



Report on an independent review of progress at

## **HMYOI Werrington**

by HM Chief Inspector of Prisons

12–22 September 2022



# Contents

Section 1 Chief Inspector’s summary ..... 3

Section 2 Key findings ..... 5

Section 3 Progress against the key concerns and recommendations and  
Ofsted themes ..... 7

Section 4 Summary of judgements ..... 19

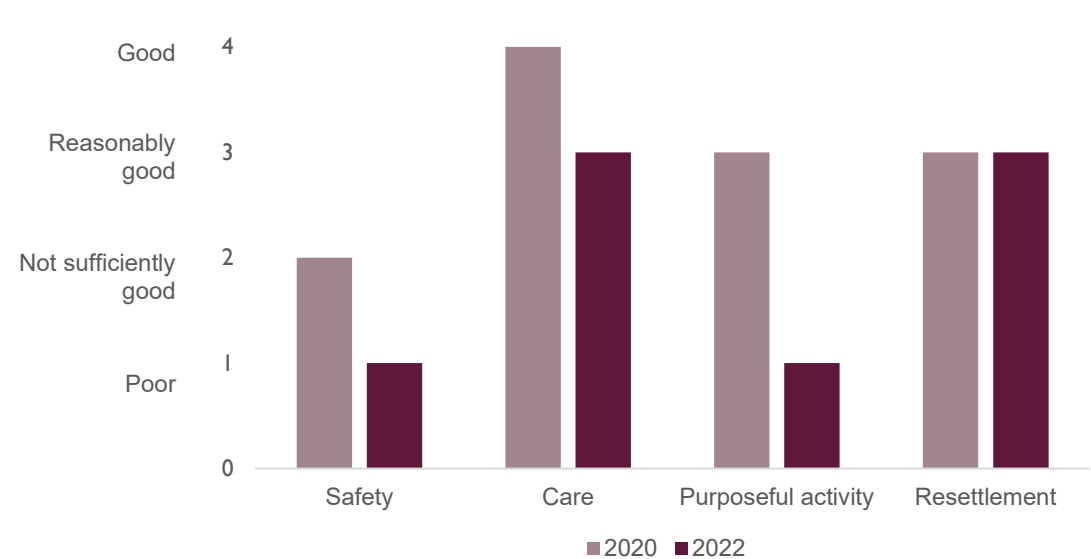
Appendix I About this report ..... 21

Appendix II Glossary ..... 24

# Section 1 Chief Inspector’s summary

- 1.1 HMYOI Werrington is a facility for boys under the age of 18, located near Stoke-on-Trent. It can hold up to 118 children but, at the time of our visit, just 55 children were in residence. At our last inspection we were concerned to find outcomes for children had deteriorated in three of our four healthy prison assessments and were now poor in safety and purposeful activity.
- 1.2 At our previous inspections of HMYOI Werrington in 2020 and 2022, we made the following judgements about outcomes for prisoners.

Figure 1: HMYOI Werrington healthy prison outcomes in 2020 and 2022



- 1.3 At this independent review of progress, we assessed progress against 12 recommendations, including three made by Ofsted. We found an institution still struggling to manage behaviour and provide a purposeful regime for children. Progress had been insufficient or poor in eight areas and reasonable or good in just four areas.
- 1.4 It was clear that, despite support from the Youth Custody Service (YCS), local leaders were unable to prevent outcomes deteriorating further in the months following our inspection. Werrington had become an establishment in difficulty. It was a very violent place where conflict and poor behaviour management led to children being locked up for far too long and often unable to access education or other interventions. Morale among staff was also understandably low as they experienced very high levels of assaults and their role was reduced to keeping children apart to prevent violence. It was this drift and decline that was largely responsible for the insufficient progress noted in this report.
- 1.5 Three months before our visit, the YCS appointed a new governor and deputy governor. Since then, leaders had halted the decline and

regained some of the lost ground. Staff morale was starting to improve and progress had been made in areas such as living conditions, health care and provision of offending behaviour interventions. However, in the key areas of behaviour management, time out of cell and education the new governor had not had enough time for new initiatives to have a significant impact on the experience of children.

- 1.6 Violence and conflict had become normalised and it will take time to move to a culture where conflict is resolved without violence. Leaders had produced a violence reduction policy, but it lacked milestones to enable progress to be measured. The governor understood that keeping children in small groups during the pandemic had created more conflict and that increasing purposeful activity was key to reducing disorder at Werrington. For this to be achieved, there also needs to be a greater focus on consistency in behaviour management.
- 1.7 The review took place during a challenging week for staff and children. Full-time education had been restarted during our visit after two and a half years of part-time provision and there had been a spike in violent incidents as children had more contact with each other. Undoubtedly after such a long period of restrictions these challenges will continue for some time. Local and national leaders need to persevere as further progress will be impossible unless children are able to access a productive regime, including education.

**Charlie Taylor**

HM Chief Inspector of Prisons

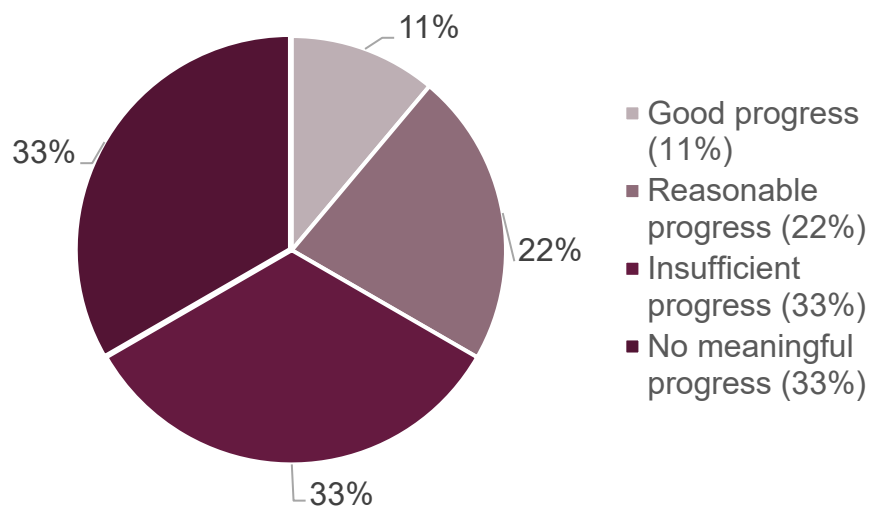
September 2022

## Section 2 Key findings

- 2.1 At this IRP visit, we followed up nine recommendations from our most recent inspection in January 2022 and Ofsted followed up three themes based on their latest inspection or progress monitoring visit to the prison, whichever was most recent.
- 2.2 HMI Prisons judged that there was good progress in one recommendation, reasonable progress in two recommendations, insufficient progress in three recommendations and no meaningful progress in three recommendations.

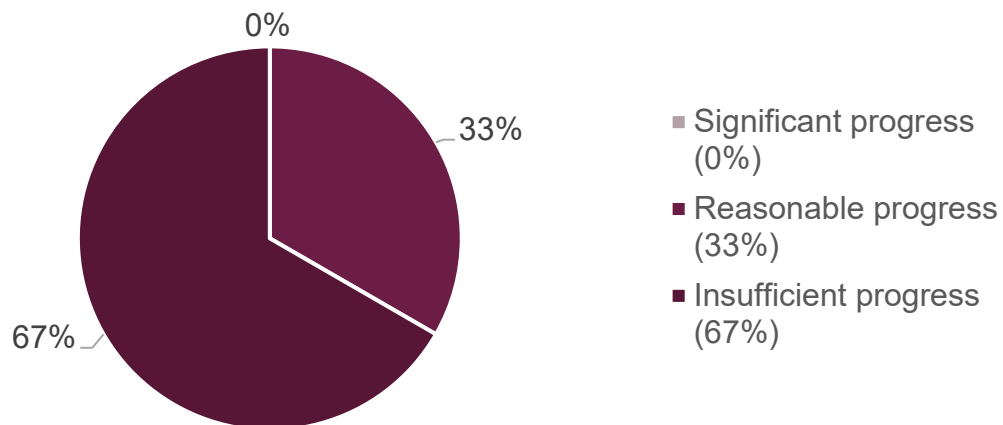
**Figure 2: Progress on HMI Prisons recommendations from 2022 inspection (n=9)**

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



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

**Figure 3: Progress on Ofsted themes from 2022 inspection/progress monitoring visit (n=3).**



### **Notable positive practice**

- 2.4 We define notable positive practice as innovative work or practice that leads to particularly good outcomes from which other establishments may be able to learn. Inspectors look for evidence of good outcomes for prisoners; original, creative or particularly effective approaches to problem-solving or achieving the desired goal; and how other establishments could learn from or replicate the practice.
- 2.5 Inspectors found no examples of notable positive practice during this independent review of progress.

## Section 3 Progress against the key concerns and recommendations and Ofsted themes

The following provides a brief description of our findings in relation to each recommendation followed up from the full inspection in 2022. The reference numbers at the end of each recommendation refer to the paragraph location in the full inspection report.

### Behaviour management

**Concern:** The use of force and levels of violence among children and against staff were too high. Violence reduction strategies had either been withdrawn or were newly implemented and had only recently generated some limited impact on overall levels of violence.

**Recommendation: An informed and establishment-wide strategy should be implemented to reduce levels of violence. (1.37)**

- 3.1 In our survey, children's perceptions of safety remained similar to the previous inspection. Rates of violence were slightly lower than at our last visit but there had been 126 assaults during the previous six months which remained much too high and higher than other young offender institutions (YOIs). Assaults on staff were increasing and a small number of serious assaults on children and staff occurred during our short visit, which was concerning.
- 3.2 Before the arrival of the new governor, little attention had been paid to reducing violence. Safety meetings had focused primarily on security, such as searching, which was useful but did little to help understand the drivers of violence, analyse data or inform an action plan. A violence reduction policy had recently been produced, but there were few targets or milestones for leaders to measure progress.
- 3.3 Children had been split into small groups during the pandemic and leaders were starting to address the negative impact of this policy. The groups had created further conflicts between children and had reduced time out of cell and access to education and interventions. A weapons reduction policy had been written but not published containing several measures, including enhanced searching procedures. Leaders we spoke to were fully committed to improving the safety meetings and addressing the high levels of violence as a priority.
- 3.4 We considered that the prison had made insufficient progress in this area.

**Concern:** Behaviour management processes were confused and did not give staff across the YOI the confidence to challenge children effectively and consistently when necessary. This lack of challenge and inability to require and enforce decent behavioural standards contributed to increased incidents of violent behaviour by children. In the absence of effective behaviour management, leaders had become over-reliant on 'keep-apart' arrangements. The list of children who had to be separated had become unmanageable.

**Recommendation: Behaviour management processes should be developed that give all staff the confidence to challenge poor behaviour and promote prosocial behaviour. (1.38)**

- 3.5 Procedures to help staff challenge poor behaviour and reward positive behaviour had been streamlined. A behaviour management strategy had been implemented recently, underpinned by a clearly defined incentives and earned privileges policy (IEP). Some children we spoke to knew their targets and IEP reviews were now held on time. It was too early to assess the impact of the policy on behaviour across the establishment.
- 3.6 An instant reward scheme which issued merits for positive behaviour had some flaws. Children could wait up to three days to receive their reward which undermined prompt reinforcement and encouragement of positive behaviour. Leaders and managers had limited oversight of the scheme at the time of our visit and they committed to address this so that they could make sure the scheme was applied consistently in all areas of the YOI.
- 3.7 Leaders had recently introduced a community peace prize as an incentive to reduce violence. This was promising but too early to judge the impact.
- 3.8 Staff were understandably focused on the high levels of violence and use of weapons. However, they did not address many lower-level incidents, including bullying and shouting abuse out of windows. During our visit we heard a small number of children shouting intimidating and inappropriate language which leaders committed to address when we raised it with them.





**Reward box for merits**

- 3.9 We considered that the prison had made insufficient progress in this area.

## **Relationships between children and staff**

**Concern:** Interaction between staff and children was often transactional. There was limited meaningful time spent addressing children's risks and needs or the support and encouragement that they needed to progress. Opportunities for engagement were hindered by the number of keep-aparts and regime groups that staff had to manage. There was also a lack of places for private discussions on residential units. Personal officer and custody support plan work was not fully embedded.

**Recommendation: Relationships between staff and children should be meaningful and support children's progression. (1.39)**

- 3.10 In our survey, children's perceptions of staff had not changed since the inspection. Seventy-five per cent of children said they felt they were treated with respect by staff, but only 33% felt cared for, which was too low.
- 3.11 The regime remained restricted by the continuing problem of keeping some children apart from each other. This meant that staff did not have time to get to know children well and most interactions remained polite but transactional.
- 3.12 Despite high staff/child ratios, the custody support plan (CUSP) scheme was not operating effectively. Meetings between staff and

children to discuss CUSPs were sporadic and not always attended by the same staff. Children with the highest level of need were not receiving weekly sessions. Staff checked on the welfare of children and recorded this as personal officer sessions although most sessions were cursory and did not focus on children's specific needs. The ineffective delivery of CUSP was a missed opportunity to build meaningful relationships that focused on reducing risks and supporting children to engage in the regime and progress. At the time of our visit, there were no plans to improve the delivery of these schemes or managerial oversight.

- 3.13 A number of positive initiatives had recently been taken to improve relationships between staff and children, including competitions and events to complete together. These initiatives were encouraging but had not yet improved these relationships.
- 3.14 We considered that the prison had made no meaningful progress in this area.

## Daily life

**Concern:** The appearance of the wings, particularly Doulton wing, was stark and unwelcoming and not appropriate for children. The design of the units afforded little flexibility for activities for the number of children who could be accommodated. Rooms for private meetings with children were scarce.

**Recommendation: Children should live on age-appropriate wings that are configured and resourced so that children can engage in a full regime of activities that support their rehabilitation. (1.40)**

- 3.15 The main wings remained too large and institutional for children who and there were not enough rooms for private meetings with children.
- 3.16 Leaders had secured funding for a programme of work to improve the residential environment, which had recently begun. The residential units were now partly furnished and more furniture was to be delivered in October 2022.
- 3.17 Work had also started on improving the youth club rooms on the wings, including new equipment to keep children occupied. B wing was almost complete and A wing was in progress at the time of our visit. Leaders would need to make sure that children had better access to these facilities when they are finished.
- 3.18 Some communal areas had been professionally painted and there was a plan to paint all cells over the next few months. This improvement to the overall appearance would need to be accompanied by higher standards of cleanliness.
- 3.19 Leaders, staff and children had started to work on a prototype cell to make the cells feel more child friendly, including making furniture from different materials. This was a promising initiative.



**B wing**



**Youth club**

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

## Equality, diversity and faith

**Concern:** Leaders were using data to identify unequal treatment among certain protected groups, but further enquiry and subsequent investigations did not identify the underlying cause of these disparities or resolve them.

**Recommendation: Unequal outcomes should be investigated and addressed. (1.41)**

- 3.21 There had been several changes among leaders and staff in the equality department since our last inspection which had adversely affected equality work. There had been no meetings to discuss equality since July 2022.
- 3.22 The equality adviser had continued to collect data on disproportionality across a range of areas, for example violence, use of force and adjudications. However, when disproportionality was identified, no investigation or action was carried out.
- 3.23 Senior leaders had recently been appointed as protected characteristic (see Glossary) leads and were awaiting a briefing on their roles and responsibilities. Leaders had an ambitious vision to embed equality into the function of each department but, at the time of our visit, there was limited evidence of progress. Leaders acknowledged that there would be a long period before the vision was embedded in practice.
- 3.24 We considered that the prison had made no meaningful progress in this area.

## Health care

**Concern:** Patients failing to attend or arriving late for health appointments impaired efficient use of health resources, including some clinicians' time. Several factors contributed to this including reduced capacity in the waiting room during the pandemic, regime restrictions and clashes, and keep-aparts.

**Recommendation: Sustained action should be taken to make sure that health resources are fully used to optimise the health care of patients. (1.42)**

- 3.25 Health care resources were now being used more effectively and there had been an improvement in patient attendance.
- 3.26 During the previous two months, only four health appointments across all services had been cancelled by prison staff. Health care administration now provided lists of appointments in advance to make sure that necessary arrangements could be made for patients attending.

- 3.27 Two officers were now consistently detailed every day to escort patients to health appointments. Health care leaders and prison managers provided daily oversight at the morning prison meetings, which enabled potential concerns to be addressed immediately. There was a clear escalation process for health care staff to use if there were difficulties with patient attendance.
- 3.28 We considered that the prison had made good progress in this area.

## Time out of cell

**Concern:** Children did not spend enough time out of cell during the day, particularly at weekends.

**Recommendation:** The time that children spend out of their cells in activity should be increased, including at weekends. (1.43)

- 3.29 The response to, and progress against, this recommendation had initially been very slow. Following the inspection, the time that children spent out of their cells had reduced before starting to improve again in the summer of 2022. Since then, time unlocked had been about five hours on weekdays and three hours at weekends, both of which were marginally better than at the inspection.
- 3.30 Weekend activity out of cells depended on staff levels and only 19% of children in our survey said that they usually spent more than two hours out of their cells at weekends.
- 3.31 Activity out of cells was affected by conflicts between children who could not all be unlocked at the same time. Progress had been made to reduce the number of conflicts, but the regime was still compromised for most children. The senior leadership team recognised the link between violence and time out of cell and the need to address them in tandem.
- 3.32 Levels of conflict between children and inadequate behaviour management (see paragraphs 3.1 and 3.8) had resulted in full-time education only being reintroduced during the week of our visit. Children had previously attended education for only part of the day for up to 11 hours each week.
- 3.33 Leaders were realistic about the shortcomings in the regime and were making progress to address them. It was encouraging that the decline during the first half of the year had been reversed and that leaders were working to improve the quality of activity offered and the time unlocked. However, they were clear that outcomes for children were not satisfactory.
- 3.34 We considered that the prison had made no meaningful progress in this area.



## Education, skills and work



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



**Route to education**

**Theme 1: Leaders should support staff to deliver a curriculum that develops children's skills in their subject. Staff working on functional skills courses should ensure that the curriculum is ambitious and develops children's knowledge. (1.44)**

- 3.35 Leaders and managers had started to enhance and expand the curriculum options which developed the children's skills on their pathways and chosen subjects. This had resulted in achievement now exceeding the pre-COVID levels, with a considerably smaller number of children attaining a greater volume of qualifications.
- 3.36 Children were developing their theoretical and practical skills in the workshops and classrooms. For example, in the new cycle maintenance workshop, children used their engineering and painting skills to repair bikes to a professionally high standard for re-use in the

community. In an information and communication technology (ICT) lesson, an art and design learner had produced a highly professional marketing and business plan for the sale of the learner's own brand of fashionable designer workwear.

- 3.37 However, while achievement and children's skill levels and subject knowledge had increased since the previous inspection, too many children were still making slow progress and not achieving because they had been withdrawn for poor behaviour. In addition, some of the new planned employment skills and pathways had not yet started.
- 3.38 Managers and staff had made progress in developing children's broader knowledge and understanding of the application of English and mathematics in the workplace and other subject areas. Staff were embedding English and mathematics in most areas, which had improved literacy and numeracy skills for most children. However, additional time allocated for English and mathematics in education had only just been increased and it was too early to judge the impact of this development.
- 3.39 Managers and teachers had planned for the embedding of ICT across the pathways and had introduced weekly ICT lessons for all learners. However, a lack of digital equipment in education and vocational workshops had prevented this from being fully developed.
- 3.40 Ofsted considered that the prison had made reasonable progress against this theme.

**Theme 2: Leaders and managers should ensure that children have the opportunity to study their chosen subject. Staff should set high expectations for children. Children should be encouraged and supported to identify and develop the skills that will support them during their time in custody and on release. (1.45)**

- 3.41 Leaders and managers had involved appropriate staff to consider children's aspirations and this had improved allocations. However, because of poor behaviour, too many children were still not accessing their preferred pathways or enough education. Too many children were still on waiting lists to study courses relevant to their career plans.
- 3.42 Leaders and managers had improved individual risk assessments for education pathways to enable all children to access their chosen subjects. As a result, more children had been allocated to activities that had previously been out of reach, such as barbering, painting and decorating and construction multi-skills.
- 3.43 In most subjects, staff identified children's starting points effectively and set targets to develop their skills. However, these were not monitored and recorded appropriately. Too many staff did not revisit and update children's development plans with them and both staff and children were unclear about their progress and achievement. Children were set

the same generic target on too many courses which did not allow staff to tackle gaps in children's learning.

- 3.44 Staff allocated children to suitable training to complete before their release, such as a Construction Skills Certificate Scheme (CSCS) card and independent living skills. However, too many children who were preparing for release had not received suitable information, advice and guidance to prepare them for their next steps. For example, two learners nearing release had yet to receive careers advice from their education and resettlement worker and a learner due to transfer to an adult prison had limited understanding of the opportunities and progression routes at the prison he had been allocated to.
- 3.45 Ofsted considered that the prison had made insufficient progress against this theme.

**Theme 3: Prison staff should make sure that children arrive promptly to lessons. (5.31)**

- 3.46 Prison staff had not made enough progress in making sure that children arrived promptly to their lessons, largely because of poor behaviour on the wings and on the way to lessons.
- 3.47 The new prison senior team had prioritised a return to full-time education and prompt arrival times for all children and had identified a recent improvement. However, most learners were still late to lessons and too many lessons were cancelled because learners had been excluded. We observed only a few learners arriving on time and many being returned to the wings.
- 3.48 Children's poor behaviour resulted in the cancellation of classes, for example, painting and decorating, construction multi-skills and music. In addition, the times that children left the wings to go to classes were delayed and staggered and learners arrived late to lessons which reduced the time that they had to progress in their main subject. A few complained that the time taken to complete English and mathematics activities was curtailing their practical activity.
- 3.49 Incidents of poor behaviour resulted in classrooms being changed, for example, to avoid children moving past each other on route, or seeing each other in adjoining classrooms and workshops. In a few cases this also prevented teaching staff from arriving on time.
- 3.50 In most lessons where learners were fully engaged, their behaviour was good. Poor language was challenged and learners often apologised for lapses in standards.
- 3.51 Ofsted considered that the prison had made insufficient progress against this theme.



## Interventions

**Concern:** There was no support at all for children serving life or indeterminate sentences. Not enough interventions were available to children, many of whom were released with no support to help them reduce their risk and resettle into the community.

**Recommendation:** The range of interventions should be broadened to include those aimed at children serving life or indeterminate sentences. Interventions should be sequenced to make sure that all children requiring interventions receive them. (1.46)

- 3.52 The range of accredited interventions was unchanged, but more children were participating in interventions than at the inspection. Most children had completed their intervention one-to-one with a facilitator, but a few small group interventions had been completed which represented progress. The on-site psychology team completed one-to-one work with children with more complex needs.
- 3.53 Allocation to interventions was managed well with the involvement of the inclusion team which helped to coordinate the delivery of services.
- 3.54 Children with life or indeterminate sentences had access to the same interventions as their peers, but there were no accredited interventions specifically for them. However, some work was in place to support them with their sentence. Kinetic Youth (a not-for-profit social enterprise that supports young people to improve their lives) had recently started a weekend programme for these children and chaplains and resettlement practitioners provided individual support to help them understand their sentence and address any concerns. A buddying scheme with carefully selected life-sentenced adult prisoners was being trialled at the time of our visit for children who were transferring to adult prisons. Positive feedback had been received from the child who was participating in the pilot session.
- 3.55 We considered that the prison had made reasonable progress in this area.

## Reintegration planning

**Concern:** Too many children were leaving custody with no confirmed education or training placement. Systems for monitoring and addressing this in custody and after release were inadequate.

**Recommendation:** Leaders should implement robust systems that ensure recognised educational and training placements are secured when transitioning from custody to the community. (1.47)

- 3.56 Leaders had introduced an escalation process during summer 2022 which had been shared with youth offending teams (YOTs) responsible

for children placed at Werrington. The need to focus on suitable release placements was raised at YOT local practice board meetings attended by the head of resettlement and reinforced by resettlement practitioners at review meetings. Release on temporary licence (ROTL, see Glossary) had been used to enable a child to attend a college interview and secure a place on release. This was positive and reflected the proactive approach that leaders were taking to make progress with this recommendation.

- 3.57 However, seven of the 20 children released since the inspection did not have a confirmed education or training placement, a similar proportion to the inspection. There were signs that outcomes for children released more recently had improved, but it was too early to identify a trend.
- 3.58 Local records were being updated to identify trends in the lack of placements. This was a sensible approach to identifying where weaknesses in securing education and training placements were most prevalent and where management intervention was needed.
- 3.59 We considered that the prison had made insufficient progress in this area.

## Section 4 Summary of judgements

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

### HMI Prisons recommendations

An informed and establishment-wide strategy should be implemented to reduce levels of violence.

#### **Insufficient progress**

Behaviour management processes should be developed that give all staff the confidence to challenge poor behaviour and promote prosocial behaviour.

#### **Insufficient progress**

Relationships between staff and children should be meaningful and support children's progression.

#### **No meaningful progress**

Children should live on age-appropriate wings that are configured and resourced so that children can engage in a full regime of activities that support their rehabilitation.

#### **Reasonable progress**

Unequal outcomes should be investigated and addressed.

#### **No meaningful progress**

Sustained action should be taken to make sure that health resources are fully used to optimise the health care of patients.

#### **Good progress**

The time that children spend out of their cells in activity should be increased, including at weekends.

#### **No meaningful progress**

The range of interventions should be broadened to include those aimed at children serving life or indeterminate sentences. Interventions should be sequenced to make sure that all children requiring interventions receive them.

#### **Reasonable progress**

Leaders should implement robust systems that ensure recognised educational and training placements are secured when transitioning from custody to the community.

#### **Insufficient progress**

## **Ofsted themes**

Leaders should support staff to deliver a curriculum that develops children's skills in their subject. Staff working on functional skills courses should ensure that the curriculum is ambitious and develops children's knowledge.

### **Reasonable progress**

Leaders and managers should ensure that children have the opportunity to study their chosen subject. Staff should set high expectations for children. Children should be encouraged and supported to identify and develop the skills that will support them during their time in custody and on release.

### **Insufficient progress**

Prison staff should make sure that children arrive promptly to lessons.

### **Insufficient progress**

## Appendix I About this report

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

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

Independent reviews of progress (IRPs) are designed to improve accountability to ministers about the progress prisons make towards achieving HM Inspectorate of Prisons' recommendations in between inspections. IRPs take place at the discretion of the Chief Inspector when a full inspection suggests the prison would benefit from additional scrutiny and focus on a limited number of the recommendations made at the inspection. IRPs do not therefore result in assessments against our healthy prison tests. HM Inspectorate of Prisons' healthy prison tests are safety, respect, purposeful activity and rehabilitation and release planning. For more information see our website: <https://www.justiceinspectorates.gov.uk/hmiprison/our-expectations/>

The aims of IRPs are to:

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

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

### IRP methodology

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

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

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

**No meaningful progress**

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

**Insufficient progress**

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

**Reasonable progress**

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

**Good progress**

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

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

**Insufficient progress**

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

**Reasonable progress**

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

**Significant progress**

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

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

## **Inspection team**

This independent review of progress was carried out by:

Charlie Taylor	Chief Inspector
Angus Jones	Team leader
Esra Sari	Inspector
Angela Johnson	Inspector
Donna Ward	Inspector
Shaun Thomson	Inspector
Malcolm Bruce	Ofsted Inspector
Rachel Duncan	Researcher
Grace Edwards	Researcher
Reanna Walton	Researcher
Sophie Riley	Researcher

## Appendix II Glossary

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

### **Care Quality Commission (CQC)**

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

### **Certified normal accommodation (CNA) and operational capacity**

Baseline CNA is the sum total of all certified accommodation in an establishment except cells in segregation units, health care cells or rooms that are not routinely used to accommodate long stay patients. In-use CNA is baseline CNA less those places not available for immediate use, such as damaged cells, cells affected by building works, and cells taken out of use due to staff shortages. Operational capacity is the total number of prisoners that an establishment can hold without serious risk to good order, security and the proper running of the planned regime.

### **Leader**

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

### **Protected characteristics**

The grounds upon which discrimination is unlawful (Equality and Human Rights Commission, 2010).

### **Special purpose licence ROTL**

Special purpose licence allows prisoners to respond to exceptional, personal circumstances, for example, for medical treatment and other criminal justice needs. Release is usually for a few hours.

### **Time out of cell**

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



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