

HMPYOI Onley

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Preparation for life and work programmes:
 - Employability training
 - Literacy, numeracy and ESOL
 - Personal development and social integration

Description of the provider

1. HMPYOI Onley (Onley) is a category C training establishment situated in Willoughby, near Rugby, Warwickshire. The establishment has an operational capacity of 640: one third of which are young offenders and two thirds are adult males. All are convicted and sentenced. Daily numbers fluctuate according to court movements. There are 25 to 35 new inductions a week. Onley serves a large catchment area, with prisoners from as far away as Southampton and Sheffield, although about half are from the Midlands.
2. Onley was previously a juvenile and young offenders' prison. When the juveniles were removed in early 2004, they were replaced with adults. Although there were none at the time of inspection, juveniles can still be allocated here for security reasons. A new head of learning and skills (HoLS) was appointed in January 2007; the post had been vacant for six months. There are 166 part-time education and 344 full-time vocational training and workplaces. Almost a hundred jobs are wing-based.
3. City College Manchester (CCM) was awarded the Learning and Skills Council's (LSC) offender learning and skills service (OLASS) contract which started in August 2006. CLM's manager changed in May 2007; many staff left and some posts remain unfilled. Most prisoners are initially assessed at induction as having literacy and numeracy skills between Entry 2 and Level 1. There are 54 foreign national prisoners. CCM is also responsible for providing the OLASS information, advice and guidance service. CCM provision includes literacy, numeracy, ESOL, key skills awards, information communications technology (ICT), communications, art, cooking on a budget and support for distance learning.
4. CCM offers vocational training in catering, motor mechanics, painting and decorating and brickwork. Due to staff shortages, the CCM hairdressing salon is closed. Only recreational Physical Education (PE) is offered. The prison service provision includes vocational training workshops in concrete product production, bike repair, recycling white goods and industrial cleaning. In addition, a multi-skilled workshop is being prepared to offer bricklaying, plastering and painting and plumbing training and the wheelchair repair workshop is due to re-open. Work areas include orderlies, cleaning, horticulture, stores, main kitchen and wing serveries. The prison also offers behavioural programmes including harm minimisation (drugs and/or alcohol), Sycamore Tree, Enhanced Thinking Skills and Prison-Addressing Substance Related Offending (P-ASRO). The library contract is held by Northamptonshire County Council.

Summary of grades awarded

Effectiveness of provision	Inadequate: Grade 4
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Employability training	Contributory grade: Satisfactory: Grade 3
Literacy, numeracy and ESOL	Contributory grade: Inadequate: Grade 4
Personal development and social integration	Contributory grade: Good: Grade 2
Quality of provision	Inadequate: Grade 4
Employability training	Contributory grade: Inadequate: Grade 4
Literacy, numeracy and ESOL	Contributory grade: Inadequate: Grade 4
Personal development and social integration	Contributory grade: Good: Grade 2
Leadership and management	Inadequate: Grade 4
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Inadequate: Grade 4

5. The overall effectiveness of the provision is inadequate. Achievement and standards are satisfactory in employability training; inadequate in literacy, numeracy and ESOL; and good in the personal development and social integration provision. Overall, the quality of provision is inadequate, although the contributory grade for the personal development and social integration provision is good. Leadership and management are inadequate. The prison's approach to equal opportunities and social inclusion is satisfactory.

Capacity to improve

Satisfactory: Grade 3

6. The prison's overall capacity to improve is satisfactory. The recent review and changes to staffing and management systems is aimed at sustained quality improvement. Currently though, unfilled staff posts in both the CCM and the prison-managed learning and skills provision are having a negative impact on the range of provision. This was identified at the HMIP unannounced inspection in October 2004. The new governor appointed in 2006 has a clear vision for making Onley a prison preparing men for employment. New employer links are being formed with this in mind. Staff recruitment processes are underway and new PE staff are under-going training, with a full team expected by March 2008. There has been a recent investment in appointing prison learning and skills managers and administrative staff and CCM are interviewing for similar appointments shortly.
7. The two self-assessment reports recently, and independently, produced by CCM and the prison, were both generally in line with inspection findings. Produced in a period of significant change, managers are aware that neither self-assessment process is sufficiently inclusive of learners, staff and other stakeholders. The reports draw on information collected informally from their respective learning and skills areas, but both made insufficient use of data. The CCM report included useful evaluative judgements relating clearly to the *Common Inspection Framework* five key questions and to the Every Child Matters criteria. Most of the prison summary self-assessment report focused on leadership and management, not the direct impact on the learners. Although there was a useful separate review of the prison vocational workshop and work provision using the *Common Inspection Framework* key questions, it was more descriptive than evaluative. In both self-assessment reports leadership and management was graded higher than by inspectors. Both reports have development plans. Following management changes, managers from CCM and the prison are meeting formally and regularly to provide cohesive working. The prison quality improvement group now meets regularly.

Key strengths

- Good vocational training resources
- Good personal development and social integration provision
- Focused, recent management developments for quality improvement

Key areas for improvement

- Standards of teaching and learning in education and vocational training areas
- Attention paid to health and safety in vocational areas
- Achievement of entry level literacy and numeracy and ESOL awards
- Too little literacy and numeracy support to develop learners' skills
- Insufficient information available for effective allocation to activities
- Insufficient and underused learning and skills places
- Insufficient collection, analysis and use of data to inform decision making
- Low profile and status of learning and skills across the prison
- Poor recognition, recording and accreditation of employability skills
- Identification of progression routes into education, training and/or employment on release

Main findings

Employability training

Achievement and standards

Contributory grade: Satisfactory: Grade 3

8. The standard of learners' work is satisfactory. Achievement on recent accredited courses in PE is high, although these courses have now stopped due to staff shortages. Since April 2007, 36 of the 46 learners taking European Computer Driving Licence courses in the Prisons ICT Academy (PICTA) workshop were successful. Between April 2006 and March 2007, learners were successful in 176 CISCO ICT modules of the 207 taken. Since August 2007, 100% of learners have been retained on most accredited courses. In the last year, three of the five learners achieved their qualifications in waste management, but none of the eight learners in the kitchen achieved awards.

Quality of provision

Contributory grade: Inadequate: Grade 4

9. Vocational training areas are well equipped and provide good facilities for learning. The motor vehicle workshop has a good selection of vehicles and industry standard test equipment, tools and specialist equipment. However, only 14 of the 23 learners are working towards a qualification at present. Eleven of the 14 painting and decorating learners are working towards a qualification using a good range of different decorating situations. The bricks workshop is spacious and has a range of appropriate building tasks. Four of the 15 learners there are working towards an accredited award. Six prisoners are helping prepare a new multi-skills workshop to provide 30 learning places for bricklaying, plastering and plumbing. An awarding body centre approval has already been gained for these courses to start in January 2008. In the PICTA workshop, 12 of the 18 learners are working towards useful ECDL or CISCO ICT awards and staff liaise with external CISCO academies to support learners who are approaching release. PICTA courses encourage working habits for employability through their approach, which includes dress codes.
10. Accredited courses are well planned and identify what needs to be covered and when. Learners' progress is carefully monitored and displayed on large wall boards in the instructors' offices or workshops. Start dates are throughout the year, whenever a place becomes available. PICTA staff forward learners' work to their next prison if they are transferred mid-course.
11. There are some good external employer links. In construction a new project has recently started with the Construction Youth Trust (CYT), a charitable trust. A member of the Trust's staff works in Onley once a week and twice a week liaises with construction employers to encourage employment on-release for learners with brickwork skills. The CYT also provides learners with information about employers' expectations and helps them with interview skills and motivation. Some interviews have already been arranged with employers ready for jobs on-release. After release, learners receive additional guidance in job retention or job seeking skills. The CYT also helps learners in finding college courses.
12. Employment skills gained by learners are not sufficiently accredited. There is no accreditation in horticulture, concrete product production, bike repairs, industrial cleaning, or repairing white goods. Only two of the 28 learners in waste management are working towards qualifications. Training has temporarily ceased in lift truck training, wheel chair refurbishment and industrial cleaning. The prison self-assessment report recognises that

plans to accredit skills are constrained by a variety of issues, including staff shortages. There is insufficient support in vocational areas to develop learners' literacy or numeracy skills. Accreditation where offered is mostly at Level 1, below what is generally required by employers. There are inadequate progression opportunities to higher levels, although many of the vocational training areas have resources and equipment levels that could support this. The CCM self-assessment report recognises that there is insufficient provision at Level 2. A **learnirect** facility was being installed during the inspection which will provide access to a wider range of qualifications.

13. There is insufficient attention to health and safety in vocational training areas. Adequate overalls are not routinely worn; learners often wear unsuitable casual clothing that becomes soiled with dust, dirt and sometimes oil and petrol products. A bench grinding machine was not appropriately secured to the workbench in the motor mechanics' workshop and was next to an area used for charging batteries, creating a fire hazard. There were no eye protection guards on the grinder and grindstone work rests were loose and in need of adjustment. In the vocational training kitchen, learners were observed using unhygienic practices and wore loose tracksuits rather than acceptable kitchen clothes. Risk assessments have failed to identify these serious issues and training staff were not addressing them.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Inadequate: Grade 4

14. The overall achievement of qualifications during the last six months is low, except in Level 1 and 2 literacy and numeracy. No data is available to distinguish between young adult and adult learner achievement and there is no information about the number of learners who progressed from Level 1 to Level 2. Very few learners have achieved a qualification in literacy and numeracy at entry level, despite a large proportion of prisoners identified as in need of entry level support. No learners have achieved a qualification in ESOL during the last six months. Punctuality is generally satisfactory, although during the inspection some learners were up to 15 minutes late.
15. Learners' development of skills is variable. Some learners develop a good understanding of specific aspects of literacy or numeracy such as punctuation rules, use of adjectives and adverbs and fractions and decimals. However, groups often include a wide range of learning needs and abilities. One group contained learners at entry level, Level 1 and Level 2 for numeracy together with a learner studying for a degree in social sciences. Learners on ESOL programmes develop skills particularly slowly. Some learners on the introduction to English course are unable to read or write while others have good speaking and reading skills. Progress of skills development is variable both within and between classes. Improvements in learners' confidence are not routinely recorded, monitored or discussed.

Quality of provision

Contributory grade: Inadequate: Grade 4

16. There are no waiting lists for literacy, numeracy and ESOL. Classes usually have at least eight learners and often more. Breaks are not accounted for so lessons are often disrupted when learners need to visit the toilet.
17. Although much of the teaching is satisfactory, there is insufficient good teaching and a small proportion is inadequate. Many classes are taught by cover teachers. Most lessons

have clear and detailed schemes of work and lesson plans and make good use of the identification of learning styles. In the better lessons, activities are varied and include lively discussions which draw on the cultural experiences of group members. In one session, an analysis of a film promoted spontaneous discussions about government and social rules. The discussion was well managed and all learners participated fully and enthusiastically. In weaker lessons, teaching and learning is less well managed with insufficient variety of activities. Poor behaviour is unchallenged. Some resources are inadequate in supporting learning, particularly the ESOL resources where the books used are not appropriate for an adult population of mixed ability. Too many resources used for literacy and numeracy are paper based and focus unduly on practice assessment papers.

18. There is not enough language support for learners on programmes other than ESOL. Learners who speak English as an additional language are not supported adequately to develop the vocabulary and grammar or listening and speaking skills required for employability training or work. Approximately 50 prisoners are identified as foreign nationals though very few require ESOL provision.
19. The range of provision for literacy and numeracy is inadequate. Few classes are offered and are limited to one literacy and one numeracy class each day. There is one session per week for Level 2 literacy. Classes are often cancelled because of staff sickness. A small amount of wing support is offered but mainly used to replace formal classes rather than as an additional provision. Classes are always of mixed ability learners from entry level to Level 2. Differentiation of teaching and learning is weak and there is insufficient individual support for those with specific learning difficulties. Literacy and numeracy support in the vocational training areas has yet to be fully developed. Toe by Toe reading provision is offered and well supported by the Shannon Trust which uses the prison library as a training area.
20. Staff use initial interviews and assessments to identify learners' skill levels and to agree long-term goals. Some teaching staff carry out further diagnostic assessments and plan learning programmes appropriately. Short term target-setting for improvement is weak. There is no formal assessment of specific learning needs such as ESOL and dyslexia. CCM has recently purchased an ICT based initial assessment tool but this has yet to be introduced. Teachers keep good records of all their learning activities. However, most learners do not receive sufficient feedback on their progress. Records primarily include courses attended and qualifications gained. Although some learners can talk about the specific skills they have developed, few individual learning plans list achievements in areas such as the development of confidence and self-esteem.
21. The self-assessment report acknowledges as areas for improvement the insufficient range of provision, low achievement, staff shortages, initial assessment and completion of learning plans. CCM has produced a comprehensive skills for life strategy. There is no prison wide skills for life strategy.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

22. Achievement and retention for learners on accredited courses are high. For example, learners on ICT, art, healthy living and personal development programmes have

achievement rates of 85% and above. In the last year, learners on Level 2 art programmes achieved a 100% pass rate.

23. Behavioural programmes to develop and improve personal and social skills are successful in making prisoners consider the consequences of their actions. For example, learners on an alcohol awareness programme clearly recognise the significance of their alcohol induced behaviour and its effect on family and friends. Skilful work by tutors and effective use of video material provides a focus for discussion in which most learners participate. Courses include drug and alcohol awareness, victim awareness and restorative justice. Attendance is generally good and most learners complete the requirements of the course.
24. Learners' art portfolios and work were generally of good standard. They are proud of their achievements and work hard at improving their skills. Learners on an ICT course for beginners quickly develop their skills in using computers, hardware and software and demonstrate good standards of work in their assessment tests.

Quality of provision

Contributory grade: Good: Grade 2

25. The standard of teaching is good overall. In the better sessions, tutors skilfully encourage learners to contribute fully. Well paced lessons are effective in maintaining learners' attention, particularly in ICT and art sessions. Tutors vary the pace and content of the three hour lessons. For example, ICT sessions include quizzes to maintain learners' interest and increase their knowledge of computing. However, in a minority of poorly managed classes, learners become bored and disinterested and disrupt or distract other learners. Schemes of work and lesson plans are well presented and standardised throughout the CCM provision. Tutors complete a lesson planner in which they describe how successful they felt the class had been and note any changes required. The monitoring of learner progress is satisfactory and learners provide written comments on their experience during each session.
26. Good progression routes are available to learners on ICT and art courses. In ICT sessions, learners can develop their skills at beginners' level and progress through Level 1, Level 2 and Level 3 programmes. ICT is also available in the PICTA workshop and the prison has recently installed a **learnirect** suite of computers though this facility is not yet in use. Learners on art courses have the opportunity to progress from a Level 1 course to Level 2.
27. The CCM self-assessment report recognises that there is insufficient target-setting in planning learners' activities. Learners' individual learning plans clearly indicate preferred learning styles, levels of literacy and numeracy and the results of their progress reviews. However, there is insufficient short term target-setting. Targets are usually long term and refer to completing the unit or qualification only. In general, tutor notes on progress reviews are unhelpful and do not assist the learner in planning the next stage of learning. They are often restricted to comments such as 'well done'.
28. The education department offers accredited courses in art, ICT for beginners, living on a budget and social and life skills. The prison also runs a range of behavioural courses on the wings and in the chaplaincy. Learners are able to attend a victim awareness programme on the wing and a restorative justice programme in the chapel.

29. Accommodation and resources for learning are satisfactory. Some computers and equipment are out of operation and there is a shortage of appropriate chairs in one classroom.
30. Classes are often oversubscribed and learners are refused entry to learning when they are full. In one class, 22 names were on the register, 15 were officially allocated to the session and, although only 13 arrived, all work stations were taken therefore the last were refused entry to the classroom. In another lesson learners arrived 30 minutes late due to delays in escorting them to the class. This significantly reduced the time available for teaching and learning.
31. Tutors receive a copy of the self-assessment report but they have no involvement in its development. The report was accurate and evaluative and recognised many of the strengths and areas for improvement identified by inspectors.

Leadership and management

Inadequate: Grade 4

32. In 2007, the OLASS learning and skills provision has been re-structured to support quality improvement. Following a review in March 2007, CCM made significant changes to staffing, including the appointment of a new manager and the removal of eight teachers who were inadequately qualified for their roles. While this reduction of provision was agreed with the prison, the extended period of reduced staffing is now becoming a significant problem as insufficient numbers of places are available for learning. The CCM provision is operating at approximately 60% of its contract. Quality assurance arrangements are effective in identifying areas of concern, though they are not fully systematic. For example, the CCM provision has recently introduced teaching and learning observations, linked to identification of staff training needs, to support improvements. Data on classroom attendance and efficiency is now collected systematically. Reasons for non-attendance are now followed-up promptly and this has improved attendance in the last two months.
33. Formal quality assurance arrangements for the prison-managed provision are incomplete. The self-assessment process is not fully developed, though the report identified most of the same points as inspectors. Evaluative reviews of the provision at three-monthly intervals were introduced in January 2007. However, little use has been made of the data produced. The outcomes of the reviews contribute to judgements in the self-assessment report.
34. There is now better cohesion between the information, advice and guidance and allocation processes. The scores from initial literacy and numeracy assessments are recorded on prisoners' information, advice and guidance forms. Computerised records are kept up-to-date and effectively shared ensuring that prisoners' choices, vacancies and waiting lists for all activities are known to guidance forms and allocations staff. However, there is insufficient recording of prisoners' prior learning, accreditation, work experience, and future aspirations to inform decisions about allocation to activities. The induction booklet does not give prisoners accurate information about the available activities. Information on different areas is presented inconsistently and is out-of-date. There is no information about entry criteria and restrictions and information about qualifications and appropriate skill

levels is incomplete. This was identified for action in the HoLS's August review. A DVD produced by workshop staff helpfully provides a lively visual insight, but it only shows the vocational workshop provision.

35. Management of resources is mixed. While the new HoLS and CCM manager are managing change well, the continuing inadequate number of teachers and instructors is having a negative impact on learning. New systems introduced in August 2007 to monitor and follow up on non-attendance have improved classroom efficiency within the reduced programme. Verification and moderation processes are in place. However, inspectors found 14 PE learners' portfolios which had failed to meet the external verifiers' requirements, so these learners will not achieve the award.
36. There is insufficient participation in learning and skills provision. Activity places are available for 81% of the prison's population, but only 46% participates. The implementation of education and training for the world of work is hampered by the inadequate number of teachers, vocational instructors and PE staff, slow recruitment and inadequate cover arrangements. The need to revise offenders' pay to encourage participation is recognised by the prison. However, the current provision is not used to capacity. Non-attendance is not challenged enough in work and vocational training, though the prison has plans in place to address this.
37. Some provision is inflexible. For example, most employment and workshop places are full-time, so difficult to combine with work or other activities. There is no evening or weekend education provision, except recreational PE. There is no accredited PE provision at present as three of the seven staff are now absent for up to four months.
38. The 2007 self-assessment reports identified that there is insufficient use of data to inform decisions. The CCM management has implemented new systems to monitor use of capacity, provide trend analysis information and flag areas of concern for immediate action. These have been used, for example, to improve classroom efficiency rates. However, information is not collected in a way that lends itself to analysis and evaluation. Trends between different cohort groups such as adults and young adults, or participation patterns by men from different residential wings are not analysed. Reasons for learners not completing courses have not been sufficiently analysed. The self-assessment reports contain insufficient judgements that make use of quantitative data.
39. Promotion of learning and skills to prisoners and staff is ineffective. Applications for learning and skills and workplaces are low and have not been sufficiently investigated. Waiting lists are short and there are no waiting lists for roll-on/roll-off education places. Onley has wing representatives for PE, but not for learning and skills. The prison's notice boards are not used to raise the profile of learning and skills or to promote progression routes to good employment. The prison recognises that the induction booklet is out-of-date and there is a need for displays to promote learning and skills around the prison.

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

40. Equal opportunities and diversity are satisfactory. The prison has a satisfactory race equality statement for staff, visitors and prisoners, an equality and diversity policy for staff and a diversity statement for prisoners that includes information and contact details about disability issues. All prisoners are provided with an induction to the prison when they first

arrive and are made aware of their rights and responsibilities in respect of their treatment while in the prison and how they are expected to treat others. The race relations manager holds monthly meetings with senior prison managers and prisoner representatives to review race relations issues and monitor the agreed action plan.

41. The needs of vulnerable and elderly learners are satisfactorily catered for through an allocated disability liaison officer. A health care policy outlines the process for assessing and dealing with disabled prisoners. A prison disability statement provides clear guidance about how the prison will help those with additional needs. However, the prison does not have facilities to cope with wheelchair users. There is not a specific policy for vulnerable offenders, however a number of policies include information relating to offenders who are vulnerable because of bullying or those needing safer custody measures. The prison does not fully comply with the disability discrimination act. Prisoners with mental health issues are usually housed on the wings with other prisoners, supervised by health care professionals.
42. A foreign nationals officer has been appointed. Monthly meetings are arranged with prisoners and immigration officers to discuss prisoner concerns. Translation services are available for those who need it and these prisoners are allowed one free international phone call per month lasting up to five minutes. Prisoners can also purchase phone cards for international calls at the prison shop.

What learners like:

- Good teachers
- 'I got a good job which has helped me calm down'
- 'Better than other prisons'
- I enjoy the IT sessions
- 'Really good advice from writer-in-residence'
- Good gym facilities
- Relaxed atmosphere
- 'The mechanics course is interesting'
- 'The helpful instructors and good equipment'

What learners think could improve:

- No real support for those on Open University or distance learning courses
- 'I can't read or write and being in a classroom embarrasses me'
- Too many different teachers
- Lessons are too long with not enough breaks
- 'I can't get to PE regularly'
- There should be a Level 2 qualification in motor vehicle
- 'Poor rates of pay'
- 'Being taken out of work to do gym'
- 'Not enough work for the amount of inmates'
- 'Give us Playstation games'