



HM Prison &  
Probation Service

# Action Plan: Response to the joint Ofsted/HMIP thematic report: The Quality of Education in Young Offender Institutions

Action Plan Submitted: 15 November 2024

Report Published: 02 October 2024

Action Plan 12-month review: 06 November 2025

## INTRODUCTION

HM Inspectorate of Prisons (HMIP) and Ofsted for England and Wales are independent inspectorates which provide scrutiny of the conditions for, and treatment of prisoners and offenders. They report their findings for prisons, Young Offender Institutions, and effectiveness of the work of probation, and youth offending services across England and Wales to Ministry of Justice (MoJ) and His Majesty's Prison and Probation Service (HMPPS). In response to the report HMPPS / MoJ are required to draft a robust and timely action plan to address the recommendations. Action plans provide specific steps and actions to address the recommendations, that are clear, outcome focussed, measurable, achievable, and relevant with the owner and timescale of each step clearly identified. Action plans are sent to HMIP and published on the GOV.UK website. Progress against the implementation and delivery of the action plans will also be monitored and reported on.

Term	Definition	Additional comment
Agreed	All of the recommendation is agreed with, can be achieved and is affordable.	The response should clearly explain how the recommendation will be achieved along with timescales. Actions should be as SMART (Specific, Measurable, Achievable, Realistic and Time-bound) as possible. Actions should be specific enough to be tracked for progress.
Partly Agreed	Only part of the recommendation is agreed with, is achievable, affordable and will be implemented. This might be because we cannot implement the whole recommendation because of commissioning, policy, operational or affordability reasons.	The response must state clearly which part of the recommendation will be implemented along with SMART actions and tracked for progress. There <b>must</b> be an explanation of why we cannot fully agree the recommendation - this must state clearly whether this is due to commissioning, policy, operational or affordability reasons.
Not Agreed	The recommendation is not agreed and will not be implemented. This might be because of commissioning, policy, operational or affordability reasons.	The response must clearly state the reasons why we have chosen this option. There <b>must</b> be an explanation of why we cannot agree the recommendation - this must state clearly whether this is due to commissioning, policy, operational or affordability reasons.



ACTION PLAN: Response to the joint Ofsted/HMIP thematic report: The Quality of Education in Young Offender Institutions

1. Rec No	2. Recommendation	3. Agreed/ Partly Agreed/ Not Agreed	3. Response Action Taken/Planned	4. Responsible Owner	5. Target Date
1.	Significantly reduce the amount of time that children are kept in isolation or locked up in the absence of an effective behaviour management strategy.	Agreed	<p>Youth Custody Services (YCS) will reduce the time children spend in their rooms and increase access to education skills and work by:</p> <ul style="list-style-type: none"> <li>• Creating an education re-engagement strategy with clear timelines and responsibilities for education suppliers, to provide individualised learning and one to one support.</li> <li>• Including performance summaries in the Head of Education, Skills and Work's (HoESW) monthly assurance reports, identifying; provider engagement, quality of and suitability of learning provided, time spent with Learning Support Practitioner (LSP)/tutors, learner outcomes, evidence and next steps.</li> <li>• Reviewing the offer from psychology to increase one to one interventions with children who are separated.</li> <li>• Monitoring individual regime summaries to ensure children have meaningful time out of room.</li> <li>• YCS will review the Behaviour Management Strategy to ensure it is in line with the integrated framework of care, so it's more reflective of a rewards-based scheme across all sites.</li> </ul>	<p>YCS Head of Learning and Enrichment</p> <p>Education Providers/Governors</p> <p>YCS Psychology Lead</p> <p>YCS/Governors</p> <p>YCS Safety Lead</p>	<p>January 2025</p> <p>February 2025</p> <p>March 2025</p> <p>January 2025</p> <p>April 2025</p>



			<p><b><u>Progress against commitments (November 2025)</u></b></p> <ul style="list-style-type: none"> <li>YCS Head of Learning and Enrichment has supported sites to create and design local re-engagement strategies.</li> <li>All local Provider Performance Review meetings produce monthly reports that capture provider engagement, the quality and suitability of learning delivered, time spent with Learning Support Practitioners (LSPs) and tutors, and learner outcomes.</li> <li>When children are separated, psychology services conduct a Short-Term Assessment of Risk and Need (STARN) which includes recommendations to address the child's needs to enable reintegration. When a psychological intervention is identified as a recommendation, psychology services will either facilitate this intervention or supervise the facilitation by a suitable trained/skilled other such as an Intervention Facilitator.</li> <li>A YCS Monitoring Tool to track individual regime summaries has been implemented. The tool tracks each child's TOOR (Time out of Room), with data being shared in morning meetings at all YOIs allowing Governors to provide additional support and direct resources as required to improve regimes for children.</li> <li>Work on the Behaviour Management Strategy is ongoing and forms part of the Roadmap to effective practice launched in April 2025. An Incentives Framework Working Group was formed in August 2025. Following integral work completed by the Induction Working Group, which produced recommendations in July 2025.</li> </ul>	<p>YCS Head of Learning and Enrichment</p> <p>Education Providers/Governors</p> <p>YCS Psychology Lead</p> <p>YCS/Governors</p> <p>YCS Safety Lead</p>	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>March 2026</p>
2.	Focus leadership efforts on resolving conflict between children wherever	Agreed	YCS and Governors within each Young Offender Institution (YOI) will reduce conflict between children by:		



	possible, to reduce the number of children kept apart from others for safety reasons.		<ul style="list-style-type: none"> <li>• Leaders will continue to focus their efforts on resolving conflict as evidenced within each YOIs 'One Community' strategy. Evidence and learning from early adopters will be considered and shared to improve effective practice across all sites. The non association lists (keep aparts) will be kept in date and all historical conflict will be removed.</li> <li>• Conflict Resolution Practitioners will continue to focus their efforts on resolving and minimising harm between children.</li> <li>• By April 2025, there will be no cross deployment, as far as practicably possible, of conflict resolution practitioners allowing them to focus on addressing the needs of children, whilst also maintaining and building upon existing relationships.</li> </ul>	YCS/Governors  Governors  Governors	September 2025  Complete  April 2025
			<p><b><u>Progress against commitments (November 2025)</u></b></p> <ul style="list-style-type: none"> <li>• Resolving conflict remains high on the YCS agenda with all YOIs taking action to ensure this remains a high priority, our ambition remains to have one community, and sites are doing everything they can to achieve this by the end of January 2026, which is later than the anticipated date of September 2025 due to the complexities involved in achieving this goal. Conflict Resolution Teams have been tasked with managing and reducing active non- associates, whilst also keeping non-association lists (keep aparts) in date and removing all historical conflict data, with Teams now playing a crucial role in decision making across all YOIs by attending meetings to inform separation reviews and allocation boards.</li> <li>• Conflict Resolution Practitioners are now supported with dedicated Violence Reduction Officers. This allows for timely investigations into acts of violence and/or weapon carrying and then information sharing with Support Teams and referrals into Conflict Resolution where required. Furthermore, having this violence reduction approach allows</li> </ul>	YCS/Governors          Governors	January 2026          Complete



			<p>for effective immediate resolution where appropriate. To allow and support these approaches, children are not taken off pathways, and instead attendance paused for a day or two to allow attempts for relationships to be repaired.</p> <ul style="list-style-type: none"> <li>Conflict Resolution Officers are now a protected resource in each public sector YOI.</li> </ul>	Governors	Complete
3.	Implement appropriate management strategies to help children improve their behaviour and attitudes and provide teachers with up-to-date training to help them manage challenging behaviour.	Agreed	<p>YCS, Governors and Education Providers will implement appropriate management strategies, in addition to those outlined in recommendation 1, to support teachers in improving children's behaviour and attitudes towards learning by:</p> <ul style="list-style-type: none"> <li>Creating 'time-out' spaces in all education areas, similar to schools, subject to approval, in line with the next round of capital bids.</li> <li>Governors and Education Providers will work together and formulate a training plan for teachers to manage challenging behaviour. Creating clear systems that allow teaching staff to request support.</li> <li>Allocating time for teachers to attend group Guided Reflective Practice and children's support meetings.</li> <li>Provide a dedicated group of operational staff attached to the education department or some staffing continuity.</li> <li>Ensuring that all departments attend the daily operational briefing for effective communication.</li> <li>Reviewing the current class sizes of 8 children, with a vision to reduce this in line with Social Emotional and Mental Health (SEMH) schools and Alternative Provision equivalent class sizes.</li> <li>Reviewing and implementing active citizenship, co-produced with children and staff.</li> </ul>	<p>YCS/Governors</p> <p>Governors/Education Providers</p> <p>Education Providers</p> <p>YCS/Governors</p> <p>Governors</p> <p>YCS Head of Learning and Enrichment</p> <p>YCS Lived Experience Lead</p>	<p>January 2026</p> <p>March 2025</p> <p>April 2025</p> <p>April 2025</p> <p>April 2025</p> <p>April 2025</p> <p>September 2025</p>



	<b><u>Progress against commitments (November 2025)</u></b>		
	<ul style="list-style-type: none"> <li>Feltham and Werrington have commissioned and/or submitted a bid for 'time out' spaces in line with their Annual Delivery Plans (ADP), which are subject to approval and the fabric of the buildings. Wetherby has created two Pastoral Lead positions to provide additional support to children for their 2025/26 ADP.</li> </ul>	YCS/Governors	January 2026
	<ul style="list-style-type: none"> <li>The training plan has been delayed as it is reliant on completion of work on the Behaviour Management Strategy, expected in January 2026. The training plan will then be implemented across all public sector YOIs by March 2026 to ensure a consistent approach via combined training for all staff across all sites.</li> </ul>	Governors/Education Providers	March 2026
	<ul style="list-style-type: none"> <li>Allocating time for teachers to attend group Guided Reflective Practice and children's support meetings has been implemented at all public sector YOIs.</li> </ul>	Education Providers	Complete
	<ul style="list-style-type: none"> <li>Each YOI is working towards implementing dedicated staff to the education departments, with Werrington and Wetherby already having dedicated staff in place, and Feltham moving towards the model once they have delivered critical upskilling training in MMPR (minimising and managing physical restraint).</li> </ul>	YCS/Governors	January 2026
	<ul style="list-style-type: none"> <li>All departments now attend daily operational briefings for effective communication.</li> </ul>	Governors	Complete
	<ul style="list-style-type: none"> <li>YCS Central Team has reviewed class sizes across in collaboration with all public sector YOIs, and continues to do so, however, with non-association and mixing issues this remains a challenge. Additionally, any further reduction of class sizes is dependent on the availability of future funding which will be known by March 2026.</li> </ul>	YCS Head of Learning and Enrichment	March 2026
	<ul style="list-style-type: none"> <li>Active citizenship has been added to Youth Council Agendas, a review of its effectiveness due to be completed</li> </ul>	YCS Lived Experience Lead	Complete



			by January 2022 <sup>6</sup> . Additionally, all education providers have reviewed and addressed gaps in their planning for personal, social, health and economic (PSHE) development and children at all sites are now regularly consulted regarding the enrichment activity. Werrington's enrichment lead has also held several 'learner voice' sessions to determine what activities children would like to participate in; this information has been used to inform future planning.		
4.	Prioritise children's and young people's attendance at education, so that they access a comprehensive and purposeful day of educational activity, training opportunities and work that best meet their needs and career goals.	Agreed	<p>YCS, Governors and Education Providers will prioritise Children and Young Peoples (CYP) attendance at education by:</p> <ul style="list-style-type: none"> <li>• Completing a full needs analysis in each site, in line with the yearly review cycle, that will consider the population makeup, length of stay, child voice and the starting point of each child. The content of the curriculum will be designed following this review to inform delivery of all learning, training and employment.</li> <li>• All children of school age identified on arrival will have a planned minimum of 15 hours in learning and/or support activity. This will be subject to the individuals' needs of the child, prioritising health and wellbeing. Each child will be provided with an individual timetable.</li> <li>• Individual Time Out of Room (TOOR) and activities are now monitored weekly, to accurately reflect what each child is receiving.</li> <li>• Reviewing the digital infrastructure underpinning education delivery, planning and recording, and seek to improve effectiveness and investment in this area.</li> </ul>	<p>YCS/Governors/Education Providers</p> <p>Governors/Education Providers</p> <p>YCS/Governors</p> <p>YCS Head of Business Development and Improvement</p>	<p>September 2025</p> <p>December 2024</p> <p>Complete</p> <p>September 2025</p>





	<b><u>Progress against commitments (November 2025)</u></b>		
	<ul style="list-style-type: none"> <li>• All sites have completed an in-depth needs analysis which has been used to inform the curriculum design for 2025/2026.</li> </ul>	YCS/Governors/Education Providers	Complete
	<ul style="list-style-type: none"> <li>• All school age children are identified in the public sector YOI's on arrival with each child planned for a minimum of 15 hours of learning (education, training, gym, interventions and enrichment), unless a significant health and well-being need is identified which would require a referral to individualised support via healthcare, psychology or Child and Adolescent Mental Health Services (CAHMS).</li> <li>• The rollout of Bromcom, the new education management information system (MIS) that will replace 'Curious' across public sector YOIs has been slightly delayed but will be going live at all sites in January 2026. Bromcom offers enhanced functionality for education providers to support education delivery, planning and recording. It will also enable more efficient data capture, improved oversight of academic performance and behaviour, and better support for contract management and compliance. YCS will utilise a developed a double reporting system until March 2026 to allow time to assure data on Bromcom.</li> </ul> <p>In parallel, YCS are also exploring the rollout of the Digital Education Platform (DEP) across our public sector YOIs. DEP is an HMPPS Prison Education Service initiative to replace the existing siloed networks, set up by education providers, with a unified education network. DEP improves security, standardises technology, and makes learning more accessible for students. It also offers more varied and</p>	<p>Governors/Education Providers</p> <p>YCS Head of Business Development and Improvement</p>	<p>Complete</p> <p>January 2026</p>



			flexible learning methods and opportunities in the classroom, allows continuity for learners moving between sites.		
5.	Improve the curriculum so that it supports children to develop employability skills and behaviours; and strengthen links with employers to help children develop valuable vocational skills.	Agreed	<p>YCS, Governors and Education Providers will improve the curriculum offer to develop CYP employability skills and behaviour by:</p> <ul style="list-style-type: none"> <li>• Creating employment spaces at each YOI to allow children beyond legal school age to attend work-related pathways.</li> <li>• Complete training programmes for all Youth Justice Workers (YJW) on Employability Skills Progress Workbooks, including how to set and review CYP targets.</li> <li>• All CYP in full and part-time employment will complete an Employability Workbook, to allow monitoring of their progress against employability targets.</li> <li>• Including Careers, Information, Advice and Guidance (CIAG) contract assurance at monthly provider Performance Review Meetings (PRM) and Quarterly Contract Review Meetings (QCRM), to improve oversight and governance of the Education Providers CIAG contract against bids and outcomes.</li> <li>• Creating a careers event calendar for each YOI in partnership with Education Providers.</li> <li>• Identifying all vocational courses at each YOI to build community links with employers to match each of their provisions.</li> <li>• Continuously improving content within in-room technology, to tailor material to the needs and interests of children and enhance learning opportunities.</li> </ul>	<p>Governors/Education Providers</p> <p>YCS Head of Learning and Enrichment</p> <p>YCS Head of Learning and Enrichment</p> <p>YCS Head of Contracts</p> <p>YCS Head of Learning and Enrichment</p> <p>Governors/Education Providers</p> <p>YCS Head of Business Delivery and Improvement</p>	<p>June 2025</p> <p>April 2025</p> <p>June 2025</p> <p>April 2025</p> <p>December 2024</p> <p>September 2025</p> <p>September 2026</p>



	<b><u>Progress against commitments (November 2025)</u></b>		
	<ul style="list-style-type: none"> <li>Each public sector YOI has created a range of employment spaces at each site to support children beyond legal school age to attend work-related pathways. The spaces are also used to re-engage children</li> </ul>	Governors/Education Providers	Complete
	<ul style="list-style-type: none"> <li>The final review of Employability Workbooks with Heads of Education, Skills and Work (HoESW) from each public sector YOI took place in July 2025. Training has been delivered at YOI Wetherby, with training for Werrington and Feltham been booked for January 2026 to align with the recruitment of instructors.</li> </ul>	YCS Head of Learning and Enrichment	January 2026
	<ul style="list-style-type: none"> <li>Employability workbooks are not yet consistently used to track progress in all public sector YOI's. Through assurance of employability workbooks, that form part of the ongoing assurance cycle, YCS aims to achieve consistent use of workbooks by the end of the financial year.</li> </ul>	YCS Head of Learning and Enrichment	March 2026
	<ul style="list-style-type: none"> <li>CIAG was reviewed in December 2024, and a further review was planned for April 2025. However, this action has been delayed, and a review has been planned for December 2025.</li> </ul>	YCS Head of Contracts	December 2025
	<ul style="list-style-type: none"> <li>Careers calendars are set and agreed with education providers once processed by the YCS finance department, that align with each sites ADP. This is a yearly process, so calendars align to the ADP each year.</li> </ul>	YCS Head of Learning and Enrichment	Complete
	<ul style="list-style-type: none"> <li>Each site will develop employability links with employers in January 2026, as they need to align with the commencement of the ADP.</li> </ul>	Governors/Education Providers	January 2026
	<ul style="list-style-type: none"> <li>Launchpad continues to evolve as a key digital tool supporting children and young people (CYP) in the public sector YOIs. The YCS is focused on tailoring content to</li> </ul>	YCS Head of Business Delivery and Improvement	September 2026



			<p>better meet CYP needs and enhancing learning opportunities through the platform. This includes continuing to work with HMPPS to improve functionality of Virtual Campus 2 to enable education providers to make greater use of the laptops to support in-room learning in addition to classroom learning and exploring opportunities to provide further educational and enrichment material to allow listing.</p>		
6.	<p>Help children who cannot attend education, in particular those with SEND, to make as much progress as their peers.</p>	Agreed	<p>YCS, Governors and Education Providers will support all children who cannot attend education in person, including those identified with Special Educational Needs and Disabilities (SEND), in making progress by:</p> <ul style="list-style-type: none"> <li>• All Education Providers will keep a SEND register, updated weekly, to review monthly progress comparisons with SEND/non-SEND children, to plan interventions for children not making progress.</li> <li>• Reviewing interventions, for all children not attending education, for their effectiveness and outcomes at fortnightly spot check meetings, to ensure children are making the desired progress.</li> <li>• Neurodiversity Managers will monitor SEND children's (who are not in mainstream education) progress monthly, for inclusion in the Head of Education, Skills and Work monthly assurance report.</li> <li>• Monitoring Education Providers quality assurance processes, completed by Special Educational Needs Co-ordinators (SENCo's) and curriculum managers, for review at PRMs for their effectiveness and outcomes.</li> <li>• Ensuring SEND resources are available in all classes.</li> <li>• Ensuring SEND strategies are disseminated to all teachers.</li> </ul>	<p>Education Providers</p> <p>YCS Head of Operational Contracts</p> <p>Governors/Education Providers</p> <p>YCS Head of Learning and Enrichment</p> <p>Education Providers</p> <p>Education Providers</p>	<p>April 2025</p> <p>April 2025</p> <p>April 2025</p> <p>April 2025</p> <p>January 2025</p> <p>January 2025</p>



			<ul style="list-style-type: none"> <li>Delivering SEND support training will be to all education staff by the Education Providers SENCo's.</li> </ul>	Education Providers	April 2025
			<b><u>Progress against commitments (November 2025)</u></b>		
			<ul style="list-style-type: none"> <li>All SENCo's keep a SEND register, updated weekly and shared with all departments in each establishment.</li> </ul>	Education Providers	Complete
			<ul style="list-style-type: none"> <li>Fortnightly checkpoint meetings are in place across all public sector YOI's. Children who are not making progress are identified and discussed during checkpoint meetings with actions and interventions agreed and reviewed. The implementation of Bromcom in January 2026 will enhance the YCS ability to track guided learning hours that children complete in each subject for additional oversight and assurance.</li> </ul>	YCS Head of Operational Contracts	Complete
			<ul style="list-style-type: none"> <li>Neurodiverse Managers monitor SEND children by completing a full progress review of all children with identified SEND needs. This information is addressed in the checkpoint meetings. Outstanding issues are escalated to the monthly Education Provider Performance Review Meetings (PRM).</li> </ul>	Governors/Education Providers	Complete
			<ul style="list-style-type: none"> <li>Education Providers quality assurance processes are monitored through monthly provider and HoESW reports, that contain an overview of quality assurance completed by SENCOs and other education leaders as part of our education providers monthly PRM submission.</li> </ul>	YCS Head of Learning and Enrichment	Complete
			<ul style="list-style-type: none"> <li>The availability of SEND resources in classrooms now forms part of the ongoing assurance completed by education providers and the Learning and Enrichment Team. Resources include reading pens in all YOI's, distraction/fidget accessories and overlays.</li> </ul>	Education Providers	Complete



			<ul style="list-style-type: none"> <li>All providers keep a SEND register which is updated weekly and shared with all partners across the YOI. Quality assurance processes in place include monthly reviews and learning walks completed by SENCoS. This also forms part of the YCS quality assurance.</li> <li>Regular Continuous Professional Development (CPD) is delivered by SENCo at all sites. Education providers CPD and quality calendars are shared with the YCS.</li> </ul>	Education Providers	Complete
				Education Providers	Complete
7.	Improve reading strategies in YOIs to ensure that all children significantly improve their reading skills.	Agreed	<p>Governors and Education Providers will improve reading strategies in all YOIs by:</p> <ul style="list-style-type: none"> <li>Identifying all children at Level 1 reading and below, for them to receive a full reading screener and any identified support interventions.</li> <li>Ensuring all information from screening is shared effectively with YOI leaders and managers to inform curriculums.</li> <li>All English teachers will be phonics trained.</li> <li>Creating an ambitious reading strategy at each YOI.</li> <li>Commissioning a support programme for reading in all YOI's. Reading pens, available as part of assisted technology in all sites, will be promoted amongst children.</li> </ul>	<p>Education Providers</p> <p>Education Providers</p> <p>Education Providers Governors YCS Head of Contracts</p>	<p>January 2025</p> <p>January 2025</p> <p>April 2025 April 2025 April 2025</p>
			<p><b><u>Progress against commitments (November 2025)</u></b></p> <ul style="list-style-type: none"> <li>Education providers are now screening all children at Level 1 and below and have implemented full reading support packages as part of the existing contract.</li> <li>Information from screening is routinely shared with YOI leaders, education provider management teams and teachers.</li> <li>English teachers at all sites are now phonics trained.</li> </ul>	<p>Education Providers</p> <p>Education Providers</p> <p>Education Providers</p>	<p>Complete</p> <p>Complete</p> <p>Complete</p>



			<ul style="list-style-type: none"> <li>Each public sector YOI has created a reading strategy that forms part of YCS and education provider quality improvement plans and quality assurance.</li> <li>Each site has a support programme for reading and forms part of YCS and education provider quality assurance.</li> </ul>	Governors	Complete
				YCS Head of Contracts	Complete
8.	<p>Improve the quality of education by:</p> <ul style="list-style-type: none"> <li>using children's starting points to inform the planning of learning and the curriculum.</li> <li>focusing on teaching the knowledge, skills and behaviours that children need to learn to be successful in their next steps.</li> <li>using assessment effectively to check what children have learned and to</li> </ul>	Agreed	<p>YCS and Education Providers will improve the quality of education in all YOIs by:</p> <ul style="list-style-type: none"> <li>Children's starting quality assurance points will be completed by HoESW each month and added to the PRM report.</li> <li>Completing quality assurance checks for all children at Level one reading and below, to ensure they have received a reading screening and placed on a support programme if required.</li> <li>Completing monthly enrolment quality assurance to track the progress from a child's initial assessment level, to ensure children are enrolled on course at the right level.</li> <li>All Education Providers will complete quality assurance checks on all Schemes of learning, submitting the full report to the YCS Head of Enrichment and Learning, with actions and next steps to enable the sequencing of curriculums.</li> <li>All providers will complete a quality assurance calendar and share with YCS for monitoring. This will provide a risk-based approach to assurance.</li> <li>Education Providers will review all courses at the end of each term, identifying course outcomes, barriers to success and next steps, to inform and improve future planning.</li> </ul>	<p>Education Providers</p> <p>Education Providers</p> <p>Education Providers</p> <p>Education Providers</p> <p>Education Providers</p>	<p>March 2025</p> <p>April 2025</p> <p>April 2025</p> <p>September 2025</p> <p>June 2025</p> <p>April 2025</p>



<ul style="list-style-type: none"> <li>• better support their progress.</li> <li>• ensuring that children complete their learning goals and, where appropriate, attain qualifications.</li> </ul>		<ul style="list-style-type: none"> <li>• Guided Learning Hour data for full curriculums will be submitted to the QCRM by the Education Providers for review and tracking of progress.</li> <li>• Education Providers will develop an action/training plan for all newly appointed non-qualified teaching staff.</li> <li>• Education Providers will provide children with accreditation outcomes in a timely manner, whether they are in the secure estate or in the community, monitored quarterly by the YCS contracts team.</li> </ul>	Education Providers	September 2025
			Education Providers	April 2025
			YCS Head of Operational Contracts	April 2025
		<b><u>Progress against commitments (November 2025)</u></b> <ul style="list-style-type: none"> <li>• Quality assurance on starting points has been completed in collaboration with the YCS and Education Providers in each public sector YOI and added to the PRM report. All reports have identified progress but consistent starting points for all children requires further development. This area remains a focus for YCS and Education Provider quality improvement.</li> <li>• Quality assurance checks for all children at Level 1 reading and below are taking place at each public sector YOI. Children are receiving full reading screener and support interventions are in place for those who require at Feltham and Werrington. Screening is taking place at Wetherby, but support programme requires further development by the end of 2025.</li> <li>• Monthly enrolment assurance is completed, and discrepancies are raised at Checkpoint meetings for discussion and action.</li> <li>• All providers have completed quality assurance checks and submitted improved schemes of learning with actions and next steps to enable the sequencing of curriculums.</li> </ul>	Education Providers	March 2026
			Education Providers	December 2025
			Education Providers	Complete
			Education Providers	Complete





			<ul style="list-style-type: none"> <li>• All providers have submitted their quality improvement plans and quality assurance calendars for 2025/2026. These have been reviewed and approved by Heads of Education, Skills and Work.</li> <li>• Feltham has reviewed all courses at the end of each term to inform their 2025/26 curriculum. This work at Werrington and Wetherby will be completed by the end of 2025.</li> <li>• Guiding Learning Hour data cannot be collected with the existing Management Information System. New information management system launches in January 2026 will enable improved tracking of Guided Learning Hours.</li> <li>• Staff induction and training for newly appointed non-qualified teaching staff are shared routinely with YCS. Individual actions plans are submitted on request.</li> <li>• Children's outcomes regarding timely awarding body certificates are discussed as part of routine governance under "awaiting outcome" data points during Education Provider PRM. YCS have identified delays in accreditation claiming processes and relevant actions have been set in performance meetings to address this. YCS continue to monitor this area.</li> </ul>	Education Providers	Complete
				Education Providers	December 2025
				Education Providers	March 2026
				Education Providers	Complete
				YCS Head of Operational Contracts	Complete
9.	Recruit appropriately qualified and competent teaching staff, so that the children are taught by experienced and competent teachers who	Agreed	<p>YCS will ensure appropriately qualified teachers are recruited by:</p> <ul style="list-style-type: none"> <li>• The contracts management team will review with providers the number of qualified and unqualified teachers against the staffing profiles. This will be cross referenced against the new curriculum that will be agreed for each site.</li> <li>• The YCS education learning team will complete monthly quality assurance checks of teachers, that will include</li> </ul>	<p>YCS Head of contracts management</p> <p>YCS Head of Learning and Enrichment</p>	<p>April 2025</p> <p>Complete</p>



	know how to support them to make good progress.		learning walks, book scrutiny, evidence reviews and joint observations with the Education Provider.		
			<p><b><u>Progress against commitments (November 2025)</u></b></p> <ul style="list-style-type: none"> <li>The contracts management team's most recent full review to identify teacher qualifications, subject specialisms and ongoing teacher training took place in July 2025. This information is now submitted by education providers for the PRM to cross reference curriculums.</li> <li>Monthly learning walks and book reviews have been built into the monthly quality assurance completed by Heads of Education, Work and Skills. These are completed in collaboration with Heads of Education and shared for review and further discussion at the Provider Education Performance Meeting. Joint learning walks, observations and reviews are also scheduled to take place regularly in each site as part of the Learning and Enrichment Quality calendar, which is shared a year in advance with providers.</li> </ul>	<p>YCS Head of contracts management</p> <p>YCS Head of Learning and Enrichment</p>	<p>Complete</p> <p>Complete</p>
10.	Provide high-quality classroom accommodation, learning resources and digital technologies to support teaching and learning.	Agreed	<p>YCS will provide suitable learning environments and resources by:</p> <ul style="list-style-type: none"> <li>HMYOI Werrington's education department has been refurbished to enable a suitable learning environment.</li> <li>The colleges at HMYOI Wetherby have been designed to enable learning.</li> </ul>	<p>YCS Head of Service</p> <p>YCS Head of Service</p>	<p>Complete</p> <p>Complete</p>



			<ul style="list-style-type: none"> <li>A review of the learning environment at HMYOI Feltham will be completed and capital bids submitted as part of the annual cycle of bidding.</li> <li>The YCS Head of Digital will explore further technology that can be introduced in all YOI's.</li> </ul>	YCS Head of Service	March 2026
				YCS Head of Digital	September 2025
			<p><b><u>Progress against commitments (November 2025)</u></b></p> <ul style="list-style-type: none"> <li>Werrington education department has already been refurbished to enable a learning environment and designed to enable learning.</li> <li>Following a review of the learning environment at Feltham Kingsway doors have been approved by the Capital Investment Panel and will be fitted in the education facility. A further review of the windows and corridor environment is currently taking place to improve the learning environment. Once completed an Additional Works Request will be submitted by March 2026.</li> <li>The YCS Digital Team continue to work with HMPPS to improve functionality of Virtual Campus 2 to enable education providers to make greater use of the laptops to support in-room learning in addition to classroom learning. This work is complete at Wetherby and Feltham A, however, work to improve functionality across all sites has been delayed due to dependencies on web filtering, HMPPS and digital resources delaying completion until October 2026.</li> </ul> <p>YCS Digital Team are exploring opportunities to provide further educational and enrichment material via allow listing. Coracle laptops have been purchased for all YOI's.</p>	YCS Head of Service	Complete
				YCS Head of Service	March 2026
				YCS Head of Digital	October 2026



11.	Ensure better collaboration between YOI leaders and education providers to help them jointly offer children a high-quality learning experience.	Agreed	<p>YCS will ensure better collaboration with Education Providers to improve the quality of the education offer by:</p> <ul style="list-style-type: none"> <li>• Through Quarterly Education Leadership Forums with education managers and Regional Heads of Learning and Skills.</li> <li>• Changing Quality Improvement Group meeting terms of reference to ensure barriers to delivery are addressed.</li> <li>• Creating a joint YCS and Education Providers risk register for education delivery.</li> <li>• The YCS central learning and enrichment team will plan and implement a yearly quality assurance calendar that will be shared with Education Providers.</li> <li>• Ensuring all quality assurance processes are completed in collaboration with YCS and Education Providers.</li> <li>• Introducing yearly quality planning 'away days', to design curriculums and the development of annual delivery plans.</li> <li>• Including a 'relationship' section to performance review meeting reporting.</li> <li>• Adding a planning and development section to performance review meetings.</li> </ul>	<p>YCS Regional Head of Learning and Skills</p> <p>YCS Head of Learning and Enrichment</p> <p>YCS Head of Learning and Enrichment</p> <p>YCS Head of Learning and Enrichment</p> <p>YCS Head of Learning and Enrichment</p> <p>YCS Head of Learning and Enrichment</p> <p>YCS Head of Operational Contracts</p> <p>YCS Head of Operational Contracts</p>	<p>April 2025</p> <p>January 2025</p> <p>March 2025</p> <p>January 2025</p> <p>January 2025</p> <p>April 2025</p> <p>January 2025</p> <p>January 2025</p>
			<p><b><u>Progress against commitments (November 2025)</u></b></p> <ul style="list-style-type: none"> <li>• Quarterly Education Leadership Forums with education managers and Regional Heads of Learning and Skills now take place to improve collaboration.</li> <li>• There is an updated attendee list and terms of reference for Quality Improvement Group (QIG) meetings, shared with all public sector YOI's and education providers to assure an</li> </ul>	<p>YCS Regional Head of Learning and Skills</p> <p>YCS Head of Learning and Enrichment</p>	<p>Complete</p> <p>Complete</p>



			<p>agreed focus on the areas for improvement and improved collaboration. Roles are clearly defined, and all parties are aware of their responsibilities.</p> <ul style="list-style-type: none"> <li>• Joint risks are captured in monthly PRM. A centralised risk register has been produced that captures all barriers and risks linked to education.</li> <li>• The YCS Learning and Enrichment Quality Calendar has been shared with all public sector YOI's and Education Providers. Areas of focus are shared between quality of teaching and learning, reading strategies and purposeful activity. Quality assurance is completed in collaboration with education providers and YCS.</li> <li>• All quality assurance activity is completed in collaboration with education providers. Informing shared decisions regarding priorities, next steps and actions.</li> <li>• Quality planning away days took place in May 2025 to ensure collaboration in curriculum design following the completion of the Education Needs Analysis for each public sector YOI. Heads of Education, Skills and Work, Education Managers, Deputy Managers, Heads of Reducing Reoffending Governors and the Central Learning and Enrichment Team attended. Dates for 2026 are being held in diaries.</li> <li>• Relationships have been added to the Provider Performance Meetings reporting and issues are addressed monthly.</li> <li>• ADPs are on the agendas for each PRM as is every single facet of delivery and oversight. Any development work would go to Spot check/checkpoint meetings and then escalated through PRM if required. Yearly away days are now in place to ensure all future planning and visions are</li> </ul>	<p>YCS Head of Learning and Enrichment</p> <p>YCS Head of Learning and Enrichment</p> <p>YCS Head of Learning and Enrichment</p> <p>YCS Head of Learning and Enrichment</p> <p>YCS Head of Operational Contracts</p> <p>YCS Head of Operational Contracts</p>	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p>
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			completed in collaboration. Education Leadership Forums are planned quarterly.		
12.	Review the length of time that governors stay at a YOI. The YCS should consider extending their time in post to offer continuity to the YOIs while they are improving.	Not Agreed	This recommendation is not agreed as current Human Resource processes do not enable YCS leaders to stipulate the length of time Governors remain in post.		

Recommendations	
Agreed	11
Partly Agreed	0
Not Agreed	1
<b>Total</b>	<b>12</b>

