

HMPYOI Onley

Reinspection report

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329206

Contents

Background information	3
Reinspection judgements	3
Scope of the reinspection.....	3
Description of the provider	4
Summary of grades awarded at previous inspection	5
Summary of grades awarded at reinspection.....	6
Overall judgement	7
Effectiveness of provision.....	7
Capacity to improve	7
Key strengths	8
Key areas for improvement	8
Main findings.....	9
Employability training	9
Achievement and standards	9
Quality of provision	10
Literacy, numeracy and ESOL.....	11
Achievement and standards	11
Quality of provision	11
Personal development and social integration	13
Achievement and standards	13
Quality of provision	14
Leadership and management	14
Equality of opportunity	14
What learners like at HMPYOI Onley.....	17
What learners think could improve at HMPYOI Onley	17

Background information

Reinspection judgements

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

Key for reinspection grades

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

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

Scope of the reinspection

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

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

- Preparation for life and work programmes:
 - Employability training
 - Literacy, numeracy and English for speakers of other languages
 - Personal development and social integration

Description of the provider

1. HMP YOI Onley (Onley) is a training prison near Willoughby in Warwickshire. It caters for 640 category C male prisoners. Of these, 240 are young offenders aged between 18 and 21 years of age and 400 are adult prisoners. The prison receives approximately 120 new prisoners a month. The majority have literacy and numeracy levels of Level 1 or below on arrival. A quarter of the population stay for less than a month at Onley. Currently 59 prisoners are foreign nationals. It serves a wide area from Sheffield to Southampton, with only around 50% of its population from Warwickshire and adjoining counties. Onley discharges around 80% of its population into their home communities.
2. The Manchester College (TMC) is responsible for providing an information, advice and guidance service, literacy, numeracy, English for speakers of other languages (ESOL), key skills, information communication technology (ICT), business studies, art, hairdressing, cooking on a budget and social and life skills programmes. TMC operates the professional training catering programme in-conjunction with The Holiday Inn group and audio-recording of stories for prisoners' children linked to 'Story-Book Dads' at HMP Dartmoor. TMC are responsible for the motor vehicle, painting and decorating and brick workshops. They support learners undertaking distance learning courses and for literacy and numeracy skills development in some workshops.
3. Prison service provision includes physical education (PE), which has re-introduced accredited courses since the previous inspection; the main prison kitchen, concrete production area, including fork-lift training; the new construction multi-skills workshop; wheelchair and bicycle repairs; industrial cleaning; gardening and grounds work; recycling white goods and waste management; the prison ICT academy and learndirect provision. In addition, programmes to promote positive lifestyle changes, such as enhanced thinking skills (ETS), Prison-addressing Substance Related Offences and victim awareness programmes are offered by prison psychology staff and the chaplaincy team. The library is contracted to Northampton County Council.

Summary of grades awarded at previous inspection

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

Summary of grades awarded at reinspection

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

Overall judgement

Effectiveness of provision

Good: Grade 2

4. The overall effectiveness of the provision is good. The overall quality of the provision and leadership and management are good, as is achievement and standards of the personal development and social integration provision. The achievement and standards of employability training and literacy, numeracy and language provision is satisfactory. The prison's approach to equality of opportunity is satisfactory.

Capacity to improve

Good: Grade 2

5. The prison's capacity to improve is good. At the previous inspection, the prison's capacity to improve was satisfactory. The learning and skills provision was in a significant period of change and had serious staffing difficulties, with many vacant posts across both the TMC and prison service provision. These staffing problems are now resolved, the provision is fully operational and includes new areas, such as the construction multi-skills workshop. There are 400 full-time and 236 part-time learning and skills activity places; a significant increase from 344 and 166 at the previous inspection.
6. Qualifications levels achieved are steadily increasing. Standards of work across all areas are much improved and vocational skill levels are high. Since the previous inspection there has been a significant emphasis on health, hygiene and safety practises in all vocational areas; which are now good. In the last year, three catering learners have progressed into employment with The Holiday Inn group; a significant achievement. Employer links for progression into employment on release are high priority and now include developments such as employer forums and fairs.
7. Since the previous inspection, the new prison senior management team has worked intensely with TMC to improve the quality of the learning experience, which is now at least good in most areas. There is strong strategic focus with high emphasis on full participation in learning and skills activities. For example, TMC courses have improved from 60% at the previous inspection to 91% currently. Prison senior managers monitor attendance at all activities on a daily basis, challenge concerns and support developments. As well as investment in well qualified and experienced teaching and instructional staff, key coordinators have been employed to support developments across both the TMC and prison learning and skills areas. Information, advice and guidance service works closely with the prison employment allocation team. Induction procedures are much improved, there is better target-setting and a useful six-week review takes place for learners to ensure allocations are appropriate. Good information materials, with helpful visuals, inform prisoners about the wide range of learning and skills

activities and qualifications now on offer. Management of sessions in the education department have significantly improved. Teaching is much improved and is satisfactory overall, whereas previously it was a cause for concern in some subjects.

8. The self-assessment process is inclusive. Good use is made of course and workshop reviews, learner and employer feedback to inform judgements. Data is analysed and used to inform judgements, although insufficient challenge is made to those learners leaving TMC courses for prison-related issues, such as discharge. Development planning has clear target-setting staff responsibilities and timescales, the progress is good. The quality improvement group involves very effective prison-wide areas working well together, supporting the significant management of change. A recent training needs analysis by the information advice and guidance team and external links is informing further developments.

Key strengths

- High standards of learners' practical skills
- Good quality resources across a wide range of vocational skills provision
- Strong strategic focus and good management of change
- Good internal and external partnerships
- Highly effective action to improve the quality of the provision

Key areas for improvement

- Ineffective target-setting for timely achievement by some learners
- Insufficient interrogation of learner achievement data systems
- Development and embedding of quality assurance arrangements

Main findings

Employability training

Achievement and standards

Contributory grade: Satisfactory: Grade 3

9. Achievement and standards are satisfactory overall. Achievement rates vary significantly between different courses and are high in some areas. However, although overall achievement rates have improved since the previous inspection, on some courses they remain too low with too few learners successfully completing the intended qualification aim. In addition, those in a minority of prison employment do not have access to accreditation for skills learnt.
10. The standard of learners' practical skills is high. In most training workshops learners produce work to a good industrial standard. For example, in the motor vehicle workshop learners were observed servicing and maintaining the braking system on a car using tools and equipment safely and following manufacturers' servicing schedules competently. In brickwork learners were able to complete brick and block-work to a good quality standard while following good industry practices and adhering to health and safety requirements. This is a significant improvement since the previous inspection. The standard of learners' practical work in some areas is at a higher level than that required by the award they are working towards. The learners in the professional training kitchen are working on the Holiday Inn programme to high industrial standards, including very good presentation skills and with close attention to good hygiene and safety practices. Learners in the recently re-opened hairdressing salon were skilfully cutting practise blocks, after only two weeks tuition.
11. Achievement rates are high on (PE), industrial cleaning, motor mechanics and fork-lift truck programmes. In 2007/08, over 200 industrial cleaning qualifications were achieved at Levels 1 to 4, with success rates on most these courses being 100%. Nearly 100 learners achieved qualifications from the PE department and the success rates on most these courses are very high. On the motor mechanics course, 79% of learners who started the course successfully achieved the qualification with the success rate increasing to 92% if those who left the course early due to prison regime requirements are excluded. On the fork-lift truck programme, although learner numbers are low, in 2007/08 all but one learner successfully achieved the qualification.
12. Achievement rates for the qualifications awarded in brickwork and in painting and decorating are low. In 2007/08, only 21% of learners who started the painting and decorating course successfully achieved the full qualification and no learners in brickwork achieved their qualification. On-programme improvements have taken place recently in both these areas, although in-year data was not available. 2007/08 data for learners in the prison information and communications training agency workshop shows no achievement, with 34 of the 40 learners who started retained in learning.

13. There is insufficient recognition and recording of general employability skills such as, work ethics, reliability, attitude and attendance. Good attention is paid to these skills in the professional training kitchen. In addition, there is insufficient use of related accreditation for example, key skills awards in communication, working with others or improving own learning and performance are not used to recognise or extend skills. In a minority of prison work areas, accreditation for skills learnt is not offered.

Quality of provision

Contributory grade: Good: Grade 2

14. The quality of provision is good. Teaching and learning are good. Learners in the professional training kitchen benefit from high levels of skills and knowledge training, including good use of visiting chef-trainers. Staff are well qualified and have good vocational experience. In most training workshops, learners are able to work in realistic working environments on tasks that enable them to develop skills relevant to the vocational area in which they work. Tutors have lesson plans that detail what is to be covered in sessions, although in some instances plans are not specific enough to ensure all learners are targeted to make good progress. Tutors provide good individual support and give good practical demonstrations. Practical teaching is more effective than classroom teaching in the vocational areas.

15. The range of courses is good at meeting the needs and interests of learners. The number of courses and the range of accreditation have increased and are mostly appropriate given the prison population. The quality of resources across a wide range of vocational skills provision is good. Learners benefit from very well equipped workshops with good supplies of required materials, tools and equipment to enable training and assessment activities to effectively take place. Workshops are clean and tidy and the majority are well managed. Learners benefit from the good range of internal and external partnerships. Construction industry partnerships have been maintained and extended since the previous inspection. Links between the prison and the education provider are good and enable the sharing of resources. Very productive links with charities, local and national employers and a local college significantly enhance the opportunities for learners to gain valuable employability skills. In 2007/08, three catering learners gained employment on-release with the international, prestigious Holiday Inn group. There are good and extending links with the cookery group and main prison kitchen providing good accredited progression routes for learners. However, in brickwork, painting and decorating and motor vehicle progression routes from one level to the next are limited and some learners who complete work at a higher level are not accredited appropriately.

16. Guidance and support are satisfactory overall. Good links between the information, advice and guidance and employment training allocation teams benefit learners by working closely to place them into appropriate learning areas and manage waiting lists for the very popular training workshops. Learners have individual learning plans and are set targets to help them achieve. However, the use of targets is more effective in some learning areas than others. In the best

examples short term measurable targets are set and these are frequently reviewed to ensure learners make good progress and achieve well. In some areas, the ineffective use of challenging targets with some learners slows progress. In these areas, learner's individual learning plans are often not specific enough and do not set measurable short term targets. In several examples seen by inspectors, the targets set simply state the qualification aim and does not detail the individual activities that learners need to complete on the journey to achieving the full award. The support provided for the development of literacy and numeracy skills within vocational areas is satisfactory overall. In some workshops where literacy and numeracy is fully established within the vocational area the development of learners basic skills is more effective than where support is provided on a 'drop-in' basis.

Literacy, numeracy and ESOL

Achievement and standards

Contributory grade: Satisfactory: Grade 3

17. Achievement and standards are satisfactory overall. In 2007/08, too many learners did not complete literacy and numeracy awards. On education department courses, less than half achieved an award, as only 47% of literacy and 43% of numeracy learners were successful. Only full award achievement is recorded in data tables. Nearly 200 started literacy courses and 100 started numeracy courses. However, data shows a significantly high number did not complete their courses for prison-related reasons, including discharge from Onley. When these numbers are removed from the data, achievement rates are better as they rise to 73% and 85% for literacy and numeracy respectively. Approval to offer ESOL qualifications has recently been put into place and 50% of learners have achieved and the remaining nine are still in learning. Data for the year to date was not available.
18. In the learndirect provision in 2007/08, the achievement on numeracy courses is excellent at 100% at entry and Levels 1 and 2. Literacy Entry Level course achievement was poor as only 5% of the 21 learners who started courses achieved, despite there being 71% retention. However, literacy Level 2 was much better at 100% and all seven learners achieved awards.

Quality of provision

Contributory grade: Satisfactory: Grade 3

19. The quality of provision is satisfactory. There is a good range of opportunities for literacy and numeracy skills development. Classes in the education department can be attended full or part-time. Since the previous inspection, allocation to classes has changed to avoid very mixed ability groups. Differentiation is now planned and appropriate activities prepared for learners. However, there is some lack of challenge when learners are waiting to progress to higher level groups. Good established literacy and numeracy support for learners is in place in most workshops. In the better provision, learners' skills are developed in the context of

the vocational area, using relevant examples and work. The bricks workshop is a good example where the instructor delivers very relevant support. Education staff visit workshops to support learners, although for some this is done in isolation from the vocational context. The prison is aware of this and it is in the 2008/09 action plan. In addition, learndirect offers computerised literacy and numeracy provision. 'Story Book Dads' is a good introduction to literacy for many learners. Those with lower level literacy skills frequently develop a sustained interest in learning through their motivation to communicate with their children or siblings by reading aloud. Initially, this can be with good verbal staff support learners to enable them to make audio recordings. The 'Toe-by-Toe' peer mentored scheme gives additional learners a start with literacy skill development.

20. Good use is made of the initial assessment data to inform management decisions about levels to be offered for literacy, numeracy and language skills development. For example, recently, less Entry Level and more Level 1 and 2 literacy and numeracy groups are offered to meet the needs of the current population. Information, advice and guidance staff identify prisoners initial literacy and numeracy abilities on arrival at the prison and these results are available to staff on the centralised computer system. They are up-dated when learners' achieve higher levels.
21. Teaching and learning is satisfactory. There has been much improvement since the previous inspection. Recently completed teaching and learning observations identify a variety of standards of sessions. The 2008/09 action plan includes support for staff and a review of lesson plans and schemes of work. Lesson plans are varied in their quality of completion and content. The better ones have clear and measurable objectives. In learning sessions there is good use made of whiteboards to share session topics, aims, objectives and the times of breaks with learners. Classroom management has improved since the previous inspection. There is now a calm air of learning in the department. Good use is made of a variety of individual and group activities to simulate learning and maintain learners' interest. Cover teachers are given good information about individual learners and prepared materials, which is a significant improvement since the previous inspection.
22. There is insufficient focus on effective target-setting for achievement. The prison has recognised that despite improvements and staff training since the previous inspection, individual learning plans are under-used and there is insufficient use of short-term targets. For literacy, numeracy and language learners, there is insufficient use of unit targets for achievable outcomes relating to learners' abilities and their likely length of stay at Onley. There is over-use of full award targets on learning plans, but better use of targets in learning sessions. Recording of unit achievement does not contribute to measuring success on literacy, numeracy and language courses.

Personal development and social integration

Achievement and standards

Contributory grade: Good: Grade 2

23. Standards of learners' practical skills are high on art and cookery courses. Art work is innovative and learners are encouraged to research their individual interests and create individual and good quality art work in a variety of medium. On both the healthy living cookery and professional catering courses learners develop good skills supporting their personal development and improving opportunities for social integration. Kitchen skills and techniques are good, work is well presented and learners benefit from the experience and achievement of being able to provide good quality meals, which they enjoy sampling.
24. The significant improvement in individual learners' behaviour and personal skills' through their participation in learning and skills activities is recognised by staff across the prison, including on residential units. Having been encouraged to participate by senior management directives and supportive, persistent staff, such as those on the an information, advice and guidance team, individual learners are finding the huge difference of being involved in learning new skills as a significant and positive influence on promoting positive lifestyle changes. Since July 2008, learners have been able to develop both their literacy skills and interests and family links through participation in the Story-book Dads' audio-recording of stories for their children. Two learners are now trained to carry out the recording and editing processes. In addition, programmes offered by the psychology and chaplaincy teams have met or exceeded target completions in 2007/08, for example both victim awareness courses had 100% success rates.
25. There is good achievement of unit and full award accreditation in business studies. Of the 73% of learners who completed the course in 2007/08, all achieved either full or partial accreditation. Social and life skills, art and health living cookery courses have high achievement rates for learners retained on courses, but too many leave courses early for prison-related reasons, such as discharge.
26. There is insufficient formal recognition and recording of personal skills developed in learning and skills activities. Good informal feedback is given by staff to learners and some learners record key aspects of their own development in work logs. Whereas there are pockets of good practise, there is not a system to encourage this to happen with all learners and support the development of social integration skills through improved self-awareness. Other good, but non-accredited skills are developed by learners in the book club, creative writing group and in contributing to and producing the prison magazine.

Quality of provision

Contributory grade: Good: Grade 2

27. Teaching and learning is good overall. Accommodation is much improved since the previous inspection. New computers, including laptops for flexible use, have been purchased since the previous inspection. The environment is conducive to focused learning, supported by effective session management. Good use is made of whiteboards to communicate aims, objectives and session activities, including toilet breaks. Health, safety and hygiene practices in cookery sessions are much improved, enhanced by the wearing of kitchen uniforms. The Story-book Dads' provision is about to move to a new purpose-refurbished location with improved facilities on a residential wing.

28. A good range of programmes are offered across the prison. Good links are in place across the learning and skills provision to enable learners, who enjoy new subjects tried out of general interest, such as cookery and information technology to progress onto vocational courses to hone their skills ready for employment. Good internal and external partnerships have been maintained and further developed since the previous inspection. Links between learning and skills and resettlement functions are much improved and supporting personal and social integration skills' development though links with employers and support in preparing for interviews for employment. A wider and more regular attendance at the quality improvement group have further established better working relationships and a greater awareness of each other's work.

29. The systems to sequence learners' allocations to programmes is improving by the improved links between the information, advice and guidance and employment allocation team. Since the previous inspection, the an information, advice and guidance team has met regularly with the psychology team to aim to allocate learners to courses that meet their individual needs, such as to improve literacy skills before attending an ETS course, to participate more fully. Both the an information, advice and guidance and employment allocation team are due to move into a combined office, central to the residential units shortly after inspection.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

30. There is a strong, strategic focus for developing the learning and skills provision as an integral and vital aspect of Onley prison life. The establishment delivery plan 2008/09 shows the functional role learning and skills has in contributing to Onleys clear aim of reducing re-offending by providing prisoners with the opportunity to improve their skills, knowledge, and behaviour to improve their ability to lead purposeful and law-abiding lives upon release. Good management of change has been led purposefully for the last six months by significant changes to the senior management team, including a new governor. Daily management

meetings include a regular agenda item to monitor attendance at all activities, challenge concerns and support developments. Communication is good and the senior management are visible around the prison, a feature appreciated by staff and prisoners and emphasising the importance of learning and skills at Onley.

31. Good internal and external partnerships are a positive feature of Onley's provision. Learner forums and staff groups, such as the workshop staff meet regularly to discuss improvements and share good practise. Working relationships with TMC are very good and clear development planning by both the prison and TMC have focused and supported improvements. The prison has appointed a community partnerships manager to further develop the established good employer and external links to assist learners with job-seeking and manage progression opportunities into work on-release. Since the previous inspection, three learners on the professional catering kitchen programme have successfully secured employment at the Inter-continental hotel group, which is a major achievement.
32. There have been highly effective actions to improve the provision since the previous inspection. The learning and skills provision was in a significant period of change and had serious staffing difficulties, with many vacant posts across both the TMC and prison service provision. These staffing problems are now resolved, the provision is fully operational and includes new areas such as the construction multi-skills workshop. There are 400 full-time and 236 part-time learning and skills activity places, a significant increase from 344 and 166 at the previous inspection. TMC courses have improved from 60% at the previous inspection to 91% now. As well as investment in well qualified and experienced teaching and instructional staff, key coordinators have been employed to support developments across both the TMC and prison learning and skills areas.
33. The quality improvement group has widening its membership to be more inclusive of learning and skills across the prison. It has regular agenda items of health and safety, quality assurance, Skills for Life, diversity, self-assessment, retention and achievement and subject reports for consistency and follow-through at its monthly meetings. A quality calendar outlines annual quality assurance arrangements. Teaching and learning observations are gradually supporting improvements in the standards of teaching that were a cause for concern in some subjects at the previous inspection. Course and workshop reviews are used effectively to inform self-assessment judgements. Quality assurance arrangements have improved since the previous inspection. Developments across the prison service provision are benefiting from the sharing of good practise with TMC.
34. Quantitative data to inform management decisions is used better now to inform management decisions. TMC has systematic data recording from August 2007. However, TMC has paid too little attention to questioning why on most its courses too many learners leave before completing programmes, for what it records as 'prison-related issues'. In contrast with prison provision, there is insufficient

interrogation and challenge of TMC learner achievement data to explore ways to resolve the retention issues.

35. Equality of opportunity is satisfactory. Safeguarding arrangements are in place. Safety and security predominate following three escapes thus restricting movement and use in specific areas. The race equality policy for staff, visitors and prisoners and a diversity policy for staff are satisfactory. Developments are led by the diversity equality action team and agreed with the diversity management group. Prisoners are made aware of their rights and responsibilities during the induction programme. All prisoners are given an individual reference copy of the induction booklet recently produced by the information, advice and guidance team. This inclusive and well produced booklet, with good use of appropriate visual images, helps to inform all learners about the wide range of learning and skills provision. The an information, advice and guidance and employment allocation team work well together to try to ensure all prisoners have fair and equitable access to activities. Restrictions in access for security reasons to a minority of activities, such as gardening are made clear in the learning and skills information booklet. Allocations to classroom subjects are much improved since the previous inspection, particularly for different learner ability levels. TMC staff are included in prison service training activities, including those relating to equality and diversity topics.

What learners like at HMPYOI Onley:

- The professional training kitchen – and ‘the tutor who’s brill’
- Training that leads to better employment chances on-release
- ‘The chance to get useful training, that I’d not had before’
- ‘Being in concrete’s great at this jail’
- ‘It’s much better now there’s more to do here’
- ‘Storybook Dads has helped me build better links with my kids’

What learners think could improve at HMPYOI Onley:

- ‘Higher level hairdressing qualifications, more use for getting a job’
- ‘More library books to match the training on offer at the prison’
- ‘Need more different sports – too much weights’
- Need to complete qualifications started – ‘really need to get the certificate’