstrable improvements to all aspects of the provision
- the prison’s use of robust strategic and business planning to respond to local and national priorities
- the clarity of management arrangements to enable the prison to move forward with its mission and key priorities
- the appropriateness of staff and other resources to carry through the prison’s plans for improvement
- the extent to which the prison has suitable resources to support learning and financial management is sufficiently robust to enable planned development and improvements to take place
- the commitment of staff at all levels to secure real improvements, their support for prison plans and their confidence in managers’ ability to provide effective leadership.

Illustrative grade characteristics for capacity to improve

Capacity to improve is a main grade in further education and skills inspections. It is linked to the judgement on overall effectiveness but may not always be the same grade.

Outstanding	In addition to the characteristics outlined below as satisfactory and good, consistent trends in improvement are sustained at rates much higher than those nationally, or very high levels of performance are maintained. The self-assessment report is highly accurate. The process of self-assessment is comprehensive and inclusive. It is used very effectively to secure sustained improvements in all aspects of the prison’s work. Leaders and managers successfully inspire staff and learners to exceed challenging targets.
Good	In addition to the characteristics outlined below as satisfactory

	improvements are sustained at high rates, or high levels of performance are maintained. The self-assessment report is largely accurate. The process is thorough and it is used well to secure improvements in most aspects of the prison's work. Leaders and managers motivate staff and learners and have a good record of setting and meeting demanding targets.
Satisfactory	There is a trend of steady improvement in overall performance. Self-assessment is used well to identify most of the prison's strengths and weaknesses and bring about improvements. Leaders and managers enjoy the support of staff and learners and have a generally good record of setting and meeting targets, although these targets are not always sufficiently ambitious. Staff and other resources are sufficient to secure satisfactory value for money.
Inadequate	Capacity to improve is likely to be inadequate if one or more of the following applies: <ul style="list-style-type: none"> ■ overall performance is poor, with little evidence of any continuous improvement ■ self-assessment and quality improvement do not lead to demonstrable improvements ■ leaders and managers do not set or achieve appropriate targets for improvement ■ the prison does not have a clear vision or appropriate priorities to sustain improvement and raise expectations for all users.

A. Outcomes for learners

The judgements for each of the five questions based on the Every Child Matters outcomes **where appropriate** will contribute to the overall grade for outcomes for learners.

A1. How well do learners achieve and enjoy their learning?

Inspectors will take into account:

- A1. a) learners' attainment of learning goals
- A1. b) how well learners progress.

A1. a) Evaluative statements for learners' attainment of learning goals

To make their judgements on learners' attainment, inspectors will evaluate the extent to which:

- learners attain their learning goals, including qualifications and challenging targets

- there are any significant variations in the attainment of different groups of learners
- learners' work meets or exceeds the requirements of the qualifications, learning goals or employment
- learners attend and participate as required.

Further guidance

Inspectors should take into account, where relevant:

- data on achievements of individual learning plans according to:
 - performance across the prison
 - different groups of learners
 - different levels of provision
- learners' quality of work and their ability to demonstrate knowledge, skills and understanding, with particular attention to the levels reached by different groups of learners
- the extent to which learners are involved in and contribute to their learning in learning sessions, group and project work and other prison activities such as peer mentors and learning support assistants
- learners' attainment of their individual learning objectives in the context of their starting points as identified through initial assessment
- the extent to which learners' behaviour promotes learning and development.

A1. b) Evaluative statements for how well learners progress

To make their judgements on learners' progress, inspectors will evaluate the extent to which:

- learners develop personal and social skills, including, as appropriate, spiritual, moral and cultural aspects
- learners enjoy learning and make progress relative to their potential
- learners develop the literacy, numeracy, language and functional skills required to complete their programmes and progress.

Further guidance

Inspectors should take into account, where relevant:

- learners' progress in learning sessions against planned targets
- the extent to which learners improve the quality of their work over time
- learners' progress during their programme compared to their starting points, with particular attention to progress by different groups of learners.

Her Majesty's Inspectorate of Prisons' *Expectations*

Activities which fall outside the learning and skills provision are purposeful and are designed to enhance prisoners' self-esteem and their chances of successful resettlement. (Section 5 – Activities *learning and skills and work activities*. (4))

A2. How well do learners improve their economic and social well-being through learning and development?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners develop relevant knowledge, understanding and skills which contribute to their economic and social well-being
- learners increase their employability
- learners progress to further learning and/or employment
- learners understand their rights and responsibilities.

Further guidance

Inspectors should take into account, where relevant:

- learners' development of units of accreditation, qualifications, skills and knowledge that will enable them to progress to employment and/or further education and training
- learners' development of additional, relevant employability skills which may include:
 - additional qualifications and experiences in work
 - literacy and numeracy skills and language skills
 - broader skills relevant to learners' career aims, such as communications, teamwork, leadership, taking responsibilities, problem solving and commitment
- learners' development of an understanding of careers and progression opportunities and their ability to benefit from training and development opportunities
- learners' development of financial literacy/capabilities and competencies
- learners' understanding of their rights and responsibilities as citizens and in the community and as learners in the prison and at work.

Her Majesty's Inspectorate of Prisons' *Expectations*

Activities available for prisoners are relevant and based on a needs assessment of the population profile and an understanding of skills shortages and vacancies

in the relevant labour market. (Section 5 – Activities *learning and skills and work activities*. (5))

Prison regimes provide a suitable training/learning environment to prepare prisoners for work, training or education after release. (Section 8 – resettlement *Pathway Two: education, training and employment*. (5))

All prisoners in the resettlement estate complete a job skills course before commencing outside placements in the community. (Section 8 – resettlement *Pathway Two: education, training and employment*. (9))

All prisoners undertake a pre-release resettlement course. Courses are tailored to meet the needs of the population. (Section 8 – resettlement *Pathway Two: education, training and employment*. (11))

A3. How safe do learners feel?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners use safe working practices in learning and at work
- learners say they feel safe.

Further guidance

Inspectors should take into account, where relevant:

- the extent to which learners feel that the learning environment is safe and welcoming, and that all individuals are respected equally
- the extent to which vulnerable learners are involved in individual risk assessments and understand the arrangements to help them stay safe
- the extent to which learners are aware of their own duties and responsibilities in creating a safe environment for everyone
- learners' implementation of safe working practices in work
- learners' attitudes and behaviour
- learners' understanding and use of internet safety measures
- learners' understanding of abuse, discrimination, bullying and harassment and what action to take if they occur
- learners' complaints about safety-related matters have been rapidly and effectively tackled.

A4. Are learners able to make informed choices about their own health and well-being?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners have the knowledge and understanding to enable them to make informed choices about their health and well-being.

Further guidance

Inspectors should take into account, where relevant:

- use of available learner health and well-being data to identify the health needs of all groups, including the most vulnerable
- use of learners' views on the range and quality of health-related services provided
- partnership work with external agencies to support delivery and facilitate referral to specialist services (for example Healthcare)
- learners' awareness of the consequences of smoking, alcohol abuse and drugs, insufficient physical exercise and an unhealthy diet
- learners' participation in activities which tackle key aspects of learners' physical and mental health, well-being and emotional development
- learners' opportunities to access confidential support
- learners' involvement in developing a range of opportunities and activities which are inclusive and have high rates of participation, to increase their levels of physical activity and to improve the uptake of healthy food choices within the prison's setting.

A5. How well do learners make a positive contribution to the community?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners are involved in additional community-based development activities and projects where appropriate
- learners develop skills, knowledge and understanding relevant to community cohesion and sustainable development.

Further guidance

Inspectors should take into account, where relevant:

- learners' understanding of the prison and their local and wider community, which may include their workplace, learning community or neighbourhood
- learners' take-up of opportunities to participate and be involved in developing the prisons' activities/policies for the benefit of themselves and other learners, for example, mentors/coaches, prisoner representatives, listeners

- learners' understanding of their role in contributing to the prison environment and community
- learners' understanding of issues relating to sustainable development and how they can contribute to reducing global warming.

Her Majesty's Inspectorate of Prisons' *Expectations*

The establishment has an effective strategy to ensure that learners are able to regularly and punctually attend those activities which meet their needs and aspirations, including community-based activities. (Section 5 – Activities *learning and skills and work activities*. (11))

Illustrative grade characteristics for outcomes for learners

Outstanding	In addition to the characteristics outlined below as satisfactory and good, learners' progress overall is exceptional. The prison has taken very effective steps to identify and significantly narrow gaps in the achievement of different groups of learners. Success rates and attendance are high. Learners' achievement of learning goals within the agreed timescales is also very good. Learners develop excellent skills, knowledge and understanding that are relevant to improving their economic and social well-being. Learners thrive, feel safe and are highly supportive of each other. Learners contribute extensively to the prison where appropriate.
Good	In addition to the characteristics outlined below as satisfactory, most groups of learners make at least good progress and some may make exceptional progress. The prison makes good use of data to identify gaps in achievement and trends show that steps taken to narrow the achievement gap have been effective. Success rates and attendance are good, as are achievements within agreed timescales. Learners make good progress in developing skills, knowledge and understanding that are relevant to improving their economic and social well-being. Learners make a strong positive contribution to the prison life.
Satisfactory	Learners' progress shows steady improvement. Learners make expected progress towards attaining their individual learning goals, given their starting points, and some, although not the majority, may make good progress. Learners' knowledge, understanding and practical vocational skills meet employers' requirements and/or levels required for their next step in learning, development or employment. Learners develop sensible and mature attitudes to their well-being and that of others. They use safe working practices, and feel safe in the learning environment and in the workplace. Learners regularly contribute to the prison life.
Inadequate	Outcomes for learners are likely to be inadequate if one or more of the following is inadequate: <ul style="list-style-type: none"> ■ a significant number of learners do not make the expected progress given their starting points and capabilities ■ rates of progress are unacceptably low ■ there are unacceptable variations in the attainment and progression of different groups of learners. Actions, if taken, have been ineffective. As

	<p>a result, too many are not in education, employment or training upon release</p> <ul style="list-style-type: none"> ■ a significant number of learners have little regard for their own well-being and that of others.
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B. Quality of provision

B1. How effectively do teaching, training and assessment support learning and development?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learning and assessment activities are linked to initial and current assessments and related activities to make sure they build on and extend learning for all learners
- interesting and appropriate teaching and learning methods and resources inspire and challenge all learners and enable them to extend their knowledge, skills and understanding
- technology is used effectively to promote and support learning, where appropriate
- staff have appropriate skills and expertise to provide good-quality teaching, learning, assessment, and information and support services for each learner
- assessment of learners' performance and progress is timely, fair, consistent and reliable
- learners receive constructive feedback on their progress and how they might improve
- learners receive help to develop literacy, numeracy, and language skills to support the attainment of their main learning goals
- learning, teaching, training and assessment promote equality and support diversity.

Further guidance

Inspectors should take into account, where relevant:

- the use of initial and diagnostic assessment to provide an accurate basis on which to plan an appropriate programme of work and contribute towards sentence plans
- how well staff work with learners to develop individual learning plans that are informed by initial assessment, meet learners' identified learning goals and which are reviewed and updated regularly

- the planning of individual learning sessions with clear objectives that are understood by learners and that can be adapted to reflect the progress of learners
- the use of activities in sessions that motivate and engage all learners, whatever their age, ability and cultural background, and which are suitably demanding
- the progress made by learners during sessions and in the medium and long term
- how well teaching and learning meets individual needs
- the quality and safety of learning materials and learning resources, including specialist and/or adapted resources and practical settings
- the adequacy and quality of e-learning
- procedures for initial assessment, further diagnostic assessment and additional learning support for learners from an early point in their programme
- the monitoring and review of learners' progress in literacy, numeracy and language skills, including that work is marked carefully, with correction of spelling, grammatical errors and inaccuracies
- that learners understand how well they are progressing towards their learning goals and what they need to do to improve
- that assessment is fair, accurate and carried out regularly
- how well achievements towards learning goals and qualifications are recorded and accredited
- how well assessment, verification and moderation procedures follow regulatory body requirements
- how effectively staff use materials and teaching methods that are sensitive to, and promote, equality of opportunity and good race relations
- how well staff plan sessions to take account of meeting the needs of different groups of learners fully
- how staff maximise opportunities in sessions and within all learning contexts to promote equality of opportunity and awareness of cultural and linguistic diversity.

Her Majesty's Inspectorate of Prisons' *Expectations*

All prisoners are assessed to provide a clear understanding and record of their learning and skills needs including literacy, numeracy and language support, employability and vocational training, and social and life skills. (Section 5 – *Activities learning and skills and work activities.* (1))

The learning and skills and work provision in the prison is informed by and based on the diverse needs of prisoners and provides prisoners with both the

opportunity of and access to activities that are likely to benefit them. (Section 5 – Activities *learning and skills and work activities*. (2))

The assessment and provision of individual learning and skills form an effective part of prisoners’ sentence plans and are used effectively to record and review overall progress and achievement. (Section 5 – Activities *learning and skills and work activities*. (13))

B2. How effectively does the provision meet the needs and interests of users?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- the range, content and context of provision provide learners with a choice of subjects, levels and qualifications that are relevant to their medium- and long-term personal, career and/or employment goals
- provision is planned to provide coherent progression routes
- the prison considers employers’ views, identified training needs and information on performance, skills and labour demand
- arrangements for training and assessment are flexible to suit learners’ and employers’ needs
- work experience including working in the community, contributes to learners’ enjoyment and achievement, and their personal, spiritual, moral, social and cultural development.

Further guidance

Inspectors should take into account, where relevant:

- how well the prison enables learners to build on what they have already achieved and experienced before starting their programme
- whether learning programmes are accessible in terms of timing, location, mode of delivery and duration and are structured to provide a coherent course of learning at different levels, with a variety of interesting and useful activities to meet learners’ individual needs
- how well learning programmes develop learners’ skills and knowledge, and are up-to-date, relevant and meet external requirements
- whether learners are consulted about the design, planning and delivery of programmes and progression opportunities
- how well learners are involved in the evaluation of the provision
- the responsiveness to employers’ education and training needs and how well skills needs are met

- how well sustainable development is promoted in education and training.

Her Majesty's Inspectorate of Prisons' *Expectations*

There are sufficient activity places to occupy the population purposefully during the core working day. (Section 5 – Activities *learning and skills and work activities*. (3))

Facilities and resources for learning and skills and work are appropriate, sufficient and suitable for purpose. All prisoners are able to access activity areas. (Section 5 – Activities *learning and skills and work activities*. (5))

Every prisoner who wishes to is able to engage fully with all regime activities offered by the establishment, and nobody is excluded from participation, other than as a result of a disciplinary punishment. (Section 5 – Activities *learning and skills and work activities*. (6))

Allocation to activity places is equitable and transparent and is based on identified sentence planning needs. Prisoners can apply for job transfers and are given written reasons for any decisions. (Section 5 – Activities *learning and skills and work activities*. (7))

Sentenced prisoners who do not work because they are exempt (retired/maternity leave/long term-sick and so on), receive sufficient weekly pay. (Section 5 – Activities *learning and skills and work activities*. (9))

Prisoners who are unemployed through no fault of their own or who are exempt from working (retired, maternity, long-term sick and so on) are unlocked during the core day and provided with access to the library and other regime activities. (Section 5 – Activities *learning and skills and work activities*. (10))

Work placements provide purposeful and structured training for prisoners and wherever possible vocational qualifications can be obtained alongside their work. In the absence of such qualifications, developed skills are recognised and recorded. (Section 5 – Activities *learning and skills and work activities* . (14))

Prisoners are helped to continue on their courses when transferred or to progress to further education, training or employment on release. (Section 5 – Activities *learning and skills and work activities*. (15))

The establishment has an effective strategy for maximising access to and use of a properly equipped, organised library, managed by trained staff. (Section 5 – Activities *learning and skills and work activities*. (17))

Library materials should be broadly reflective of the different cultures and needs of the prison population, including Braille, talking books and foreign language books. (Section 5 – Activities *learning and skills and work activities*. (18))

All prisoners have access to a range of library materials which reflect the population's needs and support learning and skills including literacy, numeracy and languages, employability and vocational training and social and life skills. (Section 5 – Activities *learning and skills and work activities*. (19))

Library materials include a comprehensive selection of up-to-date legal textbooks and Prison Service Orders. (Section 5 – Activities *learning and skills and work activities*. (20))

B3. How effectively does the prison use partnerships to develop its provision to meet learners' needs?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- the prison develops partnerships that lead to demonstrable benefits for learners
- provision is well coordinated and promotes social inclusion and sustainable development.

Further guidance

Inspectors should take into account, where relevant:

- how partnerships enable learners to develop new skills, gain knowledge and qualifications, increase self-esteem and become better citizens
- the involvement of community groups and employers in the design, review and evaluation of the provision
- the prisons' response to government policies and initiatives for lifelong learning in order to meet the needs of its stakeholders
- the range and extent of access to education and training for all, including those under-represented in learning
- the development of learning programmes to encourage participation by prisoners convicted or on remand, who may experience a transfer to another prison, are at risk of leaving their programme, or who are not in, education, work or training.

Her Majesty's Inspectorate of Prisons' *Expectations*

Prisoners are able to access services that provide assistance, advice and information on finding employment, training or education after release. Services are widely advertised. (Section 8 – resettlement *Pathway Two: education, training and employment*. (6))

Specialist services are effective in placing prisoners into education, training and actual, viable employment after release. (Section 8 – resettlement *Pathway Two: education, training and employment.* (7))

Prisoners are assisted to find employment, in their home areas, which can be retained after release. (Section 8 – resettlement *Pathway Two: education, training and employment.* (8))

Subject to risk assessment and identified need as part of a formal resettlement plan, all category C and D prisoners (and equivalent from the young adult/women’s estate) have the opportunity to apply for work or education in the community during at least their last three months of sentence. (Section 8 – resettlement *Pathway Two: education, training and employment.* (10))

B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners receive appropriate and timely information, advice and guidance on their next step in training, education and employment
- learners receive individual care and support to promote their learning and development, and to help them achieve to their potential.

Further guidance

Inspectors should take into account, where relevant:

- how well the prison has developed effective links with other relevant agencies to supply appropriate pre-course information
- how guidance and induction quickly introduce learners to the structure and demands of their programme and their rights and responsibilities as a learner
- the effectiveness of procedures to monitor learners’ participation and attendance and to take prompt action to address any identified problems appropriately and bring about changes and improvements based on realistic targets
- the availability and quality of support for learners on personal issues
- the extent to which individual learners’ additional support needs are accurately identified early in the programme and are met quickly through the provision of appropriate resources and support throughout a learner’s programme
- how well learners are involved in the planning, reviewing and evaluation of provision to meet their support needs

- the extent to which relevant staff have appropriate qualifications, training and experience
- whether services are sensitive to and promote equality of opportunity and awareness of cultural and linguistic diversity.

Her Majesty's Inspectorate of Prisons' *Expectations*

All prisoners are given accurate information, advice and guidance about prison activities which support their learning and sentence plans and link to their reintegration into the community. (Section 5 – Activities *learning and skills and work activities*. (12))

Illustrative grade characteristics for quality of provision

Outstanding	In addition to the characteristics outlined below as satisfactory and good, delivery is highly effective and sometimes inspirational. Activities are sharply and accurately focused on meeting individual learners' needs and promote very effective learning. Programmes and activities are highly effective and may be innovative in meeting learners' needs and those of the wider community. Arrangements for support, care and guidance are of the highest quality. As a consequence, the number of withdrawals from programmes is very low.
Good	In addition to the characteristics outlined below as satisfactory, teaching, training and assessment are used very effectively to enable learners to learn well. Programmes and activities are well matched to learners' different needs. Support, guidance and care ensure learners are well prepared for learning and the challenges they will face after leaving the prison. This leads to good outcomes for learners.
Satisfactory	Teaching and assessment have no major weaknesses and may be good in some subjects. Learning activities are planned well, inspire learners and meet their needs. Teaching staff have a sound knowledge of their subjects or are suitably skilled and experienced in their specialist areas. Appropriate use is made of technology to support and promote learning. Assessments and reviews of learners' progress are fair and well managed and learners receive constructive feedback on the quality of their work and what they need to do to improve. Appropriate arrangements are in place to support individual learners, ensuring that additional support and other needs are accurately identified. Provision for different groups is appropriate and at least satisfactory, with no groups disadvantaged. The prison uses partnerships effectively to develop learning programmes that meet the needs of learners, employers and, where appropriate, local communities. Learning programmes and activities adequately match learners' personal, career or employment goals. Information, advice and guidance is adequate and enables learners to make informed choices about their next step in training, education or employment. All activities promote equality and support diversity. Consequently, outcomes for students are generally satisfactory and sometimes good.

Inadequate	<p>The quality of provision is likely to be inadequate where one or more of the following applies:</p> <ul style="list-style-type: none"> ■ teaching, training and assessment do not adequately support learning and development ■ the programmes and activities do not adequately meet the needs and interests of learners ■ support, care and guidance do not adequately promote learners' progress and well-being.
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C. Leadership and management

C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- leaders promote very high standards in a positive and supportive culture that aspires to excellence
- the prison raises expectations through a clear and realistic strategy for planning and developing learning programmes
- demanding learning and skills and work targets are set and met throughout the prison
- the prison promotes and implements national and local priorities and initiatives that are relevant to learners, employers and communities
- the prison uses data and information on learners' and employers' needs, and local and national skills needs to plan and review the provision
- resources, including staff, accommodation, facilities and technologies, are developed and used to support learning effectively.

Further guidance

Inspectors should take into account, where relevant:

- the extent to which staff and contractors contribute to strategic planning processes; in particular, whether the mission statement, vision, strategic objectives and operational plans for learning and skills development are clear and closely aligned; and whether plans to achieve the mission statement and strategic objectives include appropriate targets and actions and arrangements for managers to monitor progress
- strategic objectives and targets respond to local and national agendas and for developing the skills of adults to be economically active, and the need to improve performance or maintain high standards

- the extent to which the effectiveness and quality of contracted provision is effectively monitored and managed.

Her Majesty's Inspectorate of Prisons' *Expectations*

Local pay schedules do not provide disincentives for prisoners to engage in education or training activities. (Section 5 – Activities *learning and skills and work activities*. (8))

Establishments accurately record the purposeful activity hours that prisoners engage in and don't include non-purposeful activities in their calculations. (Section 5 – Activities *learning and skills and work activities*. (16))

C3. How effectively does the prison promote the safeguarding of learners?

Inspection findings are used to support Her Majesty's Inspectorate of Prisons' inspection findings and healthy prison assessment on safety. This assessment is discussed and agreed collectively by Ofsted's and Her Majesty's Inspectorate of Prisons' inspectors at the end of the inspection and is published in the prison's *Expectations* report.

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners are safeguarded and protected
- staff take action to identify and respond appropriately to welfare concerns
- safeguarding is prioritised
- prisons work together with agencies and professionals effectively to safeguard learners.

Further guidance

Inspectors should liaise with Her Majesty's Inspectorate of Prisons team leader where relevant to determine:

- whether the prison has a policy for the protection of vulnerable adults that is reviewed annually
- the prison's compliance with its statutory duty to assist local social services departments on child protection matters and, as appropriate, liaison with the Local Safeguarding Children Board
- whether, when a learner reports abuse, the prison has taken appropriate action
- how well the prison is fulfilling the duty of employers to inform the Independent Safeguarding Authority of any individual (paid employee, volunteer or other) who poses a threat to vulnerable adults

- how well the prison ensures that appropriate training on safeguarding has taken place for all staff, which is regularly updated
- whether all staff and volunteers, working regularly with vulnerable adults have been trained to recognise signs of abuse, and how to respond to disclosures from learners
- whether there is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level
- the extent to which effective and thorough risk assessment across the provision provides the basis for a prison's safeguarding policy and plans
- whether there are sound arrangements for appropriate checks on prison staff and where appropriate (based on risk assessment) for volunteers
- whether there is a single, central record of all checks on prison staff and, where appropriate, volunteers
- where the prison works with employers, how well staff liaise with the employer to ensure appropriate arrangements for safeguarding vulnerable adults (as defined in the Vetting and Barring Scheme) on employers' premises
- whether the prison has contact details for a parent, carer or person acting in loco parentis for learners aged up to 25 for learners with learning difficulties and/or disabilities
- whether policies on bullying and discrimination are effectively implemented
- the extent to which all learning and development sites provide a safe learning environment and safe working practices are promoted in training and at work
- whether the curriculum includes understanding of bullying and abuse.

Her Majesty's Inspectorate of Prisons' *Expectations*

A key assessment in Her Majesty's Inspectorate of Prisons' *Expectations* is safety: prisoners, even the most vulnerable, are held safely.

C4. How effectively does the prison actively promote equality and diversity, tackle discrimination and narrow the achievement gap?

Inspection findings are used to support Her Majesty's Inspectorate of Prisons' inspection findings and healthy prison assessment on respect. This assessment is discussed and agreed collectively by Ofsted's and Her Majesty's Inspectorate of Prisons' inspectors at the end of the inspection and is published in the prison's *Expectations* report.

If a prison cannot demonstrate that it is working within the two operating principles this should prompt a judgement of inadequate for equality and diversity. The two operating principles for the inspection of equality and diversity are:

- how effectively a prison is narrowing any achievement gap between groups of learners
- how effectively a prison actively promotes equality and diversity and tackles discrimination.

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which the prison:

- manages equality and diversity, particularly disability, gender and race, and actively promotes equality and diversity among staff, learners, employers, and other partners of the prison
- assesses the impact of its work in relation to equality and diversity and has taken appropriate action in response to its findings
- makes sure training in equality and diversity is effective so that staff and learners understand their roles and responsibilities in relation to equality and diversity
- makes sure that all learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other external sites to the prison
- manages incidents and complaints specifically about disability, gender and race equality
- sets challenging targets and uses data to monitor, analyse and improve engagement and performance by different groups of learners
- takes action to reduce any significant variation between different groups of learners in order to maximise their potential.

Further guidance

Inspectors should liaise with Her Majesty's Inspectorate of Prisons' team leader where relevant to determine:

- whether the prison has equality schemes and plans for the promotion of equality and diversity, showing how it fulfils its general and specific legal duties, including staffing and employment
- how well equality and diversity aspects are built into the prison's strategic plans; the impact of plans is monitored; and follow-up action is taken to address areas for improvement
- whether the prison has policies to ensure and promote equality of opportunity and that there is no unlawful discrimination, harassment or bullying
- how well the prison has taken action to ensure that it fulfils its responsibilities under legislation with regard to consultation with staff, users and stakeholders about equality aspects of provision

- how well achievement and progression data of different groups are collected, analysed and used to set targets to improve the performance of underachieving groups
- action taken to ensure that the ethnic profile of staff broadly reflects that of the learner population
- arrangements for reporting on the promotion of equality and diversity
- training for learners, teaching and support staff on all aspects of bullying, harassment and equality
- arrangements to protect learners from bullying, harassment and discrimination
- arrangements to ensure all learners can participate, including those with learning difficulties and/or disabilities, and that they have opportunities to give their views on provision
- how well learners' knowledge and understanding of equality and diversity, and preparation for living and working in a multiracial society, are reinforced through their programme, in tutorials and at reviews
- the extent to which incidents and complaints relating to equality and diversity aspects are recorded and acted upon.

Her Majesty's Inspectorate of Prisons' *Expectations*

A key assessment in Her Majesty's Inspectorate of Prisons' *Expectations* is respect: prisoners are treated with respect for their human dignity.

Illustrative grade characteristics for equality and diversity

The equality and diversity grade will contribute to and may limit the grade for overall effectiveness.

Outstanding	In addition to the characteristics outlined below as satisfactory and good, the prison strongly promotes equality and diversity across learning and skills and tackles unfair discrimination very effectively in all aspects of its work. The development or progress of all or nearly all its users (including those from vulnerable groups) in relation to their starting points is improving significantly and the achievement gaps have narrowed significantly. Work with employers and external contractors to promote equality and diversity for learners in their operations has had a strong impact.
Good	In addition to the characteristics outlined below as satisfactory, the prison effectively promotes equality and diversity and tackles unfair discrimination across learning and skills. The prison is improving outcomes for individuals, successfully closing identified achievement gaps. The promotion of equality and diversity is embedded well in all aspects of learning and skills. Where release on temporary licence is applicable the work with employers and external contractors to promote equality and diversity for learners in their operations shows demonstrable impact on

	outcomes and opportunities for learners. There is positive celebration of diversity.
Satisfactory	The prison is actively promoting equality and diversity across learning and skills and tackling unfair discrimination. The profile of the prison's learning and skills staff reflects that of its learner population with regard to race, gender and disability, or appropriate efforts to achieve this have been made. The promotion of equality and diversity is embedded in most aspects of the prison's learning and skills especially recruitment of learners, teaching, learning and assessment, content of lessons and range of programmes. The prison learning and skills is improving outcomes for learners by identifying and taking suitable steps to close achievement gaps between different groups. Where the prison learning and skills actively encourages external contractors and with employers when release on temporary licence is applied, to promote equality and diversity in their operations for learners.
Inadequate	<p>Equality and diversity is likely to be inadequate where the prison learning and skills:</p> <ul style="list-style-type: none"> ■ is not actively promoting equality and diversity and/or ■ is not taking sufficient action to identify and narrow the achievement gap. <p>One or more of the following weaknesses are likely to be present.</p> <p>The prison learning and skills:</p> <ul style="list-style-type: none"> ■ has not prevented or tackled unfair discrimination, harassment or bullying ■ has not taken steps to understand and implement legal requirements ■ has not analysed outcomes for learners to monitor the impact of equality and diversity policies ■ has not attempted to match the profile of learning and skills staff to that of the learner population ■ shows insufficient impact in relation to equality and diversity.

C5. How effectively does the prison engage with users to support and promote improvement?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- the views of different user groups are canvassed and their views acted upon to plan, manage and improve the provision
- external partnerships are promoted to ensure the needs of learners at all levels are met.

Further guidance

Inspectors should take into account, where relevant:

- the extent to which all groups of learners and individuals have the opportunity to give their views on the provision they are receiving
- arrangements to ensure that learners are represented on relevant decision-making groups
- the effectiveness of arrangements to gather the views of all learners regardless of their circumstances, including communication support, mode of attendance and geographical spread
- whether learners are confident of their contribution to the improvement of the prison learning and skills
- whether employers have the opportunity to ensure their views are represented in decision making, if relevant
- evidence of the impact of users' views.

C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- the prison learning and skills has effective processes for monitoring and evaluating performance and tackling weaknesses
- the analysis of data on performance and progress is used to improve performance
- action plans have clear, ambitious and realistic targets that show how provision will be developed for learners and that are implemented and monitored effectively.

Further guidance

Inspectors should take into account, where relevant:

- the thoroughness and accuracy of the prison's learning and skills self-assessment process and report
- the use of self-assessment as part of a continuous cycle of review and evaluation of the prison's performance against challenging targets that lead to continuous quality improvement
- the involvement of learning and skills staff at all levels and from across the organisation, including subcontracted provision
- the involvement and use of the views of learners, employers and other users

- the use of, analysis and evaluation of evidence drawn from arrangements for quality assurance
- how outcomes from self-assessment are used to produce realistic action plans.

C7. How efficiently and effectively does the prison use its available resources to secure value for money?

These judgements are reported through the different sections of the report rather than separately under leadership and management.

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners progress, develop skills and knowledge and attain their learning goals, taking account of their starting points
- the prison learning and skills considers the views of users in relation to the suitability and availability of resources
- resources are managed and used for the different activities to meet the needs of all learners
- the quality and availability of resources support all users
- the prison's overall level of funding for learning and skills and associated costs, where this information is available
- the average size of groups and how the organisation of these affects outcomes
- the attendance of learners
- how efficiently the prison uses its staff
- the prison is committed to managing its resources in a sustainable way.

Further guidance

Inspectors should take into account, where relevant:

- the progress and attainment of learners, taking account of their starting points
- the views of learners and partners in relation to the suitability and availability of resources
- how effectively resources are managed and used for different activities to achieve the desired outcomes
- the range and quality of equipment and how well they are used to promote effective learning. Specialist equipment and materials should reflect, as far as possible, the standards required by industry

- access to learning resources that is appropriate for effective study in lessons and for independent study, available to all
- resources that allow all learners to participate fully regardless of ethnicity, faith and religious belief, gender, learning difficulty and/or disability or race
- work-based, vocational and workshops, learners have access to good learning materials, equipment and facilities
- learners with learning difficulties and/or disabilities have appropriate specialist staff and specially adapted learning resources
- all learners work in a healthy, safe and welcoming environment
- the quality and availability of support for learners
- the number of learners and how this affects outcomes
- the quality of the prison’s learning and skills environment
- how efficiently the prison uses its learning and skills accommodation
- the prison’s commitment to sustainability.

Illustrative grade characteristics for leadership and management

Outstanding	In addition to the characteristics outlined below as satisfactory and good, leaders and managers are ambitious yet realistic in their drive to secure improvement. Quality assurance and self-assessment structures secure the rigorous evaluation of all aspects of operations and honestly identify the improvements to be made. Outcomes for learners are at least good. Any unevenness between outcomes for different groups is minimal or reducing rapidly. Very effective practice in equality and diversity, and safeguarding ensures that learners achieve their potential free of barriers to their progress. The prison’s management of its contractors and the learning and skills resources is highly effective, focused at all times on maximising the benefit for learners.
Good	In addition to the characteristics outlined below as satisfactory, leaders and managers are effective in sharing ambitious plans with staff and providing clear direction. Quality assurance and self-assessment are effective in securing improvements in the quality of provision and outcomes for learners. Equality and diversity are promoted well and safeguarding arrangements are robust. Learning and skills staffing, specialist resources and accommodation are generally good and well managed and value for money is good. Engagement with learners and other users makes a strong contribution to the learners’ improving outcomes.
Satisfactory	Leaders and managers secure modest improvements in performance across the provision. They focus on areas of underperformance to raise standards. They raise expectations and set appropriate targets but many of these are not ambitious enough to drive improvement as quickly as they might. Staff know the prison’s learning and skills major strengths and weaknesses through self-assessment and action plans focus well on securing improvement, but not across all the provision.

	<p>Managers have accurate data and use it effectively to manage and improve their provision. Management of contractors and resources contributes to the generally satisfactory outcomes for learners and satisfactory value for money. Learners feel secure and operate safe working practices. Equality and diversity are promoted and data is analysed to assess the impact of policies and review the performance of different groups of learners. Managers make appropriate use of learners' and employers' views to evaluate the provision and to bring about improvements.</p>
<p>Inadequate</p>	<p>Leadership and management are likely to be inadequate where one or more of the following apply:</p> <ul style="list-style-type: none"> ■ monitoring, evaluating and planning are weak and do not lead to improved learner outcomes ■ equality and diversity are not promoted and unlawful discrimination is not tackled ■ the prison's learning and skills is failing to reduce any achievement gaps between particular groups and their peers in the prison and/or national averages ■ safeguarding procedures are inadequate ■ contractors and resources are poorly managed and do not provide value for money ■ links with learners, employers and other partners are poorly developed and do not promote improvement.

Annex 1. Glossary of terms used in the Common Inspection Framework, inspection and the Handbook

Activity	One of the range of learning and work activities that a learner may take part in, including taught sessions, training, assessments, reviews of progress, coaching and job search, both on and off the prison's premises.
Aspect	Term used to describe one of the main areas of the Common Inspection Framework. These are: capacity to improve; outcomes for learners; quality of provision; and leadership and management.
Foundation Learning Tier	Programmes (including Entry to Employment) that support achievement and progression through entry level and level 1 towards level 2 or, as appropriate, towards other destinations such as open, supported or voluntary employment, further education or training and increased levels of independence.
Inspection Service Provider	Inspection service providers are external organisations contracted by Ofsted to provide additional inspectors, administrative support on inspection, the collation of pre-inspection information for inspectors via a portal, quality assurance and production of reports, post-inspection data analysis and post-inspection evaluation by prisons.
Learner	A person taking part in education, training, and personal development programmes or wider prison work activities and/or seeking information or advice on learning opportunities or employment.
Learner-responsive provision	As defined by the Learning and Skills Council, learner-responsive provision covers further education programmes in school sixth forms, colleges and other providers for learners above the compulsory school-leaving age who have not yet passed 19 years of age at the start of an academic year. The provision also includes the new diplomas, programme-led apprenticeships where the learner has not been enrolled on a full apprenticeship framework, NVQs for 16–18-year-olds, Entry to Employment and progression pathways within the foundation learning tier. Adult learner-responsive provision, previously known as further education adult provision, applies to all funded provision undertaken by learners over 19 years of age not included in employer-responsive provision.
Learning	Attainment of learning goals, including qualifications; development of skills; and gaining of knowledge and understanding, including information and advice on learning, development and employment.
Learning and skills nominee	The learning and skills nominee is a senior member of staff from the prison, who is the key link between the prison and the inspection team.
Provision	The range and type of learning available.
Record of main	A template for recording grades awarded for the main and contributory aspects of the Common Inspection Framework awarded

findings	for the provision as a whole and for the different types of provision.
Senior staff	Governing governor, governors, functional/operational heads, heads.
Tariff for inspection	The tariff for inspection refers to the number of inspector days allocated to that inspection. It consists of preparation days for HMI, on-site days for HMI and additional inspectors and post-inspection days for report writing.
User	Young people, adult learners and employers, parents and carers.