



Report on an independent review of progress at

## **HMYOI Wetherby and the Keppel unit**

by HM Chief Inspector of Prisons

1–10 August 2022



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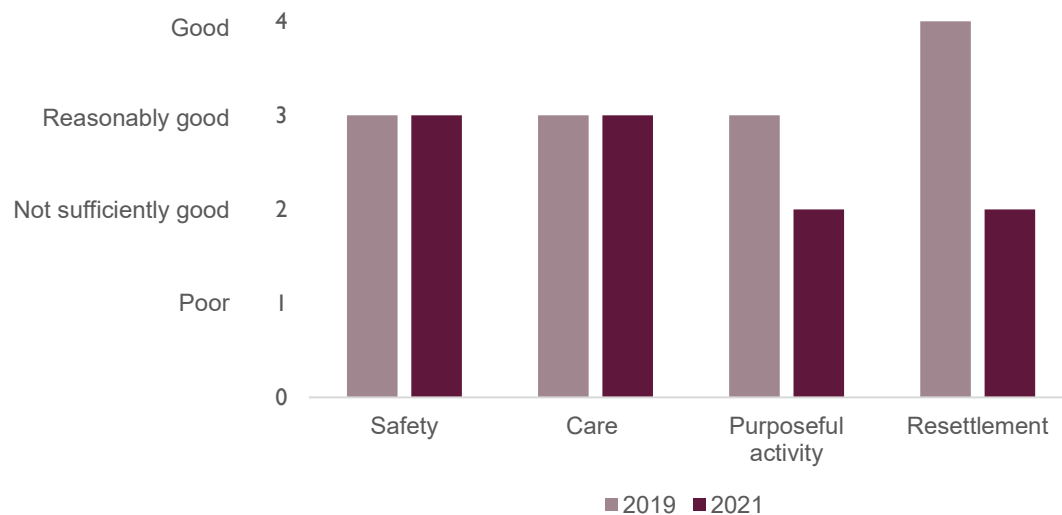
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# Section 1 Chief Inspector’s summary

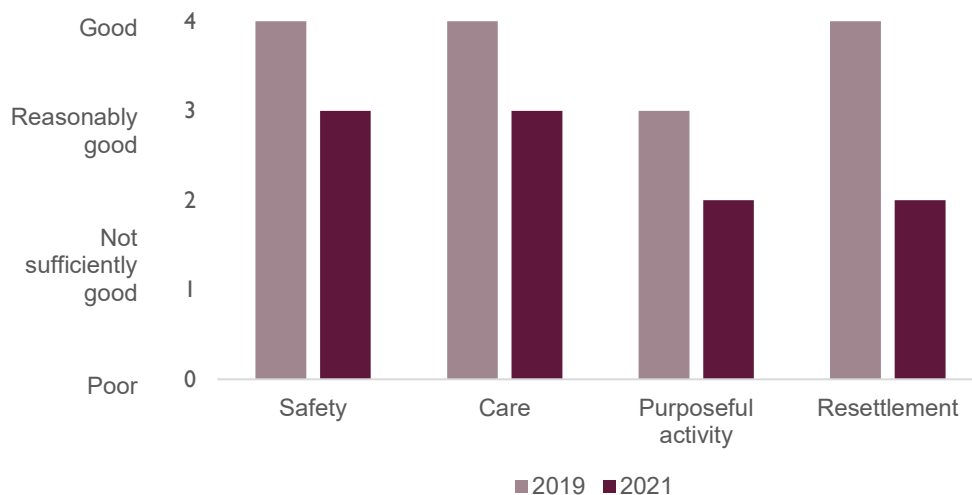
1.1 Wetherby is the largest young offender institution (YOI) in the country. It held 165 children, including six girls, at the time of our visit. At our last inspection, we found that outcomes for children had declined in the areas of purposeful activity and resettlement on the main site and across all four healthy prison tests on Keppel unit. At this independent review of progress, we assessed progress against 14 recommendations and found that progress was reasonable or better in six areas but insufficient or worse in eight areas.

1.2 At our previous inspections of HMYOI Wetherby and the Keppel unit in 2019 and 2022, we made the following judgements about outcomes for prisoners.

**Figure 1: HMYOI Wetherby healthy establishment outcomes in 2019 and 2021**



**Figure 2: Keppel unit healthy establishment outcomes in 2019 and 2021**



- 1.3 At the time of our visit leaders (see Glossary) faced several challenges, the very high concentration of need on the girls unit was difficult to manage and some boys who had transferred from other establishments had been involved in assaults on other children and staff. Morale among operational staff in particular was described to us as low, there were some staffing shortfalls and leaders were finding it difficult to recruit.
- 1.4 A key theme in areas where progress was not good enough was that the pace of change was too slow. Some of these issues, including improvements to the induction process, providing a meaningful regime for children separated from their peers, improving facilities and supervision by staff on exercise yards, and strengthening the equality provision, could have been resolved more quickly by local managers. In other areas, however, local leaders needed swifter action or more support from the youth custody service (YCS) or HM Prison and Probation Service (HMPPS) in order to make the needed improvements.
- 1.5 A national review into the role of Keppel unit had not yet been published, which created uncertainty about its future role. Local leaders had produced an interim delivery model for the unit, and were delivering a more consistent offer to children and better support for staff. However, they were unable to make further progress without a clear understanding of the long-term purpose of the unit.
- 1.6 Time out of cell (see Glossary) had not improved; children received an average of around six hours a day out of their cell during the week, and four hours at weekends. This average masked the very little time out of cell (less than two hours a day) experienced by a large number of children. Progress had been hindered by delays to a reprofiling exercise for operational staff and uncertainty around the new education contract. The latter was due to start three weeks after our visit, but prison and education leaders had yet to see it and had different views about what would be included. Depressingly, this meant that it was unlikely that children would see any improvements before 2023.
- 1.7 In the area of telephone monitoring, a key safeguard to protect the public from harm, the governor did not have the resources to clear the backlog, which was growing again. It was difficult to see how this problem could be resolved, at Wetherby or elsewhere, without support from HMPPS in the form of technology or additional staff to listen to calls.
- 1.8 Ofsted found mixed progress in the three areas they reviewed. Leaders had made reasonable improvement to the mathematics and English provision. The community learning curriculum now had more structure, but children on some units had limited access. There had been substantial progress in increasing the number of children who had education, training or employment places on release.
- 1.9 More positively, the security department now had a better understanding of the risks to the prison and took action to mitigate

them. In addition, in the area of resettlement, leaders had made reasonable progress in three out of four recommendations. This included restarting weekend visits, strengthening the leadership of resettlement, addressing many of the concerns of the resettlement practitioners and improving the management of risk as children approached release.

- 1.10 These judgements will be disappointing for leaders and staff at Wetherby, particularly after a challenging few months at the site. Fundamentally, however, the pace of change needs to improve, in order for outcomes for children to change meaningfully.

**Charlie Taylor**

HM Chief Inspector of Prisons

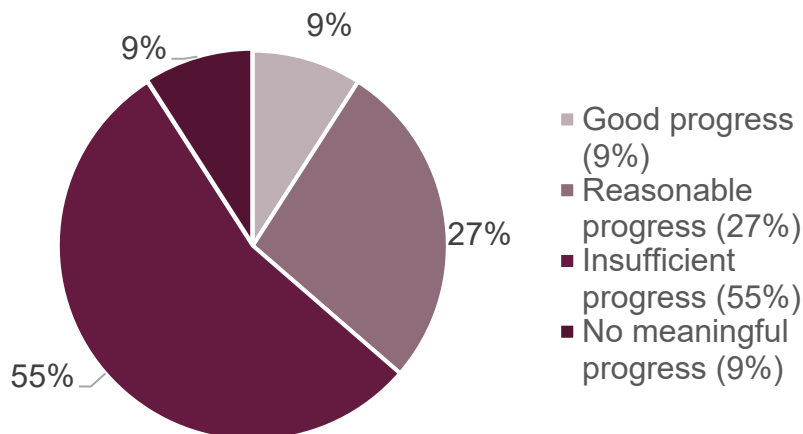
August 2022

## Section 2 Key findings

- 2.1 At this IRP visit, we followed up 11 recommendations from our most recent inspection in December 2021, 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 three recommendations, insufficient progress in six recommendations and no meaningful progress in one recommendation.

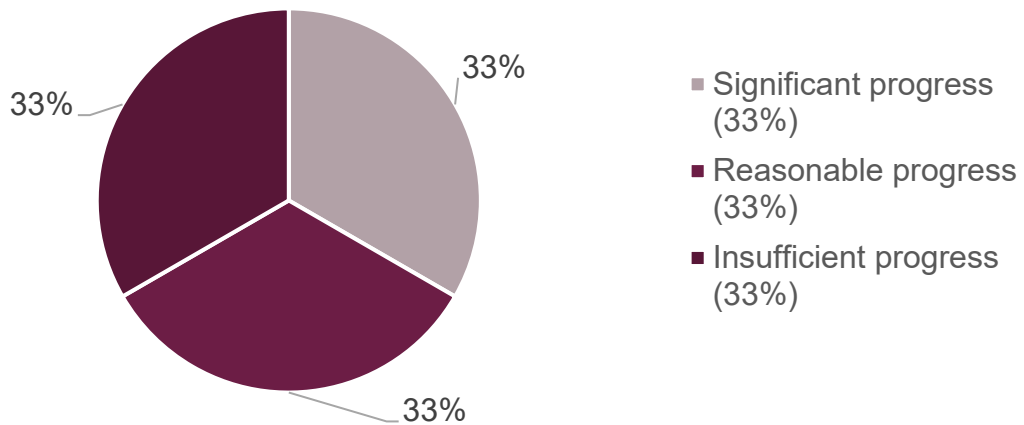
**Figure 2: Progress on HMI Prisons recommendations from December 2021 inspection (n=11)**

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 significant progress in one theme, reasonable progress in one theme and insufficient progress in one theme.

**Figure 3: Progress on Ofsted themes from December 2021 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 2021. The reference numbers at the end of each recommendation refer to the paragraph location in the full inspection report.

### Leadership

**Concern:** Keppel unit had lost its identity since the previous inspection. Children and staff had experienced unstable leadership, outcomes had declined in all areas and the unit was no longer delivering a distinctive therapeutic environment. Provision was indistinguishable from the rest of the YOI in most areas.

**Recommendation: Leaders and managers should better define the purpose of Keppel unit and put services in place that meet the needs of children placed there. (1.42)**

- 3.1 Progress against this recommendation had been delayed while local leaders (see Glossary) waited for the outcome of the youth custody service (YCS)-commissioned review of provision at Keppel unit. At the time of our visit, there was still uncertainty about its future role and how it related to enhanced support units, separation units and other sectors in the YCS custodial estate. While Keppel unit was meant to be a national service, most children there were from the north of England and had been referred from Wetherby. This indicated that it was primarily serving the wider establishment at Wetherby. There was a need for a clear purpose for the unit, including specific admission criteria and a plan to meet the needs of the children placed there.





**The Keppel unit**

- 3.2 Local leaders had taken action to improve the service while the national review was ongoing. This included putting in place a new leadership team on the unit, and an interim delivery model. The regime was now more consistent and staff on the unit were more positive about progress than at the time of the inspection.
- 3.3 Provision for girls needed further development in order to meet their high level of need. While most girls we spoke to reported positively about their treatment, we were concerned to find one who had very limited social interaction with other children.
- 3.4 We considered that the prison had made insufficient progress against this recommendation.

### **Early days in custody**

**Concern:** The induction programme for Wetherby and Keppel was rarely completed by boys. They missed important information about life at Wetherby and Keppel and spent too long locked in their cells with little to occupy them.

**Recommendation: The induction programme should engage children and ensure they understand the key aspects of life at Wetherby and Keppel. (1.43)**

- 3.5 Leaders had implemented a new induction programme that was comprehensive and covered all the key aspects of life at Wetherby. In the prison records, around half of the children who had been through

the induction programme since March 2022 were recorded as not completing it. However, other records, such as those of the education provider, showed far greater numbers of children being inducted, which indicated that some sessions were being delivered but not recorded. This meant that staff on the unit could not be sure if children had completed induction before they moved from the unit.

- 3.6 In our survey, 67% of children said that they were told everything they needed to know about life at Wetherby during their first few days there, which was similar to the percentage at the time of the inspection.
- 3.7 Leaders had developed a suitable induction area and contracted Kinetic Youth, a not-for-profit youth work organisation, to hold sessions for three hours every weekday morning in support of the induction programme. This had improved the amount of activity available, but the regime was still too limited, with children locked up for long periods through the afternoon and evening with little to occupy them. The weekend regime was particularly restrictive.
- 3.8 The Keppel unit induction had restarted. Leaders had identified a manager and specific staff who had rewritten and implemented new induction programmes – bespoke for children of each gender. These packages covered everything they needed to know about life on the unit. Children there also had a better regime on arrival than their counterparts at Wetherby.
- 3.9 We considered that the prison had made insufficient progress against this recommendation.

## Security

**Concern:** Intelligence was processed promptly but key areas of security risk remained that were not analysed adequately. For example, leaders were aware of a significant backlog of phone monitoring, but the risks had not been recorded on any security intelligence logs. The monthly security assessments were weak and the impact of this risk on the establishment or the public had not been considered.

**Recommendation: Known security risks should be thoroughly analysed to enable an appropriate response to emerging concerns.**

(1.44)

- 3.10 There was now a well-attended, combined, monthly security and safety meeting. This allowed leaders to discuss key threats to security, and their potential and current impact on children and the prison, in the same forum. This had led to the development of suitable actions to address the impact of these risks.
- 3.11 The amount of information received by the security department was good, and increasing each month. A new local tactical assessment (LTA) of this information was generated monthly and provided a detailed, in-depth analysis of current and developing threats. Leaders

had also invested in intelligence analysis software to improve the quality of the LTA further.

- 3.12 Leaders also published a security bulletin each month which was displayed in prominent places such as the key collection area. This disseminated information about current security threats and requested intelligence to help develop knowledge around potential new ones.
- 3.13 All security-related actions were now monitored through a single action plan which allowed leaders to track how each action was progressing and address any issues when they were not completed in a timely manner.
- 3.14 We considered that the prison had made good progress against this recommendation.

### Separation/removal from normal location

**Concern:** Rates of separation had increased since our last inspection, and periods of separation were longer for children than in similar establishments. Reintegration was not always considered or implemented at the earliest opportunity. Oversight of separated children was not adequate and mandatory daily visits were not always taking place. There was less access to education than for their non-separated peers.

**Recommendation: Leaders should improve oversight of children separated, ensuring that they can access a regime that is equivalent to that of their non-separated peers and that reintegration takes place at the earliest opportunity. (1.45)**

- 3.15 Oversight of separated children had improved; all children, wherever they were located, who were either separated by staff or chose to separate themselves were subject to extra safeguarding checks by senior leaders and also health care, chaplaincy and wing staff. There were good records of meaningful contact with staff.
- 3.16 There was an enhanced support team (EST) meeting each month (or sooner if needed) for all separated children. This meeting involved all the key agencies needed to support the child fully, from both inside and outside the prison. The EST was first convened seven days after the initial separation of the child.
- 3.17 The average length of time children were separated at Wetherby had reduced since the inspection and was now lower than the average for similar prisons. Keppel unit had even lower levels of separation, and children spent the shortest average time separated there than in any other YOI.
- 3.18 In Wetherby the process for those who needed greater support to reintegrate with their peers remained too slow. The EST only started the formal reintegration process after seven days, and in some cases this was delayed even longer because of their complexity.

- 3.19 The improved oversight had not led to a better regime for separated children. Time out of cell (see Glossary) was poor; most could expect an hour of education outreach and an hour of exercise each weekday, and those located on the wings fared worse. Weekends were even more restrictive.
- 3.20 Children on Napier unit had a greater number of interventions throughout the day and could expect around three hours out of their cells during a weekday, but less at weekends.
- 3.21 Kinetic Youth (see paragraph 3.7) had been contracted to provide some in-cell activities and saw each separated child every day. However, these children still did not receive a regime that was comparable to that of their non-separated peers.
- 3.22 We considered that the prison had made insufficient progress against this recommendation.

## Equality, diversity and faith

**Concern:** There were still weaknesses in equality work. The equality needs assessment, strategy and action plan were out of date, and there was no guidance for staff on how to support children from protected groups and data were not used adequately. There was limited consultation with children in protected groups and there was no forum for black and minority ethnic children to discuss negative perceptions with managers. There were key differences in provision and outcomes for the girls in the population.

**Recommendation: Leaders should use data to identify and address inequitable outcomes and provide support to children with additional needs. (1.46)**

- 3.23 Leaders had generated some data which they had begun to use, to try to identify potential disproportionate treatment of children. However, the data collated did not consider the various populations at Wetherby or their differing outcomes, which could be dependent on the location of the individuals within the YOI. For example, outcomes for black and minority ethnic and white girls were not compared against each other. This meant that leaders could not accurately identify potential inequalities.
- 3.24 Leaders had identified the need to improve the amount and type of data they collated and had recently advertised for an equality analyst to help support improvements in data collection and analysis.
- 3.25 There was now good consultation with children from most of the protected characteristic groups. Each month, a forum was held on each unit for children with one or more of the protected characteristics (see Glossary). Additional support was offered by the proactive equality adviser, who met the children regularly and worked hard to address their concerns and needs; a good example was the recent Afro-Caribbean hair project, which children appreciated.

- 3.26 A new strategy had been developed and this was linked to an overarching action plan, but this work was undermined by the lack of a local needs analysis to inform leaders of the requirements of the population.
- 3.27 We considered that the prison had made insufficient progress against this recommendation.

## Time out of cell

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

**Recommendation:** The time that children spend out of their cells in activity should be increased, particularly at weekends. (1.47)

- 3.28 The regime for children had not changed meaningfully since the inspection. Over the previous six months, children in Wetherby and Keppel received an average of just over six hours a day out of their cell during the week, and around four hours at weekends. This average masked the very little time out of cell experienced by a large number of children, particularly at the weekend. In our survey, 78% of children in Wetherby and 70% of those in Keppel said that they spent two hours or more out of their cell on weekdays; at the weekend, these figures were 26% and 13%, respectively.
- 3.29 Shortages of prison staff and teachers meant that elements of the regime, including education classes, were often curtailed, causing frustration among children.
- 3.30 A new education contract was due to start three weeks after our visit. However, local prison managers and education managers had not seen it and had different views about what the new provision would entail. This uncertainty and reprofiling (changing the shift pattern of operational staff) meant that time out of cell was unlikely to improve meaningfully before 2023.
- 3.31 We considered that the prison had made no meaningful progress against this recommendation.

**Concern:** The regime allowed all children time outside every day, but outdoor facilities were poor, and there was no organised exercise. We observed children standing around in bare yards with nothing to do. Children had requested improvements to the range of activities permitted on exercise yards through the youth forum.

**Recommendation: Facilities for games and social interaction in outdoor areas and the supervision of outside activities should be improved so that children are enabled and encouraged to make better use of their time outside. (1.48)**

- 3.32 Improvements to exercise yards had been slow; razor wire had been removed in June 2022 and benches had been put on exercise yards a few weeks before our visit. Exercise equipment was due to be installed at the end of August.



**Exercise yard**

- 3.33 Staff on the enhanced unit went onto the yards to supervise exercise. However, staff on the other units at Wetherby supervised exercise from the other side of a fence; they did not interact with children or take part in activities during exercise periods. This lack of interaction was in contrast to practice at every other YOI in England and Wales.
- 3.34 We considered that the prison had made insufficient progress against this recommendation.



## 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:** Managers and teachers of English and mathematics should improve the planning and quality of the teaching in these subjects. They should use the information they collect through initial assessment to identify the specific skills that individual children need to develop, monitor their progress and support them to master these skills. English teachers should engage children more effectively in their lessons by using more stimulating resources.

- 3.35 Leaders and managers had made progress in ensuring that the teachers of English and mathematics improved the planning and quality of their teaching, learning and assessment. The information collected about the starting points of children had improved. On arrival, children took an initial assessment, followed by a further diagnostic assessment that accurately identified which skills they needed to improve. Teachers received this information promptly, before the children attended their education classes. They now planned learning based on this information, focusing well, and more quickly, on the child's specific development needs. Most children were making appropriate progress.
- 3.36 Teaching staff had benefited from a wide range of staff development. Training focused on improving the quality of teaching and the planning of learning. In mathematics and some English classes, teachers focused particularly well on the individual needs of the children. They planned their lessons skilfully, engaged the children purposefully and used their expertise well to adapt activities during lessons when they deemed it necessary. The work set for the children was appropriate to the level they were studying. For higher-level learners in mathematics, the teacher skilfully planned activities to develop higher-level skills. For example, one child had learned how to do calculations using a scientific calculator to complete complex trigonometry problems accurately.
- 3.37 Resources to support learning met the children's needs well. However, in English, a minority of teachers did not use interactive resources effectively. In these lessons, learning activities were too drawn out or too frenetic; the focus on learning and skill development was lost; and the children either became bored and disruptive or could not keep up and became frustrated.

- 3.38 In a minority of functional skills English classes, teachers paid insufficient attention to getting the basics right for children studying at entry level. They did not prioritise the essential skills that the children needed to master to enable them to access the rest of the curriculum. Planning for the few children who could not read was insufficient.
- 3.39 Ofsted considered that the prison had made reasonable progress against this theme.

**Theme 2:** Leaders and managers should plan and structure the community learning curriculum so that it comprises a linked set of activities that build the personal and social skills of children. They should be clear about how to measure the impact of this curriculum.

- 3.40 Leaders and managers had developed an enrichment curriculum that was planned coherently and based on themes that identified the specific social and personal skills that the children needed to help them succeed in life. This recent development had yet to be implemented fully. A manager had been tasked to manage and implement the enrichment curriculum.
- 3.41 To identify the key issues faced by the population, managers had used learner surveys and, more recently, a skills assessment that identified the personal and social skills that children needed to improve. The analysis of this information had yet to inform curriculum planning.
- 3.42 Although in the early stages of planning, some provision was developing the children's independent living skills, such as basic cookery, effectively. The children also benefited from art and well-being sessions. However, the choice of topics available was dependent on the skillset of the staff able to teach them, rather than the themes identified in the curriculum plan. Leaders and managers acknowledged that they needed more precise planning to meet the aims of this provision.
- 3.43 The full programme of community enrichment activities was not available to all children and was dependent on where the children were housed. If enrichment took place in the education building, several activities could take place at the same time, giving the children who could attend this venue wider access to a range of subjects. However, children housed on the Drake, Frobisher and Benbow accommodation units attended education classes on their units. Only one classroom was available in each accommodation unit and therefore only one activity could be delivered at any one time. These children had less choice than those accommodated elsewhere as the curriculum was dictated by rotating each activity, one at a time, so they were unable to select from the full enrichment offer, in the same way as their peers.
- 3.44 Ofsted considered that the prison had made insufficient progress against this theme.



**Theme 3:** Engagement and resettlement staff should work more effectively with the prison resettlement practitioners and community partners to enable more children to progress into further education, training or employment when they are released.

- 3.45 Leaders and managers had considerably improved collaborative working by education engagement staff, resettlement practitioners and community partners to improve outcomes for children nearing, and at, release. Staff and community partners worked effectively to coordinate their activities to meet the needs of the children. Communication had improved and information was shared regularly and consistently. Education engagement staff attended remand, sentence planning review and pre-release meetings regularly, resulting in a clear focus on each child and their particular needs. This collective effort made the process for the child more efficient and increased staff efficiency by eliminating duplication of effort.
- 3.46 The increased range of community partners was extending the opportunities for job interviews and the work prospects for children nearing release. Community partners from the hospitality industry had visited children on the hospitality and catering course to discuss employment opportunities with them. One child had secured a job in the hotel industry as a result of this.
- 3.47 Outcomes for education, training and employment had improved substantially since January 2022 and an increased proportion of children had achieved a positive outcome on release. Staff analysed well the reasons why a small proportion of children did not have a positive outcome from education, training and employment, and used the information to inform future plans.
- 3.48 Leaders and managers used release on temporary licence well to enable the children to attend interviews for a place at a college and to participate in voluntary work.
- 3.49 Ofsted considered that the prison had made significant progress against this theme.

## Children and families

**Concern:** The restriction of visits to weekday evenings resulted in a very low uptake and disadvantaged those who worked, travelled long distances or had childcare responsibilities.

**Recommendation: Prison leaders should extend visiting hours across the weekend to provide more equitable opportunities for children to receive face-to-face visits. (1.52)**

- 3.50 Prison leaders had reintroduced weekend visits in June 2022, and had added 48 additional visits slots each week.

- 3.51 Children were not yet able to mix with their peers from other units during social visits. Instead, each unit was allocated specific visits sessions, which reduced the options available to families and others trying to make bookings. However, there were examples of flexibility being shown to meet individual need.
- 3.52 There were 12 visit slots in each session, which was fewer than pre-pandemic, and leaders were aware of the need to plan to increase this. The number of visits taking place each month had increased since the inspection, from 40 in December 2021 to 113 in July 2022. Since the reintroduction of weekend visits, there had been 62 weekday and 102 weekend visits.
- 3.53 We considered that the prison had made reasonable progress against this recommendation.

## Pre-release and resettlement

**Concern:** The resettlement department was dysfunctional. Morale was low and many staff raised concerns about the lack of leadership and an absence of mutual support among staff.

**Recommendation: Prison leaders should be visible and sensitive to the needs of their staff, address their views and complaints, and make sure that all resettlement staff have clearly defined roles and receive the support and training they need to fulfil them. (1.53)**

- 3.54 A permanent head of function had been appointed, which gave more stability to plans for the team. Managers' early priority had been to try to understand and address the reasons for the views expressed by staff during the inspection. Initiatives such as regular supervision, briefing meetings and monthly training sessions had since been established, which some team members found useful.
- 3.55 Staff in the resettlement team were committed to their work and to providing the best outcomes they could for the children. While recognising that efforts had been made to address workplace concerns, staff still felt that their roles were not fully understood around the site, and that their team's contribution was not often acknowledged.
- 3.56 Resettlement practitioners (RPs) shared ongoing frustrations about issues such as having limited facilities for meetings with children and external professionals, taking on work that was not directly related to their resettlement role, and the redeployment of operational RPs to other work. Leaders were aware of these issues but had no quick solutions to them. The arrival of newly recruited RPs to fill vacancies was starting to provide some relief, but staffing remained an issue for the resettlement administration team. Valued interim support had been provided, but was not a long-term solution.
- 3.57 We considered that the prison had made reasonable progress against this recommendation.

## Public protection

**Concern:** Telephone monitoring was in disarray. Prison staff could not keep up with call monitoring and the backlogs had become unmanageable. Some call monitoring was being routinely allowed by managers with no justifiable reason.

**Recommendation: Telephone call monitoring procedures should be reviewed to make sure that all monitoring is justified and legitimate and the backlog in call monitoring should be addressed. (1.54)**

- 3.58 Leaders had responded positively to this recommendation. A more rigorous assessment of the need for monitoring had been introduced, and steps taken to try to manage the number of calls that needed to be listened to while balancing the safety and security concerns.
- 3.59 Sensible efforts had been made to enable calls to be listened to promptly, but it remained a task that took a lower priority when resources were needed elsewhere, and the backlog of calls had been growing in recent months, which carried a clear risk of the monitoring being rendered ineffective.
- 3.60 Leaders had more oversight of call monitoring than previously. A weekly report provided an analysis of calls waiting to be listened to; the report for the previous week showed a backlog of 232 hours of calls. To listen to all the new calls made by children subject to monitoring in that week would have needed 72 hours of staff time, which indicated the level of resource needed in the absence of any technological solution to call monitoring.
- 3.61 We considered that the prison had made insufficient progress against this recommendation.

**Concern:** The interdepartmental risk management team did not review the risk management of children and much of this work had unofficially devolved to resettlement practitioners. Leaders did not have the required assurance and oversight of the management of children's risks on arrival and in preparing for release.

**Recommendation: The purpose of the interdepartmental risk management meeting should be reviewed, and leaders should ensure that the meetings provide effective oversight of children's risk. (1.55)**

- 3.62 The purpose and structure of the monthly interdepartmental risk management team (IDRMT) meeting had been reviewed. Leaders had approached another YOI to attend one of their meetings via telephone and had used the meeting agenda to inform local practice. This agenda was now broader, was kept under review as the meeting continued to be developed and provided leaders with more oversight of children's risk.

- 3.63 An IDRMT meeting we attended was multidisciplinary. The discussion showed good knowledge of the children and how risk information was shared and managed across functions. Minutes of previous meetings, while showing generally good attendance by relevant functions, did not indicate the same depth of information sharing and discussion that took place in the meeting we observed. Managers acknowledged that this was an area they were working on as the meetings developed.
- 3.64 We considered that the prison had made reasonable progress against this recommendation.

## 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

Leaders and managers should better define the purpose of Keppel unit and put services in place that meet the needs of children placed there.

#### **Insufficient progress**

The induction programme should engage children and ensure they understand the key aspects of life at Wetherby and Keppel.

#### **Insufficient progress**

Known security risks should be thoroughly analysed to enable an appropriate response to emerging concerns.

#### **Good progress**

Leaders should improve oversight of children separated, ensuring that they can access a regime that is equivalent to that of their non-separated peers and that reintegration takes place at the earliest opportunity.

#### **Insufficient progress**

Leaders should use data to identify and address inequitable outcomes and provide support to children with additional needs.

#### **Insufficient progress**

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

#### **No meaningful progress**

Facilities for games and social interaction in outdoor areas and the supervision of outside activities should be improved so that children are enabled and encouraged to make better use of their time outside. (1.48)

#### **Insufficient progress**

Prison leaders should extend visiting hours across the weekend to provide more equitable opportunities for children to receive face-to-face visits.

#### **Reasonable progress**

Prison leaders should be visible and sensitive to the needs of their staff, address their views and complaints, and make sure that all resettlement staff have clearly defined roles and receive the support and training they need to fulfil them.

#### **Reasonable progress**

Telephone call monitoring procedures should be reviewed to make sure that all monitoring is justified and legitimate and the backlog in call monitoring should be addressed.

**Insufficient progress**

The purpose of the interdepartmental risk management meeting should be reviewed, and leaders should ensure that the meetings provide effective oversight of children's risk.

**Reasonable progress**

**Ofsted themes**

Managers and teachers of English and mathematics should improve the planning and quality of the teaching in these subjects. They should use the information they collect through initial assessment to identify the specific skills that individual children need to develop, monitor their progress and support them to master these skills. English teachers should engage children more effectively in their lessons by using more stimulating resources.

**Reasonable progress**

Leaders and managers should plan and structure the community learning curriculum so that it comprises a linked set of activities that build the personal and social skills of children. They should be clear about how to measure the impact of this curriculum.

**Insufficient progress**

Engagement and resettlement staff should work more effectively with the prison resettlement practitioners and community partners to enable more children to progress into further education, training or employment when they are released.

**Significant 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.justiceinspectors.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 December, 2021 for further detail on the original findings (available on our website at <https://www.justiceinspectors.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 (see Glossary) and the General Pharmaceutical Council. This joint work ensures expert knowledge is deployed and avoids multiple inspection visits.

During our three-day visit, we collect a range of evidence about the progress in implementing each selected 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
David Foot	Inspector
Rachel Duncan	Researcher
Helen Downham	Researcher
Joe Simmonds	Researcher
Sophie Riley	Researcher
Sheila Willis	Ofsted inspector
Mary Devane	Ofsted inspector

## Appendix II Glossary

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

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

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

### **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).

### **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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