

# Handbook for the inspection of community-based offender learning and employability skills

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## Introduction

This handbook is published by Her Majesty's Chief Inspector (HMCI). It provides guidance for probation trusts, Her Majesty's Inspectors (HMI) from the Office for Standards in Education, Children's Services and Skills (Ofsted) and additional inspectors on the implementation of the Common Inspection Framework for inspecting all education and training within the further education (FE) and skills sector.

Ofsted joins Her Majesty's Inspectorate of Probation on their inspection of offender management in local areas. Her Majesty's Inspectorate of Probation inspection arrangements are known as Offender Management Inspections 2 (OMI 2). The OMI 2 criteria and Ofsted's Common Inspection Framework have been more closely aligned to ensure that the findings from inspection can effectively fulfil the individual findings of both inspectorates and enable the production of separate reports.

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

- **Part 1:** Guidance for inspectors, probation trusts and other organisations on the preparation for, and conduct of, inspections
- **Part 2:** The full Common Inspection Framework, in the context of community-based offender learning and employability skills, and guidance on how it will be used by inspectors.

## Part 1: How do we inspect?

1. The *Common Inspection Framework for further education and skills 2009* – the Common Inspection Framework – was devised by HMCI in line with the Education and Inspections Act 2006. It is based on the common evaluation schedule which informs all of Ofsted's inspections. It sets out the judgements inspectors will make during inspection. A summary version of the Common Inspection Framework is available as a separate publication.<sup>1</sup>
2. The Common Inspection Framework sets out the principles that apply to the inspections of FE and skills under part 8 of the Act. The Common Inspection Framework in the context of community-based offender learning and employability skills inspections, comprises:
  - Ofsted's principles of inspection
  - the common evaluation schedule.

<sup>1</sup> *Common inspection framework for further education and skills 2009*, Ofsted, 2009; [www.ofsted.gov.uk/publications/090106](http://www.ofsted.gov.uk/publications/090106).

Ofsted and Her Majesty's Inspectorate of Probation have developed effective working relationships to reduce duplication of effort and burden on probation trusts. The inspection methodology assesses the impact of learning and employability skills throughout each offender's learning journey. Ofsted's inspection findings, which are used by Her Majesty's Inspectorate of Probation as part of their inspection evidence base for their OMI 2 inspections, are published separately on Ofsted's website.

## **Purposes of inspection**

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

## **How does inspection promote improvement?**

6. The inspection of community-based offender learning and employability skills within a local area promotes improvement by:
  - setting expectations; the criteria and characteristics set out in the inspection frameworks and guidance illustrate the quality and effectiveness of provision expected of probation trusts
  - increasing the probation trust's confidence by endorsing its own view of its effectiveness when that is accurate, and offering a professional challenge (and the impetus to act) where improvement is needed
  - recommending priorities for future action by the probation trust and, when appropriate, checking subsequent progress
  - fostering constructive dialogue between inspectorates, inspectors and the senior leaders and staff of the probation trust

- complementing the probation trust's self-assessment and promoting its rigour, thereby enhancing the probation trust's capacity to improve its provision.

## Principles of inspection and regulation

7. The principles of inspection and regulation of community-based offender learning and employability skills within a local area reflect Ofsted's values and ensure that our statutory duties are carried out efficiently and effectively. In this context, the principles focus on the interests of service users – offenders, employers and local communities. They promote improvement in the services we inspect or regulate, and they promote value for money. They also take full account of our policies on equality and diversity.
8. All inspections carried out by Ofsted must comply with the following principles. FE and skills inspections will:
  - support and promote improvement
  - be proportionate
  - focus on the needs of users
  - focus on the needs of probation trusts
  - be transparent and consistent
  - be accountable
  - demonstrate value for money.

## What is the code of conduct for inspections?

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

### Inspectors' code of conduct

Inspectors should:

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

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



## How should the probation trust's staff engage with inspectors?

11. Ofsted channels all key communications with each probation trust through Her Majesty's Inspectorate of Probation, although each probation trust is expected to identify a link manager to facilitate Ofsted's inspection activities.
12. In order that inspection and regulation are productive and beneficial, it is important that inspectors and probation trusts establish and maintain a professional working environment based on courtesy and professional behaviour. Inspectors are expected to uphold the code of conduct but Ofsted also expects probation trusts and their partners to:
  - be courteous and professional
  - apply their own codes of conduct in their dealings with inspectors
  - enable inspectors to conduct their visit in an open and honest way
  - enable inspectors to evaluate the provision objectively against the framework
  - provide evidence that will enable the inspector to report honestly, fairly and reliably about their provision
  - work with inspectors to minimise disruption, stress and bureaucracy
  - ensure the health and safety of inspectors while on their premises
  - maintain a purposeful dialogue with the inspector or the inspection team
  - draw any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
  - respect the fact that inspectors will need to observe practice and talk to staff and users without the presence of a manager or registered person.

## How are local areas selected for inspection of community-based offender learning and employability skills?

### Annual selection of local areas for inspection

13. Her Majesty's Inspectorate of Probation determines the programme of the regionally based OMI 2 inspections. HMCI has powers to conduct unannounced inspections and will exercise these where there are justifiable reasons for doing so.

### When are probation areas notified of their inspection?

14. Probation trusts are notified by Her Majesty's Inspectorate of Probation in advance of a regional briefing. This starts the process of inspection. Regionally, probation trusts are given a minimum of 16 weeks' notice of the inspection in their local area. Inspections within a region can take up to six months to

complete. Each inspection team will include a lead inspector from Ofsted who coordinates the inspection of learning and employability skills. This lead inspector will attend a planning meeting, either at the same time as Her Majesty's Inspectorate of Probation, or as soon as possible thereafter.

## **What are the types of inspection activity?**

15. Through effective partnership working with Her Majesty's Inspectorate of Probation, Ofsted is able to fulfil its requirement to inspect and report on community-based offender learning and employability skills provision. In support of this approach to joint inspections, Ofsted has aligned, as far as possible, the Common Inspection Framework 2009 with the methodology and criteria for the delivery of OMI 2 inspections. Inspectors have regard to both frameworks in making their judgements. This ensures that the results from this joint work contribute effectively and efficiently to the individual findings of both inspectorates.
16. Inspectors focus on the interests of service users and to promote improvement in the services inspected. Under the current working arrangements, inspectors will inspect the probation area's government-funded provision and other funded provision. They place an increased emphasis on teaching and learning, the offender journey, users' views, value for money, outcomes achieved by learners, safeguarding, and equality and diversity.
17. A report will be published on the Ofsted website. All probation area learning and employability skills reports can be viewed separately through Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).
18. Survey inspection visits may take place in a selected number of local areas each year, including those judged outstanding or good. This will be agreed with Her Majesty's Inspectorate of Probation. The intention is to explore a specific aspect of a probation trust's work as part of a programme of surveys based on topics linked to national priorities. A letter confirming the outcome of the visit will be sent to the probation trust and published on Ofsted's website.

## **How will consortia, partnerships and subcontracted provision be inspected?**

19. All government-funded provision a probation trust uses for the benefit of offenders falls within the scope of inspection. In addition, the inspection will include any provision carried out on behalf of a consortium or partnership, or under a subcontract, regardless of whether that subcontractor and consortium or partnership members do or do not have a direct contract with the Skills Funding Agency, or the Department for Work and Pensions.

## What happens before the inspection?

### How many Ofsted inspectors are allocated to inspections?

20. The number of Ofsted inspectors allocated to inspections of community-based offender learning and employability skills is determined by Her Majesty's Inspectorate of Probation's OMI 2 case sample group specification. Trusts classified as group 1 and 2 will have a minimum of two Ofsted inspectors and group 3 areas will vary from 2 to 4 inspectors. The number of inspectors allocated to areas classified as group 4 will be determined by the lead inspector in the planning phases.
21. The work of each inspector is outlined in Her Majesty's Inspectorate of Probation's OMI 2 meeting specification and model schedule.

### How are inspection teams selected?

22. All inspections will be led by an HMI, assisted by HMI and/or additional inspectors. The probation trust will receive inspectors' professional profiles and should contact the lead inspector should there be any concerns about possible conflicts of interest between the probation trust and any member of the inspection team.
23. Before the inspection, Ofsted will inform inspection service providers (ISP) to enable them to identify appropriate additional inspectors as necessary.

### What information do inspectors use before the inspection?

24. Inspectors need to gain an understanding of the community-based offender learning and employability skills in a local area and the emphases and themes for the inspection before they begin their work on site. This is in order to make the best use of their time with the probation trust, and to make sure the inspection contributes to probation area improvements.
25. The probation trust prepares a pre-inspection position statement which provides a summary of how education, training and employment (ETE) fits within the area's delivery of services and how the management of ETE is structured. The summary should include: funding sources; employer and third sector engagement; overview of government and European funded provision and other learning and skills/training and referral arrangements; numbers and outcomes (including key performance targets and/or any other local performance targets).
26. The pre-inspection briefing clearly identifies the themes for the inspection and gives clear direction to all inspection team members. The lead inspector prepares this pre-inspection briefing for the probation trust and other members of the inspection team using the following pre-inspection evidence:
  - the trust's position statement

- background information provided by Her Majesty's Inspectorate of Probation
  - the trust's and/or their providers' most recent self-assessment reports
  - the trust's development plan
  - where available, offender number data and success rates for the last three years from each provider's performance report
  - the reports from previous inspections of probation trusts and providers
  - the reports from any surveys carried out by Ofsted
  - any additional information the probation trust wishes to bring to the attention of the inspection team.
27. Inspectors will take full account of the probation trust's analysis and evaluation of its own performance. This should feature strongly when the issues for inspection and plans for the deployment of the team are discussed with the probation trust. The purpose of the pre-inspection briefing is to provide an evaluative but concise briefing for the probation trust and the inspection team that identifies the key themes and areas for exploration on the inspection. It should also identify aspects that do not appear to require detailed investigation.
28. A copy of the pre-inspection briefing is shared with the probation trust and Her Majesty's Inspectorate of Probation lead inspector.
29. Inspectors will at all times comply with probation trust's safety and security guidelines for approved premises. Complementary Ofsted security, health and safety guidance is available.

### **How does the lead inspector plan the inspection?**

30. Ofsted lead inspectors work in accordance with Her Majesty's Inspectorate of Probation's project plan for inspection. This plan sets out the timeline for the different activities and actions that need to take place prior to the inspection. The lead inspector will plan the inspection to ensure that the maximum amount of first-hand evidence possible is collected from offenders and the activities in which they are engaged. Observations of teaching, training and assessment are a key source of this evidence.
31. Inspectors will select the sessions, offenders and employers to be seen during the inspection. The choice of offenders and employers depends on a number of factors:
- number of sites
  - geographical spread of offenders
  - mode of delivery and attendance
  - demographics of the offender group.

32. To assist inspectors with their planning, the probation trust's coordinating manager will provide a timetable of group and individual learning sessions that take place at the probation trust's or providers' premises during the inspection period. Planned visits to offenders on single or group community payback projects will be agreed before the inspection. Probation trusts are asked to inform any employers involved.
33. Inspectors reserve the right to visit any session to meet with any offenders to ensure that appropriate evidence is collected.
34. Where possible, the visits will be planned to observe a member of the probation trust's staff or provider's staff carrying out activities with offenders. Visits also provide inspectors with an opportunity to interview offenders and staff. However, inspectors may visit offenders and staff where such activity is not taking place. They may also carry out telephone interviews.

### **How do probation trusts prepare for their inspection?**

35. The probation trust will be collecting documents to complete Her Majesty's Inspectorate of Probation's 'evidence in advance' (EIA) requests. Probation trusts do not need to include documents specific to learning and skills in their EIA unless specified or when the evidence is important in meeting OMI 2 section 4 criteria. The Ofsted lead inspector will use the planning meeting to explain what additional documents the probation trust could make available for inspectors to review on inspection. The evidence should consist of working documents, not information prepared specifically for the inspection. As inspection is based on collecting first-hand evidence, documentation is kept to a minimum. The following are examples of offender learning and employability skills documents:
  - strategic and operational business plans
  - learning and skills strategy, development plans, operating statements, needs analysis, staff development plans and action plans arising from inspection, programme review or self-assessment
  - quality assurance/audits of unpaid work, offender behaviour programmes and approved premises, including self-assessment reports
  - evaluations/self-assessment of provider's provision and other learning and skills provision
  - details of relevant staff qualifications and experience, and of staff development activity over the last two years
  - evidence of compliance with the relevant safeguarding requirements, for example an up-to-date list of Criminal Records Bureau (CRB) checks
  - reports from internal and external verifiers
  - records of observations of teaching, learning and assessment or information and advice sessions

- timetables and schedules of activity involving offenders (showing locations and staff)
  - complete and up-to-date data on offender numbers and offenders' achievements
  - minutes from key meetings
  - evidence of the effectiveness of offender support activities.
36. The probation trust will inform all staff, providers, current offenders, employers, other users and stakeholders about the forthcoming inspection, emphasising that inspectors may visit any sessions involving offenders either on the probation trust's premises or at other locations, including offenders' workplaces. Inspectors may have previously identified a number of offenders and employers to observe and/or interview and the link manager should ensure they are notified of this. Inspectors may also have identified other users and partners of the probation trust they wish to meet.
37. The probation trust should inform inspectors if any offender, employer, member of staff or partner has any communication support needs or of any sensitivities or issues affecting individual offenders.
38. Offenders' work should be made available. Inspectors will normally need to see completed work as well as work in progress. The lead inspector will agree with the link manager the most appropriate method for ensuring availability of offenders' work. This should include:
- inspectors identifying the work of specific offenders
  - asking all offenders to have their current work with them during inspection
  - requesting samples of work from a particular programme or group of offenders.

### **What is the role of the probation trust's coordinating manager in the inspection?**

39. Each probation trust is invited to nominate a senior member of staff to act as the probation trust's main link with the Ofsted lead inspector. This coordinating manager should:
- have a detailed understanding of the probation trust's programmes and operations
  - be sufficiently senior to ensure the cooperation of staff at all levels before, during and after the inspection
  - have the authority to carry out the role with autonomy.
40. Inspection has the strongest impact on improvement when the probation trust understands the findings that have led to the judgements. The coordinating manager has regular meetings with the lead inspector. By taking part in the

discussions about evidence collected during the inspection, a coordinating manager can ensure that all appropriate evidence is taken into account, and report back to the probation trust's staff on the progress of the inspection. The coordinating manager does not contribute to the decisions on grades for the inspection.

41. The lead inspector will ensure that the coordinating manager has the opportunity to hear the evidence on which inspectors have based their judgements. The coordinating manager should raise any concerns about the evidence base with the lead inspector as soon as those concerns become apparent. The lead inspector will keep both the coordinating manager, and through them the chief executive officer, informed of emerging findings as the inspection proceeds. The coordinating manager should respect the same conventions of confidentiality as all team members. Their responsibilities include:
- providing information to the lead inspector to enable them to plan the inspection
  - briefing the probation trust's staff and providers about inspection arrangements
  - informing all offenders, employers and stakeholders about the inspection
  - coordinating feedback arrangements, both during and after the inspection
  - liaising with the lead inspector regarding the team's use of the probation trust's facilities, for example photocopiers and base room
  - ensuring that staff are available for meetings as scheduled and that the necessary documents are available for inspectors.

### **What contact should lead inspectors make with the probation trust?**

42. The lead inspector will normally agree with Her Majesty's Inspectorate of Probation to meet the probation trust at the OMI 2 planning event, usually held about 11 weeks before inspection, or as soon as possible thereafter. Pre-inspection activities and contact with the probation trust should make sure that:
- good communications and effective working relationships are established
  - demands on the probation trust are kept to a minimum; the probation trust should not be required to produce additional documents for the inspection
  - evidence in advance has been thoroughly analysed and used in the pre-inspection briefing.
  - the themes for the inspection are identified
  - arrangements for the inspection are agreed.

43. To ensure that the lead inspector has a clear understanding of the scope and range of provision, the coordinating manager will send the following information:
- current numbers of offenders who are receiving learning and employability skills support from the probation trust or provider, broken down into separate funding streams, for example:
    - learner and employer responsive provision including apprenticeships and Train to Gain
    - adult and community learning
    - nextstep
    - Department for Work and Pensions employability programmes
    - European Social Funds
    - Probation trust funded provision
  - lists of programmes and at which level
  - locations of training providers, their premises and the types of offenders, particularly apprentices and offenders following programmes funded through Train to Gain or employer responsive funds.

### **How will the planning meeting be carried out?**

44. To ensure the probation trust understands the inspection process, the lead inspector will hold a pre-arranged planning meeting with the most senior member of staff/coordinating manager. Other managers may take part. The agenda for the meeting should include:
- introductions
  - update on recent developments in the probation trust
  - inspection team members and their responsibilities, including the nominee
  - scope of the inspection, including the key issues/themes
  - arrangements for the lead inspector to have information on:
    - details of offender numbers and providers, as set out in paragraph 46
    - list of community payback projects and current numbers of offenders on unpaid work orders
    - schedules/timetables of learning or information and advice sessions, training and assessments (through timetables of activity for each assessor or adviser) in each probation trust and provider/subcontractor during the week of inspection
  - arrangements for observing teaching, learning and assessments (see guidance and protocols – paragraphs 60-63)



- arrangements to review offenders' work
- arrangements to visit community payback projects to interview offenders
- pre-arranged meetings with key members of probation trust and provider staff
- arrangements to confirm location of inspectors (where applicable)
- confirmation of data to support judgements on outcomes for offenders
- documents to be made available during the inspection (see paragraph 35)
- team meetings and feedback meetings – times and venues
- domestic arrangements regarding, for example, base rooms, refreshments and car parking
- health, safety and security of inspectors
- final feedback, evaluation and reporting arrangements.

### **How do inspectors seek the views of offenders, employers and other partners about the probation trust's and provider's work during inspection?**

45. The views of offenders are central to inspection but inspectors will not have the opportunity to speak to all offenders during the inspection visit.
46. Surveys of offenders' views carried out by the probation trust, Skills Funding Agency or other organisations provide additional evidence for the inspection, and may indicate themes for further exploration. Inspectors will talk with offenders from different groups, including those from minority groups.
47. During the inspection, inspectors will take account of views expressed to them by offenders, employers, other service users, the coordinating manager and staff. Staff and offenders must be able to speak with inspectors in private to ensure that their responses are not influenced by the presence of senior staff. A number of meetings will be arranged during the inspection to enable offenders to meet inspectors. Offender feedback given to Her Majesty's Inspectorate of Probation's inspectors will also form part of the evidence base.
48. The probation trust should be encouraged to seek the views of any significant partners in the probation trust's work and to reflect these in its self-evaluation.
49. The lead inspector will take account of any external views on the performance of the probation trust, for example in briefings from commissioning and funding bodies.

### **What happens during the inspection?**

#### **How many days does an inspection take?**

50. A full inspection will normally be for five days on site.

51. Inspections will normally start around 12.00pm on the Monday morning. Inspectors starting on any other day of the week may start earlier – for example 9.00am.

### **Who will be on the inspection team?**

52. The Ofsted inspection team will be led by HMI with either HMI or additional inspectors as team members. They will focus on the key aspects of the Common Inspection Framework, namely outcomes for offenders, quality of provision and leadership and management.

### **How do inspectors use their time during the inspection?**

53. Inspectors will gather evidence against aspects of the Common Inspection Framework and OMI 2 criteria at the discretion of the lead inspector and in line with the OMI 2 model schedule. They will collect evidence on which to base their judgements from a range of sources including:
- sampling of the provision
  - evidence collected from other inspectors
  - discussion and examination of evidence from offenders, providers, other users and staff
  - other relevant documents.
54. The lead inspector will ensure that the grade and judgements for different aspects are based on evidence from across the provision, including types of provision and different offender groups.
55. The time allocated to inspection will be used mainly for collecting first-hand evidence. The lead inspector will ensure that:
- sufficient evidence is gathered so that judgements about the community-based offender learning and employability skills are secure and reliable
  - all inspectors record evidence on evidence forms
  - the main judgements about the provision are agreed by the inspection team
  - the conduct of inspectors is to a high standard so that professional relationships are strong and inspectors' work is respected
  - members of staff receive well-informed, helpful feedback on any teaching, training and assessments observed by inspectors
  - the coordinating manager, together with other relevant individuals, receives well-informed and helpful feedback about the overall effectiveness of the provision and the main findings of the inspection.

## **How is evidence collected and used?**

56. So that inspectors can assess the full range of learning and employability skills in local areas, subject areas are not separately inspected. Instead inspectors inspect and report on employability and job-seeking skills, literacy, numeracy and language and personal development and social integration.
57. Most of the time on site is spent collecting first-hand evidence, particularly through observations of teaching, training and assessment. Observations will take place, as appropriate, wherever offenders are receiving teaching, training or assessment. Inspectors may monitor case studies of offenders, including potentially vulnerable offenders, for example those with learning difficulties and those with disabilities. Inspectors should ensure that observations include specific attention to the quality of learning for individuals and different groups of offenders, either in individual or group sessions. The specific groups should be identified in the pre-inspection briefing and/or through subsequent discussion with the probation trust and in response to any emerging issues, for example, from discussions with offenders.
58. Other first-hand evidence includes: discussions with offenders and analysis of their work; analysis of probation trust records, documents and offender and employer questionnaires; and meetings with offenders, employers, staff and the probation trust's partners where appropriate. Information held by the probation trust must be made freely available for inspectors, and the probation trust should cooperate in the task of collecting evidence.
59. As part of the joint working arrangements, Ofsted inspectors will collect evidence for OMI 2 criteria when holding meetings and interviewing offenders.

## **How do inspectors observe of teaching, training and assessment?**

60. Inspection of the quality of teaching, training and assessment, and the impact they have on the quality of learning, provides direct evidence. It informs inspectors' judgements about the outcomes for offenders, the effectiveness of provision, leadership and management and the probation trust's capacity for improvement. Although some interviews with staff are important to provide context, the main activity of inspectors should be direct observation of the provision.
61. Inspectors will observe as many sessions as possible in a number of ways. However, no minimum or maximum requirement is set. The number of observations should be proportionate to the type and size of the local area, the type and number of providers and the type of activities taking place, and should be based on the themes for inspection identified in the pre-inspection briefing.
62. Judgements on the quality of teaching, training and assessment will be based on the Lifelong Learning UK professional standards for teachers, tutors and trainers in the lifelong learning sectors

(<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetail&PageMode=publications&ProductId=LLUK-00559-2007>).

63. Inspectors will normally use some or all of the following methods to collect evidence on the quality of teaching, learning and assessment:
- Formal observations of teaching, training or assessment activities – these should be of sufficient length to ensure the inspector has enough evidence to form clear judgements and give a grade. The inspector will provide clear feedback to the person observed. This will normally include the grade awarded, with a summary of the strengths and areas for development. Observations of training, assessments and progress reviews of offenders at work will follow the same procedures as outlined above. The probation trust will receive overall feedback on the quality of teaching, training and assessment; however, the lead inspector will not produce a profile of the grades awarded.
  - Short, focused observations of activities including unpaid work, and approved premises enhanced regimes – these will usually last approximately 15 minutes and have a specific focus, for example offender support, use of information learning technology, attendance and personalised learning. Feedback will not normally be given to the person observed following these sessions.
  - Joint observations of the probation trust's learning activities:
    - the lead inspector will, in discussion with the team, select one or more learning sessions or assessments for observation by inspectors, and then invite a member of the probation trust's own observation team to accompany an inspector on a joint observation; joint observations may be carried out by HMI or additional inspectors.
    - at the end of the joint observation, the inspector will discuss the judgements from the observer and record both the observer's and their own judgements. It is the responsibility of the probation trust's observer to provide feedback to the person observed; the inspector does not feed back to the person observed or observe the feedback to them.

## How are data used on inspection?

64. Inspection involves the use of a range of data about the probation trust's and provider's performance. The source and type of data used vary with different types of provision and may be available via the funding body and – where appropriate – the data service. Completion of individual learning plans, success rates and progression to further education, training and employment are examples of the data that can be used.
65. Inspectors will analyse the performance of community-based offender learning and employability skills within the local area using the most recent appropriate

validated data before and during an inspection. Analysis may be at overall probation trust level and/or for individual providers or types of provision.

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

### **How is self-assessment/evaluation used during inspection?**

67. Ofsted does not require a probation trust to produce a self-assessment report in any prescribed format. However, thorough self-assessment/evaluation and effective action planning is essential to tackle identified areas for improvement, including provision that is satisfactory but not improving, and should be an integral part of an organisation's quality improvement arrangements. Systems should be in place so that the probation trust can be assured of the quality of the learning and employability skills services used by offenders.
68. A probation trust's annual self-assessment report(s)/evaluation of learning and employability skills will provide Ofsted inspectors with crucial evidence to support judgements about the Common Inspection Framework's main aspects, the contributory grades for equality and diversity and safeguarding and the area's capacity to improve. During the inspection, findings will be compared with those in the probation trust's self-assessment/evaluation report, and a conclusion reached on the accuracy of those judgements.

### **How is evidence recorded?**

69. During inspection, inspectors will collect, analyse and record evidence and their judgements on evidence forms. The overall judgements made about the community-based offender learning and employability skills will be recorded by the lead inspector on the record of main findings.
70. The evidence forms, together with any briefings, plans or instructions prepared by the lead inspector and responses from offenders and employers, either in hard copy or in an email, contribute to the evidence base for the inspection. The lead inspector is responsible for compiling and assuring the quality of the evidence base.

### **How are judgements agreed?**

71. The lead Ofsted inspector will ensure that judgements about the community-based offender learning and employability skills within a local area are corporately agreed by the Ofsted inspection team, with reference to the grade descriptors in the Common Inspection Framework. Judgements will be supported convincingly by the evidence base and will identify the key findings and what the probation area should do to improve. Emerging findings will be discussed with Her Majesty's Inspectorate of Probation and the probation trust's coordinating manager and, where appropriate, other senior staff at regular intervals. The coordinating manager will be given the opportunity during the

evidence collection stages of the inspection to provide further information should the probation trust wish to do so.

72. The overall judgements will reflect all the evidence considered by the inspection team. Final judgements will be made when all first-hand evidence has been collected and considered, and will represent the corporate view of the inspection team.
73. At the Ofsted moderation meeting the inspection findings will be referenced to the evaluative statements and grade descriptors in the Common Inspection Framework and an Ofsted record of main findings will be completed.
74. The record of main findings provides an evidence base which is used to inform Her Majesty's Chief Inspector's annual report.

### **What meetings are held during inspection?**

75. To secure their judgements the inspection team hold a number of team meetings. The meetings include:
  - initial team meeting to brief the team on the shape of the inspection, clarify any issues relating to their roles and receive a brief update from the probation trust
  - daily team meetings, usually at the end of each inspection day, to allow Ofsted inspectors to feed back their findings and emerging judgements to their team
  - Her Majesty's Inspectorate of Probation team meetings on Tuesday and Wednesday evening attended by the Ofsted lead inspector at which inspection findings can be jointly shared between Ofsted and Her Majesty's Inspectorate of Probation
  - meetings between the Ofsted lead inspector and the coordinating manager to feed back on inspection findings following the joint team meetings
  - final grading meeting on Thursday of inspection. The purpose of the grading meeting is to arrive at accurate and secure judgements about the probation area. The main business of the meeting is to:
    - using the guidance in Part 2 of this Handbook, award overall grades for outcomes for offenders, the quality of provision, and leadership and management, including the contributory grades for equality of opportunity and safeguarding
    - award a grade for the area's capacity to improve
    - grade the overall effectiveness of the provision and the adequacy of the probation trust
    - complete the inspection grades for all aspects of the Common Inspection Framework and record them on the record of main findings

- agree the main findings
- agree the recommendations that should: be tailored specifically to the needs and context of the probation area; refer to the weakest areas of performance that are hindering the probation area’s improvement; include satisfactory areas that could be further improved; help outstanding probation trusts to maintain and develop their performance; and provide precise, specific areas for improvement
- feedback meeting with Her Majesty’s Inspectorate of Probation’s lead inspector to confirm Ofsted’s provisional findings
- feedback meeting for a wider audience, consisting of the probation trust’s staff, representatives of the funding body and providers to give them the opportunity to hear the key messages from the inspection before publication of the report.

### **How is the quality of inspections assured?**

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

### **What happens after the inspection?**

#### **What feedback is provided to the probation trust?**

78. Before leaving the probation trust, the lead inspector should ensure that the probation trust is clear:
- about the grades awarded for each judgement required under the Common Inspection Framework
  - that the grades awarded are provisional and, although unlikely, they may be subject to change through moderation
  - that the main points provided in the feedback will be referred to in the text of the report
  - about the recommendations for improvement
  - about the procedures leading to the publication of the report
  - about the complaints procedure

- where relevant, about the implications of the area being deemed to be inadequate overall, or in one or more aspects of the Common Inspection Framework.

79. After the inspection team has reached its conclusions, these should be explained to representatives of the probation trust in a formal feedback meeting. The feedback meeting can be to other members of the probation trust's staff and, where relevant, providers and funding bodies.

### **What are the written outcomes of the inspection?**

80. Following the inspection, the lead inspector will write a report summarising the findings of the inspection. The text, balance and tone of the report must reflect the judgements made about the provision. Reports should be well argued and based convincingly on the evidence. They should be written in clear English, be free of jargon and be accessible to offenders.

81. The lead inspector will ensure that the feedback given at the end of the inspection is reflected in the written report. The report will contain judgements that have been explained to the probation trust. Any aspects that have been judged inadequate or outstanding should be clearly explained in the feedback.

82. A summary report is provided at the front of the report. This is addressed to offenders, employers and other users of the probation trust. The summary includes the grades awarded at inspection, the main findings and recommendations for improvement, the views of offenders and, where relevant, employers about the probation trust. HMCI expects probation trusts to ensure that all offenders are made aware of the findings of the inspection.

83. The report is divided into the following sections:

- Introduction and information about the probation trust and the providers
- Summary report for users, including
  - main findings of the inspection
  - what the area needs to do to improve further
  - views of offenders and relevant employers
- Main inspection findings, including
  - quality of provision (assessment and sentence planning, implementation of interventions)
  - outcomes for offenders (achieving and sustaining outcomes)
  - leadership and management (safeguarding and equality and diversity).

84. The report contains all the judgements and includes a commentary on:



- the main strengths, including any areas of outstanding practice, and the main areas for improvement
- the local area's capacity to improve
- how well groups of offenders achieve and enjoy their learning
- outcomes for different groups of offenders
- the effectiveness with which leaders and managers:
  - communicate ambition and drive improvement
  - promote equality and tackle discrimination
  - ensure that procedures to support offenders as vulnerable adults are effective.

85. The lead inspector provides a first draft of the report to Ofsted's quality assurance team and Her Majesty's Inspectorate of Probation. The report should be factually correct. Following an editing/moderation process, the report is returned to the probation trust for a factual check to which the lead inspector responds. One working day is allocated to the probation trust to comment on the draft. Judgements in the report cannot be changed unless factual errors or omissions have a significant bearing on them. Any such changes are the responsibility of the lead inspector, who will consult the quality assurance team.

### **When is the report issued?**

86. Ofsted's report is published on the Ofsted website ([www.ofsted.gov.uk/reports](http://www.ofsted.gov.uk/reports)) within 25 working days of the end of the inspection. In exceptional circumstances, Ofsted may decide that the normal period for completion of its inspection report should be extended.

### **How do probation trusts complain about their inspection?**

87. Any concerns that the probation trust has about the inspection should be raised with the lead inspector during the inspection and resolved where possible. Concerns may also be raised with a quality assurance inspector, should one have been allocated to the inspection. If the concerns are not resolved by these means, or the person expressing the concern does not feel that due weight is being given to the concerns, or an independent view is sought, then the person raising the concern, or someone acting on his or her behalf, should contact the Ofsted helpline on **0300 123 4666**. The call will be answered by a member of the National Business Unit at Ofsted and passed to an appropriate person with the required knowledge of FE and skills inspections, who will try to help to resolve the issues.

88. If it has not been possible to resolve concerns in the manner described, then individuals or probation trusts may decide to lodge a formal complaint. The procedures are available on Ofsted's website.<sup>2</sup>
89. Ofsted investigates and sends the complainant a response which is informative and aims to answer all of the points of concern within 20 working days. Ofsted also includes details of how to ask for further internal and independent review if the complainant is not satisfied with the way the complaint is resolved.

<sup>2</sup> [www.ofsted.gov.uk/content/advancedsearch/summary?SearchText=complaints&SearchSectionID=-1&SubTreeArray=84](http://www.ofsted.gov.uk/content/advancedsearch/summary?SearchText=complaints&SearchSectionID=-1&SubTreeArray=84)

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

90. The *Common inspection framework for further education and skills 2009* – the Common Inspection Framework – was devised by HMCI in line with the Education and Inspections Act 2006. It is based on the common evaluation schedule which informs all of Ofsted’s inspections. It sets out the judgements inspectors will make during inspection.
91. The Common Inspection Framework sets out the principles that apply to the inspections of FE and skills under part 8 of the Act. The Common Inspection Framework comprises:
- Ofsted’s principles of inspection
  - the common evaluation schedule.
92. The common evaluation schedule is at the heart of the inspection and regulation processes. It sets out the structure of the inspection and identifies the key aspects against which judgements will be made.
93. The framework for inspection and regulation is built around the evaluation schedule. It sets out how the inspection will be conducted and details how judgements will be made.
94. The common evaluation schedule:
- provides inspectors with a structure for gathering evidence and reporting which is common to all Ofsted’s inspection and regulation activity, thereby promoting greater coherence and opportunity for collaboration across inspection remits
  - enables users to become familiar with Ofsted’s work across all remits
  - allows greater integration between and across inspection events
  - will ensure that inspection and regulation judgements from across all of Ofsted’s inspections can be brought together to provide a coherent view of an area, and help to inform the comprehensive area assessment.

### **Provision inspected under the Common Inspection Framework**

95. The Common Inspection Framework lists questions that inspectors ask of every probation trust of local community-based offender learning and employability skills. The Common Inspection Framework applies to the inspection of provision funded by the Skills Funding Agency and other commissioning bodies.

This provision is offered by:

- further education colleges, sixth-form colleges and independent specialist colleges
- independent learning providers
- local authorities
- employers
- not-for-profit organisations
- higher education institutions providing further education.

Inspection of sixth forms in maintained schools is covered by the school inspection framework.

The different types of provision inspected under the Common Inspection Framework include:

- education and training for young people and adults aged 16–18 and 19+
- apprenticeships and Train to Gain
- informal adult learning
- nextstep
- learning provision in the judicial services, including probation areas
- employability programmes.

96. The Common Inspection Framework has taken into consideration the Every Child Matters outcomes.

## **The common grading scale for all inspection judgements**

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

- outstanding
- good
- satisfactory
- inadequate.

### **Limiting grades**

98. Any limiting grades are considered before the overall effectiveness judgement is made. Limiting grades relate to equality and diversity, including arrangements for the protection of offenders as vulnerable adults, as these are considered to be essential in assuring the quality of the development and well-being of young people and adults. The grades for these two aspects may therefore limit the grade for overall effectiveness.

## The Common Inspection Framework 2009 in the context of community-based adult offender learning and employability skills

### Illustrative judgements for key grades and the completion of the record of main findings

#### Overall effectiveness

**How effective and efficient is the probation trust and its providers in meeting the needs of offenders and users, and why?**

#### Evaluative statements

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

- the probation trust's capacity to make and sustain improvements
- outcomes for offenders
- the quality of provision
- leadership and management.

#### Illustrative grade characteristics

<b>Outstanding</b>	Overall effectiveness is likely to be outstanding when the quality of provision and leadership and management are at least good and outcomes for offenders are outstanding. There has been exceptional improvement, or previously outstanding performance has been securely maintained, as a result of highly effective leadership and management and provision, which enable offenders to meet ambitious targets. Equality and diversity and safeguarding are likely to be at least good.
<b>Good</b>	Overall effectiveness is likely to be good when either the quality of provision or leadership and management are at least good and outcomes for offenders are at least good. Overall performance has improved greatly or has consolidated and improved on previously good performance. Leadership and management and provision enable offenders to achieve realistic but challenging targets.
<b>Satisfactory</b>	Overall effectiveness is likely to be satisfactory when the quality of provision, leadership and management and outcomes for offenders are all at least satisfactory. There is a trend of improvement in the overall performance, despite a few remaining weaknesses. Leadership and management and provision enable offenders to meet targets which lead to satisfactory progress. Systems are embedded sufficiently to enable further improvement.

<b>Inadequate</b>	<p>Overall effectiveness is likely to be inadequate where one or more of the following are judged to be inadequate:</p> <ul style="list-style-type: none"> <li>■ capacity to improve</li> <li>■ quality of provision</li> <li>■ outcomes for offenders</li> <li>■ leadership and management</li> <li>■ safeguarding</li> <li>■ equality and diversity.</li> </ul>
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## Capacity to improve

### What is the probation trust's capacity to make and sustain improvements?

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

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

### Evaluative statements

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

- the probation trust has a sound track record of sustained improvement
- the probation trust sets and meets ambitious targets to improve outcomes for all offenders
- the probation trust has a clear vision and appropriate priorities that will sustain improvement and raise expectations for all users
- the probation trust's processes for self-assessment/evaluation and quality improvement include appropriate use of the views of users and lead to demonstrable impact
- the probation trust has an appropriate management structure and sufficient staff and other resources to carry through its plans for improvement
- staff at all levels contribute to securing sustained improvements
- governors or the appropriate supervisory body fulfil their duties and ask challenging questions to raise or maintain high standards and secure positive offender experiences and outcomes.

## Further guidance

Inspectors should take into account, where relevant:

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

## Illustrative grade characteristics for capacity to improve

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

<b>Outstanding</b>	In addition to the characteristics outlined below as satisfactory and good, consistent trends in improvement are sustained at rates much higher than those nationally, or very high levels of performance are maintained. The self-assessment/evaluation report is highly accurate. The process of self-assessment/evaluation is comprehensive and inclusive. It is used very effectively to secure sustained improvements in all aspects of the probation trust's work. Leaders and managers successfully inspire staff and offenders to exceed challenging targets. Senior managers are very effectively challenged to raise standards.
<b>Good</b>	In addition to the characteristics outlined below as satisfactory, consistent trends in improvement are sustained at high rates, or high levels of performance are maintained. The self-assessment/evaluation report is largely accurate. The process is thorough and it is used well to secure improvements in most aspects of the probation trust's work. Leaders and managers motivate staff and offenders and have a good record of setting and meeting demanding targets. Governors, or the appropriate body, use their expertise appropriately to challenge senior

	managers and raise standards.
<b>Satisfactory</b>	There is a trend of steady improvement in overall performance which is at least close to national levels and there is no significant and sustained fall in success rates in types of provision. Self-assessment/evaluation is used well to identify most of the probation trust's strengths and weaknesses and bring about improvements. Leaders and managers enjoy the support of staff and offenders and have a generally good record of setting and meeting targets, although these targets are not always sufficiently ambitious. Governors and supervisory bodies appraise the probation trust's performance effectively and receive appropriate reports on offenders' success. Staff and other resources are sufficient to secure satisfactory value for money.
<b>Inadequate</b>	Capacity to improve is likely to be inadequate if one or more of the following applies: <ul style="list-style-type: none"> <li>■ overall performance is poor, with little evidence of any sustained improvement</li> <li>■ self-assessment/evaluation and quality improvement do not lead to demonstrable improvements</li> <li>■ leaders and managers do not set or achieve appropriate targets for improvement</li> <li>■ the probation trust does not have a clear vision or appropriate priorities to sustain improvement and raise expectations for all users.</li> </ul>

## A. Outcomes for offenders

The judgements for each of the five questions will contribute to the overall grade for outcomes for offenders. Inspectors will consider the main purpose of each type of provision when prioritising the impact each of these questions should have on the overall grade.

### A1. How well do offenders achieve and enjoy their learning?

Inspectors will take into account:

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

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

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

- offenders attain their learning goals, including qualifications and challenging targets
- there are any significant variations in the attainment of different groups of offenders



- offenders' work meets or exceeds the requirements of the qualifications, learning goals or employment
- offenders attend and participate as required.

### **Further guidance**

Inspectors should take into account, where relevant:

- data on qualification success rates according to:
  - performance across the probation trust and its providers
  - different groups of offenders
  - different levels of provision
- offenders' quality of work and their ability to demonstrate knowledge, skills and understanding, with particular attention to the levels reached by different groups of offenders
- the extent to which offenders are involved in and contribute to their learning in learning sessions, group and project work, and enrichment activities such as voluntary work and sporting activities
- offenders' attainment of their individual learning objectives in the context of their starting points as identified through qualifications on entry to the programme and initial assessment
- the extent to which offenders' behaviour promotes learning and development.

### **A1. b) Evaluative statements for how well offenders progress**

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

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

### **Further guidance**

Inspectors should take into account, where relevant:

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

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

### **Evaluative statements**

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

- offenders develop relevant knowledge, understanding and skills which contribute to their economic and social well-being
- offenders increase their employability
- offenders progress to further learning and employment or gain promotion
- offenders understand their rights and responsibilities at work.

### **Further guidance**

Inspectors should take into account, where relevant:

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

## **A3. How safe do offenders feel?**

### **Evaluative statements**

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

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

## Further guidance

Inspectors should take into account, where relevant:

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

## Illustrative grade characteristics for 'How safe do offenders feel?'

The grade for 'How safe do offenders feel?' may limit the grade for overall effectiveness.

<b>Outstanding</b>	In addition to the characteristics outlined below as satisfactory and good, offenders' safe working practices are exemplary. They have no concerns about safety and are confident that any concerns will be dealt with quickly and very effectively. Offenders make a very good contribution to reviewing and improving arrangements to ensure that they are safe.
<b>Good</b>	In addition to the characteristics outlined below as satisfactory, offenders' safe working practices are good. They regard the safety of the learning environment as good. They feel that any concerns they have reported have been addressed. Offenders are involved in discussing safety and safeguarding with the probation trust.
<b>Satisfactory</b>	Offenders feel safe in the learning environment (whether on the probation trust's premises or elsewhere), including the most vulnerable offenders. They use safe working practices in all settings. They know how to recognise unfair, unsafe or abusive treatment by others and what action to take to protect themselves and other offenders. They understand and use internet safety measures.
<b>Inadequate</b>	'Feeling safe' is likely to be inadequate if one or more of the following applies: <ul style="list-style-type: none"> <li>■ offenders do not feel safe in the learning environment</li> <li>■ offenders do not demonstrate good health and safety practices</li> <li>■ there is bullying or offenders report other unsafe, unfair or abusive</li> </ul>

	<p>practices that have not been addressed by the probation trust</p> <ul style="list-style-type: none"> <li>■ offenders do not know what action to take to combat this.</li> </ul>
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**A4. Are offenders able to make informed choices about their own health and well-being? This question will only apply if enough relevant evidence is identified.**

### Evaluative statements

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

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

### Further guidance

Inspectors should take into account, where relevant:

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

**A5. How well do offenders make a positive contribution to the community? This question will only apply if enough relevant evidence is identified.**

### Evaluative statements

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

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

## Further guidance

Inspectors should take into account, where relevant:

- offenders' understanding of their local and wider community, which may include their workplace, learning community or neighbourhood
- offenders' participation in events to support the community, such as voluntary work, charity events and fundraising
- offenders' take-up of opportunities to participate and be involved in developing the local areas' activities/policies for the benefit of themselves and other offenders, for example student union/council, social events and course representatives
- offenders' understanding of their role in contributing to their communities
- offenders' understanding of issues relating to sustainable development and how they can contribute to reducing global warming.

## Illustrative grade characteristics for outcomes for offenders

<p><b>Outstanding</b></p>	<p>In addition to the characteristics outlined below as satisfactory and good, offenders' progress overall is exceptional. The probation trust has taken very effective steps to identify and significantly narrow gaps in the achievement of different groups of offenders. Success rates and attendance are high. Offenders' achievement of qualifications and learning goals within the agreed timescales is also very good. Offenders develop excellent skills, knowledge and understanding that are relevant to improving their economic and social well-being. Offenders thrive, feel safe and are highly supportive of each other. Offenders contribute extensively to the probation area and wider community.</p>
<p><b>Good</b></p>	<p>In addition to the characteristics outlined below as satisfactory, most groups of offenders make at least good progress and some may make exceptional progress. The probation trust makes good use of data to identify gaps in achievement and trends show that steps taken to narrow the achievement gap have been effective. Success rates and attendance are good, as are achievements within agreed timescales. Offenders make good progress in developing skills, knowledge and understanding that are relevant to improving their economic and social well-being. Offenders readily take responsibility for their own well-being and that of others. Offenders make a strong positive contribution to the life of the institution and their wider communities.</p>
<p><b>Satisfactory</b></p>	<p>Success rates are broadly in line with national averages and overall trends show steady improvement. Offenders make expected progress towards attaining their individual learning goals, given their starting points, and some, although not the majority, may make good progress. Offenders' knowledge, understanding and practical vocational skills meet employers' requirements and/or levels required for their next step in learning, development or employment. Offenders develop sensible and mature attitudes to their well-being and that of others. They use safe working practices and feel safe in the learning environment and in the workplace. Offenders regularly contribute to</p>

	the community in their own institution and wider communities.
<b>Inadequate</b>	<p>Outcomes for offenders are likely to be inadequate if one or more of the following is inadequate:</p> <ul style="list-style-type: none"> <li>■ a significant number of offenders do not make the expected progress given their starting points and capabilities</li> <li>■ success rates are unacceptably low</li> <li>■ there are unacceptable variations in the attainment and progression of different groups of offenders. Actions, if taken, have been ineffective. As a result, too many leavers are not in education, employment or training, or progress to employment without training</li> <li>■ a significant number of offenders have little regard for their own well-being and that of others.</li> </ul>

## B. Quality of provision

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

#### Evaluative statements

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

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

## Further guidance

Inspectors should take into account, where relevant:

- the use of initial and diagnostic assessment to provide an accurate basis on which to plan an appropriate programme of work
- how well staff work with offenders to develop individual learning plans that are informed by initial assessment, meet offenders' identified learning goals and are reviewed and updated regularly
- the planning of individual learning sessions with clear objectives that are understood by offenders and that can be adapted to reflect the progress of offenders
- the use of activities in sessions that motivate and engage all offenders, whatever their age, ability and cultural background, and that are suitably demanding
- the progress made by offenders during sessions and in the medium and long term
- how well teaching meets individual needs
- the quality and safety of learning materials and learning resources, including specialist and/or adapted resources and practical settings
- the role of work experience and employment in learning
- the adequacy and quality of e-learning
- procedures for initial assessment, further diagnostic assessment and additional learning support for offenders from an early point in their programme
- the monitoring and review of offenders' progress in literacy, numeracy, language and key skills, including that work is marked carefully, with correction of spelling, grammatical errors and inaccuracies
- that offenders understand how well they are progressing towards their learning goals and what they need to do to improve
- that assessment is fair, accurate and carried out regularly
- how well achievements towards learning goals and qualifications are recorded and accredited
- how well assessment, verification and moderation procedures follow regulatory body requirements
- how well those with a legitimate interest, such as employers or parents, are clearly and regularly informed about offenders' progress
- how effectively staff use materials and teaching methods that are sensitive to, and promote, equality of opportunity and good race relations
- how well staff plan sessions to take account of meeting the needs of different groups of offenders fully

- how staff maximise opportunities in sessions and within all learning contexts to promote equality of opportunity and awareness of cultural and linguistic diversity.

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

### **Evaluative statements**

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

- the range, content and context of provision provide offenders with a choice of subjects, levels and qualifications that are relevant to their medium- and long-term personal, career and/or employment goals
- provision is planned to provide coherent progression routes
- the probation trust considers employers' views, identified training needs and information on performance, skills and labour demand
- arrangements for training and assessment are flexible to suit offenders' and employers' needs
- enrichment activities and/or extended services, including work experience, contribute to offenders' enjoyment and achievement, and their personal, spiritual, moral, social and cultural development.

### **Further guidance**

Inspectors should take into account, where relevant:

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



### **B3. How effectively does the probation trust use partnerships to develop its provision to meet offenders' needs?**

#### **Evaluative statements**

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

- the probation trust develops partnerships with schools, employers, community groups and others that lead to demonstrable benefits for offenders
- provision is well coordinated, relevant to local communities and promotes social inclusion and sustainable development.

#### **Further guidance**

Inspectors should take into account, where relevant:

- how partnerships with schools, employers, community groups and others enable offenders to develop new skills, gain knowledge and qualifications, increase self-esteem and become better citizens
- the involvement of schools, community groups and employers in the design, review and evaluation of the provision
- the probation trust's response to government policies and initiatives for lifelong learning in order to meet the needs of its stakeholders
- the range and extent of access to education and training for all, including those under-represented in learning
- the development of learning programmes with schools, local authorities and others to encourage participation by young people who are at risk of leaving, or who are not in, education, employment or training
- the extent to which the range and content of learning programmes/services are relevant to local communities, ensuring the provision is coherent and does not duplicate existing provision but maintains the provision of minority subjects and courses through the sharing of human and physical resources.

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

#### **Evaluative statements**

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

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

## Further guidance

Inspectors should take into account, where relevant:

- how well the probation trust has developed effective links with other relevant agencies to supply appropriate pre-course information
- how guidance and induction quickly introduce offenders to the structure and demands of their programme and their rights and responsibilities as an offender
- the effectiveness of procedures to monitor offenders' participation and attendance and to take prompt action to address any identified problems appropriately and bring about changes and improvements based on realistic targets
- the availability and quality of support for offenders on personal issues
- the extent to which individual offenders' additional support needs are accurately identified early in the programme and are met quickly through the provision of appropriate resources and support throughout an offender's programme
- how well offenders are involved in the planning, reviewing and evaluation of provision to meet their support needs
- the extent to which support staff have relevant qualifications, training and experience
- whether services are sensitive to and promote equality of opportunity and awareness of cultural and linguistic diversity.

## Illustrative grade characteristics for quality of provision

<b>Outstanding</b>	In addition to the characteristics outlined below as satisfactory and good, delivery is highly effective and sometimes inspirational. Activities are sharply and accurately focused on meeting individual offenders' needs and promote very effective learning. Programmes and activities are highly effective and may be innovative in meeting offenders' needs and those of the wider community. Arrangements for care, guidance and support are of the highest quality. As a consequence, the number of withdrawals from programmes is very low.
<b>Good</b>	In addition to the characteristics outlined below as satisfactory, teaching, training and assessment are used very effectively to enable offenders to learn well. Programmes and activities are well matched to offenders' different needs. Care, guidance and support ensure offenders are well prepared for learning and the challenges they will face after completion of their order. This leads to good outcomes for offenders.
<b>Satisfactory</b>	Teaching and assessment have no major weaknesses and may be good in some subjects. Learning activities are planned well, inspire offenders and meet their needs. Teaching staff have a sound knowledge of their subjects or are suitably skilled and experienced in their specialist areas. Appropriate

	<p>use is made of technology to support and promote learning. Assessments and reviews of offenders' progress are fair and well managed and offenders receive constructive feedback on the quality of their work and what they need to do to improve. Appropriate arrangements are in place to support individual offenders, ensuring that additional support and other needs are accurately identified. Provision for different groups is appropriate and at least satisfactory, with no groups disadvantaged. The probation trust uses partnerships effectively to develop learning programmes and enrichment activities that meet the needs of offenders, employers and, where appropriate, local communities. Learning programmes and activities adequately match offenders' personal, career or employment goals, taking into account the needs and views of employers. Information, advice and guidance are adequate and enable offenders to make informed choices about their next step in training, education or employment. All activities promote equality and support diversity. Consequently, outcomes for students are generally satisfactory and sometimes good.</p>
<p><b>Inadequate</b></p>	<p>The quality of provision is likely to be inadequate where one or more of the following applies:</p> <ul style="list-style-type: none"> <li>■ teaching, training and assessment do not adequately support learning and development</li> <li>■ the programmes and activities do not adequately meet the needs and interests of offenders</li> <li>■ support, care and guidance do not adequately promote offenders' progress and well-being.</li> </ul>

## C. Leadership and management

*Her Majesty's Inspectorate of Probation's Offender Management Inspection 2 consists of a large section on strategic leadership and management. They take a lead role in reporting on a number of aspects within leadership and management, including equality and diversity and safeguarding.*

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

#### Evaluative statements

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

- leaders promote very high standards in a positive and supportive culture that aspires to excellence
- the probation trust raises expectations through a clear and realistic strategy for planning and developing learning programmes and services
- demanding targets are set and met throughout the organisation

- the probation trust promotes and implements national and local priorities and initiatives that are relevant to offenders, employers and local communities
- the probation trust uses data and information on offenders' and employers' needs, and local and national skills needs to plan and review the provision or service
- resources, including staff, accommodation, facilities and technologies, are developed and used to support learning effectively.

### Further guidance

Inspectors should take into account, where relevant:

- the extent to which staff contribute to strategic planning processes; in particular, whether the mission statement, vision, strategic objectives and operational plans are clear and closely aligned; and whether plans to achieve the mission statement and strategic objectives include appropriate targets, actions and rigorous arrangements for governors and managers to monitor progress
- strategic objectives and targets respond to local and national agendas, such as those for developing the skills of adults to be economically active, and the need to improve performance or maintain high standards
- whether benchmarking information is used to set challenging targets at organisational and departmental level to promote high standards and raise aspirations
- whether the probation trust's objectives are realistic and supported by responsible financial management
- the extent to which the effectiveness and quality of subcontracted provision is effectively monitored and managed.

**C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge? *This question does not usually apply unless enough relevant evidence is identified.***

### Evaluative statements

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

- governors and supervisory bodies set the mission and strategic direction of the probation trust
- governors and supervisory bodies establish effective structures to monitor all aspects of the probation trust's performance
- governors and supervisory bodies ensure that their statutory duties – where applicable – are fulfilled.

## Further guidance

Inspectors should take into account, where relevant:

- how well governors and supervisory bodies monitor the quality of the experience provided for offenders and their outcomes
- how effectively governors and supervisory bodies monitor financial management and health, including value for money
- procedures to ensure the accountability of the chief executive and senior post holders, or equivalent
- procedures for governors and supervisory bodies to assess and monitor risk
- how well governors and supervisory bodies ensure that legislative requirements are fulfilled, such as those for disability, safeguarding, and health and safety.

### **C3. How effectively does the probation trust promote the safeguarding of learners?**

HMI Probation, through the inspection of offender management, also inspects safeguarding. Its key judgements are based on considerations of the protection of the public from some offenders. Ofsted inspectors will contribute through inspection of public protection arrangements for offenders attending further education and skills provision in community settings. This includes the exchange of appropriate information and risk assessments.

Two other judgements on safeguarding will be made: under the leadership and management section and in the staying safe outcome section of all reports.

All remits will be judged on the effectiveness of providers and services in ensuring that offenders are safe and feel safe.

- Where a judgement of inadequate is awarded for either of the two safeguarding judgements it is unlikely that the overall effectiveness of the probation area will be better than satisfactory. It is likely that the overall judgement will be inadequate.
- Where a judgement of satisfactory is awarded for either of the two safeguarding judgements it is most unlikely that the overall effectiveness of the probation area will be better than good.

### **Evaluative statements**

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

- offenders are protected and their protection is prioritised
- staff take action to identify and respond appropriately to users' welfare concerns

- safeguarding is prioritised
- the probation trust works together with providers, partners, agencies and professionals effectively to protect offenders.

### Further guidance

Inspectors should take into account, where relevant:

- whether the probation trust has a policy for the protection of vulnerable adults that is reviewed annually
- the provider's compliance with its statutory duty to assist local social services departments on child protection matters and, as appropriate, liaison with the Local Safeguarding Children Board
- whether, when an offender reports abuse, the probation trust has taken appropriate action.
- how well the provider is fulfilling the duty of employers to inform the Independent Safeguarding Authority of any individual (paid employee, volunteer or other) who poses a threat to vulnerable adults
- how well the probation trust ensures that appropriate training on the protection of vulnerable adults has taken place for all staff, governors, volunteers and other organisations with which it works, and is regularly updated
- whether all staff, governors, volunteers, providers and partner organisations working regularly with vulnerable adults have been trained to recognise signs of abuse and how to respond to disclosures from offenders
- whether there is a designated senior member of staff in charge of arrangements for the protection of vulnerable adults who has been trained to the appropriate level
- the extent to which effective and thorough risk assessment across the provision provides the basis for a probation trust's safeguarding/protection of vulnerable adults' policy and plans
- whether there are sound arrangements for appropriate checks on probation trust staff and, where appropriate (based on risk assessment), for governors, volunteers, providers and partner organisations.
- whether there is a single, central record of all checks on staff and, where appropriate, governors and volunteers
- where the probation trust works with employers, how well staff liaise with the employer to ensure appropriate arrangements for protecting vulnerable adults (as defined in the Vetting and Barring Scheme) on employers' premises
- whether policies on bullying and discrimination are effectively implemented

- the extent to which all learning and development sites provide a safe learning environment and safe working practices are promoted in training and at work
- whether the curriculum includes understanding of bullying, abuse and internet safety.

### Illustrative grade characteristics for the protection of vulnerable adults

<b>Outstanding</b>	In addition to the characteristics outlined below as satisfactory and good, the probation trust is exceptionally proactive in assessing risks and taking action to prevent them. It has a strong track record of bringing about improvements and listening to and acting upon offenders' concerns. The probation area has created a safe environment underpinned by outstanding arrangements for protecting vulnerable adults and safety practices, evidenced by the well-being of offenders. These practices extend to those who are on work-based learning. All staff who teach, train or work intensively and frequently with vulnerable adults understand safeguarding, including any recent changes to legislation, and fulfil their responsibilities very well.
<b>Good</b>	In addition to the characteristics outlined below as satisfactory, the probation trust has a clear strategy for protecting its most vulnerable offenders, the progress and implementation of which is frequently checked by managers. The probation trust has created a culture where staff and offenders are strongly safety aware. The probation trust carefully monitors the arrangement for the protection of vulnerable adults by its provider and partner organisations. The records of accidents, incidents and 'near misses' indicate that the learning environment, including the workplace, is a safe place. The probation trust has listened to offenders' views on safety-related issues and taken effective action which has improved safety. The probation trust's staff make good use of training that reflects Local Safeguarding Children Board recommendations in protecting vulnerable adults. The probation trust is preparing to implement fully the Independent Safeguarding Authority vetting and barring requirements in 2010.
<b>Satisfactory</b>	The probation trust is meeting government requirements with regard to vulnerable adults. It has risk assessed who the most vulnerable offenders are and taken steps to protect them, as well as the general population of offenders. Governors/supervisory bodies and senior managers take a close interest in arrangements for protecting vulnerable adults and receive regular reports. The probation trust is assured of similar arrangements in providers and partner organisations. All staff who have regular contact with vulnerable adults have received at least basic awareness training in POVA. Employees aged 16–17 are appropriately safeguarded while being trained by their employers. The probation trust cooperates effectively with other agencies to protect vulnerable offenders. Where abuse has occurred, the probation trust has taken appropriate action. There are effective arrangements for ensuring the health and safety of offenders and staff. Offenders receive information and/or training on health and safety, and are made aware of

	unfair, unsafe and abusive practices and how offenders can access help and support. Offenders' views on safety matters are sought and acted upon. Records of accidents, incidents and 'near misses' are kept and lead to effective action for improvement.
<b>Inadequate</b>	<p>Protection of vulnerable adults is likely to be inadequate where:</p> <ul style="list-style-type: none"> <li>■ the probation trust is not meeting government requirements with regard to protecting vulnerable adults.</li> </ul> <p><b>Weaknesses are likely to include one or more of the following:</b></p> <ul style="list-style-type: none"> <li>■ low priority given to ensuring that offenders are safe</li> <li>■ inadequate action to follow up abuse reported by a offender</li> <li>■ insufficient training for all staff, governors/trustees or volunteers in contact with vulnerable adults, or training is out of date</li> <li>■ no systematic reporting to governors/trustees or senior managers on the protection of offenders as vulnerable adults and/or health and safety</li> <li>■ insufficient liaison with employers offering work placements, or subcontractors to ensure that offenders are protected</li> <li>■ inadequate recording of accidents/incidents and 'near misses' and/or insufficient follow-up to effect improvements in safety.</li> </ul>

#### **C4. How effectively does the probation trust actively promote equality and diversity, tackle discrimination and narrow the achievement gap?**

The equality and diversity grade will contribute to and may limit the grade for overall effectiveness in the following ways:

- where a judgement of inadequate is awarded for equality and diversity it is most unlikely that the overall effectiveness of the provision will be better than satisfactory; it is likely that the overall judgement will be inadequate
- where a judgement of satisfactory is awarded for equality and diversity it is most unlikely that the overall effectiveness will be better than good.

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

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

#### **Evaluative statements**

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



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

### **Further guidance**

Inspectors should take into account, where relevant:

- whether the probation trust has equality schemes and plans for the promotion of equality and diversity, showing how it fulfils its general and specific legal duties, including staffing and employment
- how well equality and diversity aspects are built into the probation trust's strategic plans; the impact of plans is monitored; and follow-up action is taken to address areas for improvement
- whether the probation trust has policies to ensure and promote equality of opportunity and that there is no unlawful discrimination, harassment or bullying
- how well the probation trust has taken action to ensure that it fulfils its responsibilities under legislation with regard to consultation with staff, users and stakeholders about equality aspects of provision
- how well achievement and progression data of different groups are collected, analysed and used to set targets to improve the performance of underachieving groups
- action taken to ensure that the ethnic profile of staff and governors broadly reflects that of the offender population
- arrangements for reporting on the promotion of equality and diversity to governors or supervisory bodies

- training for offenders, teaching and support staff and governors/supervisory bodies on all aspects of bullying, harassment and equality
- arrangements to protect offenders from bullying, harassment and discrimination
- arrangements to ensure all offenders can participate, including those with learning difficulties and/or disabilities, and that they have opportunities to give their views on provision
- how well offenders' knowledge and understanding of equality and diversity, and preparation for living and working in a multiracial society, are reinforced through their programme, in tutorials and at reviews
- the extent to which incidents and complaints relating to equality and diversity aspects are recorded and acted upon.

### Illustrative grade characteristics for equality and diversity

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

<b>Outstanding</b>	In addition to the characteristics outlined below as satisfactory and good, the probation trust strongly promotes equality and diversity and tackles unfair discrimination very effectively in all aspects of its work. The development or progress of all or nearly all its users in relation to their starting points is improving significantly and the achievement gaps have narrowed significantly. Work with employers and external providers to promote equality and diversity for offenders in their operations has had a strong impact.
<b>Good</b>	In addition to the characteristics outlined below as satisfactory, the probation trust effectively promotes equality and diversity and tackles unfair discrimination. The probation trust is improving outcomes for individuals, successfully closing identified achievement gaps. The promotion of equality and diversity is embedded well in all aspects of the probation trust's work. The work with employers and external providers to promote equality and diversity for offenders in their operations shows demonstrable impact on outcomes and opportunities for offenders. There is positive celebration of diversity.
<b>Satisfactory</b>	The probation trust is actively promoting equality and diversity and tackling unfair discrimination. The profile of the probation trust's staff and governing/supervisory body reflects that of its offender population with regard to race, gender and disability, or strong efforts to achieve this have been made. The probation trust's staff and governors or supervisory body monitor the impact of equalities policies and action plans and set relevant targets for improvement. The promotion of equality and diversity is embedded in most aspects of the probation trust's work, especially recruitment of offenders, teaching, learning and assessment, content of lessons and range of programmes. The probation trust is improving outcomes for offenders by identifying and taking suitable steps to close achievement gaps between different groups. The probation trust actively

	encourages employers and external providers to promote equality and diversity in their operations for offenders.
<b>Inadequate</b>	<p>Equality and diversity is likely to be inadequate where the probation trust:</p> <ul style="list-style-type: none"> <li>■ is not actively promoting equality and diversity <b>and/or</b></li> <li>■ is not taking sufficient action to identify and narrow the achievement gap.</li> </ul> <p><b>One or more of the following weaknesses are likely to be present.</b></p> <p>The probation trust:</p> <ul style="list-style-type: none"> <li>■ has not prevented or tackled unfair discrimination, harassment or bullying</li> <li>■ has not taken steps to understand and implement legal requirements</li> <li>■ has not analysed outcomes for offenders to monitor the impact of equality and diversity policies</li> <li>■ has not attempted to match the profile of staff and governors to that of the offender population</li> <li>■ shows insufficient impact in relation to equality and diversity.</li> </ul>

## **C5. How effectively does the probation trust engage with users to support and promote improvement?**

### **Evaluative statements**

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

- the probation trust implements and monitors an effective strategy to involve offenders and employers in the decision-making of the organisation
- the views of different user groups are canvassed and their views acted upon to plan, manage and improve the provision
- external partnerships are promoted to ensure the needs of offenders at all levels are met.

### **Further guidance**

Inspectors should take into account, where relevant:

- the extent to which all groups of offenders and individuals have the opportunity to give their views on the provision they are receiving
- arrangements to ensure that offenders are represented on relevant decision-making groups
- the effectiveness of arrangements to gather the views of all offenders regardless of their circumstances, including communication support, mode of attendance and geographical spread
- whether offenders are confident of their contribution to the improvement of the provision

- whether employers have the opportunity to ensure their views are represented in decision-making
- evidence of the impact of users' views.

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

**Evaluative statements**

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

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

**Further guidance**

Inspectors should take into account, where relevant:

- the thoroughness and accuracy of the probation trust's self-assessment process and report
- the use of self-assessment as part of a continuous cycle of review and evaluation of the probation trust's performance against challenging targets that lead to sustained quality improvement
- the involvement of staff at all levels and from across the organisation, including franchised and subcontracted provision
- the involvement and use of the views of offenders, employers and other users
- the use of, analysis and evaluation of evidence drawn from arrangements for quality assurance
- how outcomes from self-assessment are used to produce realistic action plans.

**C7. How efficiently and effectively does the probation area use its available resources to secure value for money? *Judgements related to this aspect are usually reported through the different sections of the report rather than separately under leadership and management.***

**Evaluative statements**

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

- offenders progress, develop skills and knowledge and attain their learning goals, taking account of their starting points
- the probation trust considers the views of users in relation to the suitability and availability of resources
- resources are managed and used for the different activities to meet the needs of all offenders
- the quality and availability of resources support all users
- the probation area is committed to managing its resources in a sustainable way.

### **Further guidance**

Inspectors should take into account, where relevant:

- the progress and attainment of offenders, taking account of their starting points
- the views of offenders and employers in relation to the suitability and availability of resources
- how effectively resources are managed and used for different activities to achieve the desired outcomes
- the range and quality of equipment and how well they are used to promote effective learning. Specialist equipment and materials should reflect, as far as possible, the standards required by industry
- access to learning resources that is appropriate for effective study in lessons and for independent study, available to all
- resources that allow all offenders to participate fully regardless of ethnicity, faith and religious belief, gender, learning difficulty and/or disability or race
- work-based offenders have access to good learning materials, equipment and facilities
- offenders with learning difficulties and/or disabilities have appropriate specialist staff and specially adapted learning resources
- all offenders work in a healthy, safe and welcoming environment
- the quality and availability of support for offenders
- the number of offenders and how this affects outcomes
- the quality of the local area's environment
- how efficiently the probation trust and its providers use their accommodation
- the probation trust and its providers' commitment to sustainability
- the overall level of funding and its costs, where this information is available

- the average size of groups and how the organisation of these affects outcomes
- the attendance of offenders
- how efficiently the probation area uses its staff
- financial planning, and controls and mechanisms to ensure accountability and financial stability.

### Illustrative grade characteristics for leadership and management

<p><b>Outstanding</b></p>	<p>In addition to the characteristics outlined below as satisfactory and good, leaders and managers are ambitious yet realistic in their drive to secure improvement. Quality assurance and self-assessment structures secure the rigorous evaluation of all aspects of operations and honestly identify the improvements to be made. Outcomes for offenders are at least good. Any unevenness between outcomes for different groups is minimal or reducing rapidly. Very effective practice in equality and diversity, and arrangements for offenders as vulnerable adults ensures that offenders achieve their potential free of barriers to their progress. The probation trust with its providers delivers outstanding value for money through highly effective management of resources, focused at all times on maximising the benefit for offenders.</p>
<p><b>Good</b></p>	<p>In addition to the characteristics outlined below as satisfactory, leaders and managers are effective in sharing ambitious plans with staff and providing clear direction. Quality assurance and self-assessment are effective in securing improvements in the quality of provision and outcomes for offenders. Offenders' achievements are above the national average in most areas and any gaps in outcomes between different groups of offenders are closing rapidly. Equality and diversity are promoted well and arrangements for offenders as vulnerable adults are robust. Staffing, specialist resources and accommodation are generally good and well managed. Engagement with offenders and other users makes a strong contribution to the offenders' improving outcomes.</p>
<p><b>Satisfactory</b></p>	<p>Leaders and managers, including governors and supervisory bodies, secure modest improvements in performance across the provision. They focus on areas of underperformance to raise standards. They raise expectations and set appropriate targets but many of these are not ambitious enough to drive improvement as quickly as they might. Staff know the probation trust's major strengths and weaknesses through self-assessment, and action plans focus well on securing improvement, but not in all subject areas. Managers have accurate data and use it effectively to manage and improve their provision. Management of resources contributes to the generally satisfactory outcomes for offenders. Arrangements for offenders, as vulnerable adults, are prioritised and there are no major lapses in applying safety procedures. Offenders feel secure and operate safe working practices. Equality and diversity are promoted and data are analysed to assess the impact of policies and review the performance of different groups of offenders. Managers make appropriate use of offenders' and employers' views to evaluate the provision and to bring about</p>

	improvements.
<b>Inadequate</b>	<p>Leadership and management are likely to be inadequate where one or more of the following apply:</p> <ul style="list-style-type: none"> <li>■ monitoring, evaluating and planning are weak and do not lead to improved offender outcomes</li> <li>■ equality and diversity are not promoted and unlawful discrimination is not tackled</li> <li>■ the probation area is failing to reduce any achievement gaps between particular groups and their peers in the probation area and/or national averages</li> <li>■ arrangements for offenders as vulnerable adults are inadequate</li> <li>■ resources are poorly managed and do not provide value for money</li> <li>■ links with offenders, employers and other partners are poorly developed and do not promote improvement.</li> </ul>

## Glossary of terms used in the Common Inspection Framework, inspection and the handbook

Activity	One of the range of activities that a offender may take part in, including taught sessions, training, assessments, reviews of progress, coaching and job search, both on and off the probation trust's premises.
Adult learner-responsive provision	Adult learner-responsive provision, previously known as further education adult provision, applies to all funded provision undertaken by learners over 19 years of age not included in employer-responsive provision.
Aspect	Term used to describe one of the main areas of the Common Inspection Framework. These are: capacity to improve; outcomes for offenders; quality of provision; and leadership and management.
Community payback projects	Community payback projects are used by offenders who have been ordered by the courts to perform unpaid work in the community from 40 hours to 300 hours.
Coordinating manager	The coordinating manager is a senior member of staff from the probation trust, who is the key link between the probation area and the inspection team.
Employer-responsive provision	Employer-responsive provision includes apprenticeships, Train to Gain and NVOs delivered wholly or partially in the workplace. Apprenticeships include all ages of apprenticeships, including young apprenticeships for learners aged 14–16, advanced apprenticeships, higher-level apprenticeships and apprenticeships for adults. This also includes apprentices who are non-employed learners following a full apprenticeship framework.
Employability skills	Employability skills relate to the skills that help offenders move into employment. They include background skills, job-seeking skills and vocational skills.
Foundation Learning Tier	Programmes (including Entry to Employment) that support achievement and progression through entry level and level 1 towards level 2 or, as appropriate, towards other destinations such as open, supported or voluntary employment, further education or training and increased levels of independence.
Inspection service provider services	Inspection service provider services are external organisations contracted by Ofsted to provide additional inspectors, administrative support on inspection, the collation of pre-inspection information for inspectors via a portal, quality assurance and production of reports, post-inspection data analysis and post-inspection evaluation by probation trusts.
Learning	Attainment of learning goals, including qualifications; development of skills; and gaining of knowledge and understanding, including information and advice on learning, development and employment.
Offender	A person released on licence from a prison, or serving a sentence in the community, seeking information or advice on learning opportunities or employment, taking part in education, training and development programmes or activities, including learner, student, apprentice,



	participant, client and customer.
Offending behaviour programme	Programmes used by both Her Majesty's Prison Service (HMPS) and National Probation Service (NPS) to address offending behaviour. They are accredited by the Correctional Services Accreditation Panel (CSAP), and are not part of the inspection
Probation trust	The organisation responsible for managing offenders. Generally coterminous with county or metropolitan area boundaries.
Provider	Any organisation, including consortia or partnership, involved in providing information and advice services, education, training or development programmes or activities, including colleges, independent training provider services, local authorities, voluntary organisations and employers.
Provision	The range and type of learning available.
Record of main findings	A template for recording grades awarded for the main and contributory aspects of the Common Inspection Framework awarded for the provision as a whole and for the different types of provision. The record of main findings is published as part of the inspection report.
Safeguarding	HMI Probation, through the inspection of offender management, inspects safeguarding. Their key judgements are based on considerations of the protection of the public from some offenders. Ofsted inspectors will contribute through inspection of public protection arrangements for offenders attending further education and skills provision in community settings. This includes the exchange of appropriate information and risk assessments. All remits will be judged on the effectiveness of providers and services in ensuring that offenders are safe and feel safe, and is in response to the requirements of the Safeguarding Vulnerable Groups Act 2006.
Tariff for inspection	The tariff for inspection refers to the number of inspector days allocated to that inspection. It consists of preparation days for HMIs, on-site days for HMIs and additional inspectors and post-inspection days for report writing.
User	Young people, adult learners and employers, parents and carers.