

# REINSPECTION REPORT

## **HMYOI Aylesbury Reinspection**

**18 March 2005**



ADULT LEARNING  
INSPECTORATE

## Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

## 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
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes 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.

# **REINSPECTION REPORT**

## **HMYOI Aylesbury Reinspection**

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Aylesbury Young Offender Institution (the YOI) holds the longest sentenced and highest security category young adult males in the English prison system. The current population is 361 young offenders, all of whom are sentenced and can attend education or training, or employment in work activities. Forty per cent of young offenders are from minority ethnic groups. Most young offenders are transferred to adult prisons at the end of their stay, which averages over six months. Education and most vocational training provision are contracted to a college of further education. Education classes include literacy, numeracy, English for speakers of other languages (ESOL), key skills, cookery, parenting craft, assertiveness, information and communications technology (ICT), and art. Vocational training run by the college includes motor vehicle maintenance, painting and decorating, and brickwork. The YOI runs vocational training, in physical education (PE), catering, industrial cleaning, and an art workshop. Work not leading to qualifications is provided in the gardens, laundry, recycling and on the wings. The library is contracted to the local county library service. Construction, engineering, ICT, hospitality, sport and recreation, and foundation programmes were reinspected.

2. The head of learning and skills left the YOI immediately before the inspection. The regime manager is temporarily managing all learning and skills provision across the YOI. The college prison contracts manager is currently overseeing management of the contracted provision. In addition to prison officers and administrative staff who support work and training, there are 17 full-time staff members and up to 25 part-time tutors employed by the college. There is one full-time librarian supported by a prison officer.

3. Almost all young offenders are members of the library, which is situated in the education block. It is run by the local authority's 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 each week. All young offenders are able to attend once each week. The timetable is changed each month to ensure that any young offenders 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. The YOI provides training in two workshops for bricklaying and painting and decorating. Training programmes do not have a fixed duration and learners can join at any time. Learners work towards qualifications from introductory level to level 2 in bricklaying and painting and decorating. There are eight bricklaying learners, of whom four are working towards a qualification at introductory level and four at level 2. In painting and decorating, there are eight learners at introductory level and five at level 2.

### **Engineering, technology & manufacturing**

5. Programmes are run in motor vehicle maintenance. Two 12-month full-time programmes for up to 24 learners lead to a technical diploma in light vehicle maintenance and repair at level 3. An eight-month full-time programme leads to a level 1 qualification. Full-time learners attend on four and a half days each week, which includes half a day of literacy, numeracy, language and key skills training. A part-time programme offers training for vulnerable learners for one session each week on a 12-week introductory course. There are 21 full-time and 10 part-time learners. A major motor vehicle manufacturer sponsors the learning programmes, equips the workshops and provides learning materials. Some learners progress to modern apprenticeship programmes on their release.

### **Information & communications technology**

6. There are three ICT workshops. Of two situated in the education department, one has recently been equipped with new computers and software for eight learners, but it is not yet fully operational. Training in this room takes place on eight sessions each week. The second room has seven computers and is used for four sessions a week to teach an introductory course. There is a separate information technology (IT) workshop in another unit used for Braille translation and to teach an examination-based qualification in IT. This room can take up to eight learners on 10 sessions each week. There are 37 learners registered for an introductory computer literacy course, 34 for a basic IT course, eight for the examination-based qualification in IT and four for Braille training. There are no entry requirements for ICT courses.

### **Hospitality, sport, leisure & travel**

7. Young offenders can participate in a range of PE activities, including basketball, volleyball, football, rugby, weight training and other sports. The sports accommodation comprises a four-court sports hall, a weight training and fitness room, a football pitch, a rugby pitch and a swimming pool. The learning programme comprises the award for community sports leaders, first aid at work, a nationally accredited weightlifting award, pool attendants' award, and national vocational qualifications (NVQs) at level 1 and level 2 in coaching, teaching and instruction. The YOI also offers the Duke of Edinburgh's Award at bronze level. Currently, 15 learners are on the programme, which takes place each weekday morning. The recreation and education PE programmes are organised by two senior PE officers and eight PE officers. Of these, three posts are vacant. Catering is managed by one senior officer, three catering officers and two civilian caterers. There are six learners in catering working towards an NVQ at level 1 in catering and hospitality. Learners are employed in the main kitchen and in the staff mess. Most of the young offenders who work in the main prison kitchen, staff mess and on wing serveries, complete basic food hygiene training.

## Foundation programmes

8. Foundation learners follow courses as part of a full- or part-time education programme. There are currently 238 learners. The YOI offers literacy and numeracy provision from entry level to level 2. There are 305 enrolments on this provision and three on an ESOL programme. There are 105 enrolments on other provision, which include courses in assertiveness, parenting and money management, and level 1 programmes in cookery and art. The library provides a reading and literary appreciation course. Key skills and literacy, numeracy and language skills support are provided to learners on vocational training courses and to some young offenders in work.

## ABOUT THE REINSPECTION

Number of inspectors	5
Number of inspection days	17
Number of learners interviewed	55
Number of staff interviewed	52
Number of locations/sites/learning centres visited	1

## OVERALL JUDGEMENT

9. The quality of the training provision remains inadequate to meet the reasonable needs of those receiving it. At the previous inspection in April 2003, leadership and management, equality of opportunity and quality assurance were unsatisfactory. Leadership and management and quality assurance have deteriorated and are now very weak. Equality of opportunity remains unsatisfactory. The quality of learning in foundation and ICT programmes has deteriorated from the previous unsatisfactory level and is now very weak. The quality of learning in engineering, technology and manufacturing remains good. Hospitality, sport, leisure and travel is now satisfactory overall, as although learning in PE is good, it is unsatisfactory in catering. Learning in construction, which was good at the previous inspection, is now satisfactory.

## KEY FINDINGS

### Achievement and standards

10. **There are high retention and achievement rates on PE courses. Achievement is also good on introductory level courses in bricklaying and on level 1 and 2 courses in motor vehicle maintenance.** In ICT and foundation programmes, collection of retention and achievement data is poor and rates are not monitored adequately. In ICT, achievement of qualifications by learners is delayed by a poor examination administration system. The YOI is not on schedule to meet key performance targets for achievement of literacy, numeracy and language qualifications at foundation level and levels 1 and 2 this year.

11. **Learners develop good practical skills in motor vehicle maintenance and construction.** In both these areas, and in PE, they develop good technical and work-related skills which are relevant to current employment practice. In assertiveness classes, learners make good progress. Attainment in many literacy classes is poor. Learners often work significantly above or below an appropriate standard for their ability.

### Quality of education and training

12. **Practical training in construction and motor vehicle maintenance is good.** Tutors make frequent checks on learners' progress and there is close monitoring to ensure tools are used safely in motor vehicle practical session. **In PE, training is well planned,** homework is regularly set and key skills are integrated with vocational learning. The teaching of background knowledge in motor vehicle maintenance is poor.

13. **Practical training and learning resources are good in motor vehicle maintenance and in painting and decorating.** New vehicles, workshop equipment and learning materials are provided by a major motor vehicle manufacturer. A newly fitted painting and decorating workshop is spacious, with individual work areas for learners to develop a full range of skills.

14. **There are very good PE facilities,** which include outdoor pitches, a swimming pool, a sports hall and a fitness area. In PE, and in catering, some resources are not used to their full potential for learners.

15. **There is good individual support for learning on foundation programmes.** This includes good support in lessons for individual young offenders unable or unwilling to attend education classes, and some literacy, numeracy, language and key skills support in workshops. Volunteer mentors from an external agency provide additional support.

16. Sixty-five per cent of learning sessions observed by inspectors were satisfactory or better, of which 35 per cent were good or better. This represents a lower proportion of satisfactory teaching but a similar amount of good teaching to that observed at the previous inspection. Thirty-five per cent of lessons were unsatisfactory, compared with 24 per cent at the previous inspection. Attendance was low in many classes.

17. **There are inadequate arrangement to cover staff absence in construction and motor vehicle maintenance.** Classes are cancelled, extending the time that learners take to complete their programmes, or reducing the number of available places on courses.

18. **On ICT and foundation programmes, training is poorly planned, and in literacy and numeracy, individual learning is not planned for sufficiently.** In ICT, tutors use different teaching methods and learning materials for the same group of learners in different lessons, leading to lack of continuity and confusion. On foundation programmes, while lesson planning is generally thorough, there are rarely sufficient different activities to meet the needs of individuals within the group.

19. **Learning resources remain inadequate in foundation programmes,** with an over-reliance on paper-based material and inadequate use of ICT resources.

20. **In motor vehicle maintenance, assessment is delayed and, in this area and in construction, internal verification of assessment is inadequate.** In construction, there is inadequate recording of learners' progress.

21. **In catering, NVQs are poorly managed** and learners are not assessed sufficiently frequently. The poorly managed examination process in ICT delays learners' achievement of qualifications.

22. **On foundation programmes there are inadequate arrangements to ensure programmes meet the learners' needs and interests.** Many learners are placed on programmes which are not appropriate for their needs. There is inadequate provision for ESOL learners.

23. **In ICT, learners are not engaged in the learning process** and there is an insufficient range of qualifications. Some learners are placed on courses at an inappropriate level. There are no courses above level 2 or any which cover subjects other than office skills.

## Leadership and management

24. **There are still productive links with external organisations in some areas of education and training.** A high level of financial and resource support and progress opportunities are provided through links with a major motor vehicle manufacturer. In PE, team sports matches are arranged with local leagues. An external organisation is used to provide mentor support to young offenders, leading to an accredited course.

25. **There is an inadequate strategy for the development of education and training.** The current learning and skills development plan sets unrealistic aims and is not supported by senior managers at the YOI. Analysis of young offenders' learning needs has been inadequate. With the exception of some vocational courses, most provision fails to meet the learners' needs.

26. **There are significant weaknesses in the management of learning and skills across the YOI.** The quality of provision has worsened since the previous inspection and in some

areas is now very weak. Staff employed by the education contractor receive very poor support from managers. The numbers of young offenders attending classes have until very recently been very low. Arrangements to cover staff absence, identified as a weakness at the previous inspection, remain poor.

27. **There is poor planning and management of individual learning programmes**, which was identified at the previous inspection. There is no systematic planning of learning according to learners' individual needs and abilities. Recent efforts to increase the number of young offenders attending education have resulted in many being placed on courses inappropriate for their needs. Some learners take longer to achieve qualifications than is necessary. Progress opportunities in many areas are inadequate.

28. **The collection and use of data within all aspects of education and training is poor.** Since the previous inspection, collection of data has deteriorated. There is no systematic collection of data to indicate levels of retention and achievement of qualifications on learning programmes. Progress towards achievement of key performance targets is not monitored adequately. In the library, however, good use is made of attendance data to identify young offenders who have not attended.

29. Literacy, numeracy and language support is managed poorly. Arrangements to ensure programmes meet the needs and interests of learners are unsatisfactory. Some learners work towards test outcomes they have already achieved, or which present little challenge. ESOL provision is unsatisfactory. Support for learners with dyslexia is inadequate.

30. Resources are not managed efficiently. 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 are not used to their full potential. There are inadequate arrangements to cover for absent staff, particularly in vocational training workshops.

*The following strengths and weaknesses were identified during this inspection:*

## **Leadership and management**

### **Strengths**

- productive links with external organisations

### **Weaknesses**

- inadequate strategy for the development of education and training
- significant weaknesses in the management of learning and skills
- poor planning and management of individual learning programmes
- poor collection and use of data
- inadequate promotion and monitoring of equality of opportunity

- poor quality assurance of most provision
- insufficient sharing of good practice

## **Construction**

### **Strengths**

- high achievement rates at introductory level in bricklaying
- good development of learners' practical skills
- good practical training
- good practical training resources in painting and decorating

### **Weaknesses**

- inadequate recording of learners' progress
- no contingency plans to cover staff absence
- inadequate internal verification

## **Engineering, technology & manufacturing**

### **Strengths**

- high achievement rates at levels 1 and 2
- good development of learners' practical skills
- good practical training
- very good resources

### **Weaknesses**

- unsatisfactory teaching of background knowledge
- delayed assessment and internal verification of learners' portfolio evidence
- no contingency plans to cover staff absence

## **Information & communications technology**

### **Strengths**

- no significant strengths identified

### **Weaknesses**

- poor planning of training
- learners not engaged in the learning process
- poor examination system delays learners' achievement
- insufficient range of qualifications available

## **Hospitality, sport, leisure & travel**

### **Strengths**

- good retention and achievement in PE
- very good PE facilities
- good planning of training in PE

### **Weaknesses**

- under-utilised resources
- poor management of NVQs in catering

## **Foundation programmes**

### **Strengths**

- good individual support for learning

### **Weaknesses**

- unsatisfactory learning resources
- poor planning of individual learning in literacy and numeracy
- unsatisfactory arrangements to ensure programmes meet the learners' needs and interests
- inadequate leadership and management

## DETAILED REINSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

31. Leadership and management have deteriorated since the previous inspection and are now very weak. Quality assurance has deteriorated and is also now very weak. Equality of opportunity has not improved and remains unsatisfactory.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### **Strengths**

- productive links with external organisations

#### **Weaknesses**

- inadequate strategy for the development of education and training
- significant weaknesses in the management of learning and skills
- poor planning and management of individual learning programmes
- poor collection and use of data
- inadequate promotion and monitoring of equality of opportunity
- poor quality assurance of most provision
- insufficient sharing of good practice

32. The YOI still has productive links with external organisations in some areas of education and training. A high level of financial and resource support, and progress opportunities for learners, is provided through links with a major motor vehicle manufacturer. Motor vehicle learners have been involved in preparing a vehicle for transport to an African country to assist in the delivery of medical supplies. In PE, team sports matches are arranged with local leagues. An external organisation is used to provide mentor support to young offenders, leading to an accredited course. Of 14 young offenders who received mentoring support, and were released into the community in the past year, four have gained full-time employment, three continue to be supported to seek employment and one is in full-time education.

33. There is an inadequate strategy for the development of education and training. The YOI's strategic plan and resettlement strategy focus on the development of education and training, improving employability, and helping learners enter sustained employment, education and training on their release. The learning and skills development plan links to these but sets unrealistic aims and is not supported by senior managers at the YOI. It was produced in isolation of resettlement policy and self-assessment. Analysis of young offenders' learning needs has been inadequate. With the exception of some vocational courses, most provision fails to meet the needs of learners.

34. There are significant weaknesses in the management of learning and skills across the YOI. Measures taken to rectify weaknesses identified at the previous inspection have largely been ineffective. The quality of provision has worsened and in some areas is now very weak. Communication was poor between the education contractor and the head of learning and skills, although this has improved recently. Staff employed by the education contractor have received very poor guidance and support from managers. Induction for new teaching staff is poor and they receive insufficient guidance to ensure their safety while working with young offenders. Education staff have not received appraisals, and access to appropriate staff development is inadequate. Learning and skills staff employed by the YOI are better supported, but many have been given insufficient guidance in developing and running training provision. Although very few classes are cancelled due to YOI operational reasons, the numbers of young offenders attending classes in the education department have until very recently been very low. Many classes start late and finish early. Arrangements to cover staff absence, identified as a weakness at the previous inspection, remain poor. Management of assessment is poor in many areas, leading to delays in learners achieving qualifications. The YOI is not on schedule to achieve its key performance targets for the current year.

35. There is poor planning and management of individual learning programmes, which was identified at the previous inspection. Results of the initial assessment of learners' literacy, numeracy and language skills, and evidence of their prior experience and achievement, have not been used to develop learning plans linked to learners' sentence plans. There is no systematic planning of learning according to learners' individual needs and abilities. For example, one learner who has an AS level in computing is on an introductory ICT course. Learners with poor literacy, numeracy and language skills struggle to develop ICT skills on courses largely dependent on text processing. Many learners repeat courses and qualifications. The process for the allocation of young offenders to courses has changed very recently and now takes more account of their individual needs. However, recent efforts to increase the number of young offenders attending education have resulted in many being placed on courses inappropriate for their needs. 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. Progress opportunities in many areas are inadequate and there is insufficient consideration given to linking training to learners' progress on release or on their transfer to adult prisons.

36. The collection and use of data within all aspects of education and training is poor. Since the previous inspection, the collection of data has deteriorated. Considerable management time has been devoted to establishing an inappropriate learning record. This is burdensome to staff and ineffective in monitoring learners' progress and achievements. There is no systematic collection of data to indicate levels of retention and the achievement of qualifications on learning programmes. Progress towards achievement of key performance targets is not monitored adequately. Learners' surveys are infrequent and results are not analysed systematically to contribute to course planning. In the library, however, good use is made of attendance data to identify young offenders who have not attended. This initiates follow-up action by the library officer.

Monitoring of participation in activities by learners from different minority ethnic groups is carried out appropriately by the YOI. There is no monitoring of participation and success on individual courses.

37. Literacy, numeracy and language support is poorly managed. While individual support for learning in classes and in other areas of the YOI where it takes place is good, co-ordination of the provision is poor. Target-setting is weak and narrowly confined to compliance with the YOI's key performance targets. Arrangements to ensure that programmes meet the needs and interests of learners are unsatisfactory. Some learners work towards test outcomes they have already achieved or which present them with little challenge. ESOL provision is unsatisfactory. Support for learners with dyslexia is inadequate.

38. Resources are not managed efficiently. 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 to their full potential. Some recently acquired ICT equipment cannot be used as it has been installed incorrectly. There are inadequate arrangements to cover for absent staff, particularly in vocational training workshops. Many young offenders are placed on courses inappropriate for their needs.

### **Equality of opportunity**

39. The institution has an equal opportunities policy and a race relations policy. A race relations group meets regularly. Information about race relations and equality and diversity is displayed prominently around the YOI. Data on participation in education, training and work and attendance at the library by minority ethnic group, are routinely collated and compared with the YOI's population. The data indicates that participation broadly matches the minority ethnic mix of the YOI in most areas. Action is taken on the results of the analysis of data. For example, low participation rates by some groups of young offenders in the laundry are being investigated. The YOI's pay policy is designed to encourage participation in learning. The college education contractor has its own equal opportunities policy and grievance procedure, but these are not promoted effectively.

40. There is inadequate promotion of equal opportunities through learning. Equal opportunities training provided at induction is cursory and there is no systematic reinforcement or development through learning. Inappropriate behaviour or comments are rarely challenged in classes. The current allocation system does not ensure equality of access to all learning programmes for all young offenders. Equality and diversity training for staff is provided regularly by the YOI. The education contractor has failed to ensure that staff receive appropriate equality and diversity training. Equality of opportunity is rarely covered in education staff meetings. Where it is, items discussed are reported in a very negative way and focus on compliance rather than the promotion of equality. Part-time education staff are not treated equally with fully employed staff in access to induction and other training opportunities.

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

### **Quality assurance**

42. Quality assurance of most provision is poor. Self-assessment, which was a strength at the previous inspection, is now inadequate. Following the previous inspection, a post-inspection action plan was drawn up, but many of the actions have not been taken, have not been fully implemented, or have failed to secure improvement. Many of the weaknesses identified at the previous inspection remain, and in some areas, standards have fallen further. Some aspects of provision which were strengths now do not take place or have become significant weaknesses. For example, good practice in key skills integration no longer takes place in most areas. The YOI failed to produce an updated self-assessment report for the inspection. Drafts produced by some areas have not been collated and reviewed. A learning and skills quality assurance manual has been produced, but not implemented. It was presented to the quality improvement group but not signed up to by senior managers at the YOI. Although some observation of tutors has taken place recently, the education contractor's quality assurance procedures have not been implemented. Although the quality improvement group meets regularly, it has not been successful in its objective of ensuring the development of high-quality learning and skills across all areas of the YOI. In PE, quality assurance of provision is good but it is based on systems developed in isolation of any other quality assurance arrangements.

43. There is inadequate sharing of good practice within the YOI and with other organisations in most areas of provision. Good practice is evident in some areas of provision, but this is not systematically identified and shared across all learning programmes. For example, inspectors identified very good teaching in some lessons. The internal teaching observation process has failed to identify this or make arrangements for the sharing of this good practice to remedy the high proportion of unsatisfactory teaching. Good practice in monitoring learners' progress in PE is not used in other areas, where progress monitoring remains weak. There is insufficient support from the education contractor's managers for staff development and the sharing of ideas, systems and procedures with other similar institutions.

44. Internal verification remains inadequate in motor vehicle maintenance. It is also inadequate in most other aspects of provision where it is required, with the exception of PE. Moderation of assessment is poor in some areas, especially in ICT where it has significantly delayed the achievement of many learners. There is no standard internal verification policy and procedures covering all provision across the YOI.

## AREAS OF LEARNING

### Construction

45. Construction programmes are satisfactory.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### Strengths

- high achievement rates at introductory level in bricklaying
- good development of learners' practical skills
- good practical training
- good practical training resources in painting and decorating

#### Weaknesses

- inadequate recording of learners' progress
- no contingency plans to cover staff absence
- inadequate internal verification

### Achievement and standards

46. Achievement rates are good at introductory level, which maintains a strength identified at the previous inspection. Since the previous inspection, 35 learners in bricklaying have successfully completed an introductory qualification, with six achieving at level 2. In painting and decorating, 48 qualifications were completed at level 1. There are no achievements at level 2 but five learners are working towards the qualification. There is good progress from introductory to level 2 qualifications, although the number of places available in painting and decorating is restricted by staff shortages. Learners' portfolios of evidence contain a good variety of work, including written notes and results of assessments and observations.

47. Learners develop good practical skills. The quality of work produced is good and meets industry standards. Learners are enthusiastic, take pride in their work and gain self-esteem and confidence. They develop good employment skills and work well with each other. There is a friendly atmosphere in all workshops, and good interaction between instructors and learners. Instructors use their experience of industry to maintain the relevance of practical work and to illustrate how techniques learnt in workshops are used in industry.

### Quality of education and training

48. Practical training is good, which maintains a strength identified at the previous

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inspection. Schemes of work and lesson plans are detailed and used well. On entry to training, most learners have little knowledge or experience of the subject. All learners are fully engaged and work effectively on individual project work. Constant checks are made on learners' progress by questioning and examining practical work. Staff work well with learners and a friendly and professional learning environment is created and maintained. Learners receive constructive and positive feedback about their practical and background knowledge assignments, which helps them to make progress towards their qualification.

49. Resources for painting and decorating are good and include a workshop and classroom, newly built since the previous inspection. The workshop is spacious and well lit, with a good supply of materials and tools to carry out practical work. Learners each have their own work area for training and practice of painting and decorating techniques and assessment. Work areas are set up to provide a wide range of practical situations, which reflect industrial practices. The classroom resources include five new computers, a printer and a scanner. However, these cannot be used as safety heat alarms are not installed. This causes considerable frustration to learners and staff and is a waste of a valuable learning resource to support assessment work and design training. The bricklaying practical workshop is satisfactory. However, there has been no progress since the previous inspection to provide suitable classroom accommodation for the teaching of background knowledge. Staff are well qualified, with many years' experience and up-to-date knowledge of their occupational areas. All have a teaching qualification.

50. Effective integration of key skills into technical training, a strength identified at the previous inspection, has not been maintained. The member of staff responsible for key skills teaching has been seconded to a management role in the education department. Construction learners have not received any key skills training and assessment for the past six months.

51. Internal verification is inadequate, having been satisfactory at the previous inspection. There are no written policies and procedures. There is insufficient planning for sampling learners' portfolios of evidence or monitoring assessors by observation. In bricklaying, internal verification takes place but most portfolios are sampled upon completion and assessors receive satisfactory feedback on their assessment decisions. In painting and decorating, however, there are few records of internal verification. There is insufficient recording of meetings or standardisation of assessment between assessors. In bricklaying, the awarding body's external verifier recently highlighted the need to improve internal verification planning and assessment standardisation, and the YOI has an action plan to deal with this.

52. The recording of learners' progress, particularly in painting and decorating, is inadequate. The weakness of inadequate monitoring of training identified at the previous inspection has not been fully rectified. In bricklaying, progress monitoring records have improved by using unit achievement charts displayed in the workshop. However, instructors do not use individual learning plans as working documents to plan training. Some learners do not know about their learning plans. Learning plans do not include the profile of the qualification or give targets for completion. Learning plans are not updated

or reviewed regularly. For example, a learner starting training in painting and decorating in April 2004 has not had their plan updated.

### **Leadership and management**

53. Achievement rates are good, learners develop good practical skills and progress opportunities are available. The quality of resources in painting and decorating has improved, but the classroom accommodation resources for the teaching of background knowledge in bricklaying remain inadequate. Arrangements to cover staff absence have not been dealt with since the previous inspection. A painting and decorating instructor is often required to work in the education department due to a shortage of tutors. Workshop sessions are cancelled regularly and the number of learners who can attend construction courses has been reduced. Quality assurance remains incomplete and internal verification is inadequate.

## **Engineering, technology & manufacturing**

54. Engineering, technology and manufacturing programmes are good.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

### **Strengths**

- high achievement rates at levels 1 and 2
- good development of learners' practical skills
- good practical training
- very good resources

### **Weaknesses**

- unsatisfactory teaching of background knowledge
- delayed assessment and internal verification of learners' portfolio evidence
- no contingency plans to cover staff absence

## **Achievement and standards**

55. Retention and achievement on level 1 and 2 programmes are high, retention remaining high since the previous inspection. Of 21 level 1 learners starting between April 2003 and April 2004, 90 per cent achieved the qualification. During the same period, 12 learners started training towards a level 2 qualification and, of these, 75 per cent achieved the qualification. Four learners have progressed into full-time employment in the motor industry at the sponsor's dealerships since the previous inspection. In May 2004, 12 learners started working towards level 3, but progress has been slow and they have not yet achieved the qualification. Although learners receive key skills training, this is infrequent and little progress has been made in remedying their poor achievement in key skills, which was identified at the previous inspection.

56. There is good development of learners' practical skills. Learners have a good understanding of motor vehicle maintenance and repair. They work to high industrial standards using tools and equipment competently with minimum supervision. Level 3 learners carry out complex tasks of removing and replacing vehicle components in a safe manner and develop good diagnostic skills. Learners' portfolios of evidence contain detailed technical reports on work carried out and demonstrate a good understanding of vehicle systems. A group of learners were involved in a project to prepare a vehicle, which was transported to West Africa to assist with delivery of medical supplies. The project further developed the learners' practical skills and boosted their morale and confidence. Learners are well motivated and enthusiastic about their personal development and achieving a nationally recognised qualification which is highly relevant to employment opportunities.

### Quality of education and training

57. Practical training remains good. Programmes have detailed schemes of work and lessons plans. In practical lessons, learners work in groups of two and are clear about the tasks they have to complete and the standards they have to achieve. There is close monitoring of learners to ensure that they use tools and equipment safely. There is effective questioning to check learners' understanding of vehicle systems. Where necessary, individual or group training is given to demonstrate specific skills or to reinforce learning.

58. The very good resources have been maintained since the previous inspection. Instructors are well qualified and have good experience and up-to-date knowledge of the motor industry. The training centre includes two well-equipped workshops, classrooms and stores. Workshops are well maintained and equipped to industry standards, with a wide range of vehicle maintenance tools and equipment. The sponsoring motor vehicle manufacturer continues to provide the YOI with good support. The sponsor regularly contributes new vehicles, tools, training material, and many other practical training aids including gearboxes, engines and vehicle components. There is a wide range of new vehicles, including petrol, diesel and four-wheeled drive systems. Tutors regularly attend the manufacturer's training centre for technical training. A representative from the manufacturer visits the YOI every two to three months to review the course and learners' portfolios of evidence. Support material for background knowledge is of high quality and is the same as that used in the modern apprenticeship programme run by the sponsoring manufacturer. This includes computer-generated presentations. There are few motor vehicle books in the library and there are no relevant periodicals. Learners are expected to purchase their own. There is some poor promotion of health and safety. For example, there are insufficient safety signs displayed on equipment informing users to wear appropriate eye protection.

59. The teaching of background knowledge is unsatisfactory, which was not identified at the previous inspection. There is insufficient planning and variety in teaching methods to meet learners' individual needs. Lesson objectives are not always made clear to learners at the start of the lesson. Some lessons only involve learners reading aloud from textbooks. There are few checks on learners' understanding. When learners are questioned to check understanding, the same learners answer each time. There is insufficient encouragement for all learners to participate in the lesson and some show little enthusiasm or motivation. Lessons progress at the rate of the slowest learner, and more able learners are not challenged sufficiently.

60. There is delayed assessment of learner's portfolios. Portfolios are well organised and contain good-quality evidence, including detailed technical reports of work carried out. Some portfolios are not assessed for up to 12 months. Evidence is signed and dated by the assessors but learners are not given sufficient written feedback or action points for improvement. In some portfolios, the assessment record and evidence referencing is not continually updated. Learners are unclear about how they are progressing or what evidence is still required. A progress monitoring sheet has been introduced since the

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previous inspection and is displayed in the workshop, but this does not adequately record progress.

61. Since the previous inspection, internal verification has improved but remains inadequate. Observations of assessors and training needs analysis have been carried out but internal verification procedures are still inconsistent. There is insufficient interim sampling of portfolios, with most being checked on completion. When portfolios are checked, there is no written report of the outcomes. Assessors informally discuss issues relating to assessment and standardisation, but target-setting and actions required by assessors are not recorded.

### **Leadership and management**

62. Following a period of staff shortage and insufficient co-ordination of programmes since the previous inspection, additional instructors have been recruited and a co-ordinator appointed. All programmes are now running satisfactorily. However, there are still no arrangements in place to teach classes when instructors are absent, delaying progress for many learners and the start of programmes for some. For example, learners starting a level 3 programme in May 2004 have only achieved 50 per cent of the qualification. Access to courses has been widened, with the introduction of a part-time course for vulnerable young offenders. Quality assurance remains incomplete. The quality of teaching varies, with good practical teaching and unsatisfactory teaching of background knowledge. Internal verification remains inadequate. Management of teaching resources is good, with strong and productive links with the sponsoring motor vehicle manufacturer.

## Information & communications technology

63. ICT programmes are very weak.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

### Strengths

- no significant strengths identified

### Weaknesses

- poor planning of training
- learners not engaged in the learning process
- poor examination system delays learners' achievement
- insufficient range of qualifications available

## Achievement and standards

64. As was identified during the previous inspection, there is no reliable data to enable judgements to be made about retention and achievement. The examinations process is delaying achievement of qualifications for learners who have completed their training. Currently, no candidates are able to sit examinations. A large number of exam papers for a basic computer literacy course were incorrectly set and marked. New arrangements for invigilation and marking have been devised, but they have not been implemented yet. Poor installation of the new IT equipment has led to security levels not being adequate to administer the examination for an introductory computer literacy course. Many introductory IT learners, and those working towards an examination-based qualification in IT, have been unable to sit examinations on completion of their training due to a delay in achieving awarding body accreditation.

## Quality of education and training

65. There were no significant strengths found during the reinspection. The former strengths of good access to courses and good support from tutors identified at the previous inspection are now only satisfactory.

66. Overall, the quality of equipment and learning resources is satisfactory. New computers were recently installed. However, one IT room in the education department has been so badly set up that learners are unable to access files or save their work. This is being remedied but has not been resolved yet. Books and paper-based resources are adequate. Accommodation and furniture are satisfactory and fit for their purpose. Classroom accommodation, which was poor at the previous inspection, is now satisfactory

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67. Monitoring of learning is still satisfactory. The monitoring of learners' progress is informal. It is based on the tutor's 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.

68. As found at the previous inspection, training remains poorly planned. Individual learning plans are used to record progress but targets are neither specific nor challenging. Learning resources for each class are designed by the individual tutor. This is particularly confusing for learners who attend the same course two or three times a week but are taught by different tutors at each class. Methods of teaching the same qualification are inconsistent. Discipline is maintained better in some classes than others. A lot of time is wasted in some classes. Staff absence is high and the amount of course and learner information given to cover tutors is inconsistent.

69. Learners are not engaged in the learning process. They have little influence over which course they are on. Learners are often delivered to a classroom without prior warning and many of them do not want to learn IT. Initial assessment is not used effectively to match learners to appropriate courses. Many with poor literacy skills are struggling to cope with the demands of IT courses. Literacy, numeracy and language skills support is provided by subject tutors but this is not systematic. Some learners who already have high-level IT qualifications are required to attend introductory classes. Learners are not challenged sufficiently and quickly become bored and demoralised. The delay in examinations has caused further frustration.

70. There is still an insufficiently wide range of IT qualifications available. The YOI has widened its offer to include a basic entry level course, but this still focuses on office applications. Software is restricted to office applications. There are no technical or graphic design courses. There is no opportunity for progression beyond level 2. Many learners have expressed an interest in widening their knowledge of computing. While most learners are new to computing there are a number of more capable learners whose needs for more advanced courses are not being met. No learners are able to attend ICT training full time and most of them have access only once or twice a week.

### **Leadership and management**

71. Leadership and management of ICT programmes are poor. The morale of staff and learners is low. Training is poorly planned and managed. There is insufficient support for staff and no systematic monitoring of the quality of teaching, learning and assessment. Management of the examination process and record-keeping are poor. There is no collection or use of retention and achievement data to support planning or improvement, or even to monitor progress adequately towards YOI key performance targets.

## Hospitality, sport, leisure & travel

72. Overall, provision in hospitality, sport, leisure and travel is satisfactory.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

### Strengths

- good retention and achievement in PE
- very good PE facilities
- good planning of training in PE

### Weaknesses

- under-utilised resources
- poor management of NVQs in catering

## Achievement and standards

73. The achievement and retention rates for all awards in PE are high. This strength has been maintained since the previous inspection. At the time of inspection, data was available for the 11 months from April 2004. During this time, 28 out of 30 learners gained the award for community sports leaders, 12 out of 13 learners gained the nationally accredited weightlifting award, 15 out of 17 learners completed the pool attendants' certificate, 11 out of 13 learners gained the nationally accredited referees' award, six out of 10 learners gained the NVQ at level 1 in coaching, teaching and instruction, and 12 out of 15 learners gained the NVQ at level 2. Learners also gained two bronze Duke of Edinburgh's awards. Retention on PE courses is good. Of 88 learners enrolled since April 2004, 11 left the course before completion. Of the learners that did not gain qualifications, seven were transferred or released, four were removed from the course for discipline or security reasons, and four failed the award. Learners on the PE programme can gain up to eight awards. The programme is well structured and operates over a nine-month period.

74. In catering, accurate records of overall retention and achievement are not kept. Of 84 learners attending the basic health and hygiene course in 2004-05, 56 gained the award. There is no information on achievement of NVQs in this area.

## Quality of education and training

75. PE facilities are very good, which was identified at the previous inspection. The range of facilities enables learners to participate in a wide range of sports and leisure activities. The facilities are of a good industry standard and are well equipped. Facilities have been enhanced since the previous inspection with the addition of a fully equipped classroom. The range of facilities enables the provision of a varied PE programme, which

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improves learners' employability skills and meets individual learners' needs and awarding body requirements. Good additions to the PE programme include The Duke of Edinburgh's Award scheme, and key skills in communication and application of number. Catering resources are adequate and meet industry standards. The facility has poor drainage and is in need of modernisation. A refurbishment of the main kitchen is planned for the next financial year. There is a classroom in the kitchen which is used to deliver health and hygiene, and this area is not used by NVQ learners for completion of their portfolios of evidence. Some resources are under-utilised and some facilities and classrooms are often left empty. This was a weakness identified at the previous inspection. For example, the swimming pool is used on few occasions each week. PE staff have a wide range of coaching qualifications, and two are working towards and one has a teaching qualification. In catering, there are two qualified assessors but no qualified internal verifiers.

76. Planning of training in PE is good. The PE programme is well organised and courses are planned to take into account availability of resources. Schemes of work and lesson plans are detailed and follow a standard format. At the end of each session, tutors evaluate the session and complete a daily lesson report detailing how the lesson went, homework set and any further action required. Individual learning plans are used well to monitor learners' progress. They are detailed and record all achievements. However, targets are not individual to each learner. Learners' progress reviews are completed and recorded at the end of each short course, and on longer courses, reviews are completed on a three-week basis. Learners receive written feedback, which is entered on their learning plans. As identified at the previous inspection, key skills in communication and application of number are integrated with the PE programme. Key skills sessions take place on one morning each week. Learners requiring support for literacy or numeracy are referred to the education department. Catering learners receive literacy and numeracy support in the kitchen on one morning each week. Learners in catering do not have individual learning plans and no formal reviews take place.

77. Most teaching and coaching in PE is satisfactory or better. Tutors use a range of teaching methods and encourage teamwork among learners. Learners are well motivated and fully engaged in sessions. The learning environment is good and classes are well managed. Assessment of awards complies with awarding body requirements. There is no structured training in catering but learners receive good individual coaching. They are required to take responsibility for set tasks and respond positively to demanding routines. There is a lack of assessment in catering and learners make slow progress towards NVQs. One learner has been on an NVQ at level 1 for 18 months and has completed only two units of the qualification, although he works in the kitchen every day. This learner has completed all knowledge requirements but these have not been assessed. Learners are required to produce a large amount of written work for their portfolios, which also slows their progress. Recording and monitoring of learners' progress are poor. Learners in PE and catering benefit from gaining practical skills and increased confidence and self-esteem.

78. The PE department has many links with external agencies that enhance the learners' experience. Some learners participate in local rugby, football and basketball leagues, as

well as working with a local adult special needs group. Two learners who completed the full Duke of Edinburgh's Award successfully completed both camp and expedition work. There is good celebration of success, with many press releases about successes and teams appearing in the local newspaper. Learners are also involved in charity fund-raising events.

### **Leadership and management**

79. Management of PE programmes is good. Regular PE team meetings take place and are recorded satisfactorily. Data is collected regularly on attendance and achievement in PE. Staff have developed a quality assurance system for PE courses. The system is new but covers all aspects of the training process from application to course reviews. Parts of the system have been used on previous PE courses but the current course is the first where the full system will be used. There has not yet been any formal analysis of previous information collected to contribute to improvements or future course planning. No lesson observations have been carried out in PE or catering.

80. Management of NVQs in catering is poor. Systems and processes are unclear. Staff are not fully aware of their role in the NVQ process. For example, one assessor is carrying out assessment and internal verification. There is little planning of training and assessment. Registration of NVQ learners is left until the end of the process. There are no quality assurance procedures in place. Kitchen staff work closely together and rely on informal discussion and records.

## Foundation programmes

81. Foundation programmes are very weak.

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

### Strengths

- good individual support for learning

### Weaknesses

- unsatisfactory learning resources
- poor planning of individual learning in literacy and numeracy
- unsatisfactory arrangements to ensure programmes meet the learners' needs and interests
- inadequate leadership and management

## Achievement and standards

82. It is not possible to make judgements on retention and achievement on foundation programmes. As at the previous inspection, collection and analysis of data on foundation learners' retention and achievements is still not carried out. However, the YOI is not on schedule to achieve its key performance targets for level 1 and level 2 qualifications. Data for 11 months of the current year shows 75 per cent of the year's target reached at entry level and level 2, and 84 per cent at level 1.

83. Learners following assertiveness programmes make excellent progress towards achieving worthwhile learning goals, such as understanding the causes and effects of stress. Standards of painting and drawing in art classes are good. In literacy and numeracy sessions, attainment is varied. In some sessions, learners have a good understanding of the topic areas they cover. In others, learners' work is significantly above or below an appropriate standard for the goals set for them. In most sessions learners respond confidently to tutors' questions and develop useful skills of collaborative and individual working.

## Quality of education and training

84. Individual support for learning is good. In lessons, tutors readily provide good help and encouragement to individuals working independently. They routinely monitor learners' work, and make good use of their knowledge and understanding to clarify points of difficulty that learners raise. Staff regularly visit learners who are unable or unwilling to attend timetabled education sessions, meeting them on the residential wings or in the healthcare unit. They offer appropriate individual tuition and ensure learners have sufficient material for private study. Volunteer mentors from an external agency

visit the YOI weekly. They provide useful individual support to learners, which often continues following their release. Some learners following vocational programmes receive appropriate literacy, numeracy, language or key skills support in workshops, the canteen and the gym. Other arrangements include organised support from other learners on the wings, for individual learners. Involvement of external support agencies and support from other learners were strengths at the previous inspection.

85. Standards of teaching and learning are wide-ranging, as at the previous inspection. The standards of literacy and numeracy teaching overall were weaker than those in other foundation subject areas. In the best lessons, learners work towards clear objectives made explicit to them. Topics and teaching provide good levels of challenge and motivate learners well. In most sessions, learners concentrate and work productively in groups and individually. In the weaker sessions, learners spend too much time working through practice test papers and learn little.

86. Resources for learning remain unsatisfactory. In some sessions, tutors make good use of imaginative resources that they devise themselves. However, the range of resources available for literacy, numeracy and ESOL learning is narrow and predominantly paper-based. Learners do not use ICT. Physical aids for numeracy teaching and educational games are not available or forbidden under the YOI's regime. Insufficient staff have specialist qualifications or training. In art sessions, learners work at unsuitable tables when drawing and painting. Learners do not have materials for three-dimensional work. Furniture in most classrooms has improved since the previous inspection, but decoration remains poor with few displays of learners' work.

87. Planning of individual learning in literacy and numeracy is poor. Session planning is thorough. However, most session plans contain group learning objectives which focus too closely on the processes of learning rather than the outcomes for learners. Session plans rarely specify sufficient different goals or activities for individuals within the group. Schemes of work do not cater adequately for the routine practice of learners joining courses at different times, nor describe how individual as well as group learning goals will be met. Since the previous inspection, the use of individual learning plans has improved and learners often have individual learning plans covering a six-week period. However, the short-term targets these plans contain are insufficiently specific, and tutors do not set dates for their achievement. Learners do not have copies of their individual learning plans. However, recording of what learners cover in sessions is thorough. While the use of initial assessment has improved since the previous inspection, it remains inconsistent. In recent months, appropriate diagnostic testing routinely follows initial assessment as part of induction to the YOI. However, significant numbers of learners assessed before the current arrangements started have recently joined literacy and numeracy programmes that are inappropriate for their needs.

88. Arrangements to ensure programmes meet the learners' needs and interests are unsatisfactory. The YOI requires young offenders whose initial assessments show levels of attainment below level 2 to attend literacy and numeracy provision, regardless of their interest in following these programmes. Some learners work towards test outcomes they have already achieved or which present little challenge. ESOL provision is

unsatisfactory. Arrangements to identify the needs of learners who speak English as an additional language are weak. Few learners with such needs attend ESOL provision. ESOL learners work towards inappropriate entry level qualifications in literacy. The YOI does not offer national tests in ESOL. Support for learners with dyslexia is inadequate. At induction, learners routinely receive screening tests to identify dyslexia, but formal support is not available for those who require it. Programme planning is weak. Programmes reflect historical provision and what existing tutors can offer rather than meeting young offenders' needs or interests. Waiting lists are long for popular classes such as cookery. Information about the learning programmes learners follow is poor. Most learners attend more than one class, but they do not have personal timetables recording this, and staff do not have ready access to this information. All learning sessions are timetabled to last two and a half hours. This is often too long to sustain the learners' interest. In recent weeks, the YOI has improved the operation of the labour board responsible for allocating learners to activities. However, these arrangements are too new for judgements on their effectiveness. Inspectors identified the range of provision as inadequate at the previous inspection.

### **Leadership and management**

89. Leadership and management of foundation learning remains inadequate. Co-ordination of literacy, numeracy and ESOL provision is poor. Arrangements to cover a vacancy for a co-ordinator post are inadequate. Levels of staff absence are high. Measures to provide cover staff for classes do not provide adequate continuity for learners. Induction for part-time staff is inadequate. Newly appointed part-time staff rarely receive an appropriate introduction to working in the YOI. They rely heavily on informal support from more experienced permanent staff. Data on learners' retention and achievement is not collated or used. Target-setting for learners' achievement is weak, and narrowly confined to compliance with the YOI's key performance targets. Data is often unreliable. Quality assurance is weak. Few staff are aware of quality assurance procedures, such as course reviews. Managers do not systematically monitor standards of schemes of work, lesson plans or individual learning plans. Action to improve foundation programmes since the previous inspection has been slow, and standards have deteriorated in some areas. Self-assessment is incomplete. Promotion of equality of opportunity is weak. Displays in classroom areas and corridors contain few positive images or messages. Lesson content and materials rarely touch on equality or diversity.