

# Handbook for the inspection of learning and skills and work activities in prisons and young offender institutions

For use from September 2015

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

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## Introduction

1. This handbook describes the main activities Ofsted's further education (FE) and skills inspectors undertake when they conduct inspections of learning and skills and work activities in prisons, young offender institutions (YOIs) and their providers<sup>1</sup> in England as part of joint inspections led by Her Majesty's Inspectorate of Prisons (HMI Prisons). It also sets out the judgements that inspectors will make and report on. These reports contribute to the section on 'purposeful activity' in the HMI Prisons inspection reports.
2. The handbook has two parts:
  - **Part 1. How prisons, young offender institutions and their providers will be inspected by Ofsted**  
This contains guidance for inspectors, prisons, YOIs and their providers on preparing for and conducting inspections.
  - **Part 2. The evaluation schedule**  
This contains guidance for inspectors on judging the quality and standards of learning and skills and work activities in prisons and YOIs and indicates the main types of evidence used.
3. HMI Prisons leads the inspection of prisons using its inspection framework, known as 'Expectations'.<sup>2</sup> The criteria in 'Expectations' relevant to the inspection of learning and skills and work activities in prisons and YOIs are set out under the key judgements in Part 2.
4. This handbook is a guide for FE and skills inspectors on how to carry out inspections of learning and skills and work activities in prisons and YOIs. It is also available to prisons, YOIs and other organisations to make sure that they are informed about inspection processes and procedures. It balances the need for consistent inspections with the flexibility needed to respond to each prison's and YOI's individual circumstances. This handbook is revised to align it with the 'Common inspection framework: education, skills and early years' (CIF).<sup>3</sup> It applies in relation to inspections of prisons and YOIs from 1 September 2015.

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<sup>1</sup> The term 'providers' refer to, for example, the Offender Learning and Skills Service (OLASS) education and training provider, National Careers Service contractors and other providers of education and training.

<sup>2</sup> 'Expectations' are the documents that set out the detailed criteria HMI Prisons uses to appraise and inspect prisons and includes Ofsted's common inspection framework. There are separate documents for the inspection of prisons, for women in prison and for children and young people in prison; [www.justiceinspectorates.gov.uk/hmiprison/about-our-inspections/inspection-criteria](http://www.justiceinspectorates.gov.uk/hmiprison/about-our-inspections/inspection-criteria).

<sup>3</sup> *Common inspection framework for education, skills and early years*, Ofsted, June 2015; [www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015](http://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015).

## Part 1. How prisons and young offender institutions and their providers will be inspected by Ofsted

### Before the inspection

#### How prisons and YOIs are selected for inspection

5. HMI Prisons has responsibility for identifying the annual schedule of inspections. HMI Prisons consults with Ofsted and other inspectorates on their schedule of inspections.

### Types of inspection

#### Full inspections

6. All inspections of prisons and YOIs are full inspections. In addition to making judgements as set out in the evaluation schedule, inspectors will follow up progress against the recommendations made in the previous inspection report. HMI Prisons confirms whether the inspections are announced or unannounced.

#### Improvement visits

7. Ofsted's HMI will usually visit prisons and YOIs following an overall effectiveness judgement of requires improvement or inadequate for learning and skills and work activities at the last inspection. These improvement visits are to provide support and challenge to help the provider improve. A letter will be sent to the prison or YOI following each visit, summarising the measures it has taken to improve since inspection and the impact of this on learners.<sup>4</sup>

#### Surveys and good practice visits

8. Survey inspection visits may take place at a selected number of prisons and YOIs 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. Good practice visits will take place where Ofsted has identified an example of good practice for further research.

### Scope of inspection

9. All provision of learning and skills and work activities that a prison or YOI is directly and wholly responsible for falls within the scope of the inspection.
10. As part of the inspection, inspectors may inspect any provision carried out on behalf of the prison, YOI or their providers through subcontract(s) or

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<sup>4</sup> *Support and challenge for prisons judged as inadequate or requires improvement*, Ofsted, March 2014; [www.gov.uk/government/publications/support-and-challenge-for-prisons-judged-as-inadequate-or-requires-improvement](http://www.gov.uk/government/publications/support-and-challenge-for-prisons-judged-as-inadequate-or-requires-improvement).

partnership arrangements, including by subcontractors that hold additional direct contracts of their own.

### **What inspectors will cover**

11. Inspections will usually be led by an HMI, assisted by other HMI and/or Ofsted Inspectors (OI).<sup>5</sup> However, some inspections will be led by an OI. The nominee will receive inspectors' professional profiles and should contact Ofsted if they have any concerns about possible conflicts of interest between the provider and any member of the inspection team.
12. The lead inspector's planning will focus primarily on how inspectors will gather first-hand evidence of learners' experiences to evaluate HMI Prisons' 'Expectations' and the four key judgements of the CIF.
13. Inspectors' evidence-gathering will include observations of teaching, learning and assessment, as well as support arrangements, discussions with learners, scrutiny of learners' work and the arrangements made for them to gain experience of work, including on release on temporary licence. Inspectors may undertake some inspection activities jointly with prison, YOI and their providers' staff, such as visits to learning sessions or prisoners at work, to evaluate the progress that learners are making.
14. The lead inspector will draw up a pre-inspection team briefing for the inspection team, including the 'nominee' – a member of staff, nominated by the prison or YOI, who is the main link with the inspection team. The purpose of this briefing is to focus inspection activity and identify areas for exploration.
15. The lead inspector's pre-inspection analysis of evidence may include but will not be restricted to:
  - the prison, YOI and their providers' current self-assessment report or equivalent evaluation report
  - the prison, YOI and their providers' development/quality improvement plan, including any plans for subcontractors
  - performance data, including success rates and entry to education, training or employment
  - the report from the previous inspection
  - any letters following an inspection in which the prison or YOI was judged to require improvement or to be inadequate.

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<sup>5</sup> An Ofsted Inspector (OI) is an inspector who is not an HMI but is deployed by Ofsted in a variety of roles on further education and skills inspections.

## The role of the nominee in inspection

16. Each prison or YOI is invited to nominate a senior member of staff to act as their main link with the inspection team. The nominee should:
  - have a detailed understanding of the prison's or YOI's learning and skills and work activities including, where appropriate, those of subcontractors
  - be sufficiently senior to ensure the cooperation of staff at all levels
  - have authority to carry out the role with autonomy.
17. The nominee's responsibilities include:
  - providing information to the lead inspector to support inspection planning
  - briefing the prison or YOI and their providers' staff about inspection arrangements
  - attending all team meetings, including the final team meeting
  - coordinating feedback arrangements during and at the end of the inspection
  - liaising with the lead inspector and ensuring that documents are available and that staff can attend meetings.

## Notification of inspection

18. HMI Prisons will notify the prison or YOI of inspection dates.
19. The lead inspector will contact the senior person responsible for learning and skills and work activities in the prison or YOI after HMI Prisons inspectors have made initial contact. This will usually be by Thursday of the preceding week of the inspection. The lead inspector should make sure that:
  - good communications and effective working relationships are established
  - the arrangements for the inspection are established.

## How prisons and young offender institutions prepare for their inspection

20. As soon as the prison or YOI has been notified of the inspection, staff should draw together the information in the lists below that is readily available. These should be working documents and not prepared specifically for the inspection. Inspectors will keep review of documentation to a minimum.
21. Inspectors should be mindful that the prison or YOI will need to accommodate the inspection while still managing day-to-day operations.
22. To ensure that the lead inspector has a clear understanding of the scope and range of provision, the nominee will send the following information, as applicable, as soon as possible:

- current overall number of learners at level 1 or below, level 2 and level 3
- the current number of learners following education, employability and training courses
- the total number of learners
- the number of prisoners in prison workshops and prison jobs
- lists of learning and training courses at each level
- where applicable, the names of the Offender Learning and Skills Service (OLASS) education and training provider, the National Careers Service contractor and all subcontractors.

### **Planning the inspection with the prison or YOI**

23. To ensure that the prison or YOI understands the inspection process, the lead inspector will hold a telephone planning meeting with the nominee.
24. The agenda for the meeting should include:
  - introductions and purpose of meeting
  - confirmation of the use of the latest version of the CIF
  - update on the prison's or YOI's recent developments
  - inspection team members and their responsibilities
  - the role and responsibilities of the nominee
  - scope of the inspection
  - arrangements to collect the views of learners and external partners during the inspection through:
    - the inclusion of learner views, as referenced by HMI Prisons' survey
    - informal meetings or individual interviews arranged by inspectors during the inspection
  - arrangements for the lead inspector to have information on schedules/timetables of all learning activities, including those delivered by subcontractors where applicable
  - arrangements for observing teaching, learning and assessments, and reviewing learners' work
  - setting up meetings for inspectors with key members of staff/management
  - documents to be made available during the inspection
  - times of, and venues for, team meetings
  - domestic arrangements
  - health, safety and security of inspectors
  - final feedback, evaluation and reporting arrangements



- arrangements, where applicable, for any additional visitors/observers during the inspection.
25. Meetings with learners and key staff, and visits to learners where applicable at work or external sites, should be agreed as quickly as possible. However, the lead inspector will not tell the prison or YOI which teaching or training sessions or work activities will be visited in any part of the inspection.
  26. Where applicable, the provider will need to inform the OLASS education and training provider, the National Careers Service contractor and all subcontractors' staff and other users about the inspection, emphasising that inspectors may visit any sessions involving learners.

### **Seeking the views of learners, prisoners, employers and providers**

27. The views of learners and prisoners are central to inspection. Inspectors will speak to learners and prisoners in a variety of settings during the inspection. The views of learners and prisoners will be collected through HMI Prisons' pre-inspection questionnaire. This survey includes questions about prisoners' learning and skills experience. Ofsted's inspectors receive the analysis of this survey in advance of the inspection. Where applicable, the views of employers and providers will be collected through meetings during the inspection.
28. Prisons and YOIs are asked by HMI Prisons to notify all current prisoners/learners and relevant other users of the inspection and include details of how they may inform the inspectors of their views.
29. Inspectors use the findings of HMI Prisons' pre-inspection prisoner survey 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's inspectors. They do not replace dialogue with learners and prisoners during the inspection.
30. During the inspection, inspectors will use available opportunities to talk to as many learners and prisoners as possible so they have the opportunity to express their views about their learning and progress towards resettlement.
31. Inspectors will take account of views expressed to them by learners, prisoners, the OLASS education and training provider, the National Careers Service contractor, employers, subcontractors, the independent monitoring board, senior staff, the nominee and other staff.
32. The lead inspector will also take account of any external views on the prison's or YOI's performance, for example through briefings from monitoring, commissioning and funding bodies.

## During the inspection

### Days allocated to inspection and inspection team members

33. Ofsted's inspectors are involved in prison inspections at the invitation of HMI Prisons. They normally attend full announced and unannounced inspections for up to five days on site. The number of inspectors involved in the inspection will vary according to the type of inspection and, in exceptional circumstances, the size of the prison or YOI.
34. Ofsted inspectors will normally arrive by Monday 12 noon. If they start on any other day of the week they may start earlier – for example 9am. The lead inspector may attend the governor's/director's briefing with HMI Prisons on Monday morning.
35. Ofsted's inspectors inspect and report on:
  - the management of learning and skills and work activities
  - provision of activities
  - the quality of provision
  - personal development and behaviour of learners
  - education and vocational achievements
  - the library
  - physical education and healthy living
  - the resettlement reintegration planning pathway: education, training and employment.
36. Through these arrangements, inspectors will gather evidence to inform their judgements using the HMI Prisons' 'Expectations' and relevant criteria from the CIF, as described in Part 2 of this handbook and contained within HMI Prisons' 'Expectations'.

### The start of the on-site inspection

37. The team briefing letter will provide details about the start of the on-site inspection, including the location and timing of the initial meeting and any other relevant arrangements for the first day.

### Gathering and recording evidence

38. Inspectors will spend most of their time collecting first-hand evidence, including through observing teaching, training and assessment and prisoners at work. Inspectors must ensure that observations include attention to the quality of learning for individuals and different groups of learners, either in individual or group sessions.

39. Inspectors are also likely to review case studies of learners, including potentially vulnerable learners such as disabled learners and those who have special educational needs. They may also ask for meetings with members of staff who work with individual learners receiving additional learning support.
40. Other first-hand evidence includes:
  - discussions with learners and analysis of their work
  - analysis of the prison's or YOI's data
  - provider and learner records showing planning for, and monitoring of, learners' individual progress
  - learner and, where relevant, employer questionnaires.
41. Where meetings take place, the key focus will be on evaluating the impact of actions taken by the prison or YOI and their providers' staff on learners' personal development, their learning and progress and/or their outcomes.
42. During the inspection, inspectors will collect, analyse and record evidence and their judgements on evidence forms. It is essential that the evidence accurately reflects discussions. Inspectors should clearly identify information that was provided in confidence.
43. The evidence forms contribute to the evidence base, together with any briefings, plans or instructions prepared by the lead inspector and responses from learners and, where applicable, employers, either in hard copy or in emails. The lead inspector is responsible for assuring the quality of the evidence base.

### **Inspecting the quality of teaching, learning and assessment**

44. Inspection of this key judgement is based on the quality of teaching, learning and assessment and the impact it has on learners' outcomes and personal development. This may include observation of interviews carried out by National Careers Service staff. Inspectors will gather evidence from a variety of learning activities through:
  - direct observation
  - evaluating learning materials and their use by learners
  - reviewing the use of technology to deliver and assess learning
  - examining what learners understand, can do and make as a result of their learning.
45. Ofsted has no preferred teaching style. Inspectors judge the quality of teaching by its impact on learning. Prisons and YOIs and their providers are not expected to use the Ofsted evaluation schedule to evaluate teaching or individual learning sessions, or to undertake a specified amount of observations

of learning sessions. Teaching staff should plan their learning sessions as usual. Ofsted does not specify how learning session plans should be set out or the amount of detail they should contain. Inspectors will not grade observations of learning sessions or assessments.

46. Inspectors will also conduct short, focused visits to learning session or workshops. These will usually last between 10 and 15 minutes and may have a specific focus, for example on the arrangements for learner support, the use of information and learning technology, attendance or the use of individual learning plans. Inspectors will not normally give feedback to individual members of staff following these sessions.
47. Inspectors will not normally indicate which sessions they plan to observe. The team reserves the right to visit any learner and may cancel or add visits to ensure that sufficient evidence is collected.

### **Joint observations**

48. The lead inspector may invite a member of the prison or YOI's staff to observe one or more learning sessions or assessments jointly. The providers' observer will share his/her recorded observations with the inspector, who will then provide feedback on those observations before sharing his/her own evaluation of the learning session or assessment.

### **The use of data**

49. During the inspection, inspectors will analyse the performance of the prison, YOI and their providers using the most recent data. Analysis may be at overall provider level and/or for individual subjects or types of provision. While data alone will not lead directly to judgements, the primary data source that is the relevant measure of success for each type of provision will provide key evidence for judging outcomes for learners.
50. Data inspectors use include:
  - success rates
  - retention and achievement rates
  - achievement of the core aim of learners
  - achievement in English and mathematics
  - minimum standards
  - learners' next step in learning or at work at the end of a course and their destinations on release.
51. Inspectors will discuss the achievement of different groups of learners such as disabled learners or those with special educational needs.

52. Inspectors will evaluate learners' progress compared to their starting points, based on their rate of learning, acquisition of knowledge and skills, and whether they have achieved their individualised, challenging targets.

### **The self-assessment report**

53. The prison or YOI should share the latest report/plan(s) with the lead inspector following notification of the inspection.
54. During the inspection, inspectors will compare their findings with the prison's or YOI's self-assessment.
55. Ofsted does not prescribe a format for self-assessment reports.

### **Meetings during inspection**

56. The inspection team holds a number of team meetings. These may include:
- an initial team meeting to brief the inspection team on the shape of the inspection, clarify any issues relating to their roles and receive a brief update from the prison or YOI
  - attendance by the lead inspector at the team meetings of HMI Prisons to provide Ofsted's initial emerging findings. The Ofsted lead inspector will provide a written draft of Ofsted's initial draft findings to the HMI Prisons' team leader
  - daily meetings for the nominee to hear the emerging judgements and identify any opportunities to provide additional evidence
  - a meeting on the last day of the inspection to reach judgements about the prison or YOI; the main purpose of this meeting is to:
    - agree the main findings using both 'Expectations' and the CIF
    - agree on overall judgements for:
      - management of learning and skills and work activities
      - quality of provision including the quality of teaching, learning and assessment
      - personal development and behaviour of learners
      - educational and vocational achievements
    - agree descriptor judgements for: the OLASS education and training provision overall; and the National Careers Service provision overall
    - judge the prison's or YOI's overall effectiveness
    - agree the key findings and recommendations for improvements.
57. The nominee attends all these meetings and contributes to discussions but he/she may not contribute to decisions about inspection judgements. The

nominee should observe the same conventions of confidentiality as team members. By taking part in discussions about evidence collected during the inspection, the nominee can help to ensure that all appropriate evidence is taken into account. Any concerns about evidence should be raised with the lead inspector. The nominee reports back to the providers' staff on the progress of the inspection.

58. Inspectors will hold additional meetings with staff, as agreed at the planning meeting. These will include:
- initial meetings between a key operational manager for each type of provision with the inspector(s) allocated to that type of provision
  - a feedback meeting with the lead inspector, for the prison or YOI and invitees to hear the key messages at the end of the inspection
  - the governor's/director's debriefing provided by HMI Prisons, which is usually attended by the Ofsted lead inspector, who contributes to the findings of the section on purposeful activities and the section of the resettlement reintegration planning pathway on education, training and employment of HMI Prisons' report.

### **Reaching final judgements**

59. Inspectors will discuss emerging findings regularly with the nominee, the HMI Prisons' inspection team and, where appropriate, senior staff.
60. The lead inspector will ensure that the inspection team agrees its judgements with reference to the evaluation statements in Part 2 of this handbook. The overall judgements will reflect all the evidence considered by the inspection team and the evidence base must support the judgements convincingly.

### **Providing feedback**

61. Before leaving, the lead inspector should ensure that the prison or YOI is clear:
- about the judgements awarded by Ofsted
  - that the judgements awarded are provisional and, although this is unlikely, may be subject to change through moderation and quality assurance
  - that the main points provided in the feedback will be referred to in the text of HMI prisons' report and may be shared with funding bodies
  - about the key findings, improvements needed and recommendations for improvement
  - about the procedures leading to the publication of the report
  - about the complaints procedure.

## **After the inspection**

### **Arrangements for publishing the report**

62. The Ofsted lead inspector will draft the section 3: 'Purposeful Activity' (excluding the 'time out of cell' section) and the 'education, training and employment' section of the resettlement reintegration planning pathway of HMI Prisons' report.
63. The lead inspector is responsible for writing the inspection report and submitting the evidence to Ofsted and HMI Prisons shortly after the inspection ends. The text of the report should explain the judgements and reflect the evidence. The findings in the report should be consistent with the feedback given to the prison or YOI and their providers at the end of the inspection. Inspection reports will be quality assured by Ofsted before the lead inspector submits the report to HMI Prisons. The inspection process is not completed until the report is published. Ofsted may share a draft of the inspection report with funding bodies or with the Further Education Commissioner or equivalent as necessary.

### **The inspection evidence base**

64. The evidence base for the inspection must be retained for the time specified in Ofsted's guidance. This is normally six months from when the report is published.

### **Quality assurance of inspection**

65. 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.
66. Ofsted monitors the quality of inspections through a range of formal processes and Senior HMI or HMI may visit some prisons and YOIs to quality assure inspections. Inspection evidence bases and reports are subject to quality assurance monitoring and moderation within Ofsted.
67. All providers are invited to take part in a post-inspection evaluation to contribute to inspection development.

### **Handling concerns and complaints during the inspection**

68. The great majority of Ofsted's work is carried out smoothly and without incident. If concerns arise during an inspection visit, they should be raised with the lead inspector as soon as possible in order to resolve issues before the inspection is completed. The lead inspector should seek advice where necessary. Any concerns raised and actions taken should be recorded in the inspection evidence.

69. If it is not possible to resolve concerns during the inspection, the provider may wish to lodge a formal complaint. The lead inspector should ensure that the provider is informed of the procedures for making a formal complaint.<sup>6</sup>

## **Part 2. The evaluation schedule: how learning and skills and work activities in prisons, young offender institutions and their providers will be judged**

### **Overall effectiveness: the quality of learning and skills and work**

#### **Judging overall effectiveness**

70. The evaluation schedule must be used in conjunction with the guidance set out in Part 1 of this document – ‘How prisons and YOIs and their providers will be inspected by Ofsted’, and the ‘Common inspection framework: education, skills and early years’.
71. The evaluation schedule is not exhaustive. It does not replace the professional judgement of inspectors. Inspectors must interpret grade descriptors in relation to the context of the prison or YOI.
72. In line with the CIF, inspectors will make key judgements on the following areas:
- overall effectiveness of learning and skills and work activities
  - effectiveness of the leadership and management of learning and skills and work activities
  - quality of learning and skills and work activities, including teaching, learning and assessment
  - personal development and behaviour<sup>7</sup>
  - outcomes for prisoners engaged in learning and skills and work activities.
73. Inspectors use the following four-point scale to make all judgements, including, the judgements on the effectiveness of the OLASS education and training provision and that provided by the National Careers Service contractor:
- outstanding
  - good

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<sup>6</sup> *Complaints procedure: raising concerns and making complaints about Ofsted*, Ofsted, 2010; [www.gov.uk/government/organisations/ofsted/about/complaints-procedure](http://www.gov.uk/government/organisations/ofsted/about/complaints-procedure).

<sup>7</sup> This handbook asks inspectors to inspect and grade ‘personal development and behaviour’. Inspectors will consider learners’ welfare in learning and skills and work activities, but welfare is not included in the main judgements on personal development and behaviour because HMI Prisons inspect and report on the broader aspects of all prisoners’ welfare.



- requires improvement
  - inadequate.
74. Inspectors must judge the overall effectiveness of learning and skills and work at the prison or YOI; this is the final and overarching judgement.
75. In making their judgements about a prison's or YOI's overall effectiveness of learning and skills and work, inspectors will consider whether the quality of provision is good, or whether it exceeds good and is therefore outstanding. If it is not good, inspectors will consider whether it requires improvement or is inadequate.
76. In judging the overall effectiveness, inspectors will take account of the four key judgements.
77. Where there are differences in grades given for a key judgement, inspectors will consider the following when awarding the grade for overall effectiveness:
- the number of learners in the relevant provision
  - the impact of the weaker areas on learners' overall outcomes and experience
  - the capacity to improve, taking into account the availability of resources to ensure the sustainability of improvement, the track record of improvement and the impact of recent improvement activity.

### Grade characteristics: Overall effectiveness

<b>Outstanding</b>	The quality of teaching, learning and assessment is outstanding. All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, providing that there is convincing evidence that the prison or YOI is improving this area rapidly and securely towards outstanding.
<b>Good</b>	The quality of teaching, learning and assessment is at least good. All other key judgements are likely to be good or better. In exceptional circumstances, one of the key judgement areas may require improvement, providing that there is convincing evidence that the prison or YOI is improving it rapidly and securely towards good.
<b>Requires improvement</b>	Other than in exceptional circumstances, it is likely that where the prison or YOI is judged to require improvement in any of the key judgements, the overall effectiveness will require improvement.
<b>Inadequate</b>	The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate.

## Effectiveness of leadership and management of learning and skills and work activities

78. The common inspection framework sets out the overarching criteria for judging the effectiveness of leadership and management of learning and skills and work activities.
79. In making this judgement, inspectors will consider:
- how successfully ambitions for the prison's or YOI's performance, including its aims to reduce re-offending, are set, reviewed and communicated with staff, prisoners, employers and other partners and the impact this has on the quality of provision and outcomes for all learners
  - how successfully leaders and managers secure and sustain improvements to teaching, learning and assessment through high quality professional development and robust performance management to tackle weaknesses and promote good practice across all types of provision
  - the rigour of self-assessment, including through the use of the views of learners and, where applicable, employers and other stakeholders, its accuracy and how well it secures sustained improvement across the prison's or YOI's work, including any subcontracted provision
  - the strategic priority prison leaders and managers give to the provision of English and mathematics to ensure that prisoners improve their levels of English and mathematics compared with their starting points to aid progression to future employment and their plans for resettlement on release
  - the extent to which leaders and managers collaborate with other partners to ensure that the range and content of the provision is aligned to local and regional priorities
  - how effectively leaders and managers monitor the progress of groups of learners so that none are disadvantaged or underachieve
  - how well governors/directors and senior managers provide challenge and hold staff, partners and other stakeholders to account for improving the impact and effectiveness of the provision
  - the extent to which prisoners receive thorough and impartial careers guidance to enable them to make informed choices about their current learning and future career and resettlement plans
  - how effectively leaders and managers monitor the progression and destinations of their prisoners (including whether learners enter secure and sustained employment) and use this information to improve provision
  - the extent to which managers and providers promote all forms of equality and diversity through learning and skills and work activities and foster greater understanding of, and respect for, people of all faiths (or those of

no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics)

- how well the prison or YOI prepares disabled prisoners and those with special educational needs to become more independent in their everyday life
- the extent to which the prison has sufficient learning and skills and work provision for its population.

### Sources of evidence

80. Inspectors will obtain evidence from meetings with leaders and managers and first-hand evidence of their work across the prison or YOI, including subcontracted provision. Inspectors will use documentary evidence that the prison or YOI and their providers supply to evaluate the impact of the work of leaders and managers, both currently and over time, in conjunction with first-hand evidence that may be gathered from staff, learners, and relevant partners.

### Safeguarding

81. Inspectors will always have regard for how well learners are helped and protected so that they are kept safe. Although inspectors will not provide a separate judgement for this key aspect of the prison's or YOI's work, inspectors will always inform HMI Prisons inspectors, who inspect this area, about any concerns or good practice they identify during their inspection activities.

<p>Grade characteristics: effectiveness of leadership and management <b>Outstanding</b></p>	<ul style="list-style-type: none"> <li>■ Leaders and managers have created a culture that enables prisoners and staff to excel. They are committed unwaveringly to setting high expectations for staff and learners' conduct and achievement. Working relationships between staff and learners are exemplary.</li> <li>■ Leaders and managers focus on consistently improving outcomes for all prisoners. They are uncompromising in their ambition to develop all prisoners' skills, support their resettlement and reduce reoffending. They have the necessary resources to ensure that prisoners have access to provision that is of a very high quality.</li> <li>■ The actions of the prison, YOI or their providers have secured substantial improvement in the quality of teaching, learning and assessment and outcomes for learners, including in English and mathematics.</li> <li>■ Governors/directors challenge managers and providers so that the effective deployment of staff and resources secures excellent outcomes for prisoners. They do not shy away from challenging managers and providers about variations in performance across learning and skills and work activities.</li> <li>■ Leaders and managers have a deep, accurate understanding of the prison or YOI and their providers' effectiveness informed by robust self-assessment or equivalent evaluation, taking account of the views of prisoners, staff, employers and other stakeholders. They use this to keep the prison or YOI improving by focusing their</li> </ul>
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	<p>actions on key areas. They are unflinching in reviewing the impact of their actions.</p> <ul style="list-style-type: none"> <li>■ Leaders and managers use incisive performance management that leads to professional development. This encourages, challenges and supports staff improvement. Teaching and training are highly effective across the provision including in any subcontracted provision.</li> <li>■ Staff reflect on and debate the way they teach and train. They feel deeply involved in their own professional development. Leaders have created a climate in which staff are motivated and trusted to innovate in ways that are right for their learners.</li> <li>■ The range of provision offered is carefully considered and based on a thorough understanding and analysis of a wide range of information, including on local and national economic and social contexts and type of prison or YOI.</li> <li>■ Education and training courses are very well designed, including in collaboration with employers, to ensure that they enable learners to acquire knowledge, understanding and skills, including, where relevant, English, mathematics and information and communication technology (ICT) skills. Courses prepare them well for future progression to FE and training or sustained employment on release. An excellent range and quantity of purposeful activity places meet the needs of the population exceptionally well. Allocation processes are very well managed and highly effective.</li> <li>■ Leaders and managers ensure that the provision of accurate, timely and impartial careers guidance enables prisoners to make informed choices about their education and training courses and ensures they are very well prepared for the next stage of their education, training or employment.</li> <li>■ Leaders and managers promote equality of opportunity and diversity exceptionally well so that the ethos and culture in learning and skills and work activities at the prison or YOI counters any form of direct or indirect discriminatory behaviour. Leaders, managers, staff and prisoners do not tolerate prejudiced behaviour.</li> <li>■ Learners feel safe and know how to raise concerns when attending learning and skills and work activities. The prison or YOI and their providers are proactive in assessing safeguarding risks and taking action to prevent them.</li> </ul>
<p><b>Good</b></p>	<ul style="list-style-type: none"> <li>■ Leaders set high expectations of prisoners and staff. They lead by example to create a culture of respect and tolerance. The positive working relationships between leaders, staff and prisoners support the progress of all prisoners at the prison or YOI to develop their skills, support their resettlement and reduce reoffending.</li> <li>■ Leaders and managers are ambitious for all prisoners and promote improvement effectively. The actions of the prison or YOI and their providers' actions secure improvement in the quality of provision and outcomes for learners. The prison or YOI and their providers have the necessary resources to ensure that prisoners have access to provision that is of a high quality and continue making the</li> </ul>

	<p>necessary improvements.</p> <ul style="list-style-type: none"> <li>■ Leaders and managers have an accurate understanding of the prison or YOI and their providers' effectiveness informed by thorough self-assessment or equivalent evaluation, taking account of the views of prisoners, staff, employers and other stakeholders. This helps them to plan, monitor and refine actions to improve all key aspects of learning and skills and work activities.</li> <li>■ Leaders and managers use performance management effectively to improve teaching, training and learning. They use accurate monitoring to identify and spread good practice across the prison or YOI, including any subcontracted provision.</li> <li>■ Staff value their continuing professional development. It has a positive impact on their teaching and the progress prisoners make. Teaching and training are consistently strong across the prison or YOI or are improving rapidly.</li> <li>■ Governors/directors hold leaders and managers stringently to account for all aspects of performance, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for prisoners.</li> <li>■ Leaders and managers review the provision well to ensure that it meets prisoners' identified needs and it is relevant to local and national economic and social contexts. They ensure that it provides sufficient purposeful activity places and that the allocation processes are managed well.</li> <li>■ Education, training and work activities are designed well to ensure that prisoners acquire knowledge, understanding and skills, including, where relevant, in English and mathematics, that enable them to progress to FE and training or sustained employment on release.</li> <li>■ Leaders and managers ensure that prisoners receive impartial careers guidance that enables them to make informed decisions about their next steps.</li> <li>■ Leaders promote equality of opportunity and diversity, resulting in positive learning and work environments. Staff and prisoners work together to prevent any form of direct or indirect discriminatory behaviour.</li> <li>■ Prisoners feel safe and know how to raise concerns when attending learning and skills and work activities. The prison or YOI and their providers are proactive in assessing safeguarding risks and taking action to prevent them.</li> </ul>
<p><b>Requires improvement</b></p>	<ul style="list-style-type: none"> <li>■ Leadership and management are not good.</li> <li>■ Learners feel safe and know how to raise concerns when attending learning and skills and work activities. The prison or YOI and their providers assess safeguarding risks for learning and skills and work activities and take action to prevent them.</li> </ul>
<p><b>Inadequate</b></p>	<p>Leadership and management are likely to be inadequate if one or more of the following applies.</p> <ul style="list-style-type: none"> <li>■ Capacity for securing further improvement, including in</li> </ul>

	<p>subcontracted provision, is poor and the improvements leaders and governors/directors have made are unsustainable or too slow.</p> <ul style="list-style-type: none"> <li>■ Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impair the progress of prisoners or groups of prisoners.</li> <li>■ Leaders are not aware of, or are not taking, effective action to stem the decline in the quality of learning and skills and work activities or in outcomes for prisoners.</li> <li>■ The range of provision offered fails to meet the needs of the prison population and employers and does not equip prisoners with the skills, knowledge or understanding required to enable them to progress to their next steps.</li> <li>■ Leaders are not taking effective steps to secure positive destinations for prisoners on release and are not preparing them for life in modern Britain.</li> <li>■ Leaders and managers through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in learning and skills and work activities. They do not do enough prevent discriminatory behaviour and prejudiced actions and views in this provision.</li> <li>■ Prisoners do not feel safe in learning and skills and work activities. The prison or YOI and their providers are not proactive in assessing safeguarding risks and taking action to prevent them.</li> </ul>
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82. HMI Prisons' 'Expectations' are linked and reference to the effectiveness of the leadership and management of learning and skills and work activities.

### **HMI Prisons' 'Expectations' for adult and young adult male prisons**

'Purposeful Activity: learning and skills and work activities - Section 3 (3)

- Management and staff structures for learning and skills and work are sufficient to progress plans for improvement.
- Ambitious and relevant targets successfully improve outcomes for prisoners over time.
- Data collected on outcomes and skills needs are accurate and sufficient and are used effectively in setting and meeting demanding targets and in evaluating the provision to improve outcomes for prisoners.
- Partnerships in providing learning and skills and work provision are well coordinated and lead to demonstrable benefits for prisoners.
- The prison has productive links with suitable employers.
- Arrangements to assure and improve the quality of learning and skills and work are sound and have demonstrable and sustained impact.

- Staff at all levels, contribute to securing sustained improvements for prisoners.
- Self-assessment of learning and skills and work is timely, accurate and reports are suitably inclusive of the views of prisoners, staff, partners and stakeholders.
- Clear and realistic action and development plans ensure tangible improvements to the outcomes for prisoners.

**A key assessment in HMI Prisons' 'Expectations' is respect: prisoners are treated with respect for their human dignity.**

Purposeful Activity: learning and skills and work activities - Section 3.

- Learning and skills and work promote equality and recognise diversity. (5)
- A sufficient quantity of purposeful activity places are accessible to the prison population. (3)
- Establishments accurately record the purposeful activity hours in which prisoners participate. (4)
- Prisoners are not prevented or deterred from participating in activities through disincentives, unofficial punishments or clashes in their personal schedules. (4)
- Pay rates are equitable. (4)

**A key assessment in HMI Prisons' 'Expectations' is safety: prisoners, even the most vulnerable, are held safely.**

Purposeful Activity: learning and skills and work activities - Section 3.

- Prisoners use safe working practices and feel safe when involved in learning and skills and work. (6)
- Facilities and resources meet the diverse needs of prisoners, and provide safe and effective support for learning and skills and work. (5)

**HMI Prisons' 'Expectations' for children and young people (YOI)**

Purposeful Activity: learning and skills and work activities - Section 3 (7)

- Data collected on outcomes and skills needs are accurate and sufficient. They are used effectively in setting and meeting challenging targets and in evaluating the provision to improve outcomes for young people. Partnerships involved in the provision of education and learning and skills are well coordinated and lead to demonstrable benefits for young people.
- Staff are sufficient in number, have appropriate qualifications and expertise, and are supported by access to specialist inputs such as speech and language therapy, dyslexia and autistic spectrum services.

- Arrangements to assure and improve the quality of education and learning and skills and work are robust and have demonstrable and sustained impact.
- The education and learning and skills provision actively promotes equality and diversity, tackles discrimination and narrows any achievement gaps
- Young people feel safe in education and learning and skills.
- The cancellation of classes is robustly monitored and appropriate action taken.
- Staff attend all relevant meetings for young people.
- Self-assessment of education and learning and skills is accurate and incorporates the views of young people, staff, partners and stakeholders.
- Staff, at all levels, contribute to securing sustained improvements for young people.
- There is a sound track record and clear evidence of sustained improvement to the learning outcomes for young people.
- Young people's views on physical education are sought and acted on (8)
- Facilities and resources meet the diverse needs of young people and provide safe and effective support for learning and development. (5)

### **HMI Prisons' 'Expectations' for women**

#### **Purposeful Activity: learning and skills and work activities - Section 3 (3)**

- Data collected on outcomes and skills needs are accurate and sufficient and are used effectively in setting and meeting demanding targets and in evaluating the provision to improve outcomes for women.
- The learning and skills and work provision is based on an effective women-centred analysis of the needs of the prisoner population, relevant research and local and national labour market need.
- Partnerships in providing learning and skills and work provision are well coordinated and lead to demonstrable benefits for women. There is a regular partnership meeting that includes a senior prison manager and all learning and skills and work providers.
- The prison has productive links with suitable employers.
- Staff have appropriate qualifications and expertise.
- Arrangements to assure and improve the quality of learning and skills and work are sound and have demonstrable and sustained impact.
- Management and staff structures for learning and skills and work are sufficient to progress plans for improvement.
- Ambitious and relevant targets successfully improve outcomes for women over time.



- Staff, at all levels, contribute to securing sustained improvements for women.
- Self-assessment of learning and skills and work is timely and accurate, and reports are suitably inclusive of the views of prisoners, staff, partners and stakeholders.
- Clear and realistic action and development plans ensure tangible improvement to the outcomes for women.
- A sufficient quantity of purposeful activity places is accessible to the prison population. (4)
- Allocation to activity places is timely, equitable, transparent and appropriate. (4)
- Establishments accurately record the purposeful activity hours in which women participate. (4)
- Women are not prevented or deterred from participating in activities through disincentives, unofficial punishments or clashes in their personal schedules. (4)
- Pay rates are equitable. (4)
- Physical education, fitness facilities, resources and activities meet the needs of individuals and the population as a whole. (9)
- Physical education and fitness staff have appropriate qualifications and expertise. (9)

### Sources of evidence

83. Inspectors will mainly use first-hand evidence gained from observing learners and prisoners in learning sessions and, where appropriate, in work activities and other relevant settings. Inspectors will talk to them about their work, scrutinise their work, and assess how well leaders are securing continual improvements in teaching, learning and assessment and work activities. Direct observations in learning sessions or in work activities will be supplemented by a range of other evidence to enable inspectors to evaluate the impact that staff and support assistants have on learners' and prisoners' progress. Inspectors will not grade the quality of teaching, learning and assessment in individual learning sessions or in work activities.
84. Inspectors may also consider evidence from:
- the prison, YOI or their providers' own evaluations of the quality of teaching and training and their impact on learning
  - information on learners' and prisoners' starting points, such as initial assessments, skills action plans or equivalent, and sentence plans, including those from prisoners' previous establishments and how they are used to plan learning

- discussions with learners and prisoners about the work they have undertaken, what they have learnt from it, and their experience of teaching, training and learning over time
- discussions about teaching, learning and assessment with staff, trainers, assessors, support staff and where applicable employers
- the views of learners, prisoners and staff about the quality of teaching, levels of challenge, and how quickly leaders tackle poor teaching and training.

### Grade characteristics: quality of teaching, learning and assessment

<b>Outstanding</b>	<ul style="list-style-type: none"> <li>■ Learners and prisoners are very interested and keen to learn. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning and training sessions and, where appropriate, use their experiences at work to develop further their knowledge, skills and understanding.</li> <li>■ Learners and prisoners are eager to know how they can improve their work and develop their knowledge, understanding and skills. They capitalise on opportunities to use feedback to improve. Staff check learners' and prisoners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning.</li> <li>■ Staff are determined that learners and prisoners achieve well. They have excellent subject knowledge and motivate and engage learners and prisoners who enjoy the work they complete. Staff have consistently high expectations of all learners' and prisoners' attitudes to learning and they are set challenging targets to achieve.</li> <li>■ Staff plan learning sessions, work activities and assessments very effectively so that all learners and prisoners undertake demanding work that helps them to realise their potential. Staff identify and support any learner or prisoner who is falling behind and enable them to achieve their targets.</li> <li>■ Staff gather a useful range of accurate assessment information, including that from other departments in the prison, such as the offender management unit, and use this to give learners incisive feedback about what they need do to improve their knowledge, understanding and skills. Learners and prisoners are committed to taking these next steps and their work shows that almost all are making substantial and sustained progress.</li> <li>■ Staff set work that consolidates learning, deepens understanding and develops skills, and prepares learners and prisoners very well for their next steps.</li> <li>■ Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching and training strategies reflect and value the diversity of learners' and prisoners' experiences and provide them with a comprehensive understanding of people and communities beyond their immediate experience.</li> </ul>
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	<ul style="list-style-type: none"> <li>Staff promote, where appropriate, English, mathematics and employability skills exceptionally well and ensure that learners and prisoners are well-equipped with the necessary skills to progress to their next steps.</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>Most learners and prisoners are interested and keen to learn. Teaching, training and work activities challenge them and enable them to develop, consolidate and deepen their knowledge, understanding and skills well.</li> <li>Most learners and prisoners want to know how to improve their learning and act on feedback to help them to improve. Staff listen to, carefully observe and skilfully question learners and prisoners during learning and sessions and at work. They reshape tasks and explanations and provide feedback to tackle misconceptions and build on learners' and prisoners' strengths. This has a positive impact on learning and development.</li> <li>Staff give learners and prisoners feedback that details what they need to do to improve and many act on this to make improvements. This consolidates and deepens learners' and prisoners' knowledge, understanding and skills and prepares them very well for their next steps.</li> <li>Staff assess learners' and prisoners' knowledge and understanding frequently to ensure that they are making at least the expected progress throughout their time within the prison or YOI, including the time spent at work. Staff use this information well to plan activities in which learners and prisoners undertake demanding work that helps them to make strong progress. They identify and effectively support those learners and prisoners who start to fall behind.</li> <li>Staff set work that builds on previous learning, extends learners' and prisoners' knowledge and understanding and develops their skills to ensure they are prepared for their next steps.</li> <li>Staff promote equality of opportunity and diversity in teaching, training and work activities.</li> <li>Staff develop, where appropriate, learners' and prisoners' English, mathematics and employability skills to prepare them for their next steps.</li> </ul>
<b>Requires improvement</b>	<ul style="list-style-type: none"> <li>Teaching, learning and assessment are not good.</li> </ul>
<b>Inadequate</b>	<p>The judgement on the quality of teaching, learning and assessment is likely to be inadequate where one or more of the following apply.</p> <ul style="list-style-type: none"> <li>Teaching, training and work activities are poorly planned.</li> <li>Weak assessment practice means that teaching and training fail to meet learners' and prisoners' needs.</li> <li>Learners and prisoners or particular groups are making inadequate progress because teaching, training and work activities do not develop their knowledge, understanding and skills sufficiently.</li> <li>Learners and prisoners are not developing English, mathematics or</li> </ul>

	<p>employability skills adequately to equip them for their next steps.</p> <ul style="list-style-type: none"> <li>■ Staff do not promote equality of opportunity or understanding of diversity effectively and this disadvantages individuals or groups of learners and prisoners.</li> <li>■ As a result of weak teaching, training and work activities over time, learners and prisoners or groups of learners and prisoners make insufficient progress and are unsuccessful in attaining their learning goals and progressing to their planned next steps.</li> <li>■ Teachers and trainers lack expertise and the ability to promote learning in learning sessions and at work, and learners and prisoners do not see its relevance to their everyday lives and planned next steps.</li> </ul>
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85. HMI Prisons' 'Expectations' are linked to the quality of learning and skills and work activities including teaching, learning and assessment.

### **HMI Prisons' 'Expectations' for adult and young adult male prisons**

'Purposeful Activity: learning and skills and work activities. Section 3

- Individual needs are promptly and accurately identified and plans to meet those needs are effectively recorded. (4)
- All prisoners receive timely and accurate initial assessment, taking account of any records of prior learning and achievement, 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. (5)
- Prisoner participation in learning and skills and work activities is based on identified sentence planning and individual learning needs. (5)
- Prisoners receive a high standard of teaching, training, and learning that inspires, challenges and enables them to build on and extend their knowledge skills and understanding. (3)
- Staff have appropriate qualifications and expertise. (3)
- Work environments are appropriate, representative of those outside of prison and improve the employability of prisoners. (5)
- Prisoners are involved in setting achievable and clearly defined individual learning goals that are based on identified needs. (5)
- Prisoners receive timely and accurate reviews and records of their progress and achievement. (5)
- The range of learning and skills and work activities is sufficient to meet prisoner's needs. (5)
- Prisoners are able to combine work and study. (3)

- Prisoners are not prevented or deterred from participation in activities through disincentives, unofficial punishments or clashes in their personal schedules. (4)
- Allocation to activity places is timely, equitable, transparent and appropriate. (4)
- Library materials are reflective of the diverse needs of the prison. (7)

Resettlement reintegration planning pathway education, training and employment.  
Section 4 (12)

- When transferred, an accurate record of the prisoner's learning needs and achievements is sent promptly to the receiving prison.

### **HMI Prisons' 'Expectations' for children and young people (YOI)**

Purposeful Activity learning and skills and work activities. Section 3

- Individual needs are identified promptly and accurately, taking into account young people's previous educational attainment and any barriers to successful learning they may have experienced previously. Young people are allocated promptly to education and learning and skills provision that meets their needs. (3)
- Information regarding young people's individual needs, including their abilities in oral language, literacy and numeracy and any special educational needs, is used effectively to inform planning of teaching and learning. (3)
- Information about young people's needs and abilities is shared appropriately with all staff who need to know, including residential staff. (3)
- Young people have access to a broad, balanced and relevant curriculum that includes education, an introduction to the world of work through pre-vocational training and work-related learning, as well as the promotion of their personal and social development. (3)
- The requirements of the national curriculum are adapted appropriately when planning provision for young people under school leaving age. (3)
- Young people are occupied in education and learning and skills activities that provide sufficient challenge, enhance their confidence and self-esteem and improve their wellbeing. (3)
- Classes are rarely cancelled but if they are, young people are informed of the reasons. (3)
- Young people behave well and poor behaviour is responded to quickly and managed effectively. (3)
- Young people are only returned to their residential units as a last resort and repeated returns are investigated for underlying causes. (3)

- Exclusions from education are monitored robustly and used only as a last resort. (3)
- Young people who are excluded have a clear and timely plan for their full reintegration. During the period of their exclusion they are provided with high quality learning opportunities that are sufficient to occupy them throughout the day. (3)
- Young people who refuse to attend education and learning and skills activities are monitored robustly and have a clear and timely multidisciplinary plan which addresses their difficulties and works towards a return to their learning and skills programme at the earliest opportunity. (3)
- Young people receive a high standard of teaching, training and assessment which inspires, challenges and enables them to extend their knowledge and skills and to make progress in their personal and social development. (3)
- All young people have individual learning plans that contain clear goals, based on identified needs, and are used effectively to record and review their progress and achievement. Contents of plans should always be properly coordinated with any other existing plans involving the young people (3)
- Young people are involved in setting, reviewing and monitoring their progress towards the achievement of clearly defined individual learning goals. Where relevant, individual learning goals are underpinned by appropriate personal and social development targets. (5)
- Young people receive timely and constructive feedback on their work and their progress which gives them a clear understanding of how they can improve. (5)
- Young people know how to work safely. (5)
- The views of young people form an effective part of the review and future planning of provision. (5)
- Education staff attend all training planning and remand management meetings and make a significant contribution to training or remand plans. (5)
- Learning, teaching, training and assessment promote equality and diversity. (5)
- All young people receive a timely and effective library induction. Through timetabled sessions, young people use the library frequently for leisure reading and to support their education programmes. (6)
- Library materials are age-appropriate and the quantity and quality are sufficient to meet the needs of young people. (6)
- Library materials are reflective of the diverse needs and abilities of all young people and include a range of formats and languages. (6)

- Young people have appropriate access to a range of additional learning resources. Young people not on normal location, for example in care and separation and health care, are provided for. (6)
- Young people are able to make reasonable requests for specific learning materials. (6)
- Library sessions are rarely cancelled and if they are, young people are informed of the reasons. (6)
- Young people receive an appropriate and timely induction into physical education and fitness activities. (8)
- Physical education, fitness facilities, resources and an inclusive range of activities meet the developmental and educational needs of young people, including those who have health needs, regardless of ability. (8)
- Physical education and fitness staff have appropriate qualifications and expertise. All young people have good access to timetabled physical education each week (in addition to optional recreational physical education) that includes a range of indoor and outdoor activities. (8)
- Young people are able to shower in good quality facilities after each session and feel safe in doing so. (8)
- The physical education and fitness provision is effective at improving and maintaining the physical fitness of young people. (8)
- There are opportunities to gain meaningful qualifications. (8)
- The physical education facilities are in good condition and are well supervised so that young people feel safe when using them. (8)
- There is appropriate provision for young people who have little or no previous experience of formal physical education. The range of activities caters for all levels of abilities and fitness. (8)
- Young people are excluded from physical education only as a last resort and then only from optional recreational physical education. Reintegration is properly planned. (8)
- Those young people who refuse to attend physical education are monitored robustly and reasons for refusals are sought and acted on. (8)

### **HMI Prisons' 'Expectations' for women**

Purposeful Activity: learning and skills and work activities. Section 3

- All women receive timely and accurate initial assessment, taking account of any records of prior learning and achievement, to provide a clear understanding and record of their learning and skills needs, including social and life skills, literacy, numeracy and language support, employability and vocational training. (5)
- Women are provided with effective careers advice and guidance. (5)

- Prisoner participation in learning and skills and work activities is based on identified sentence planning and individual learning needs. (5)
- Women receive a high standard of teaching, training and learning which inspires, challenges and enables them to build on and extend their knowledge, skills and understanding. (5)
- Facilities and resources meet the diverse needs of women, and provide safe and effective support for learning and skills and work. (5)
- Work environments are appropriate, representative of those outside of prison and improve the employability of prisoners. (5)
- The quantity and quality of library materials is sufficient to meet the prison population. (7)
- Women benefit from structured training programmes which develop their skills and enhance their understanding of physical education. (9)
- Women are involved in setting achievable and clearly defined individual learning goals which are based on identified needs. (5)
- Women receive timely and accurate reviews and records of their progress and achievements. (5)
- The range of learning and skills and work activities is sufficient to meet women's needs. (5)
- Provision is diverse and not based on gender stereotypes. (5)
- All women receive a timely and effective library induction. (7)
- Library materials are reflective of the diverse needs of the women held and include a range of formats and languages. (7)
- Relevant, comprehensive and up to date legal textbooks and Prison Service Instructions (PSIs) are readily available to women. (7)
- Women have appropriate access to a range of additional learning resources. (7)
- Women are able to combine work and study. (5)
- Learning and skills and work promote equality and recognise diversity (5)'

## **Personal development and behaviour**

86. The common inspection framework sets out the main criteria for judging personal development and behaviour.

87. In making this judgement inspectors will consider, where relevant and appropriate:

- the extent to which learners and prisoners take pride in their work; they become self-confident, self-assured and know that they have the potential



to be a successful learner on their current and future courses, including on work activities

- the proportion of learners and prisoners who benefit from purposeful work-related learning and how well they contribute to their work activities, where relevant, as a valued member of the workforce
- how well learners and prisoners develop the personal, social and employability skills, including in English and mathematics, required to achieve their core learning aims, and how well they appreciate the importance of these skills in the context of their next steps and resettlement plans
- the extent to which learners and prisoners achieve the specific units of their main vocational qualifications and relevant additional qualifications that enhance their learning and are likely to increase their future employability
- the extent to which learners' and prisoners' standards of work are appropriate to their level of study and/or the requirements of the relevant industries and workplaces, so that they can work effectively to realistically challenging academic or commercial deadlines and standards
- learners' and prisoners' use of the information they receive on the full range of relevant career pathways from the prison, YOI and other partners, including employers and the National Careers Service provider, which help them develop challenging and realistic plans for their resettlement
- the extent to which learners and prisoners feel and are safe, and have a good understanding of how they can raise concerns if they do not feel safe when attending learning and skills and work activities
- prisoners' understanding of their rights and responsibilities as a learner in learning and skills and work activities, and where relevant, as an employee, citizen and consumer in the community; and how well they work cooperatively with others in all settings and promote good and productive working relationships with their peers, employees and employers
- the extent to which learning activities, including those available to support prisoners who are eligible for release on temporary licence, allow all prisoners to explore personal, social and ethical issues
- how well learners and prisoners attend learning sessions and work activities and are punctual
- whether learners and prisoners in learning and skills and work activities comply with any guidelines for behaviour and conduct stipulated by the prison or YOI, manage their own feelings and behaviour at work and during learning sessions.

### Sources of evidence

88. To inform this judgement, inspectors will use evidence gathered during the inspection as well as evidence of trends in learners' and prisoners' development

over time. Inspectors will use first-hand evidence from visits to learning and training sessions and work activities. Inspectors will also gather evidence from interviews with learners and prisoners, staff, and other partners, where documents such as attendance registers may also be used.

89. Inspectors' judgements about learners' and prisoners' personal development and behaviour are concerned with their attitudes to learning and, where appropriate, to work, and the development of the skills relevant to their courses, their everyday lives and their plans for their next steps, including to employment. Inspectors' judgements also take account of learners' and prisoners' ability to keep themselves safe from relevant risks and demonstrate appropriate behaviour for the learning and the work environments. Inspectors will consider the main purpose of the particular type of provision when they prioritise the impact that each of the criterion will have on learners' and prisoners' personal development and behaviour.

### Grade characteristics: personal development and behaviour

<b>Outstanding</b>	<ul style="list-style-type: none"> <li>■ Learners and prisoners are confident and self-assured. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and take pride in the work they complete in the prison or YOI and, where applicable, during release on temporary licence.</li> <li>■ Learners and prisoners discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</li> <li>■ High quality careers guidance helps learners and prisoners to make informed choices about which courses suit their needs and aspirations. They are well prepared for the next stage of their education, employment, self-employment or training.</li> <li>■ Learners and prisoners understand how their education and training and work activities equip them with the behaviours and attitudes necessary for success in the future as reflected by the excellent employability skills they acquire.</li> <li>■ Prisoners participate in purposeful and challenging work activities and develop employability skills relevant to their future employment.</li> <li>■ Learners and prisoners are very motivated to learn and meet challenging deadlines well. Attendance and punctuality at learning sessions and work activities are consistently excellent.</li> <li>■ Staff, learners and prisoners deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. They work well with the prison or YOI and their providers to prevent all forms of bullying.</li> <li>■ The prison or YOI and their providers' open culture actively promotes all aspects of learners' and prisoners' personal development and behaviour. Learners and prisoners understand how to keep themselves and others safe when attending learning and skills and work activities.</li> <li>■ Learners and prisoners, where appropriate, can explain accurately</li> </ul>
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	<p>and confidently how to keep themselves healthy.</p> <ul style="list-style-type: none"> <li>■ The personal and social development of learners and prisoners equips them to be aware of the impact of their behaviour on others.</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>■ Learners and prisoners are confident and self-assured. They take pride in their work at the prison or YOI and, where applicable, on release on temporary licence.</li> <li>■ Learners' and prisoners' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.</li> <li>■ Learners and prisoners have respect for others' ideas and views.</li> <li>■ Learners and prisoners are punctual and prepared for learning and work sessions and are ready to learn, work and meet deadlines.</li> <li>■ Learners and prisoners value their education, training and work activities. Few are absent and no groups of learners are disadvantaged by low attendance. Learners and prisoners develop employability skills that prepare them for future employment, including the achievement of relevant qualifications.</li> <li>■ Learners and prisoners respond quickly to instructions and requests from staff, allowing learning sessions and work activities to flow smoothly and without interruption.</li> <li>■ Learners' and prisoners' good conduct reflects the efforts of all staff to promote high standards.</li> <li>■ Staff, learners and prisoners have no well-founded concerns about personal development and behaviour. Learners and prisoners understand how to keep themselves and others safe when attending learning and skills and work activities.</li> <li>■ Staff are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.</li> <li>■ Staff promote clear messages about the impact of bullying and prejudiced behaviour on learners' and prisoners' well-being.</li> <li>■ The personal and social development of learners and prisoners equips them to be aware of the impact of their behaviour on others.</li> <li>■ Learners and prisoners, where appropriate, can explain accurately and confidently how to keep themselves healthy.</li> <li>■ Learners and prisoners use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.</li> </ul>
<b>Requires improvement</b>	<ul style="list-style-type: none"> <li>■ Personal development and behaviour are not good.</li> </ul>
<b>Inadequate</b>	<p>Personal development and behaviour are likely to be inadequate if any one of the following applies.</p> <ul style="list-style-type: none"> <li>■ Learners' and prisoners' lack of engagement, motivation or enthusiasm inhibits their progress and development.</li> <li>■ A significant minority of learners and prisoners show a lack of respect and self-discipline. Learners and prisoners ignore or rebut requests to moderate their conduct and are not adequately</li> </ul>

	<p>prepared for progression or for resettlement.</p> <ul style="list-style-type: none"> <li>■ Attendance rates and punctuality are consistently low and show little sign of sustained improvement.</li> </ul>
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## HMI Prisons' 'Expectations' for adult and young adult male prisons

'Purposeful Activity: learning and skills and work activities. Section 3

- Prisoners receive effective and timely information, advice and guidance on learning and skills and work to meet their immediate and longer term needs. (5)
- Prisoners are occupied in activities that benefit them, enhance their self-esteem and improve their well-being and chances of successful resettlement. (4)
- Prisoners benefit from individual care and support that promotes learning and development and helps them achieve their potential. (5)
- Learning and skills and work promote equality and recognise diversity. (5)
- Prisoners are encouraged and effectively supported to continue on their learning programmes when transferred to other prisons. (12)
- The learning and skill and work provision is based on an effective analysis of the needs of the prison population and relevant local and national labour needs. (3)
- Prisoners develop relevant knowledge, skills and understanding which contribute to their personal development, economic and social well-being. (6)
- Prisoners eligible for release on temporary licence (ROTL) attend work or education placements in the community that are effective in increasing their employability on release. (5)

Resettlement reintegration planning pathway two: education, training and employment. Section 4 (12)

- Prisoners due for release are encouraged and effectively supported to progress to suitable FE, training or employment.
- Prisoners are prepared effectively before commencing outside placements in the community.
- Prisoners due for release participate in a timely and effective resettlement programme that meets their individual needs.

## HMI Prisons' 'Expectations' for children and young people (YOI)

Purposeful Activity: learning and skills and work activities. Section 3

- Young people have opportunities to make progress in their personal and social development. (4)
- Young people develop relevant knowledge, attitudes, understanding and skills to help prepare them for the world of work. (4)
- Young people attend education and learning and skills activities regularly and punctually. (5)
- Young people are encouraged to develop their research skills, including supervised use of the internet. (6)
- Young people engage safely in a range of physical education, fitness and associated activities, based on an effective assessment of their needs. (8)
- Physical education staff liaise appropriately with health services, substance misuse services and other departments and agencies involved in the care and resettlement of young people. (8)
- There is no over-emphasis on weight training and team games and sports are encouraged. (8)
- There are opportunities for young people to play against visiting teams. Section (8)

#### Purposeful Activity learning and skills and work activities. Section 4 (10)

- Young people are encouraged and supported to continue on appropriate learning programmes when released or transferred to other establishments.
- Young people benefit from individual support, advice and guidance and careers education through their learning and development to meet their immediate and longer-term needs.
- Young people eligible for ROTL are able to attend placements and activities that support their personal and social development and their employability.
- When transferred or released, an accurate record of the young person's learning needs, progress and achievements is sent promptly to the receiving establishment or education, training and employment provider.
- All young people leave custody with finalised arrangements for their education, work and/or training.
- There is a good liaison between the establishment and education, training and employment provider to organise 'start up' arrangements and other practical aspects of transitions and allow young people to begin their education, training and employment placement without delay.
- Links with community YOTs and home-based careers advice services enable young people to continue to receive appropriate services.

#### **HMI Prisons' 'Expectations' for women**

##### Purposeful Activity: learning and skills and work activities. Section 3

- Women are occupied in activities that benefit them, enhance their self-esteem, and improve their wellbeing and chances of successful resettlement. (4)
- Women wishing to be self-employed receive specialist support and encouragement. (6)
- Women are given opportunities to use their skills for the benefit of other women (for example in peer mentoring and support roles). (4)
- Women eligible for release on temporary licence attend work or education placements in the community that increase their employability on release. (5)
- Women receive effective and timely information, advice and guidance on learning and skills and work to meet their immediate and longer-term needs. (5)
- Women benefit from individual care and support that promotes learning and development and helps them achieve their potential. (5)
- Women know how to improve their health and wellbeing. (8)
- Healthy living and personal fitness are effectively promoted to women. (8)
- A positive attitude to body image is promoted. (8)
- Healthy living and personal fitness objectives form an explicit part of sentence planning. (8)
- Women receive an appropriate and timely induction into physical education and fitness activities. (9)
- Women engage safely in a range of physical education, fitness and associated activities, based on an effective assessment of their needs. (9)
- All women are able to use the physical education facilities at least twice a week and are able to shower in safety and privacy after each session. (9)
- The physical education and fitness provision is effective at improving and maintaining the physical fitness of women. (9)
- Women develop relevant knowledge, skills and understanding which contribute to their personal development and economic and social wellbeing. (6)
- Women have suitable time to access materials if they are unable to take them away from the library. (7)

Purposeful Activity: learning and skills and work activities. Section 4 (19)

- Women due for release participate in a timely and effective resettlement programme that meets their individual needs.
- Women are prepared effectively before commencing outside placements in the community.

- Women are encouraged and effectively supported to continue on their learning programmes when transferred to other prisons.
- Where appropriate, women due for release are encouraged and effectively supported to progress to suitable FE, training or employment
- When transferred, an accurate record of the prisoner's learning needs and achievements is sent promptly to the receiving prison.
- Women are supported and receive advice on self-employment options.'

## **Outcomes for learners engaged in learning and skills and work activities**

90. The common inspection framework sets out the main criteria for judging outcomes for learners.
91. In making this judgement inspectors will consider, where relevant and appropriate, the extent to which:
- learners and prisoners make progress during their education and training and at work compared with their starting points, with particular attention to progress by different groups of learners and prisoners
  - learners and prisoners achieve appropriately learning goals, including qualifications, and, where appropriate, targets in their sentence plans
  - learners' and prisoners' work meets or exceeds the requirements of the qualifications, learning goals or industry standards
  - learners and prisoners enjoy learning and make progress relative to their prior attainment and potential over time
  - learners and prisoners progress to further learning and employment or self-employment relevant to their skills action plans or equivalent. Learners and prisoners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment and/or FE and training that have been planned in line with local and national priorities
  - learners and prisoners with severe and complex special educational needs and/or those who are disabled gain skills and progress to become more independent in their everyday life and/or progress to employment
  - there are any significant variations in the achievement of different groups of learners and prisoners.

## **Sources of evidence**

92. In judging achievement, inspectors will give most weight to learners' and prisoners' progress. When evaluating progress, they will take account of learners' and prisoners' starting points in terms of their prior attainment and experience, and agreed targets in their sentence plans or plans for resettlement. Within this, they will give most weight to the progress of learners

and prisoners currently at the prison or YOI, taking account of how this compares with the progress of recent cohorts, where relevant.

93. Inspectors will gather evidence about the progress of current learners through:
- observations in learning sessions and at work
  - discussions with learners and prisoners about their learning and development
  - scrutiny of learners' and prisoners' acquisition of knowledge, understanding and skills over time as shown in their work
  - analysis of the prison's or YOI's and their providers' own data, taking account of the quality and rigour of the assessment on which it is based.
94. In scrutinising learners' and prisoners' work, inspectors will consider how well:
- learners and prisoners are on track to meet or exceed the standards expected
  - learners and prisoners are set aspirational targets, given their starting points, sentence plans and/or plans for resettlement, and are on track to meet or exceed these
  - the most able learners and prisoners do work that deepens their knowledge, understanding and skills, or go on to study different content, rather than simply undertaking more work at the same level
  - lower-attaining learners and prisoners are receiving the support they need to ensure that they achieve and progress.
95. Inspectors will consider the impact of the prison or YOI and their providers' actions to ensure that all groups of learners and prisoners achieve and that any gaps in progress and attainment between different groups are narrowed.
96. Inspectors will consider the progress of all learners and prisoners including those in any subcontracted provision.
97. Inspectors will consider how well learners and prisoners progress to education, training and employment in line with their future plans.

### Grade characteristics: outcomes for learners

<b>Outstanding</b>	<ul style="list-style-type: none"> <li>■ Across the prison or YOI current learners and prisoners make substantial and sustained progress from their different starting points.</li> <li>■ Learners and prisoners, and groups of learners and prisoners, are typically able to articulate their knowledge and understanding clearly and convincingly, and demonstrate the skills they have acquired. The standard of learners' and prisoners' work is high and, where appropriate, meets the relevant industry standards very well.</li> </ul>
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	<ul style="list-style-type: none"> <li>■ The proportion of learners and prisoners completing their courses and achieving relevant and meaningful qualifications, including, where appropriate, in English and mathematics, relative to their career aims or learning goals, is very high or improving rapidly.</li> <li>■ Learners and prisoners progress as soon as they are ready to higher-level learning.</li> <li>■ Learners and prisoners are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications, skills, knowledge and understanding. They progress to positive destinations relevant to their sentence and/or resettlement plans.</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>■ Current learners and prisoners make consistently strong progress from their different starting points, developing secure skills, knowledge and understanding.</li> <li>■ The standard of learners' and prisoners' work meets or exceeds that expected for the level of their course and, where appropriate, the relevant industry standards. Learners and prisoners from across different groups can explain how they have developed and what they have learnt.</li> <li>■ The large majority of learners and prisoners complete their courses and achieve qualifications, including, where appropriate, in English and mathematics; or the rate of improvement in the proportion of learners and prisoners doing so is increasing rapidly.</li> <li>■ Learners and prisoners are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. They progress to destinations relevant to their resettlement and/or sentence plans.</li> </ul>
<b>Requires improvement</b>	<ul style="list-style-type: none"> <li>■ Outcomes for learners are not good.</li> </ul>
<b>Inadequate</b>	<p>Outcomes for learners are likely to be inadequate if one or more of the following applies.</p> <ul style="list-style-type: none"> <li>■ Learners' and prisoners' progress is too slow relative to their starting points given the time spent on courses and/or in work activities.</li> <li>■ There are wide gaps in the progress and/or attainment of different groups and these are not improving.</li> <li>■ The proportion of learners and prisoners completing and achieving relevant and meaningful qualifications is low or is in decline. Any improvement is insufficient, fragile or inconsistent.</li> <li>■ Learners and prisoners have not attained the qualifications, knowledge, understanding or skills they need for the next stage of education, training and/or employment on release.</li> <li>■ The proportion of learners and prisoners progressing to further/higher education, training and/or employment, relevant to their resettlement and/or sentence plans is low.</li> </ul>

HMI Prisons' 'Expectations' are linked to outcomes for learners.

### **'HMI Prisons' 'Expectations' for adult and young adult male prisons**

Purposeful Activity: learning and skills and work activities. Section 3 (6)

- Prisoners, including those in work, achieve challenging learning goals that include suitable qualifications. In the absence of such qualifications, developed skills are recognised and recorded.
- Prisoners enjoy their learning and make progress and produce work of a standard relative to their prior achievement and potential.
- Prisoners acquire literacy and numeracy and/or language skills to meet their identified needs.
- There are no significant variations in the achievement of different groups of prisoners.
- Prisoners attend learning and skills and work regularly and punctually.

### **HMI Prisons' 'Expectations' for children and young people (YOI)**

Purposeful Activity learning and skills and work activities. Section 3 (4)

- Young people enjoy their learning and make good progress relative to their prior attainment, especially in the key areas of literacy and numeracy.
- Young people achieve learning goals and qualifications which are sufficiently challenging, support their personal and social development and enable them to progress to FE, training or employment.
- All young people should have equal opportunities to access education and learning and skills.
- There are no significant variations in the progress and achievement of different groups of young people, including those with learning difficulties and/or disabilities or those in different locations, for example health care or care and separation.
- Young people's lack of progress triggers more in depth assessment of their underlying skills.
- Good quality learning support is provided for young people who require it to enable them to make good progress and to achieve as well as their peers.

### **HMI Prisons' 'Expectations' for women**

Purposeful Activity learning and skills and work activities. Section 3 (6)

- Women, including those in work, achieve challenging learning goals which include suitable qualifications. In the absence of such qualifications, developed skills are recognised and recorded.

- Women enjoy their learning, make progress and produce work of a standard relative to their prior achievement and potential.
- Women acquire English, mathematics and functional skills to meet their identified needs.
- There are no significant variations in the achievement of different groups of women.
- Women attend learning and skills and work activities regularly and punctually.
- Women use safe working practices and feel safe when involved in learning and skills and work.'