This presentation reports on an ongoing study of the effects of a programme of Philosophy, designed to engage prisoners in philosophical inquiry, in 4 Scottish Prisons. The work contributes to current debates about the effects of Arts and Humanities education programmes for incarcerated members of society and in particular, the possible impact that Philosophy can have on the prisoners’ intellectual and personal skills. Key themes to emerge from the interpretative phenomenological analysis of prisoners’ letters and interview transcripts will be presented and include identity and reflexivity; reasoning and criticality, and the power of the community of inquiry.