



25–27 April 2022



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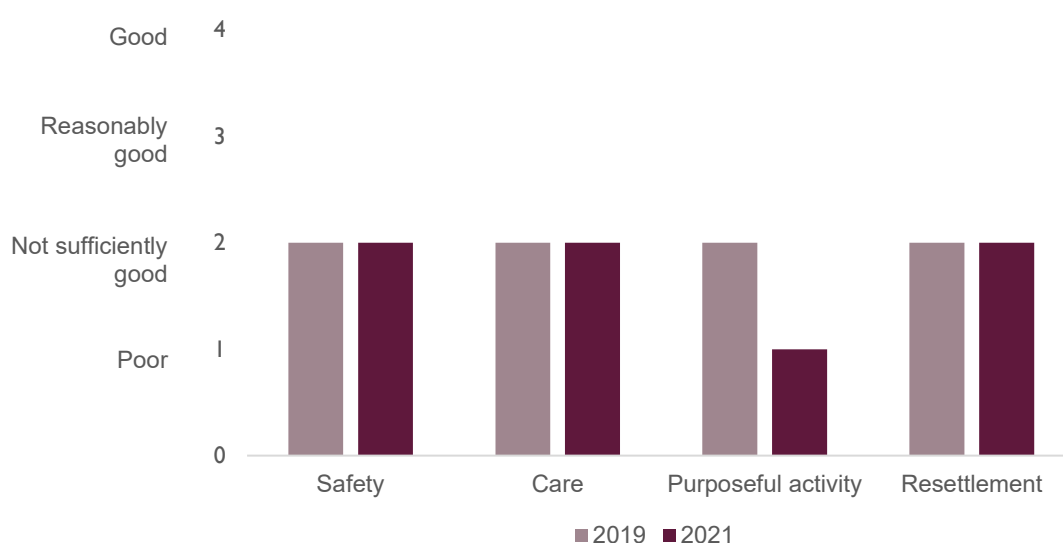
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Section 1 Chief Inspector's summary

- 1.1 Cookham Wood in Kent is a young offender institution holding boys between the ages of 15 and 18. The institution can hold up to 188, although because of reductions in the population of children in custody during the COVID-19 pandemic, at the time of this independent review of progress just over 80 children were held.
- 1.2 At our previous inspections of HMYOI Cookham Wood in 2019 and 2021, we made the following judgements about outcomes for children.

Figure 1: HMP YOI Cookham Wood healthy prison outcomes in 2019 and 2021



- 1.3 In August 2021, we found that outcomes had declined in the key area of purposeful activity and were poor, our lowest judgement. Outcomes for children were not sufficiently good in our three other healthy prison tests. The key issue was that staff did not challenge poor standards on residential units and had low expectations of children. Consequently, many children were not motivated to use their time at Cookham Wood usefully.
- 1.4 At this visit we reviewed progress against 14 key recommendations, including four identified by Ofsted. During the winter months, Cookham Wood had been a COVID-19 outbreak site and had experienced staff shortfalls as a result. This had affected the ability of leaders and managers to make swift progress towards addressing our recommendations. Taken as a whole, progress had been reasonable or better in seven of the 14 areas that we reviewed. In most areas where progress was not good enough, this was because there had not been enough time to assess the impact of very recent changes.
- 1.5 Cookham Wood has had longstanding weaknesses in ensuring consistent standards of cleanliness, care and behaviour management. Leaders had secured funding for a refurbishment programme for

residential units and, where this was complete, living conditions were much improved. In the weeks before our visit, the governor had increased the number of custodial managers on residential units to provide support for frontline staff and improve consistency. While too soon to see the impact of this change, if successful the improved confidence and consistency in care we observed should provide a foundation for improvement across other outcomes.

- 1.6 Despite recent reductions, levels of violence remained higher than at other YOIs. The governor had appointed a new head of safety and two safety analysts, but it was disappointing that there was still no plan to reduce violence. This would make it difficult to sustain reductions in violence and minimise the debilitating impact that the high level of conflict had on staff morale and time out of cell.
- 1.7 We were concerned that no progress had been made in the area of equality, diversity and faith. There was a need to ensure that basic safeguards were put in place, including monitoring of outcomes and adequate investigation of complaints about discrimination.
- 1.8 A new regime had been implemented in the weeks before our visit which should give children more time out of cell, including 24 hours of education each week. However, because of a serious violent incident, this had not yet been delivered consistently and time out of cell needed overall improvement. There had been progress in widening the education provision and an emphasis on the importance of learning had improved attendance. However, problems with allocation, punctuality and some weakness in teaching remained.
- 1.9 Progress in the area of resettlement was the most positive. Leaders had worked well to improve public protection substantially and there was now more support to help children maintain contact with their family and friends.
- 1.10 This was a mixed review. The governor and his team were starting to deliver some meaningful progress driven by investment from the Youth Custody Service. However, the new regime needs to be implemented properly and then further improved to demonstrate to all children that resolving conflict and making progress will be rewarded with more productive time out of cell. Ultimately, success will depend on leaders' ability to create a culture where staff expect consistently high standards and support children to achieve them.

Charlie Taylor

HM Chief Inspector of Prisons

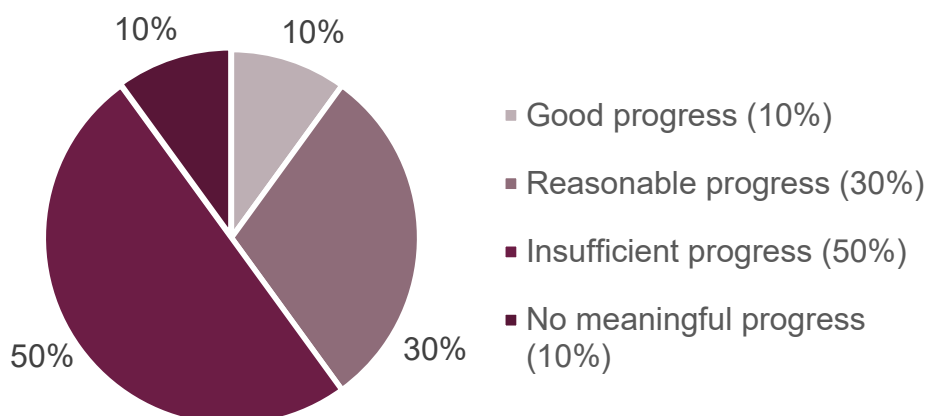
April 2022

Section 2 Key findings

- 2.1 At this IRP visit, we followed up 10 recommendations from our most recent inspection in August 2021 and Ofsted followed up four themes based on their latest progress monitoring visit to the YOI.
- 2.2 HMI Prisons judged that there was good progress in one recommendation, reasonable progress in three recommendations, insufficient progress in five recommendations and no meaningful progress in one recommendation.

Figure 2: Progress on HMI Prisons recommendations from 2021 inspection (n=10)

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 three themes and insufficient progress in one theme.

Figure 3: Progress on Ofsted themes from 2021 inspection (n=4)

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 2021. The reference numbers at the end of each recommendation refer to the paragraph location in the full inspection report.

Bullying and violence reduction

Concern: The number of violent incidents was high. The response to this was invariably to keep children apart from each other, which had a negative impact on their regime and reinforced the violent behaviour. Staffing unavailability, lack of engagement and redeployment of specialist conflict resolution staff to support the regime compounded the problem.

Recommendation: An effective violence reduction strategy, with a robust action plan, should be implemented to reduce the incidence of violence. (1.36)

- 3.1 Several children had deeply entrenched conflicts with each other, stemming from the community. During the previous six months, there had been 160 incidents of violence, 96 of which were assaults among children and 64 assaults on staff. The number of violent incidents had reduced by 20% since the previous inspection, which was positive, but rates of violence remained high and were higher than similar young offender institutions (YOIs).
- 3.2 Thirteen incidents had been recorded as serious which was fewer than at our last inspection. A serious, violent incident had occurred shortly before our visit which had resulted in many members of staff requiring hospital treatment and had understandably affected the confidence and morale of staff.
- 3.3 In recent months, a new safety lead and support team had been appointed to address violence. At the time of our visit, progress was limited and there was no violence reduction strategy or action plan. Violence data were not effectively analysed, and violent incidents were not routinely investigated. Leaders and managers did not, therefore, have a clear understanding of the causes of violence.
- 3.4 There were two vacancies in the conflict resolution team and staff in the team were regularly redeployed to other prison duties. They were unable to support children promptly to work through conflicts with each other and reduce further incidents of violence. It took an average of six days for a conflict resolution practitioner to be handed a case, which was too long.

- 3.5 Senior leaders had recently introduced more custodial managers to all landings to support and supervise staff. Some staff we spoke to appreciated the additional support, but it was too early to assess the impact on consistency and the modelling of prosocial behaviour.
- 3.6 We considered that the prison had made insufficient progress in this area.

Behaviour management

Concern: Too much poor behaviour went unchallenged by staff. This included banging of doors, the blocking of observation panels and shouting out of doors and windows. Expectations of behaviour were not enforced robustly and there was an inconsistent approach to ensuring that even the most basic of standards were met. There was a lack of immediate or longer-term rewards or incentives to reward good behaviour and make sure that children who engaged could consistently progress and attain long-term goals both within the prison – for example, with a more trusted status – or as they moved toward release.

Recommendation: Consistent expectations of behaviour should be set and communicated to children. (1.37)

Recommendation: There should be clear pathways for children that properly incentivise education, rehabilitation work and prosocial behaviour. (1.37)

- 3.7 In our survey, only 19% of children said the reward scheme was fair. We found that the rewarding positive behaviour policy (RPBP) was confusing to managers, staff and children. Leaders were aware of this and the policy was under review at the time of our visit. This had led to inconsistent application of rewards and sanctions by staff: 18% of children had been incorrectly placed on the lowest level of the reward scheme which affected what they could spend each week on canteen and pin phone credit. Children we spoke to were very frustrated about this. Leaders rectified the problem when we raised it with them, but it was concerning that they had not identified it themselves.
- 3.8 The three levels of the RPBP were barely distinguishable from each other. There was little to reward children on the highest level or encourage other children to achieve it.
- 3.9 The instant reward scheme of green cards for positive behaviour and yellow for a sanction had restarted in the previous three weeks. Monitoring systems had not yet been established to ensure that staff applied the scheme equitably.
- 3.10 We observed widespread examples of low-level poor behaviour as we had at the previous inspection. Many cell observation panels were blocked and basic standards, such as graffiti and dirty, unkempt cells, remained unchallenged by many staff.

- 3.11 There was no overarching strategy to motivate engagement with education or sentence planning targets, although work had started to incentivise education and recognise outstanding achievements by individuals, classes and living units. Behaviour management was better on Cedar unit but more needed to be done to demonstrate to children living on the other units the benefits of engaging with education and sentence planning targets.
- 3.12 We considered that the prison had made insufficient progress in this area.

Separation/removal from normal location

Concern: The arrangements for separating children did not safeguard children's well-being. Local managers had failed to prevent children from being subject to potentially harmful regimes for extended periods. Oversight arrangements did not enable managers to be better informed of the interactions, education or health care input that these children were receiving. Safeguards for separated children involved a large number of cursory checks, rather than meaningful and dynamic engagement.

Recommendation: Leaders and managers should make sure that children subject to separation can access a regime that is equivalent to that of their non-separated peers. (1.38)

- 3.13 Managers had strengthened separation procedures: each separated child had a consistent case manager at governor level who was responsible for chairing their review meetings and determining how they would be supported to end their period of separation safely; there was more flexibility in the timing of reviews to reflect individual circumstances; and separated children were discussed at weekly multidisciplinary meetings so that there was a shared understanding of their needs and work to be carried out with them.
- 3.14 The development of Phoenix unit as an outreach facility for separated children was a promising initiative. The unit had been carefully refurbished in an age-appropriate way and was unrecognisable from its previous use as a segregation unit.



Phoenix unit

- 3.15 Managers had a clear vision for this facility to be used to deliver a regime that provided separated children with purposeful time out of their cells, intervention and conflict resolution work and preparation for reintegrating with their peers. The unit was to be fully staffed with a dedicated team of officers at the end of May 2022, but there was early evidence of how it could support reintegration. Two separated children spent time together in the unit and had a joint gym session for the first time.
- 3.16 The delivery of outreach education was more consistent than at the previous inspection, but otherwise the experience of separated children was unchanged. cursory checks were made of children separated for much of the day in their cells and there was no evidence of meaningful interaction with the child. Records did not indicate that opportunities for activity out of their cell were consistently offered to separated children and their regime was not equivalent to that of other children.
- 3.17 We considered that the prison had made reasonable progress in this area.

Daily life

Concern: Extensive and offensive graffiti in cells, communal areas and exercise yards remained a significant problem and was emblematic of generally poor standards across the prison. During the inspection, children told us that graffiti was a 'normal' feature of the prison. Poor standards of cleanliness in cells and communal areas were not challenged effectively by staff and managers.

Recommendation: The establishment should be well maintained, clean and free of graffiti. (1.39)

- 3.18 Refurbishment had been completed on A2 unit and was in progress in the Phoenix centre, B1 unit and reception. Standards of living had greatly improved in areas that had been refurbished and were good. Children living on A2 unit told us that they were happy with their new living accommodation and took greater care of their cells, which was positive. There was a credible plan to refurbish all residential units over the coming months.



A2 refurbished cell

- 3.19 Communal areas across the site were now clean and well maintained and new furniture had been installed on all units. Custodial managers had been introduced to the residential units to help staff to maintain standards (see paragraph 3.5), but children needed more support to improve the cleanliness of their cells. Incentives were not always used consistently across the units (see paragraph 3.7).
- 3.20 Exercise yards remained in a poor condition and we saw rubbish on the floors. There was still graffiti on the walls, but we were told that this would be addressed as part of the refurbishment plan.

- 3.21 The challenge for leaders will be to make sure that staff maintain the improved living standards by consistently noticing, challenging and addressing graffiti and other damage when it occurs.
- 3.22 We considered that the prison had made reasonable progress in this area.

Equality and diversity

Concern: The promotion of equality and diversity remained weak. Equality monitoring data did not lead to actions or thorough investigations into disproportionate outcomes for some children in protected groups. Investigations into discrimination following receipt of incident report forms were poor and some did not take place at all.

Recommendation: Leaders should make sure that all incidences of discrimination are identified, investigated and addressed. (1.40)

- 3.23 An equality and diversity team had been recruited, but no meaningful work had been undertaken since our last inspection. There was a draft equality and diversity policy, but no date for its implementation, and there was no action plan. There was a lack of focus in this area.
- 3.24 During the previous six months, there had been 28 complaints about discrimination. Investigations remained poor and were not given priority. We saw examples of investigations taking up to three months to be completed and in some cases the child had already been released, which was poor practice.
- 3.25 An equality action team meeting had been established, but there had only been one meeting since our last inspection. Equality monitoring data were not analysed and there were no improvements in this area. At our last inspection, four children had been identified as diversity and inclusion representatives, but there were no representatives at the time of this visit.
- 3.26 We considered that the prison had made no meaningful progress in this area.

Health services

Concern: The well-resourced mental health services continued to struggle with accessing the children in confidential and therapeutic rooms with allocated officer escorts, resulting in frequently aborted appointments.

Recommendation: Children should be able to access planned mental health care appointments in clinically appropriate and therapeutic environments. (1.41)

- 3.27 Central and North-west London NHS Foundation Trust had taken over the contract to deliver primary care, mental health and well-being, and substance misuse services on 1 April 2022. An interim head of health care had started work at the same time.
- 3.28 Funds had been secured to convert cells on each wing into meeting rooms to improve the facilities for therapy delivered by the well-resourced and highly skilled mental health and well-being team.
- 3.29 Two rooms in education had been allocated to the enhanced support team which included mental health practitioners. Practitioners said that these rooms were regularly double booked, resulting in cancellation of appointments and disruption to children's treatment. Our observations confirmed this.
- 3.30 The rooms used by the mental health team for appointments had internal windows with no blinds or screens to provide privacy. Offices on the wings, also with internal windows, were shared by officers and mental health practitioners. There were blinds on these windows but they were not regularly used during children's appointments unless a child became upset, which was disappointing. We were told that officers entered the room during appointments which was not appropriate.
- 3.31 Children's access to mental health and well-being appointments was not consistent. There had been no meaningful change since the previous inspection in the did-not-attend rate for mental health and well-being appointments.
- 3.32 We considered that the prison had made insufficient progress in this area.

Time out of cell

Concern: Time out of cell was too limited, at a daily average of about four and half hours on weekdays and two hours at weekends. Regime restrictions and controlled movement were responsible for many delays affecting the time available to children for education classes, work or recreation.

Recommendation: Opportunities for children to spend time out of their cell in education or other constructive activities, including social time together, should be increased, particularly at the weekend. (1.42)

- 3.33 Time out of cell (see Glossary) remained limited and varied across the units. An improved regime had recently been introduced to increase hours out of cell from about four and a half to six hours on weekdays and from less than two hours to more than three hours at weekends. Staff shortfalls following a serious incident of violence in March meant that this new regime had only been delivered on a few days (see paragraph 3.2).

- 3.34 In our survey, some children made comments about the inconsistent regime and not receiving the hours out of cell that they expected. One child commented: 'There is no routine and it changes every day and, in some ways, it's unsafe'.
- 3.35 Delays in movement continued to affect time out of cell. All the movements that we observed were delayed which caused frustration to children and staff. This was compounded by staff unlocking each group for movement too slowly.
- 3.36 There was still too little time for children to socialise because of regime restrictions and 'keep apart' (see Glossary), children who were unable to mix with others. This affected time in the gym and children often missed sessions if they were unable to mix with the group they had been paired with. Very limited constructive activities were offered which varied across the units. Plans were being implemented to make association periods more purposeful, including the introduction of catering clubs and a barber shop, which was good.
- 3.37 We considered that the prison had made insufficient progress in this area.

Education, skills and work



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

Theme 1: What progress have leaders and managers made in ensuring opportunities for children to study are maximised, including in-cell study?

- 3.38 Although managers had worked closely together to increase substantially the number of hours that children spent in education, aspects of the new arrangements were problematic. Children in small groups spent a full week, often with the same teacher. The classroom day was long with no outside breaks. Consequently, children had difficulty in maintaining concentration and enthusiasm for the subject, which was not conducive to learning.
- 3.39 Delays in movements from residential units to and from lessons had made the teachers' planning of learning difficult, particularly at the start of the lesson and while attempting to conduct a plenary. Although attendance at education was good, with rates of refusal dropping, punctuality was often poor. As the large majority of learning activities

were based on filling in worksheets, children struggled with motivation and undertook too little meaningful work in lessons.

- 3.40 Managers had stopped in-cell learning which they had been providing throughout the pandemic. They had rightly prioritised returning children to face-to-face learning. Managers had also placed emphasis on ensuring that children were set and completed homework which helped to maximise their learning. Prison managers had expanded the role of the library to support teachers and broaden homework options for children through access to appropriate books.
- 3.41 Ofsted considered that the prison had made insufficient progress against this theme.

Theme 2: What progress have leaders and managers made in ensuring that the curriculum includes sufficient opportunities for children to develop vocational, mathematics, English and ICT skills?

- 3.42 Leaders had recently strengthened and broadened the curriculum and were developing it further to meet better the needs and career interests of children. For example, they had introduced courses in animal care and accounting and had developed a new course in barbering. Leaders recognised that their plans had been impeded by staff shortages in areas such as painting and decorating and carpentry.
- 3.43 Leaders had designed a practical learning route to enable children to study vocational subjects alongside English, mathematics and a personal development curriculum. They had doubled the time that children spent learning English and mathematics to help them develop their literacy and numeracy skills and gain qualifications. Children enjoyed the more practical sessions such as catering, music technology and radio production.
- 3.44 Leaders supplied children with laptop computers for use in their cells to provide them with entertainment, homework and further learning opportunities. Leaders ensured that children had access to a variety of digital resources to inform them about topics such as black culture and Stephen Lawrence Day. Leaders were developing digital material to enable children to extend their learning in English, mathematics and money management, but it was too early to judge the effectiveness of these resources.
- 3.45 Although leaders had a clear strategy to help children improve their digital skills, they had not ensured that teachers structured learning effectively to improve children's proficiency and knowledge quickly when using computers. In lessons where children used computers, teachers did not help them extend their learning about digital skills. Leaders did not ensure that children had access to appropriate digital resources in their information technology lessons.
- 3.46 Ofsted considered that the prison had made reasonable progress against this theme.

Theme 3: What progress have leaders and managers across the prison made in ensuring that they work collaboratively to prioritise education and increase children's attendance at classes?

- 3.47 Leaders and managers had worked well to ensure that children engaged in and benefited from education. The strategic intention to prioritise education was evident with a return to a 24-hour week, plus three hours of gym. Each half day, managers jointly reviewed children's attendance and any withdrawals from class and quickly followed up on those who failed to attend. They understood the reasons for interruptions to lessons and were, therefore, able to take effective action to support children back into the classroom. The individual support that children received was comprehensive, including prison therapeutic interventions or one-to-one teaching.
- 3.48 Leaders and managers had implemented effective practical solutions to help prioritise education for children. For example, new and experienced learning and skills managers had been appointed to improve operational relations between education and residential units.
- 3.49 Education and prison staff had provided good support and guidance to encourage the small number of children who failed to attend classes. However, some processes were not co-ordinated well enough. Education staff produced daily planning lists to inform residential staff of which children were due to attend which classes, but these were too complex and subject to last-minute changes which led to delays in children attending classes.
- 3.50 Safety concerns arising from violent incidents in the prison and the decision for some children to be kept apart had undermined the progress that leaders had made in improving the provision of education. Consequently, children had not been placed on pathways best suited to their needs and had too few opportunities to learn alongside their peers. Access to specialist areas such as information communication technology (ICT) and horticulture had been restricted. Education managers recognised this and were working well with the prison to enable gradually more mixing of children following risk assessments and a broader range of enrichment activities.
- 3.51 Ofsted considered that the prison had made reasonable progress against this theme.

Theme 4: What progress have leaders and managers made in improving the quality of teachers' feedback to children that helps them improve their work?

- 3.52 Leaders provided teachers with useful training sessions to help them improve the quality of feedback they gave to children. Leaders and teachers identified the improvements they had made as a result of this training. For example, greater numbers of teachers successfully linked

feedback on written work to children's targets. Teachers demonstrated that they understood the need to give children feedback that was simple, concise and to the point. Leaders devised additional training sessions for staff to strengthen and reinforce these techniques, but it was too early to judge the full impact of this training.

- 3.53 Most teachers gave children useful and constructive feedback that indicated clearly what they needed to do to improve their written work. Leaders and teachers of English and mathematics had recently introduced useful exercise books that enabled them to indicate appropriately to children what had gone well, their progress with vocabulary and punctuation, and topics for children to check again. Teachers also gave children clear verbal feedback about what they had done well and how to improve further in practical lessons.
- 3.54 However, children's poor self-motivation and concentration and teachers' lack of class management skills meant that children struggled to use teachers' feedback meaningfully. Very few staff made sure that children acted quickly on the feedback so that they actually improved the quality of their written work.
- 3.55 Ofsted considered that the prison had made reasonable progress against this theme.

Children, families and contact with the outside world

Concern: Despite good in-person and remote visits provision, take-up was low. In addition, children faced long delays in getting telephone numbers approved and receiving letters from their family and friends.

Recommendation: Children should receive support to enable them to maintain contact with their family and friends in the community. (1.47)

- 3.56 In our survey, three-quarters of children said they had visits, but only 19% of these said they had weekly visits. There had been some improvement in the take-up of social visits. Managers planned to refurbish the visits room and an outdoor visits area had been added to the facilities, but it had not yet become an integral part of the visits routine.



Outdoor visits area

- 3.57 Managers did not provide enough encouragement and support to children and their families to use secure video calls (see Glossary) for family contact and use remained low, which was disappointing. Children had phones in their cells and still received additional phone credit each week which had been introduced during the pandemic to support family contact. Children could also send and receive emails on their laptops through the 'email a prisoner' scheme.
- 3.58 Family day visits had been reintroduced since our last inspection, which was positive. Family days were organised unit by unit to reflect managers' aim of running each residential landing as a community. Managers were aware of the need to ensure that these days were offered to children on all the units and a timetable was being developed to support this. Each event lasted several hours and included the opportunity for children and their families to take part in activities, eat as a family and have photographs taken. We attended one visit which had a relaxed atmosphere and the outdoor visits area was being used.
- 3.59 Family therapy had been delivered to 14 children and their families since our last inspection. A family therapy room was available which had also been used to support children who were parents to practise basic child care. There were now two family therapists which had increased the number of children and families who could benefit from this support.
- 3.60 We considered that the prison had made reasonable progress in this area.

Pre-release and resettlement

Concern: We found several areas where there was an absence of adequate risk management. ROTL risk assessments were not sufficiently robust; they failed to acknowledge any potential risk of harm posed by the child. MAPPA management levels were not routinely confirmed before release, and contributions to MAPPA meetings were variable. Case workers had no formal training in risk management.

Recommendation: Risk management processes, including ROTL and public protection, should identify and action risks adequately. (1.48)

- 3.61 Managers had sought advice from HMPPS policy leads to inform local policies and processes. Online training had been provided for the resettlement team and in-person training was being arranged with the local multi-agency public protection board.
- 3.62 Release on temporary licence (ROTL, see Glossary) procedures had been strengthened by additional checks to ensure that risk was properly considered when determining children's suitability for ROTL. In one example, the ROTL board had given a child the target of completing work to address a risk related to their offence before determining their suitability for ROTL.
- 3.63 An administrator in the resettlement team maintained an up-to-date database of children who would be subject to multi-agency public protection arrangements (MAPPA) management on release. Confirmed levels were requested six months before release and management oversight and support for this work had been strengthened since our previous inspection. Escalation processes were in place, and no MAPPA eligible children had been released without a confirmed level since the inspection. Attendance at monthly public protection meetings remained inconsistent, but the meetings provided oversight of MAPPA eligible children from six months before release to ensure that appropriate MAPPA management arrangements had been confirmed.
- 3.64 We considered that the prison had made good 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 effective violence reduction strategy, with a robust action plan, should be implemented to reduce the incidence of violence.

Insufficient progress

Consistent expectations of behaviour should be set and communicated to children.

Insufficient progress

There should be clear pathways for children that properly incentivise education, rehabilitation work and prosocial behaviour.

Insufficient progress

Leaders and managers should make sure that children subject to separation can access a regime that is equivalent to that of their non-separated peers.

Reasonable progress

The establishment should be well maintained, clean and free of graffiti.

Reasonable progress

Leaders should make sure that all incidences of discrimination are identified, investigated and addressed.

No meaningful progress

Children should be able to access planned mental health care appointments in clinically appropriate and therapeutic environments.

Insufficient progress

Opportunities for children to spend time out of their cell in education or other constructive activities, including social time together, should be increased, particularly at the weekend.

Insufficient progress

Children should receive support to enable them to maintain contact with their family and friends in the community.

Reasonable progress

Risk management processes, including ROTL and public protection, should identify and action risks adequately.

Good progress

Ofsted themes

Leaders should make sure that they maximise opportunities for children to study, including in-cell study.

Insufficient progress

Leaders should make sure that the curriculum includes sufficient opportunities for children to develop vocational, mathematics, English and ICT skills.

Reasonable progress

Leaders across the prison should make sure that they work collaboratively to prioritise education and increase children's attendance at classes.

Reasonable progress

Leaders should make sure that teachers provide children with constructive feedback that helps them to improve their work.

Reasonable 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/hmiprisons/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 August 2021 for further detail on the original findings (available on our website at <https://www.justiceinspectorates.gov.uk/hmiprisons/>).

IRP methodology

IRPs are announced at least three months in advance and take place eight to 12 months after a full inspection. When we announce an IRP, we identify which 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:

Angus Jones	Team leader
Angela Johnson	Inspector
Chelsey Pattison	Inspector
Esra Sari	Researcher
Sarah Goodwin	Health and social care inspector
Andy Fitt	Ofsted inspector
Tony Gallagher	Ofsted inspector

Appendix II Glossary of terms

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.justiceinspectors.gov.uk/hmiprisons/about-our-inspections/>

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.

Keep apart

Children who are kept apart from each other because to avoid violence.

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).

Secure video calls

A system commissioned by HM Prison and Probation Service (HMPPS) that requires users to download an app to their phone or computer. Before a visit can be booked, users must upload valid ID.

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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