

Enham – Foundation Learning

Inspection report

Unique reference number: 50124

Name of lead inspector: Bill Shepley HMI

Last day of inspection: 27 May 2011

Type of provider: Independent learning provider

Address: Enham Place
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Information about the provider

1. Enham (the organisation) was founded in 1918 to help those disabled in the First World War. From its headquarters in the village of Enham Alamein, in Hampshire, it works mainly in central southern England. The organisation defines its vision as 'a society where disabled people are valued as individuals and are enabled to achieve their full potential through the choice of independence and the opportunity to work'.
2. Enham provides housing, employment, personal care and training. It operates a number of commercial enterprises which offer direct employment opportunities for disabled and disadvantaged people. In addition, Enham contracts with the Department of Work and Pensions and the Young People's Learning Agency (YPLA). It is Enham's contract with the YPLA providing a Foundation Learning programme for 16- to 18-year-old learners that is the subject of this inspection. Enham employs 36 staff in its learning and working team, of whom 14 deliver foundation learning at four centres in Southampton, Farnborough, Bordon and Alton.
3. Enham, in common with similar providers throughout England, moved in September 2010 from the delivery of the Entry to Employment (E2E) programme to the replacement Foundation Learning programme. This inspection includes consideration of the outcomes from the last two years of E2E in making its judgments on the Foundation Learning programme overall.
4. Enham's learners are predominantly white British, largely matching the regional population. In 2009/10 some 35% of the organisation's learners had learning or physical disabilities. In 2010/11 the number increased to 45%. At the last census some 15% of local residents declared learning or physical disabilities.
5. Enham's working and learning team do not currently have subcontracting arrangements with other organisations.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: Foundation Learning, including Entry to Employment	200

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	2
Equality and diversity	2
Subject Area	Grade
Foundations for learning and life	3

Overall effectiveness

6. Overall, Enham provides satisfactory training. It is successfully introducing a new Foundation Learning programme. Enham has the appropriate capacity, through its staff, resources and expertise, to improve its programmes further. The success of those in learning is satisfactory, with most achieving what they set out to gain from their learning. Learners are guided well to understand the benefits of a healthy lifestyle and they make a good contribution to their local communities.
7. Enham’s staff are good at teaching, often providing lively training sessions which learners enjoy. However, tutors do not sometimes make enough use of the knowledge they have of learners’ abilities to adapt the teaching to the needs of individuals. Staff are experienced and well trained; the accommodation and learning materials used are satisfactory. Enham provides the quality of support and guidance expected in Foundation Learning.
8. Those responsible for checking how well Enham does its job are good at their work. Enham has recently reorganised how it operates and has employed a number of new senior managers who are leading changes to improve the training provided. It is too early, however, to say how successful these changes will be.

9. Enham works hard and well to keep its learners safe. The organisation has good arrangements in place and learners have confidence in them. Enham is good at attracting and meeting the needs of learners from a wide range of backgrounds. It recognises that everyone is an individual and works hard to see that all learners are treated fairly. Enham works particularly well with a range of partners to plan and improve the learning they provide.
10. Arrangements for the organisation to check how well it is doing, and to plan for improvements, are satisfactory. Enham gathers the views of a wide range of learners, employers and partners. However, information about learners and their progress is not sufficiently well used.

Main findings

- Outcomes for learners are satisfactory. Progression to further education, training or employment was satisfactory in the previous E2E provision. Foundation Learning progression rates are currently low, but improving. It is, however, too early in the programme's first year to judge progression outcomes fully. The proportion of leavers gaining functional skills qualifications has improved significantly in the last two years but it remains low in mathematics and information and communication technology (ICT). Learners feel safe.
- Learners are supported well in making informed choices about their own health and well-being. Well-regarded courses, in substance abuse and sexual health awareness, form part of the Foundation Learning programme for all learners. Specific assessments and reviews challenge learners to reflect on the choices they make. Healthy eating advice is supported by practical activities.
- Learners make a good contribution to community and voluntary projects. Enrichment events are well attended. Learners have won an award for fundraising in the Southampton area and have helped to produce a video programme on facilities available to young disabled residents. Learners work enthusiastically and effectively with local voluntary groups.
- The quality of the provision is satisfactory. Teaching and learning are good, but insufficient use is made of the outcomes from initial assessment in improving learners' functional skills. Some lively and interesting teaching inspires learners, but in some sessions learning goals are not sufficiently linked to individual learners' needs. Planning for individual learning is not always evident in teaching sessions.
- Resources are generally satisfactory. Learners are supported by well trained and experienced staff. Computer facilities are good. Accommodation at two community venues needs updating, and learners would benefit from access to a wider range of Enham's specialist facilities.
- Partnerships to support learning are particularly effective. Good links with local businesses and colleges provide learners with a variety of work-placement opportunities. These enable learners to gain valuable skills and experience, and to prepare them for further learning on vocational courses. Well-considered

projects with voluntary organisations provide opportunities to gain new skills and also to raise the confidence and self-esteem of learners.

- Leadership and management are satisfactory. Enham has undergone extensive reorganisation in the last year and many senior managers are new in post. An appropriate range of improvements to the provision and its resources are being undertaken, but it is too early to judge their full impact. The transition from E2E to Foundation Learning is being appropriately managed.
- Enham's trustees are good at providing leadership, direction and challenge. They are leading organisational change well, appointing a new chief executive officer and guiding an appraisal of the organisation's role in a changing environment for the disabled. Trustees bring an excellent range of prior expertise to their work. They receive appropriate training for their supervisory roles.
- Arrangements to safeguard learners are good. Enham meets the government's requirements for the safeguarding of learners. Safeguarding has a high priority and is well managed. Policies are clear and they are robustly applied. The training of staff is good and learners' awareness of safeguarding matters is appropriately developed. Enham's safeguarding panel is rigorous in its oversight and strategic planning.
- The promotion of equality and diversity is good. Managers have a clear and realistic view of Enham's role in supporting a wide range of vulnerable learners and promoting their services to groups under represented in learning. Learning takes place in an environment which is supportive and accepting of individual learners' potential and needs. Discrimination is tackled well. Learners are confident that any concerns will be effectively addressed.
- Partnerships to develop and deliver the provision are good. Enham works well with learners, employers and partners in the strategic development of its provision. The organisation works closely and effectively with other Foundation Learning providers in the region to share placements, joint staff training initiatives, marketing and funding advice. Enham is a key member of the local 14 to 19 learning consortium of providers.
- Self-assessment and improvement planning are satisfactory. The self-assessment process is inclusive and broadly reflects key aspects of the department, but the latest self-assessment report lacks sufficient focus on Foundation Learning and is insufficiently self-critical in some areas. The quality improvement plan does not include sufficient qualitative and time-bound targets.
- The analysis of data to improve performance is insufficient. Information on the progress and outcomes for learners is difficult to analyse and errors occur in its interpretation. More quantifiable information is needed to monitor the provision fully. Enham recognises this and has recently introduced new software, but it is too early to judge its effectiveness.

What does Enham need to do to improve further?

- Improve the achievement of functional skills qualifications by continuing to develop a better understanding of their characteristics and integrating their delivery into all aspects of the programme.
- Improve the use of initial assessment outcomes by establishing specific targets in learning activity plans, challenging learners to meet their full potential.
- Restructure the self-assessment report so that it specifically addresses the Foundation Learning programme to support continuous improvement.
- Incorporate existing targets, set in appraisals and staff meetings, into a comprehensive quality improvement plan which includes quantitative and time-bound targets.
- Improve the use of data to inform and manage the provision by establishing an integrated database recording learners' progress and outcomes.
- Continue to implement recent strategic decisions to manage resources better so that Foundation Learning gains wider access to Enham's facilities.

Summary of the views of users as confirmed by inspectors

What learners like:

- the gain in confidence they have made since attending Enham
- the achievement of their learning goals
- that learning at Enham is fun
- the courses and the tutors who are helpful and friendly
- that they feel safe and feel that everyone is treated equally
- the work experience which helps to improve their curriculum vitae.

What learners would like to see improved:

- more computers on some courses
- the lack of space for learning at the community centre.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the excellent service they receive from Enham
- the exemplary support from staff
- the responsiveness of Enham in addressing their needs
- the good two-way communication regarding learners' progress
- the improvements seen in learners as they develop their occupational and social skills.

What employers would like to see improved:

- no comments received.

Main inspection report

Capacity to make and sustain improvement

Grade 3

11. Enham has a satisfactory capacity to improve. Since the last inspection in 2007, the organisation has successfully addressed most of the areas for improvement noted then by inspectors. However, two areas for improvement remain. The organisation has successfully introduced the new foundation learning programme and was part of the national pilot of functional skills qualifications. Outcomes for learners are satisfactory for the previous E2E programme. Teaching and learning are good, but improvements are needed in the use of assessment to support learners. Partnerships to support learning to develop and promote the provision are good with many useful initiatives introduced since the last inspection.
12. Enham has taken decisive action, led by its board of trustees, to restructure the organisation at a time of change and further challenge for its services. Enham has a clear drive to improve performance by the better sharing of resources and good practice. The safeguarding of learners is well managed, as are arrangements to promote equality and diversity. New policies and systems have been introduced, but it is too early to fully judge their effectiveness. Self-assessment is satisfactory.

Outcomes for learners

Grade 3

13. Outcomes for learners are satisfactory. Progression from the E2E programme to further education, training or employment has improved significantly in the last three years and is satisfactory at 58%, slightly higher than the latest available national average of 52%. Foundation Learning progression rates are currently low, but improving in the programme's first year. The proportion of leavers gaining functional skills qualifications has improved in the last two years. In 2010/11 to date, 58% of learners have gained an entry level 3 qualification in English. Success rates for mathematics and ICT are low however, at 46% and 48% respectively. No significant difference between the outcomes for different groups is evident.
14. Learners feel safe and they receive good support in making informed choices about their own health and well-being. Practical projects effectively promote healthy eating. Good use is made of assessments which challenge learners to reflect on the choices they make. Learners make a good contribution to community and voluntary projects. They gain in confidence and self-worth when, for example, they take part in community radio programmes.

The quality of provision

Grade 3

15. Teaching and learning are good. Inspectors' assessment of learning sessions broadly matched that of Enham managers. In the best sessions, enthusiastic and well-trained tutors inspire learners with interesting and varied teaching methods. Most sessions are well planned and effectively develop learners' soft

skills such as time management, effective thinking, building self-esteem, confidence and awareness of health and well-being issues. However, opportunities to integrate the development of learners' functional skills into these sessions are not always taken up. The development of work-based skills during placement activities is productive and enjoyed by learners. A wide variety of opportunities provide learners with an appropriate understanding of the demands and rewards of employment.

16. Initial assessment is thorough and includes appropriate learning styles assessment, but planning for individual learning is not always evident in teaching sessions. Some lesson plans do not make full use of the information on learners which is available to tutors. Learning goals in activity plans are not specific enough to enable learners to reach their full potential or to challenge more able learners sufficiently. Constructive and supportive feedback to learners during reviews helps them to identify future employment and learning goals.
17. Resources for learning are satisfactory. Information and communication technology (ICT) resources are good and well used at community venues, including a drop-in cyber café. Enham has made well-considered investment in the recent establishment of a virtual learning environment. Senior managers are, however, aware of the need to improve accommodation at two community venues and to provide foundation learners with access to a wider range of the organisation's specialist facilities. It is too early to judge the full impact of proposed improvements.
18. Enham's foundation learning programme appropriately meets the needs and interests of its users. Learners are encouraged to take ownership of their learning through involvement in planning provision. Learners on the 'developing effective thinking' course enjoy their learning. They identify the positive gains of solving problems and gaining confidence to progress to other learning or employment. Enrichment activities are well attended by learners.
19. Partnerships to support learning are good. Productive links with local businesses and colleges provide learners with a useful variety of opportunities to gain valuable work place skills or further their learning on vocational courses. Learners are involved in sustainable community projects, such as the Alton allotment project, and have helped Southampton Council to research the support and social facilities available for disabled young people. Enham has developed well-regarded links with regional businesses which produce work placement and employment opportunities. Some national and local retail and food chains see Enham as their first point of call when they recruit in the local area.
20. The care, guidance and support learners receive are satisfactory and well suited to the needs of learners. Good ratios of learners to tutors and support workers help learners to overcome barriers to attendance and timekeeping and encourage ownership of learning. Appropriate information, advice and guidance are included at points throughout the learning programme. Tutors and support

workers provide sensitive support to learners to overcome social and personal barriers to learning, and demonstrate clear interest and care in their development.

Leadership and management

Grade 3

21. In the past year Enham has undergone extensive reorganisation. Out of six senior managers, four have less than a year's service. Managers are developing appropriate strategies to integrate all the organisation's services to make full use of expertise and resources. It is too early to judge the full impact of these initiatives. The new chief executive officer and team are agreeing and setting clear objectives, constructively shared with staff. The Foundation Learning programme has been effectively introduced. Paperwork has been streamlined in response to staff and learner feedback.
22. Enham's board of trustees provide good leadership, direction and challenge. They have played a key role in recognising the need for the organisation to adapt at a time of change for disabled people and have made key appointments to advance their aims. Trustees are highly committed, involved and bring the experience of a wide variety of commercial backgrounds. They monitor the provision well, with individual trustees having specific oversight responsibilities. They are supported with effective training.
23. Safeguarding receives a high priority and is well managed. Enham meets government requirements regarding safeguarding. All staff are subject to standard or enhanced Criminal Records Bureau checks as appropriate and these are renewed every three years. A suitable central record of the checks is well maintained and secured. All staff, including directors and trustees, have, or are scheduled to receive, safeguarding awareness training. Enham maintains close and timely contact with safeguarding authorities, including the police. A trustee, who is the organisation's designated person for safeguarding, brings clear commitment, expertise and care to the role. Safeguarding arrangements are appropriately reviewed annually. All learners receive suitable safeguarding awareness training as part of induction. Monthly safeguarding meetings include feedback on matters of concern to inform future practice.
24. Enham's promotion of equality and diversity is good. Senior managers demonstrate a clear and realistic view of the challenges posed by the opportunity and responsibility for disabled people to manage their own care. The organisation has good experience in informing policy at government level. Enham works hard to promote its values and services to under-represented groups. The organisation works frequently with a local community radio station aimed at residents from minority ethnic minority groups, raising awareness in the local Asian community. Arrangements to eliminate bullying and harassment are robust. Learners understand well how to raise concerns and have confidence in the organisation to address them effectively.

25. Enham's engagement with users to support improvement is good. Productive work with learners, employers and other partners has involved them well in strategic planning. Learners' views are sought through surveys, meetings and an online network, whilst a partnership liaison manager actively works with employers, colleges and other partners to capture their views. Enham works closely with other foundation learning providers in the region to share placements, joint training initiatives, marketing, funding advice and representation on the local 14 to 19 consortium.
26. The self-assessment process is satisfactory. Evidence gathering is inclusive, involving key staff and team leaders who also disseminate employers' and learners' views. Teaching is observed each term and constructive feedback is given. The latest self-assessment report, which is still in draft form, broadly reflects key aspects of the department of learning and working, but it lacks sufficient focus on the Foundation Learning programme. Some grades awarded by Enham through self assessment were higher than those awarded at inspection. Planning focuses appropriately on key areas for improvement and has resulted in positive change since the last inspection. The latest quality improvement plan, however, does not include sufficient clear, time-bound and measurable targets. Targets set in staff appraisals and team meetings are not brought together in a coherent plan for improvement. Data on learners' performance and progress is incomplete and its analysis is sometimes inaccurate. Enham has recognised both these areas for improvement and is actively addressing them.
27. Value for money is satisfactory. Outcomes for learners are satisfactory. Staff development opportunities are valued by staff and take up is good. Staff are well qualified and experienced. Enham is investing appropriately in its centres to improve facilities and access.

Information about the inspection

28. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's Head of Working and Learning, as nominee, carried out the inspection. Inspectors also took account of Enham's most recent self-assessment report and development plans, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
29. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider and they observed learning sessions. Inspectors collected evidence from one programme area.

Record of Main Findings (RMF)
Enham – Foundation Learning
Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive
Approximate number of enrolled learners		
Full-time learners	57	57
Part-time learners		
Overall effectiveness	3	3
Capacity to improve	3	
Outcomes for learners	3	3
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	3	
How well do learners progress?	3	
How well do learners improve their economic and social well-being through learning and development?	3	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	2	
<i>How well do learners make a positive contribution to the community?*</i>	2	
Quality of provision	3	3
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	3	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	3	
Leadership and management	3	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	3	

*where applicable to the type of provision

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