

INSPECTION REPORT

HMYOI Aylesbury

28 April 2003



ADULT LEARNING
INSPECTORATE

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

HMYOI Aylesbury

Contents

Summary

Description of the provider	1
Scope of provision	1
About the inspection	3
Overall judgement	3
Key findings	3
What learners like about HMYOI Aylesbury	10
What learners think HMYOI Aylesbury could improve	10
Key challenges for HMYOI Aylesbury	11

Detailed inspection findings

Leadership and management	12
Equality of opportunity	14
Quality assurance	14
Construction	16
Engineering, technology & manufacturing	19
Information & communications technology	22
Hospitality, sport, leisure & travel	25
Foundation programmes	28

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Aylesbury Young Offenders Institution (YOI) holds the longest-sentenced and highest-security category young adult males in the English prison system. The current population is 350 of whom 310 can attend education or training or be employed in work activities. The length of stay for all young prisoners is over six months, with most being transferred to adult prisons at the end of their stay. Education and most vocational training provision are contracted to a college of further education. Education classes include basic and key skills, cookery, parenting skills, information and communication technology (ICT), music, and drama. Vocational training run by the college includes business studies, motor vehicle maintenance, and painting and decorating. The prison runs vocational training in physical education (PE), catering, industrial cleaning and Braille transcription, and also an art workshop. Work activities not leading to qualifications are provided in the gardens, the laundry, and on the wings. The library is contracted to the local county library service. ICT, hospitality, sport and recreation, construction, engineering and foundation programmes were separately inspected and reported on.

2. The head of regimes is responsible for managing the education and library contracts and for managing the training, employment and resettlement activities run directly by the prison. There are 15 full-time and 21 part-time staff employed by the education contractor. There is one full-time librarian who is supported by a prison officer. There are 26 prison officers, civilian instructors and other staff supporting other work and training in the institution.

3. Currently, 80 per cent of young prisoners are members of the library. The library is situated in the education block. It is run by the local authority library service, and is staffed by a qualified librarian and a prison officer, both of whom work 20 hours each week. The library is open for three and a half days a week. All young prisoners are able to attend once a week. The timetable is changed each month to ensure that any young prisoners who may have difficulty attending are able to attend at a different time. A selection of books is also delivered regularly.

SCOPE OF PROVISION

Construction

4. Construction training is provided by the college education contractor and takes place in two workshops. Learners can join learning programmes at any time and can work towards qualifications from introductory level to level 2 in bricklaying and painting and decorating. Learners also take key skills alongside their vocational learning programmes. There were seven learners on bricklaying learning programmes and 18 learners on painting and decorating learning programmes at the time of the inspection.

Engineering, technology & manufacturing

5. Motor vehicle training is provided by the college education contractor. There are 24 places for learners to work towards an advanced modern apprenticeship in light vehicle motor maintenance. A major motor vehicle manufacturer sponsors the learning programme and workshop facilities. There are currently 16 learners on the learning programme, split into two groups. The course runs for one year. One group starts in September and the other in October. Learners can join the course at other times if there are vacancies. Learners spend four and a half days each week in motor vehicle training, which includes half a day of basic and key skills training. On leaving the YOI, some learners continue with their modern apprenticeship programme.

Information & communications technology

6. The college education contractor provides ICT training. There are currently 60 learners attending ICT courses, of whom 48 attend one session and 12 attend two sessions each week. Learners work towards nationally recognised qualifications from introductory level to level 3. Learners attend ICT courses as part of a programme of education or vocational training. All ICT training is classroom-based and most is completed through guided exercises. A recently introduced level 2 course incorporates key skills.

Hospitality, sport, leisure & travel

7. PE and vocational training in catering are provided by the institution. Cookery, as part of a life skills programme, is provided by the college education contractor. Up to 42 PE learners participate in a range of activities including basketball, volleyball, football, rugby, weight training, and swimming as part of a full- or part-time learning programme. Activities are organised by two senior PE officers and six PE officers. Five gym orderlies are working towards national vocational qualifications (NVQs) at level 1. Other learners take part in a six-week PE programme and progress to a PE course. A variety of short course awards, local awards and NVQ gym instructor awards at level 2 are provided. Recreational PE is available to other young prisoners. Catering is managed by one senior catering officer, three catering officers and two external caterers. There is a main kitchen and a staff and visitors' mess. Ten kitchen orderlies work towards NVQs at level 1 in cookery or preparing and serving food. Health and hygiene training is provided for wing serving workers. Five cookery classes are run each week with an average class size of eight. Learners participating in cookery courses can gain basic skills, Open College Network (OCN) and health and hygiene qualifications.

Foundation programmes

8. Foundation programmes are provided by the college education contractor. Courses are offered as part of a full- or part-time education programme and include life skills linked to cookery, art and drama, literacy and numeracy, key skills, parent craft and careers education. The library provides a reading and literary appreciation course. There are currently 114 learners with 26 at pre-entry level, 25 at entry level and 63 at levels 1 and 2. Key skills and basic skills support are provided to learners on vocational training courses and to some young prisoners in work.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	21
Number of learner interviews	142
Number of staff interviews	62
Number of locations/sites/learning centres visited	1

OVERALL JUDGEMENT

9. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, the leadership and management of education and training are unsatisfactory. Equal opportunities and quality assurance arrangements are also unsatisfactory. The quality of training in engineering, technology and manufacturing, construction, and hospitality, sport, leisure and travel, are good. The quality of training in ICT and foundation programmes is unsatisfactory.

KEY FINDINGS

Achievement and standards

10. **There is good achievement on courses in construction, and hospitality, sport and leisure.** In construction since 2001, 31 learners have completed bricklaying qualifications and of the 123 learners who started on painting and decorating courses, 74 have achieved a qualification. In PE during 2002-03, 18 out of 24 learners gained level 2 awards in fitness instruction. Of 10 catering learners, five have achieved an NVQ at level 1 and five are still in learning. The pass rate on the health and hygiene course is 88 per cent. In engineering, three former motor vehicle maintenance learners have gained a modern apprenticeship and two are identified by the sponsoring motor vehicle manufacturer as being in the top 2 per cent of all learners nationwide. Learners produce good work on all vocational learning programmes, with that on the motor vehicle learning programme being of a particularly high standard. **Achievement of key skills in all areas is poor.**

11. **Retention rates are good in construction, engineering, and hospitality, sport and leisure courses.** During the past four years, 43 learners have completed the motor vehicle maintenance course out of 76 who started. In the past two years, only two bricklaying learners have left before completing the course. Many PE courses have retention rates of 100 per cent. Learners are able to progress to higher-level courses in construction and PE. **In motor vehicle maintenance there are good employment opportunities for young prisoners on release.** Of 18 released, 10 have gained employment.

12. In ICT and foundation programmes, accurate records of overall retention and achievement are not kept. In both areas achievement targets for 2002-03 have not been met. In ICT, 45 level 1 and six level 2 qualifications were achieved, compared with targets of 60 and 10 respectively. In foundation, although the key performance target set at entry level was exceeded, targets set at level 1 and level 2 were not. In these areas most learners' work is of a satisfactory standard. Development of communication skills in parenting classes and group reading sessions run by the library are of a high standard.

Quality of education and training

13. Seventy-six per cent of learning sessions that inspectors observed were satisfactory or better and 52 per cent good or better.

14. In construction there is good teaching. All learners are fully involved in their learning and make good progress on individual project work. Instructors use detailed schemes of work and lesson plans, and teaching meets the needs of individual learners.

15. There is good integration of key skills with painting and decorating programmes. Key skills are taught using assignments, which link key skills to vocational training. Learners are involved in assessing their own performance in communication skills. Some key skills are also well integrated in PE and evidence is gained from work in practical and theory PE lessons. There is no development of key skills in application of number.

16. There are no arrangements to cover absence of construction and engineering instructors. Classes are cancelled, extending the time learners take to complete their learning programmes.

17. In engineering, there are effective links with a major motor vehicle manufacturer. The manufacturer invested in setting up the workshop and contributes tools, new vehicles and training materials each year. The manufacturer is involved in quality assuring the learning programme and providing employment for young prisoners on release.

18. In motor vehicle maintenance there is good training, provided by skilled tutors who have good industrial experience. Learners work in small groups in modern workshops, using very good resources including the latest vehicles, good tools and equipment, and very good training materials.

19. There is poor achievement of key skills by motor vehicle maintenance learners. Learners are now receiving basic skills training before moving on to study key skills. The system for monitoring progress of motor vehicle learners does not enable tutors and learners to easily identify the stage they have reached on the course.

20. In ICT, access to courses is good, with no specific entry criteria and short waiting periods to start courses. Tutors provide good support to learners. They respond to

learners' questions quickly and give clear explanations. The range of courses on offer is, however, restricted to introductory and intermediate levels in software applications.

21. **Most ICT training is poorly planned.** Individual learning plans are not adequately used to set targets and monitor learners' progress. Learners are not encouraged to develop skills at a pace appropriate to their ability and their progress is often slow.

22. **Classroom accommodation for ICT is poor,** and include chairs without any adjustment facilities, inadequate tables and poor lighting. Health and safety requirements are not adhered to.

23. **In hospitality, sport and leisure, there are very good PE facilities,** which include extensive outdoor pitches, a swimming pool, a sports hall and a fitness area. These enable training to take place in a wide range of sports from basic to advanced level. There are staff shortages and some operational problems and these resources are not utilised effectively.

24. **There are some poor resources in catering.** A classroom used for cookery classes is dirty, poorly equipped and has inadequate ventilation and flooring. The main kitchen areas are adequate for training to NVQ at level 1, but are poorly maintained.

25. **On foundation programmes, there is good use of external agencies.** The Child Support Agency, a local health visitor and a university help to run a parenting course. Careers education is supported by the local Connexions service, and external music and drama groups run workshops involving well-known celebrities.

26. **In many foundation classes, peer support is managed effectively to encourage and support weaker learners.** Lessons are too long, however, for effective learning in most foundation programmes.

27. **Initial assessment is not used effectively to ensure learners are placed on appropriate foundation programmes.** Many learners are placed on courses at too high a level and others on courses below their previous level of attainment. Tutors do not receive initial assessment results to enable them to plan learning effectively.

28. **Resources for foundation learning are poor,** with poorly decorated and furnished classrooms and inadequate ICT resources to run software for basic skills learning.

29. **There is insufficient basic skills provision at pre-entry and entry level and inadequate provision for English for speakers of other languages (ESOL) learners.** There are not enough progression opportunities to level 3. There is insufficient basic skills support for many learners on vocational courses or in work.

Leadership and management

30. **There is good operational management of education and training across the institution.** There are good working relationships between the college education contractor and the institution at all levels. Education staff are well integrated into the life and running of the institution. Few classes are cancelled due to operational reasons, although most classes start late.
31. **There is a clear strategic focus on improving the employability of young prisoners and helping them enter sustained employment, education or training on release.** Opportunities to provide accreditation for skills gained in work activities are being developed, but are not yet implemented in all areas.
32. **Managers and staff have developed productive links with external organisations, which are of direct benefit to learners.** These include links with a major motor vehicle manufacturer, external music and drama groups, sports organisations and a major national charity for the blind.
33. **Planning and management of individual learning are poor.** The results of initial assessment and evidence of prior experience are not taken into account when allocating young prisoners to learning programmes. Target-setting is inadequate and learners take longer to complete courses than is necessary. There are not always enough places for other young prisoners to participate, particularly in vocational training.
34. **There is no systematic collection of reliable data to indicate levels of retention and achievement of qualifications.** Information on participation by ethnic group is collected, but not used systematically to determine trends.
35. **Basic skills support is poorly managed.** Initial assessment is not used systematically to identify learners' basic skills support needs or provide appropriate support. There is insufficient provision at entry and pre-entry level and for ESOL and dyslexic learners.
36. **There is poor management of resources.** Many classes and workshops are not taking the maximum possible number of learners. Some very good resources are not used effectively. There are inadequate arrangements to cover for absent staff.
37. **Although some equal opportunities training is provided at induction, there is inadequate reinforcement through learning.** Equal opportunities policies, race relations policies and complaints procedures are in place and are prominently displayed. Some courses promote good awareness of race and gender issues, while other courses do not follow adequately the policies and procedures. The current system of allocating young prisoners to work and training does not ensure equality of access to learning programmes according to individual needs.
38. **The self-assessment process is thorough and inclusive.** All staff were involved in drawing up the report and in agreeing the resulting action plan, although learners were not involved. Actions have already resulted from identified weaknesses.

39. **Quality assurance arrangements are inadequate.** The college education contractor's established systems have not been implemented and there is no system in place for training run by the institution. A quality assurance framework has been drawn up, but is not yet implemented. There are inadequate arrangements for identifying and sharing good practice in teaching and learning across all parts of the institution.

40. **Internal verification is inadequate in motor vehicle maintenance and adequate in all other aspects of provision where it is required.** There is no standard internal verification policy covering all provision across the institution.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- good operational management of education and training
- clear strategic focus on development of education and training
- productive links with external organisations
- thorough and inclusive self-assessment process

Weaknesses

- poor planning and management of individual learning programmes
- poor use of data
- inadequate promotion of equal opportunities
- inadequate sharing of good practice
- inadequate quality assurance arrangements

Construction

Strengths

- good achievement rates
- good teaching
- effective integration of key skills in painting and decorating programmes

Weaknesses

- no contingency plans to cover staff absence
- inadequate monitoring of training

Engineering, technology & manufacturing

Strengths

- good retention rates
- very good progression into employment
- effective links with a major motor vehicle manufacturer
- good training
- very good resources
- well-managed learning programme

Weaknesses

- poor achievement of key skills by learners
- inadequate internal verification
- no contingency plans to cover staff absence
- incomplete system for monitoring learner progress

Information & communications technology

Strengths

- good access to courses
- good support from tutors

Weaknesses

- poor planning of training
- poor classroom accommodation
- inadequate range of courses

Hospitality, sport, leisure & travel

Strengths

- very good achievement and retention rates
- very good PE facilities
- good integration and development of key skills in PE

Weaknesses

- under-utilised resources
- some poor resources in catering

Foundation programmes

Strengths

- effective involvement of external support agencies
- good peer support

Weaknesses

- poor learning resources
- inadequate use of initial assessment
- inadequate range of provision
- poor management of foundation learning programmes

WHAT LEARNERS LIKE ABOUT HMYOI AYLESBURY:

- the chance to gain useful skills and qualifications
- the improved chances of getting a job
- contact with external groups and organisations
- helpful tutors
- the range and quality of PE facilities
- learning something new

WHAT LEARNERS THINK HMYOI AYLESBURY COULD IMPROVE:

- better ICT resources
- a better range of courses
- the opportunity to continue courses started in other prisons
- better access to some courses
- more frequent access to ICT classes
- provision of higher-level foundation courses
- more pre-release learning programmes
- separate lessons for ESOL learners
- some shorter lessons
- fewer cancelled classes
- more classes run during the evening
- more access to the gym

KEY CHALLENGES FOR HMYOI AYLESBURY:

- use accurate initial assessment of learners' abilities and prior experience as the basis for development of their individual learning plan linked to sentence planning
- develop and implement a quality assurance system which covers all aspects of education, vocational training and PE
- improve basic and key skills management and support across the institution
- develop adequate arrangements for providing staff cover for all classes
- develop a thorough and consistent system for reviewing learners' progress towards their qualification targets, including the setting and monitoring of short-term achievable targets
- improve the process of allocation of learners to programmes to ensure equality of opportunity of access
- implement a system for regular collection and analysis of data relating to learners
- increase sharing of good practice within the institution and with other similar organisations

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

41. Leadership and management is unsatisfactory. Equal opportunities and quality assurance are also unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good operational management of education and training
- clear strategic focus on development of education and training
- productive links with external organisations
- thorough and inclusive self-assessment process

Weaknesses

- poor planning and management of individual learning programmes
- poor use of data
- inadequate promotion of equal opportunities
- inadequate sharing of good practice
- inadequate quality assurance arrangements

42. There is good operational management of education and training. Regular productive meetings are held between the college education contractor and the institution, covering contractual issues and the development of education and training across the institution. There are good communications and effective working relationships between the contractor and the institution at management and staff levels. Education staff are fully included in all relevant communications and activities and are well integrated into the life and running of the institution. There are relatively few classes cancelled due to operational reasons. In 2002-03, there were no operational cancellations in seven of the 12 months. However, most classes start up to 20 minutes late as a result of late movement of learners from the wings. Approximately 4 per cent of learning time was lost due to the college failing to run classes. Additional basic skills training, ordered by the institution partway through 2002, was not provided due to staff shortages. There are no arrangements to cover staff absences in vocational training workshops and PE.

43. There is a clear strategic focus on the development of education and training. The current strategic plan and resettlement strategy focuses on the development of education and training, improving employability, and helping learners enter sustained employment, education and training on release. Staff are currently researching ways to

provide accreditation of work activities. For example, the development of accredited training in industrial cleaning, and the further development of a Braille transcription workshop, have recently taken place. Additional capital funding has been sought and approved for development of the library. Funding has also been approved to develop a plumbing course. This has been initiated as a result of an analysis of employment opportunities nationwide and consultation with a major gas supplier.

44. There are strong and productive links with external organisations in most areas of education and training. Managers and individual staff work effectively to establish and develop links that enhance learners' experience. A high level of financial and resource support and progression opportunities for learners is provided through links with a major motor vehicle manufacturer. External groups are involved in providing music and drama workshops, often culminating in performances involving well-known celebrities. The Child Support Agency, a local health visitor, and a local university, assist in running a parenting course. The local Connexions service assists in running good careers education courses. In PE, team sports matches are arranged with local leagues. The president of the Rugby Football Union recently attended an award ceremony for learners on rugby courses. The Braille workshop has been set up and financially supported by a major national charity for the blind.

45. There is poor planning and management of individual learning programmes. The results of initial assessment of basic skills and evidence of prior experience and achievement are not used to develop learning plans linked to the learners' sentence plan. Learners are allocated to courses or work, based on their preference and availability of places. There is no systematic planning of learning according to learners' individual needs and abilities. For example, one learner who had previously gained general certificate of secondary education (GCSE) in computing is on an introductory ICT course. Some learners with basic skills at below entry level are in higher-level classes. Once learners are on courses, there is not enough individual action-planning and target-setting for progress and achievement. Some learners take longer to achieve qualifications than is necessary. As a result places on vocational training courses are blocked for other potential learners. Progression opportunities in many areas are inadequate. Other than in motor vehicle maintenance, there is insufficient consideration given to linking training to progression opportunities on release or on transfer to adult prisons.

46. There is poor use of data within all aspects of education and training. Monitoring of learners' ethnicity is carried out, but insufficient use is made of these data. There is no systematic collection of reliable data to indicate levels of retention and achievement of qualifications on learning programmes. Results of learner surveys are not systematically analysed to determine trends and contribute to course planning. In the library, however, good use is made of attendance data to identify young prisoners who have not attended. This initiates follow-up action by the library officer.

47. Basic skills support is poorly managed. Results of initial assessments are not systematically used to identify learners' basic skills needs or provide appropriate support. Tutors are not routinely provided with the results of initial assessments to enable them to

identify individual learners' needs when planning learning. Where vocational tutors identify a need for basis skills support, this is not routinely provided. There is insufficient provision of courses at pre-entry and entry level. The needs of ESOL learners are not adequately met. There is some assessment of dyslexia support needs at induction, but no provision for appropriate support.

48. The YOI does not manage its resources efficiently. Although overall not much time is lost through institution and contractor failures, many classes and workshops are not consistently taking the maximum possible number of learners and lose time due to regularly starting late. Some very good resources, for example in PE, are not used well due to staff shortages and other operational restrictions. There are inadequate arrangements to cover for absent staff, particularly in vocational training workshops. The current system of allocating young prisoners to work and training does not take their individual needs into account and leads to many being placed on inappropriate courses.

Equality of opportunity

49. The YOI has an equal opportunities policy and a race relations policy. The college education contractor implements its own equal opportunities policy, which is prominently displayed in classrooms and workshops. There is a race equality policy and a complaints procedure covering assessment decisions. There is good provision for the support of a range of faiths at the institution, including a multi-faith room. Education staff have good working relationships with learners. Data on participation in education, training, work and attendance at the library by ethnic group, are routinely collated and compared with the institution population. No targets are set for participation by under-represented groups. However, the data indicate that participation broadly matches the ethnic mix of the institution. Action taken on the results of analysis of data is limited, although low participation rates by some learners in construction are being investigated.

50. There is inadequate promotion of equal opportunities. Although some equal opportunities training is provided at induction, there is no systematic reinforcement or development through learning. Education tutors are provided with information to help them cover equal opportunities when designing learning materials and working with colleagues and learners. In some areas, especially parent craft, good use is made of poster material. Equality issues are not covered well in other areas. For example, in a cookery class, a tutor did not adapt a lesson according to the cultural background of a learner. The current allocation system does not ensure equality of access to all learning programmes for all young prisoners.

51. The education centre in which most classes take place is situated on the first and second floor and is not accessible to learners with restricted mobility. All workshops are situated on the ground floor.

Quality assurance

52. The self-assessment report is comprehensive and generally accurate. All relevant staff were involved in its preparation, which started in July 2002. It was co-ordinated by

the newly established quality improvement group, which includes representatives from all areas of the institution where education, training and work are provided. Each member of staff responsible for a course or area of work produced a comprehensive self-assessment against the first six key questions of the 'Common Inspection Framework' and accurately identified many strengths and weaknesses. Leadership and management were considered across the provision as a whole. The quality improvement group spent a day away from the institution drawing up a comprehensive action plan. Actions have already resulted from self-assessment including structured lesson planning in the Braille workshop and the introduction of a structured induction and training programme in the laundry. There was, however, no involvement of learners in the self-assessment process.

53. Quality assurance arrangements are inadequate across all education and training activities, which was identified through self-assessment. The college education contractor has a number of quality assurance systems in place, including observation of learning, annual course review and surveys of learner feedback. These have not been implemented on a regular basis to provide information on the quality of provision. There are currently no such systems in place for training run by the institution. Staff appraisal has recently been introduced for staff employed by the college education contractor. College staff carry out a range of relevant general and vocationally specific training. As a result of self-assessment, a quality assurance framework has been produced but not yet implemented. This includes arrangements for monitoring learners' experience, internal verification, feedback from learners, and collection and use of data. There is no indication in the framework of how these procedures will be implemented and monitored.

54. There is inadequate sharing of good practice both within the institution and with other organisations. Good practice is evident in some areas of provision, but this is not systematically identified and shared across all learning programmes. For example, effective innovative integration of key skills takes place in ICT, but PE staff are not aware of this work. Good schemes of work and lesson plans are evident in some areas but are not used across all provision. This work is not linked effectively with other institutions doing similar work and staff are unaware of developments that could help them improve the learning programmes. For example, there is not enough contact between basic skills staff and the parent college and information relating to new basic skills initiatives has not been passed on to the institution.

55. Internal verification is inadequate in motor vehicle maintenance and adequate in all other aspects of provision where it is required. In motor vehicle maintenance, internal verification comprises only of examination of portfolios on a six-monthly basis. There is no observation of assessment or ongoing support for assessors. There is no standard internal verification policy covering all provision across the institution.

AREAS OF LEARNING

Construction

56. Construction programmes are good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement rates
- good teaching
- effective integration of key skills in painting and decorating programmes

Weaknesses

- no contingency plans to cover staff absence
- inadequate monitoring of training

Achievement and standards

57. Achievement rates are good. Since 2001, 31 learners on bricklaying learning programmes have successfully completed a qualification. Only two learners left the learning programme early. Of 123 starters on painting and decorating learning programmes, 74 have achieved a qualification. Learners produce good practical work that meets industrial standards. Practical tasks are assessed jointly between the instructor and the learner and clear feedback is given. One painting and decorating learner has achieved a high standard of work in signwriting and the work is displayed in the visitors' room of the institution. Construction learning programmes have good progression routes. Learners progress from introductory courses to level 2 qualifications. In bricklaying, three learners have gained a level 2 qualification and two learners are working towards this qualification. Six painting and decorating learners have achieved level 2 qualifications. Learners in the construction section are involved in repair and decoration projects within the institution and more work of this kind is planned. Learners' portfolios contain a good variety of evidence and include assignments, written notes and results of assessments and observations. Some learners also achieve additional qualifications in a range of subjects including English, mathematics and information technology (IT).

Quality of education and training

58. Teaching is good. On entry to training, most learners have little knowledge or experience of the subject. In practical workshop sessions, learners receive effective

individual support from appropriately qualified training staff. They effectively develop new skills and acquire knowledge. All learners are fully engaged and work effectively on individual project work. There is a friendly atmosphere in the workshops and this is maintained by the good working relationships between learners and instructors. Learners clearly demonstrate good progress during their workshop sessions. Instructors have detailed schemes of work and lesson plans. Instructors use various teaching strategies to meet the individual needs of learners at different stages of their training. Learners can join the courses at any time and receive effective levels of support and guidance. They work on a range of courses, different projects and at different stages of that project work. Individual learning plans are detailed and thorough. Long- and short-term targets are set and learners are interviewed after each stage of their training and their plan updated.

59. Tutors have integrated key skills effectively into the technical training carried out in the painting and decorating workshops. The key skills sessions are taught by one of the painting and decorating instructors using vocationally relevant assignments. All painting and decorating learners work towards key skills at level 1. Some have successfully completed level 2 key skills tests and are working towards completion of their portfolios. Key skills assignments are in context with the learners' training programme and clearly help their personal development. Learners are involved in observed group and individual sessions and assess their own performance.

60. Resources are generally satisfactory and reflect current industrial practice. Instructors are appropriately qualified. All have vocational experience and a teaching qualification. There are sufficient assessors and a verifier. In bricklaying, bricks are cleaned and reused. The workshop accommodation is light and airy although the building is old. Bricklaying and painting and decorating workshops both lack classroom accommodation for theory teaching. Learners on painting and decorating courses use a classroom in the educational block. Learners on bricklaying learning programmes receive unsatisfactory theory teaching in the workshops. One instructor has close contacts with a local company and is able to obtain paint and wallpapering materials for use in the workshops. Risk assessments of the workshops indicate that there is some poor health and safety practice.

61. There are no arrangements to cover staff absence. Workshop sessions are postponed or learner numbers reduced. During bricklaying sessions, if staff are absent learners are unable to attend the workshops. For example, in a recent four-week period, 10 days were lost due to the absence of instructors. The disruption to sessions lengthens the time learners require to complete their qualifications and applicants for courses have to wait longer to join the learning programmes. Staff are sometimes unable to carry out sufficient professional development activities without causing disruption to the learning process. In the painting and decorating workshops, learner numbers are reduced when one member of staff is absent. For example, one instructor recently attended a development course and six of the 18 learners could not attend training until the instructor returned.

62. Learners receive initial assessment on arrival at the institution. Learners who are

identified as having additional learning needs do not receive relevant support until they are accepted on to vocational or educational programmes. Workshop instructors interview applicants for places on training programmes. Learners are given credit for work successfully completed before joining their learning programme. For example, one learner who had completed key skills before starting a painting and decorating course was not required to repeat this work. Learners identified by instructors as requiring basic skills support are referred to the educational department for support, but this is not always provided.

Leadership and management

63. Construction learning programmes are managed satisfactorily. There is good record-keeping with detailed information available on learners' achievements and progression. Systems to monitor learners' progress are maintained and displayed in all workshops. Charts clearly indicate each learner's progress and the date each task or project was completed. Individual learning plans are detailed and thorough and are updated regularly. All instructors were involved in the development of the self-assessment report. The self-assessment report was accurate and recognised most of the strengths and weaknesses found during the inspection.

64. There is no systematic and formal system to quality assure the training in construction workshops. In the painting and decorating workshops, instructors informally feedback to each other on their performance, but this is not recorded. The internal verification process is satisfactory. However, due to the absence of an external verifier some learning programmes have not been externally verified for a year. Learners on bricklaying courses have not been taught key skills since October 2002.

Engineering, technology & manufacturing

65. Engineering, technology and manufacturing programmes are good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good retention rates
- very good progression into employment
- effective links with a major motor vehicle manufacturer
- good training
- very good resources
- well-managed learning programme

Weaknesses

- poor achievement of key skills by learners
- inadequate internal verification
- no contingency plans to cover staff absence
- incomplete system for monitoring learner progress

Achievement and standards

66. Retention rates are good. During the past four years, motor vehicle section information indicates that 76 learners have started and 43 have completed the course. This represents a retention rate of 53 per cent. There is very good progression into employment for ex-course members. Eighteen learners have been released directly from HMYOI Aylesbury, of whom 10 have entered employment. Three have gained their modern apprenticeship certificate. Two ex-learners who have entered training with the sponsoring manufacturer have been identified as being in the top 2 per cent of its nationwide apprenticeship scheme. One gained third place in a national skills competition. While on the course learners produce work to a very high industrial standard.

Quality of education and training

67. There are effective links with a major motor vehicle manufacturer. The manufacturer invested money to help set up the workshop facility and each year contributes new vehicles, tools and training material. The senior motor vehicle instructor runs an annual adult training course for the manufacturer at a university and the instructors receive a two-week skills updating course by the manufacturer. A representative from the manufacturer visits the prison every two or three months to review the course and

learners' portfolios of evidence.

68. Training is good. Groups comprise a maximum of 12 learners but numbers are generally less. Learners work in groups of two during practical training. Learners are trained on vehicles that are new or relatively new. Competent instructors have close links with the industry. The instructors give good learner support during practical sessions. They understand learners' individual needs and give additional support and attention when required. Learners' portfolios and practical work are completed and assessed to a satisfactory standard.

69. There are good resources. The two instructors are well qualified and have good vocational experience. They are both accredited assessors and one is accredited as an internal verifier. There is a dedicated workshop block containing two motor vehicle workshops, two classrooms, stores, and office and toilet facilities. Both workshops are well equipped to industry standards and are well maintained. There are nine new unregistered vehicles that have been supplied by the manufacturing sponsor for training purposes. There are many other practical training aids including gearboxes, engines and vehicle components. Learners have good access to a wide range of tools. The two classrooms are well equipped and there are five computers with printers and scanners. Computer-generated presentations using manufacturers' material and other professional material are used for theory classes. Support material for theory classes is good and is the same as that used in the modern apprenticeship programme of the sponsoring manufacturer in other establishments. Motor vehicle books in the library are few and there are no relevant periodicals held in the library as learners are expected to purchase their own.

70. There is poor key skills achievement. No key skills have been achieved while learners were studying for their vocational qualification. A decision has been made to concentrate on basic skills training before learners attempt key skills examinations and portfolios. Of the current intake, nine have completed basic skills examinations, eight have passed level 1 in literacy and seven have passed level 1 in numeracy. They have now started their key skills training.

Leadership and management

71. The learning programme is well managed. The leading motor vehicle instructor was the lead in setting up the facility. Schemes of work and lesson plans are used for the vocational area. Detailed schemes of work are also available for the key skills programme. Lesson objectives are shared with learners at the start of the lesson. The course is organised so that practical work reinforces previous theory work. Good use is made of course material evidence to develop learners' key skills.

72. Internal verification is inadequate. The last visit for internal verification purposes was in September 2002. Since then there have been no meetings with assessors and no observation of assessors carrying out assessment. No assessor training needs have been identified and no individual written feedback given. An external verification visit from the awarding body was planned for January 2003. This has not yet taken place. Learner

progress is recorded in their individual portfolios or on individual learning plans. It is also available on an individual basis on the senior instructor's computer. There is no system to provide an overview of the progress of all learners.

73. There are no arrangements in place to teach classes when instructors are absent. When an instructor is absent for any reason, training for that group stops and learners remain on the wing during these periods.

74. Risk assessment for the motor vehicle workshop is included in the risk assessment of the total educational provision, which includes general classrooms. A recent risk assessment carried out by the college education contractor placed the workshops in a low risk band, when the usual risk banding for workshops is high.

Information & communications technology

75. Information and communications technology programmes are unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good access to courses
- good support from tutors

Weaknesses

- poor planning of training
- poor classroom accommodation
- inadequate range of courses

Achievement and standards

76. During the past year, 45 level 1 and six level 2 qualifications have been achieved by learners, compared with targets of 60 and 10 respectively for 2002-03. It is not possible to judge achievement comparatively as figures are not kept for total number of learners starting and those entered for examinations. However, even those learners who do not complete the qualifications gain useful computer skills. Many learners fully understand that computer skills gained will be useful for their intended occupation. Most learners' work is of a satisfactory standard, with some recent work at level 2 of a good standard. Assessments are internally marked and externally moderated.

Quality of education and training

77. There is good access to courses. There are no prerequisites or specific entry criteria for learners to attend the courses. There are short waiting periods and most learners start classes within one or two weeks of requesting them.

78. There is good support from tutors. Tutors fully understand learners' needs and provide good individual support during the classroom sessions. They provide good help and advice. Staff explain issues clearly and have good working relationships with learners.

79. Staff have adequate knowledge and experience to teach the courses provided. Some have significant industrial experience. The exercises set for learners are satisfactory. Learning sessions are satisfactory overall. Computers are adequate for the range of courses currently provided. The versions of software are not the most current, but are adequate. There are a number of minor faults with computers and inadequate

support is provided by the organisation which holds the maintenance contract. Although textbooks in the classrooms are satisfactory, the range and number of books are inadequate. Learners also have access to some relevant books in the library. This is further enhanced by access books from the county library and learners make use of the request system for IT reference books.

80. The monitoring of learners' progress is informal. It is based on the tutors' knowledge of each learner and their assessment of learners' readiness to take the assessments for each element of the course. This is based on the standard of work done for each exercise and is satisfactory for individual learners.

81. There is poor planning of training. Many individual learning plans are only used to record progress and these records are not sufficiently detailed to monitor effectively learner progress. There is not enough short- and long-term target-setting. Learners are not challenged effectively to develop skills at a pace appropriate to their ability, and their progress is sometimes slow. Lesson plans are short and repetitive and do not give sufficient information to effectively plan each session. The amount of course and learner information given to a tutor covering for staff absence is insufficient. A recently introduced course shows some improvements in the planning of training. There is good recording of learners' progress and each session has targets set. There is a good end-of-session recap where learners are fully involved in assessing the effectiveness of the session for both the group and individuals. These issues are very well recorded. Learners' work is saved on floppy disks and knowledge of occupational good practices such as saving and back up of data, is effectively reinforced.

82. There is poor classroom accommodation, which contributes to health and safety risks. Computer monitors and keyboards are placed on inadequate worktops. Lighting in the classrooms is poor. Chairs have no height, lumbar or other adjustment. In some sessions learners can spend a two and a half hour session without taking a break from the screen. The layout of the room makes it difficult for the tutor to teach theory aspects of the course effectively.

83. Initial assessment is not used effectively to match learners to appropriate courses. For example, one learner had previously gained a GCSE in IT and was assigned to a level 1 course. ICT staff are not involved in the allocation of learners to ICT places. Tutors are not effectively made aware of learners' basic skills support needs. Basic skills support is provided by subject tutors but is not systematic.

84. There is an inadequate range of courses. For learners who want to improve their general IT knowledge, and as part of general business skills development, courses offered are currently adequate. There has been a late introduction of revised qualifications. Learners are not offered the chance to complete the generally acknowledged industry standard ICT qualification. IT maintenance courses and advanced applications such as graphic design are not provided. For some learners, one session a week is not sufficient for them to progress effectively through the qualifications.

81. There has not been enough effective development of the provision recently due to the long-term absence of the area of learning manager. The self-assessment report gave a thorough analysis of the provision and, despite overstating some aspects, did identify many of the weaknesses found and was reasonably accurate. There has been the introduction of observation of training and one part-time tutor has recently been observed. There is not enough collection and use of data relating to learners' performance. Achievement statistics are not related to the number of starts or exam entries. There is no recording of retention of learners on courses.

Hospitality, sport, leisure & travel

85. Hospitality, sport, leisure and travel programmes are good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- very good achievement and retention rates
- very good PE facilities
- good integration and development of key skills in PE

Weaknesses

- under-utilised resources
- some poor resources in catering

Achievement and standards

86. The achievement and retention rates for most awards in both PE and catering are very good. In PE, two of the five learners working towards an NVQ at level 1 have completed the award and two have completed three units. During 2002-03, 18 out of 24 learners gained level 2 awards in fitness instruction. Learners attending the PE education option are able to gain up to six awards. The learning programme is well structured and operates for a period of 18 weeks in three blocks of six weeks. Many courses have a 100 per cent retention rate. Of the 10 catering learners, five have achieved full awards at level 1 and five are still in learning. Eighteen OCN cookery awards have been achieved at level 1. Sixty-six health and hygiene awards have been taken in the past six months with an 88 per cent pass rate. Learners produced good portfolios and have a very good understanding of the work they carry out. Knowledge and understanding are regularly tested through good questioning during practical and theory sessions. Individual learner progress is monitored by use of interim tests which help to highlight learning difficulties. Most learners on vocational programmes attain a high level of practical competence.

Quality of education and training

87. PE facilities are very good and enable learners to participate in a wide range of sports and leisure pursuits. The facilities are of industry standard and are well equipped. The combination of extensive outside pitches, pool, sports hall and fitness areas enables a flexible and varied learning programme to be provided. Individual learners' needs and course requirements are met. Learners can experience a range of different sports at basic and advanced levels. The range of facilities ensures that many relevant courses and

awards can be developed and attained, improving learners' employability. Good additions to the learning programme include the development of a pool lifeguard award and The Duke of Edinburgh's Award scheme. Four learners achieved the bronze award and seven others gained three sections of the award. Learners are well motivated and their interest sustained in most sessions. Tutors challenged individual learners appropriately and many sessions included good recapping and summarising, although not enough evaluation of learners' understanding is carried out.

88. Sports awards undertaken by learners have been successfully matched to some key skills units. Eighteen of 23 learners have recently been awarded communication units, 16 at level 1 and two at level 2. Good integration of key skills training and assessment from the start of the learning programme has enabled good evidence to be used without duplication of assessment or use of simulated work activities. Following this, three other key skill units have been added to the learning programme for new learners. Separate key skills time is added to the PE learning programme where learners receive useful individual tuition and support. Practical and theory sessions include reference to key skills but this is still to be developed and actively promoted by all staff. There is not enough support to help learners develop their application of number skills.

89. The PE department has many links with external agencies that enhance the experiences of the learners. Some learners participate in local football and basketball leagues and rugby competitions as well as manage activities for a local special needs group. Two learners have gained work experience in local leisure outlets and those on The Duke of Edinburgh's Award successfully completed both camp and expedition work.

90. Most teaching and coaching in PE are satisfactory or better, although some resources are not fully utilised. Classroom management skills and sharing of good practice between staff are weak. The teaching environment is not ideal for most sessions. Other groups often interrupt sessions, there is noise distraction and the close proximity of practical equipment sometimes represents a health and safety hazard. The learning plans used to record preferences and achievement are not sufficiently detailed. Individual learners do not have a planned learning programme for training and assessment. Measurement of progress is generally the successful completion of the award. Most courses comprise modules and competency targets. These are assessed accurately and effective feedback is given to learners. Additional support needs are not recorded or met. Learners are not able to achieve at their own pace. Basic skills support is not provided in the learning sessions. Learners identified as having basic skills development needs are referred to the education department. This leads to lengthy delays in their uptake of PE courses. There is no structured formal training in catering but the learners receive good individual coaching. They are required to take responsibility for their set tasks and respond well to the demanding routines.

91. Catering resources are poor and in need of refurbishment. A classroom used for one cookery class is not kept clean and is poorly equipped. It does not meet reasonable health and safety standards. Ventilation is inadequate and the flooring is inappropriate. There is not enough space for learners to work and health and hygiene regulations are not adhered to. Many sessions have been missed due to staff shortages and

replacement tutors are poorly prepared for covering lessons. Learners also work in the main kitchen and staff canteen which are both poor. The facility does not have adequate drainage, some equipment is out of date and repairs to broken equipment are not carried out quickly. The catering department has recently created a classroom from a storeroom. This is used extensively to carry out health and hygiene training.

Leadership and management

88. Quality assurance procedures are informal in all areas. The close working teams rely heavily on informal discussions and unsystematic records. Internal verification is weak. Records of portfolio assessment are not adequately detailed. No monitoring of assessors and no ongoing sampling of assessment takes place. There is not enough accurate measurement of learners' performance or identification of other issues. Shift patterns cause disruptions to teaching in PE. Some learner data are regularly collected but are not used effectively to plan training. Insufficient information is collected on non-attendees. Staffing issues and financial considerations plus organisation restrictions have impacted on the provision. Additional cookery classes have been cancelled and major parts of the PE learning programme are regularly cancelled. Three of the seven facilities are not in use during any one session. Progression to awards at level 2 and expansion of the curriculum is being restricted by the lack of staff resources.

Foundation programmes

92. Foundation programmes are unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- effective involvement of external support agencies
- good peer support

Weaknesses

- poor learning resources
- inadequate use of initial assessment
- inadequate range of provision
- poor management of foundation learning programmes

Achievement and standards

93. During 2002-03, the institution exceeded the key performance target set at entry level, but did not meet targets set at level 1 and 2. Sixty-three learners completed the entry level, compared with a target of 50. Data to indicate overall retention and achievement of learners on foundation programmes are not available. The standard of most learners' work is satisfactory. Portfolios of evidence are well organised and demonstrate good individual progress, particularly at level 1. Learners develop good communication skills in parenting classes, and group reading sessions run by the library are also good.

Quality of education and training

94. There is good involvement of external support agencies. Contributors from external agencies are used well to complement teaching provided by staff. The Child Support Agency, a local health visitor and a local university assist in running a parenting course. This includes a very effective lesson in communicating with young children, supported by an external volunteer and two external contributors using a wide range of resources. The local Connexions service assists in running careers education courses, including particularly effective training in writing curriculum vitae. External music and drama groups are involved in providing music and drama workshops, often culminating in performances involving well-known celebrities.

95. Peer support is managed effectively in many lessons to encourage and support learners. As learners can join courses at any time, a group may contain learners at

different stages of progress. In the most effective lessons, more advanced learners are paired with newer learners. In literacy classes, this enables new learners to be introduced to topics and others to practice oral communication, reading, and group work skills. A guided reading course run by the library is outstanding in promoting peer support for reading and literary criticism.

96. Standards of teaching and learning are wide-ranging. Nine of the 12 lessons observed were satisfactory or better with two of these outstanding. Three were less than satisfactory. The best teaching in literacy and numeracy is well structured and teachers use a range of teaching methods supported by a creative use of resources. Teachers encourage learners to solve problems themselves and to take pride in the presentation of their work. In the weaker lessons, teaching and learning are not well planned, with learners not being sufficiently motivated or challenged. Lessons are too long for effective learning in most foundation classes.

97. Resources for foundation learning are poor. Most classrooms are poorly decorated and furnished and do not provide a good learning environment. There are very few displays of learners' work and relevant poster material. ICT resources are inadequate to run software to support basic skills learning. Not enough use is made of ICT to develop literacy and numeracy skills. In many lessons there is an over-reliance on worksheets and there are not enough materials suitable for learners of differing abilities.

98. There is inadequate use of initial assessment. Initial assessment takes place during induction to the institution. Allocation on to courses is done by prison staff, with no account taken of learners' basic skills needs or prior achievement. For example, one learner who had achieved GCSE advanced level maths was placed on a level 2 numeracy course. Initial assessment results are not routinely provided to tutors to enable them to plan individual learning effectively. There is inadequate use of individual learning plans to set targets and monitor learners' progress. In most cases they are only used as a record of work undertaken.

99. There is an inadequate range of provision to meet the needs of the institution population. There is insufficient provision at pre-entry and entry level to meet identified needs. Many learners at this level are placed in level 1 classes. There is slow progress of learners working towards level 1. Provision of ESOL is inadequate. Some learners with ESOL needs are placed in basic literacy groups, which does not meet their needs and also disrupts learning for others. There is not enough progression at level 3 and above. There is also insufficient basic skills support provided for many learners on vocational training courses or in work. Opportunities for progression from level 1 to level 2 are good.

Leadership and management

100. There is poor management of foundation learning and support across the institution. Allocation of young prisoners to appropriate courses is not carried out effectively. There are not enough staff for some of the provision and continuity of provision is not adequate for many learners on foundation courses. Record-keeping is

HMYOI AYLESBURY

inadequate, with poor information on learners' progress and achievements. Provision of key skills and basic skills support for vocational learners is inconsistent. Recent initiatives to extend basic skills support to young prisoners in work have not followed on due to staff shortages. A newly appointed basic skills co-ordinator is working towards re-establishing this provision. The college education contractor's quality assurance procedures are not consistently implemented, although all staff were involved in the self-assessment process.