

# London Borough of Enfield

## Inspection report

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**Unique reference number:** 53116

**Name of lead inspector:** Rosy Belton HMI

**Last day of inspection:** 1 April 2011

**Type of provider:** Local authority

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## Information about the provider

1. Two separate services within the London Borough of Enfield's Schools and Children's Services Directorate deliver the provision for young people and adult learning. A head of service leads each at their base in Marsh House in Edmonton. Enfield Community Learning Service (ECLS) funded by the Skills Funding Agency (SFA) provides adult safeguarded learning. This accounts for 40% of the service's provision. Enfield Training Service (ETS) is funded by the Young People's Learning Agency (YPLA) for learner-responsive provision and by the Skills Funding Agency (SFA) for employer responsive provision.. The services were last inspected in 2007 as one provider and received a monitoring visit in 2009. However, each service provides separate self-assessment reports and grades.
2. Enfield Community Learning Service (ECLS) is responsible for providing learning opportunities and personal development for adults, young people and children. The service works with priority groups and provides courses and other learning opportunities, which include community learning, family learning, study support, out-of-school-hours learning and employability skills training. Approximately 75% of the learning provision is subcontracted. All provision funded by the SFA was inspected and graded as community learning.
3. Enfield Training Service (ETS) provides work-based learning (WBL) in hairdressing and business administration, including apprenticeships, advanced apprenticeships, and foundation learning, previously Entry to Employment (E2E). ETS has been providing employer-responsive and learner-responsive programmes since 1983. The service operates from two centres, the head office at Marsh House and a hairdressing training salon, The Academy, located in Southbury Road, Enfield, which is open to the public. The apprenticeships were not graded as part of this inspection.
4. According to the 2001 census, the London Borough of Enfield (LBE) has a population of 277,200. Those under 19 years account for just over 26% of the population, which is above the London average (2010 figures). Enfield is an outer London borough, with an ethnically diverse population of which 25% are from minority ethnic groups. The three largest groups are Black Caribbean, Black African and Indian with Greek, Turkish and Kurdish groups growing in size. Enfield's socio-economic profile is one of contrasts with prosperous areas to the north and north west and more deprived areas in eastern and southern parts of the borough. As of July 2010, 7% of the labour force in Enfield was unemployed (claiming Jobseeker's Allowance or National Insurance credits). This figure is above both the Greater London, at 5.7%, and Great Britain, at 5%, averages. In 2009/10, 67.7% of pupils achieved 5 A\* to C GCSEs at Key Stage 4. This is close to the national average of 69.7%.
5. The following organisations provide training on behalf of the provider:
  - Enfield Homes

- Enfield Women’s Centre
- Futuretrend Technologies
- Mind in Enfield
- Orion Pax
- Samafal Ltd
- Southgate College.

Type of provision	Number of learners in 2009/2010
<p><b>Young learner provision:</b> 14-16</p> <p>Foundation learning, including Entry to Employment</p>	<p>3 learners</p> <p>205 full-time learners</p>
<p><b>Adult learner provision:</b> Learning for social and personal development</p>	<p>1,638 part-time learners</p>
<p><b>Employer provision:</b> Apprenticeships</p>	<p>114 apprentices</p>

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
<b>Capacity to improve</b>	<b>Grade 2</b>
	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	1
Equality and diversity	2
<b>Learning for qualifications</b>	
	<b>Grade</b>
Foundation learning	2
<b>Learning for social and personal development</b>	
	<b>Grade</b>
Community learning	2

## Overall effectiveness

6. The overall effectiveness of the provision is good. Success rates are high for work-based learners and for non-accredited ECLS courses. Many foundation/E2E learners progress to further education, training or employment. Learners attain additional qualifications and improve employment prospects. They gain good interpersonal skills and self-confidence. However, attendance in classes has been low, an area both services have been working on.
7. The quality of provision is good. Most lessons are lively, well paced and challenging. Learners are enthusiastic and make good progress. In ETS, challenging behaviour is managed particularly well. However, the use of a wider range of resources and information and learning technology (ILT) is underdeveloped in both ETS and ECLS. The range of provision is broad and is available in accessible locations. Partnership working is outstanding, enhancing the learning opportunities available within both services. All staff are sensitive to the needs of learners. Learners receive particularly effective individual support from tutors, subcontractors and employers.

8. Leadership and management are good with comprehensive strategic planning and closely-monitored, clear target setting for individuals and subcontractors. However, the future of the main centre is unclear which is having a small impact on the long-term development of the services. Managers are accessible and supportive. Staff training is extensive and helpful in improving the services. Safeguarding arrangements are outstanding. Record keeping is excellent as is the promotion of safeguarding in lessons and during progress reviews. Arrangements to promote equality and diversity are good and understood by learners well. However, the main centre is not fully accessible to those with sensory impairments and mobility difficulties. Quality improvement activities are very effective.

## Main findings

- Success rates are high for work-based learners. Overall success rates for non-accredited ECLS courses are high and on the small percentage of accredited courses satisfactory. Progression rates for foundation/E2E learners are good. However, success rates for English for speakers of other languages (ESOL) accredited and non-accredited courses were low in 2009/10 and some attendance was poor.
- Learners make good progress given their starting points. They enjoy their learning and find lessons interesting and challenging. Learners achieve additional qualifications and enhance their employability prospects, demonstrating good gains in confidence and significant improvements in personal and social skills.
- Learners feel safe, demonstrate safe working practices and understand safeguarding policies and procedures particularly well. The promotion of health and well-being is good and learners make a good contribution to the community.
- Lessons are generally lively and interesting. However, insufficient use is made of resources including ILT. Arrangements for the observation of teaching and learning are robust and well regarded by staff. Post-observation action plans focus on learning well.
- Partnership working, including the use of subcontractors, is outstanding and used particularly effectively to enhance learning. Staff have taken a proactive approach in building relationships with many local groups and organisations from the public and private sectors. Regular meetings, effective joint planning and self-assessment ensure that provision is targeted to engage priority groups very effectively.
- Care, guidance and support are good. Staff ably identify those learners with significant barriers to learning. Vulnerable learners have access to a range of support services including counselling, health and housing services. Learners are effectively signposted to other agencies or providers for further guidance as needed. Individual tutors and employers offer good pastoral support.
- Comprehensive strategic planning ensures both services support the council's priority aims effectively. Targets at service, subcontractor and individual levels

are used well to challenge and motivate. Uncertainties over aspects of the services' future are slightly hampering future development planning.

- Communication at all levels is good, and relevant and extensive training helps staff development. The training has a good focus on improving the provision. Managers are accessible and supportive, and staff respond to their lead with enthusiasm and seek to provide a high-quality and improving service.
- Arrangements to safeguard young people and vulnerable adults are outstanding. Staff and learners understand and use policies and procedures particularly well. Partnerships with support agencies are very effective. The promotion of safeguarding with learners through induction activities, in the content of lessons and during progress reviews, is excellent.
- The promotion of equality is good. At reviews, the development of learners' understanding is reinforced and equality and diversity are neatly embedded in relevant programmes. Learners from a range of disadvantaged groups achieve well, with nearly all groups performing at the same level except in one set of courses where action to improve outcomes has been taken. The main centre is not fully accessible to those with sensory impairments or mobility difficulties.
- Particularly good use is made of the views of users to aid improvement. A wide range of regular learner surveys are promptly analysed and lead to immediate action. A successful ETS learner forum encourages full learner involvement in the service. Partners and subcontractors enjoy close working relationships with the services, with rigorous subcontractor monitoring in ECLS driving improvements.
- Quality improvement activities are very effective. The inclusive self-assessment processes lead to clear action planning. An effective quality improvement plan in ETS gives a good framework for action. In both services, regular team and standardisation meetings focus on learner progress, but are also used to critically analyse any under-performing areas and implement change.

## **What does the London Borough of Enfield need to do to improve further?**

- Continue to implement actions for improving the attendance of learners, enabling them to benefit from all aspects of their learning programmes and achieve their learning goals.
- Share the good practice and extend the use of interactive learning materials and ILT, where appropriate, to make learning more varied and responsive to the needs of all learners.
- Carry out the organisational review of the two services, clarifying the status of staff and the future of the main centre, in order to assist with the long-term development of the services.
- Make appropriate improvements to the main training centre to ensure that learners with sensory impairments and mobility difficulties can receive the same high level of service as others.

## **Summary of the views of users as confirmed by inspectors**

### **What learners like:**

- the interest, help and support provided by tutors and others
- being treated with respect in ETS – like young adults
- the opportunities provided to boost self-confidence and acquire practical, functional skills – which have been life-changing
- opportunities to make friends and to develop relationships with others in a safe and 'family' atmosphere.

### **What learners would like to see improved:**

- the induction could be made more interesting for some learners
- the provision of food at lunchtime and more activities during break times would be welcomed by younger learners.

## **Summary of the views of employers/partners as confirmed by inspectors**

### **What employers/partners like:**

- the communications with ETS, which are very good
- the staff who are really helpful
- the off-the-job work at ETS which backs up the job role very well, matching their trainees to work
- the clear support and good links the partners have with the services
- the partnerships made with both services that enhance provision and provide good opportunities
- being included in the self-assessment process
- the mutual benefit.

### **What employers/partners would like to see improved:**

No significant issues identified.

## Main inspection findings

### Capacity to make and sustain improvement

**Grade 2**

9. Since the previous inspection, outcomes for apprentices have stayed at very high levels for administration, and improved for hairdressers. In community learning, most aspects of performance have also improved, with some elements, such as non-accredited provision, rising particularly well. The transition from E2E to foundation learning has been, on the whole, successful with some good progression by learners.
10. Self-assessment for both services is generally accurate. The inclusive process leads to effective quality improvement actions, either through a clear plan in ETS or a range of specific meetings in ECLS. Quality improvement is helped by a robust system of monitoring and improving subcontractor provision in ECLS and by very good use of learner feedback in both services to aid improvement.
11. Targets for the service, subcontractors and individuals are clear and challenging. The achievement of the desired standard is closely monitored and in nearly all cases, well met. Areas of deficiency are quickly identified through quality assurance systems and action planning is prompt and effective. Staff at all levels are fully engaged in contributing to improvement activities and the open and supportive management encourages individual initiative and improvement.
12. All key areas for improvement from the previous inspection have been dealt with, notably in improving the systems for recording and recognising progress and achievement (RARPA) and the use of management information systems to aid monitoring and development. Inspection grades have improved since the previous inspection.

### Outcomes for learners

**Grade 2**

13. Success rates are high for business administration apprentices at 92% and advanced apprentices at 80% in 2009/10 with most completing within their expected timescales. Success rates for hairdressing apprentices are good at 72% in 2009/10, showing improvement over the last three years to well above the national average of 66%. Overall success rates for non-accredited ECLS courses are high, rising from 79% in 2007/08 to 93% in 2009/10. Success rates on accredited ECLS courses, representing 10% of community learning, are satisfactory showing improvement over the last three years from 63% in 2007/08 to 66% in 2009/10. Retention rates on ECLS accredited courses are improving, rising from 78% in 2008/09 to 81% in 2009/10. Progression rates for foundation/E2E learners are good and improving, with 58% entering positive destinations in 2009/10. This compares favourably with the 2008/09 national average of 54%. Those E2E learners who were recruited to the programme in August 2010 performed particularly well, with 68% progressing to further education, employment or training. Success rates for ESOL learners on both

accredited and non-accredited ECLS courses, although improving, were low in 2009/10. This is the poorest performing subject area but only represents just over 2% of the community learning provision. Attendance on foundation learning courses is low with high percentages of unauthorised absences. Attendance on observed lessons during inspection was low at 74% across both services.

14. Retention and achievement rates for different groups of learners are collected and analysed carefully showing very little differences in performance. The differences there are have been closely monitored and actions to improve the outcomes for learners identified. Overall success rates for the seven ECLS subcontracted providers are good and most met or exceeded their targets for 2009/10 with the exception of one. This provider is monitored closely and staff development and support arrangements put in place to improve performance.
15. Learners make good progress. This is particularly noteworthy given the starting points of many learners, particularly foundation learners. Most learners can explain what they have learned, for example customer services skills for hairdressers. The opportunities to gain additional qualifications are good. Young learners enhance their employability prospects by taking, for example, an information technology qualification. Many foundation learners progress to apprenticeships with ETS and gain in confidence, demonstrating significant improvements in personal and social skills.
16. Learners feel safe. Procedures to ensure compliance with health and safety arrangements are good. Risk assessments are thorough and useful. Learners demonstrate safe working practices in lessons and at work or in placements. Learners understand well the safeguarding policy and procedures and value the attention that both ECLS and ETS give to protecting vulnerable learners. They make a good contribution to the community through fundraising events and activities.

## **The quality of provision**

## **Grade 2**

17. Overall teaching and learning are good. Safeguarding and the promotion of equality and diversity are embedded in teaching and learning in both services. Consideration of employment rights and responsibilities rightly underpin the vocational programmes.
18. The most successful sessions in community learning are carefully planned to meet individual learners' needs with clear links which build on previous learning. Lessons are lively, well paced and challenging. The wide range of activities and interactive resources involve learners, develop their understanding and build their self-confidence. Learners are enthusiastic and make good progress. In family learning, parents and children work purposefully together to develop their skills and knowledge. In ESOL, effective pair work and peer support build confidence in speaking and writing. However, in some sessions, tasks are not sufficiently suited to the needs and abilities of learners, the pace is rushed and opportunities to reinforce or explore concepts are missed.

19. In ETS, classroom management is good and challenging behaviour is managed particularly well. Effective use of question and answer techniques involves all learners. While the subject matter is relevant and interesting, the delivery in some sessions is dull with insufficient use of appropriate available resources. Some sessions are teacher led with periods of inactivity where learners become disengaged. The use of ILT is underdeveloped in both ETS and ECLS.
20. Initial assessment is appropriate and informs the planning for learning. ETS induction is comprehensive and valued by both learners and partners. Learners develop individual learning plans with staff which are regularly reviewed. In ETS a detailed monthly review for those learners in a work placement involves the employers and records the progress in vocational skills well. In ECLS procedures for RARPA are used constructively to accredit and give clear feedback on learners' progress. However, its use is not consistent.
21. The observation of teaching and learning (OTL) is thorough and moderated both internally, across both services, and externally. Staff regard the system as positive, responsive and supportive. Individual action plans are monitored and updated with examples of improvements in learning. Key themes from OTL inform the continuing professional development programme. Recent training on target setting and differentiation in teaching and learning has led to improvements in the range of teaching styles and lesson planning in ECLS. Staff have a genuine commitment and enthusiasm to improve their teaching and learning.
22. The range of provision is good and meets the needs and interests of learners, employers and the local community well. Learners and stakeholders speak highly of the range of courses, the welcoming and accessible locations and the responsiveness of the LBE to establish appropriate programmes. The services are proactive in sourcing additional funding to extend the range of learning opportunities. Courses reflect local needs and are successful in attracting priority and under-represented groups. However, the community provision for the arts is narrow. ETS has especially targeted young disengaged or excluded learners. Vocational strands in information and communication technology (ICT) and retail have been added to hairdressing and business administration in foundation learning. The service also successfully re-engages many learners who left formal education with few or no qualifications. For many it is the first step towards returning to learning and progressing to economic independence.
23. Partnership working, including the use of subcontractors, is outstanding and used particularly effectively to enhance the provision. Staff have successfully taken a proactive approach in building relationships with many local groups and organisations from the public and private sectors. Partnerships include business, economic development, youth services, parenting, health, faith and culture, social care, children's centres and education. Learners derive an excellent range of opportunities from the synergy and support arising from these arrangements. Partners themselves are extremely positive about the responsiveness of ETS and ECLS and commend the mutual benefits from the partnership. Regular

meetings, effective joint planning and self-assessment ensure that provision is targeted effectively to engage priority groups.

24. Care, guidance and support for learners are good. Tutors, learning support officers and support staff are highly sensitive to the needs of learners and recognise that many learners have significant barriers to learning. Vulnerable learners have access to counselling, health and housing services, youth agencies, age concern, Connexions, and sexual health clinics. Where appropriate, learners are effectively signposted to other agencies or providers for further guidance. However, learners, especially on community learning short courses, do not consistently receive sufficient information on progression routes. Learners receive particularly effective individual support from tutors and employers. This is highly valued by the learners who can identify the difference this has made to their continuing learning and career aspirations. Learning support officers in ETS have a clear and encouraging role in supporting young learners.

## **Leadership and management**

## **Grade 2**

25. The services have clearly articulated aims focusing on the achievement of positive outcomes for priority groups in the borough, such as those at risk of becoming disengaged from education, or those without basic qualifications. These aims are an integral part of a comprehensive set of council planning documents and are clearly complementary to the work of a variety of other departments. Both ECLS and ETS staff are well aware of their service's role. Communication at all levels of staff is good, with appropriate challenge, monitoring and helpful support by managers. A series of regular meetings aids the widespread informal communication.
26. Staff training is extensive and effective, and rightly covers all staff whatever their terms of service. A useful mix of individual and service-wide training has a good emphasis on equalities, safeguarding, and particularly on the development of skills linked with the delivery of successful teaching and learning. However, training on the use of information and learning technology has not yet had the desired impact. Themes for training are, in part, properly derived from a careful analysis of observations of teaching and learning.
27. Data are used well to monitor the provision and drive improvements; in ECLS, this is a significant improvement since the previous inspection. Managers use accurately-recorded data well in team meetings, with a combination of routine reports and ad hoc enquiries. This includes detailed examination of retention and achievement data. Monitoring of attendance is generally appropriate, although in ECLS this is only completed in detail at the end of a course or term, with in-term review being done more informally through communication between coordinators and tutors.
28. Senior council managers, although at a separate location, maintain close liaison with both services through regular individual meetings, visits and formal routine reporting. They are part of a rigorous process of setting and reviewing high-

level targets. Councillors have appropriate responsibilities for monitoring the provision. However, since the co-location of the two services some three years ago, discussions on possible reorganisations, potential amalgamation, the status of staff and the future of the main centre have been protracted while wider council strategies are developed. This is having a small impact on the realisation of potential efficiencies and long-term development of the services.

29. Arrangements to safeguard young people and vulnerable adults are outstanding. Policies and procedures are comprehensive and clear and communicated particularly well to staff and learners. Selection and recruitment arrangements, including records of Criminal Records Bureau checks, references and qualifications of staff, are good and meet statutory requirements. Records of subcontractors' arrangements are good and routinely monitored. Links with external support agencies to inform staff of new developments and to support all learners, including focused support for referred learners, are excellent. Particularly helpful counselling support is made available for both staff and learners experiencing trauma as a consequence of dealing with particularly distressing safeguarding issues. All referrals relating to young people are recorded on local authority standardised forms and all data are monitored effectively. High-risk young learners are identified and close monitoring of specific safeguarding issues completed. Good clear records are kept of adult referrals. All staff have completed appropriate safeguarding children and vulnerable adults training, with designated staff completing additional training. The promotion of safeguarding with learners through induction activities, in the content of lessons and during progress reviews, is excellent. Good use is made of posters, leaflets and materials to highlight cyber bullying and internet safety. The monitoring arrangements to check consistency and continuity of safeguarding procedures for adults and young people are good, with clear action plans to improve implementation and impact. Co-working arrangements between ECLS and ETS are productive. Senior staff share good practice and coordinate staff training effectively. Record keeping is excellent.
30. Equality and diversity are routinely well promoted in nearly all programmes. Discussions and exercises are helpfully linked to everyday situations, particularly in considering the impact of actions and language in the workplace. Policies for learners are put in simple and appropriate terms. Council policies are comprehensive, but at a time of change in legislation and in the council's web site, staff find it difficult to access simple versions of equality policies. The strategies for the two services aim to offer opportunities to those who may have had problems in accessing courses in the past. These strategies are generally successful. Analysis of the performance of various groups is carried out routinely. Where there are problems, as in the ESOL courses, remedial action is taken. Despite efforts to improve things over a period of years, the main centre still does not provide appropriate facilities or access for those with a range of impairments.
31. A good variety of systems are used to gather a comprehensive range of learner feedback including, unusually, an active learner forum in ETS. The data gathered are promptly analysed and lead to improvement planning, through

either normal quality systems or immediate, appropriate, directed action. The formal gathering of partners' views is satisfactory, but there is very good routine liaison and discussion on areas for improvement.

32. Self-assessment and quality-improvement planning are used very well to improve the performance of both services. Staff are fully involved in developing the self-assessment reports and delivering improvements. In ETS the process is aided by a productive annual team meeting that reviews the proposed changes and a subsequent well-managed quality improvement plan. The ECLS self-assessment approach is particularly rigorous in terms of involving subcontractors.
33. Routine quality assurance and improvement activities are sound. Policies and procedures are generally fit for purpose, albeit some are in overly-technical language. Routine staff meetings rightly cover individual learner progress, but are also very effective in examining weak areas and setting out action changes. Contracts for subcontracted ECLS provision have clear, challenging targets focused on learner success. Performance here is regularly, critically and constructively monitored. Staff welcome the system for observing teaching and learning as a supportive way of improving performance.
34. Both services provide good value for money. ETS has a long history of obtaining employer contributions towards training. Additional funding and resources are used to enhance the quality of the main programmes. Sustainability is embedded in relevant sessions well, with some dedicated courses on the topic. The main training centre is somewhat shabby, with a few rooms too cramped for a full range of teaching activities, but learners like coming to the centre, which is situated in a convenient location for the priority groups. Other community premises are generally satisfactory, although a few are also cramped.

## Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded: none

### Foundation learning

### Grade 2

#### Context

35. Foundation learning is branded *Access2*. It replaces the E2E programme, which ended in July 2010. There are 86 learners participating in *Access2*. The core programme comprises functional skills, vocational development and personal and social development. Most learners have work placements. There are four vocational groups – for hairdressing, business administration, IT and retail; others have individual plans covering a wide range of vocational areas.

#### Key findings

- Learners develop a useful range of work-related skills and demonstrate a good standard of work in their placements. They develop effective communication skills in dealing with the public and grow in confidence.
- Overall, progression rates to employment, training or full-time education are good and in 2009/10 they were above the national average. Of the 37 E2E learners who carried over into 2010/11, 68% progressed, which is significantly above the national average. However, only 30% of foundation learners progressed since August 2010, although 57% of leavers achieved their key learning objectives.
- Learners achieve well in most externally-accredited examinations. Pass rates in functional skills mathematics are very high at 91% and pass rates are good in entry level functional skills English at 86%. Since September 2010, 33 learners have achieved the award in employability and personal development at level 1. However, in functional skills ICT, all learners who entered at level 1 failed.
- Attendance is too low in some classes. Overall, attendance was 65% during the week of inspection. Although management initiatives reduced the absence rate from 29.6% in May 2010 to 9.3% in November 2010, since then it has returned to the previous high levels. Overall, punctuality is satisfactory, although some learners are regularly late for the first class of the day. Teachers do not always sufficiently challenge these learners.
- Teaching and learning are satisfactory. Schemes of work and lesson plans are detailed. Classroom management is very good and challenging behaviour is managed particularly well. Learning support officers (LSOs) give effective individual support to learners identified at induction, and 31 learners are receiving additional learning support. However, there is no provision for specialist dyslexia support. Assessment practice is thorough, with satisfactory feedback to learners.

- Teachers choose relevant and interesting subject matter, but teaching in too many classes is dull with an over-reliance on paper-based resources. ILT, although used to aid learning in most classes, is not used sufficiently well. In most classrooms, the accommodation restricts the opportunities for creative and practical work.
- Initial assessment is effective and learners work with subject teachers and their assigned LSO closely to develop an individual learning plan. Target setting is satisfactory. Progress reviews are good. LSOs meet with each learner monthly to review and record progress. Learners find this process valuable. Equality, diversity and safeguarding are routinely promoted during these reviews, particularly well.
- *Access2* meets the needs of young people very well, many of whom previously felt excluded from mainstream education and training. All referrals from Connexions who meet the funding criteria are offered places and most quickly become engaged in learning. An extensive range of work placements provide industry-standard training. Learners are carefully matched to placements to best meet their training needs and interests.
- Strong partnership arrangements exist between employers and ETS. Employers appreciate the care with which ETS places learners and, in return, offer good on-the-job training opportunities. The partnership with Connexions is well integrated into the provision with very good sharing of information and joint resolution of some challenging concerns. The partnership work with the Youth Engagement Panel enriches induction.
- Care, guidance and support are good. Induction is comprehensive. Initial assessment is thorough in mathematics and English, but is weaker in ICT. Learners develop a very good understanding of safeguarding and equality and diversity. All learners take emergency first aid and a conflict management course during induction. However, some learners feel that too much of induction consists of form filling and other paper-based activities.
- Learners value greatly the support they receive with personal issues, for example substance misuse, relationship breakdown, housing or financial hardship. Extensive support for sexual health, mental health and substance misuse is provided, alongside specific support for other individual problems. Career guidance is readily available through the onsite Connexions adviser.
- Operational management is good. Communication with all staff is very effective. Regular team meetings, alongside an 'open door' access to management, have generated good team working. There is a good professional development programme. All staff contribute to the self-assessment process which largely agrees with the inspectors' findings. Learners' views are sought both formally and informally at regular times, resulting in changes to the programme and facilities.

### **What does the London Borough of Enfield need to do to improve further?**

- Continue to implement the management initiatives to improve attendance and enable learners to make the most of their lessons and achieve their learning goals.
- Make learning more interesting through a wider variety of teaching and learning styles and more effective use of ILT.
- Improve initial assessment in functional skills ICT to support more focused teaching and learning in order to improve pass rates.
- Develop a systematic approach to the assessment and support for learners with dyslexia to maximise their learning and success.

## Learning for social and personal development

**Other social and personal development learning provision considered as part of the main findings but not separately graded: *none***

### Community learning

### Grade 2

#### Context

36. ECLS has 299 learners taking community learning courses, including 116 on family learning. Courses include literacy, numeracy, ESOL, ICT, personal development and employability skills. ECLS subcontracts to seven providers with some direct delivery of family learning and ESOL. The majority of courses are non-accredited and take place in local community venues. Women account for 84% of learners, 69% are from minority ethnic communities and 14% declare a disability.

#### Key findings

- Overall success rates are good and have improved steadily for the past three years, from 83% in 2007/08 to 94% in 2009/10. Achievement on non-accredited courses is high. Although improving, success rates on accredited courses in 2009/10 are satisfactory at 66%. During the same period, success rates in accredited and non-accredited ESOL were poor.
- Learners make good progress and enjoy learning. They find the courses interesting and challenging, and are well motivated to succeed. Learners increase their self-confidence and self-esteem significantly.
- Learners develop a wide range of good and useful skills which enable them to communicate more effectively and contribute to family life. Learners can better help their children with their schoolwork and manage their children's behaviour more effectively. They value the courses and describe enthusiastically the difference they are making to their lives.
- Learners demonstrate a very good understanding of safeguarding which equips them well to recognise and deal with issues that may arise, for example bullying. They appreciate the social interaction with staff and their peers and feel valued and respected.
- Learners become more involved in activities with a wide range of voluntary and community groups, support agencies and projects as a result of their learning. They gain a good understanding of their role in contributing to, for example, school life and some volunteer in the establishments where they did their courses. Media learners use their skills to design leaflets and posters for the community.
- Teaching and learning are good, with many lively lessons to engage learners. The better sessions are well paced, challenging, have a variety of well-considered engaging activities, and good planning for individual learners. However, in the weaker sessions tutors rely too much on worksheets, do not

plan sufficiently for learners' language needs and do not deal effectively with avoidable latecoming.

- Resources are good overall, with some imaginative interactive activities such as matching cards and games. Accommodation is satisfactory overall, although access to computer technology is restricted in many of the venues. Where technology is available, it is used insufficiently in teaching and learning.
- Procedures for RARPA are good and used constructively to accredit learners' progress and achievement. Learning records are used effectively and tutors monitor progress carefully. They give good feedback to learners on their progress.
- Learners benefit from a thorough initial assessment, which is effective in informing their individual learning targets. Many learners benefit from good individual learning plans and are clear about what they have achieved. However, tutors do not apply this consistently.
- The range of provision meets the needs of the learners well and is successful in attracting learners from priority and under-represented groups. They value the convenience and informality of the local venues. The service is adept at sourcing other funding to increase the range of courses offered, engaging with a wider range of learners.
- Partnership working to develop the provision is outstanding. The service works very effectively with the subcontractors and a significant number of organisations, community groups and voluntary agencies, which has clear benefits for learners.
- Learners receive good information, guidance and support. Tutors provide particularly effective individual support in classes to help learners achieve to their potential. Learners can access a range of support facilities. They are positive about the impact this has on their achievement.
- The community learning provision is managed particularly well. The team ethos is excellent and staff are well supported. They are well informed, attend productive team meetings regularly and communication is very good. Demanding targets are set. Staff make good use of data to monitor learner performance and progression.

### **What does the London Borough of Enfield need to do to improve further?**

- Raise success rates on accredited courses and improve retention and achievement on ESOL courses by providing consistent guidance for learners in setting and reviewing individual learning goals.
- Make better and consistent use of technology and interactive learning materials in teaching and learning to make lessons visually interesting and varied.

## Information about the inspection

37. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the quality and curriculum manager for ETS, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment reports and development plans, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the previous inspection.
38. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and employers/partners had completed on behalf of the London Borough of Enfield. They also visited learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subjects the LBE offers.

**Record of Main Findings (RMF)**  
**London Borough of Enfield**

**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. **Social and personal development:** all adult safeguarded provision

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Social and personal development
<b>Approximate number of enrolled learners</b>			
Full-time learners	86	86	
Part-time learners	299		299
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	<b>2</b>		
<b>A. Outcomes for learners</b>	<b>2</b>	<b>2</b>	<b>2</b>
A1. How well do learners achieve and enjoy their learning?	2		
A1.a) How well do learners attain their learning goals? A1.b) How well do learners progress?	2		
A2. How well do learners improve their economic and social well-being through learning and development?	2		
A3. Do learners feel safe?	2		
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	2		
A5. <i>How well do learners make a positive contribution to the community?*</i>	2		
<b>B. Quality of provision</b>	<b>2</b>	<b>2</b>	<b>2</b>
B1. How effectively do teaching, training and assessment support learning and development?	2		
B2. How effectively does the provision meet the needs and interests of users?	2		
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	1		
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2		
<b>C. Leadership and management</b>	<b>2</b>	<b>2</b>	<b>2</b>
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2		
C3. How effectively does the provider promote the safeguarding of learners?	1		
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
C5. How effectively does the provider engage with users to support and promote improvement?	2		
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2		
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	2		

\*where applicable to the type of provision

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