

Enham Learning and Working

Independent learning provider

Inspection dates		15–18 January 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Not enough learners on Foundation Learning who finish their courses progress into further education, employment or training opportunities.
- The number of learners achieving qualifications, although improving, is too low.
- The quality of teaching, learning and assessment is not consistently good and planned activities do not correspond adequately to the individual needs of learners.
- Written assessments and the targets for improvement set with learners are not precise enough; they do not relate closely enough to their own needs to extend them and help them to improve as quickly as they might.
- Self-assessment processes are underdeveloped and staff do not evaluate teaching, learning and assessment carefully enough to improve this.

This provider has the following strengths:

- The staff, at the different centres, work sensitively and effectively with their local communities to engage and involve learners who are disadvantaged or have experienced setbacks in education and training.
- The teachers and tutors are helpful, supportive and caring; they build confidence and good social and employability skills in their learners.
- Leaders and managers have a clear vision for the organisation, and are strongly committed to doing their best for their learners and improving the quality of provision.
- Within the organisation, staff and learners trust and respect each other.
- Learners feel safe and are protected from bullying and harassment.

Full report

What does the provider need to do to improve further?

- Increase the number of those who complete their qualifications and progress into further study or employment by ensuring that their learners understand the purpose and relevance of the qualifications and programmes and are fully committed to achieving these.
- Improve the quality of teaching, learning and assessment by:
 - planning all activities more thoroughly and carefully to ensure that the objectives and content of programmes meet learners' everyday needs – both social and academic
 - ensuring that written feedback to learners is accurately and consistently marked and that all errors and inaccuracies are corrected so that learners clearly understand what they need to do to improve their skills and knowledge
 - planning and promoting learners' understanding of equality and diversity more consistently in all sessions
 - improving the quality of resources across all centres including the use of information and learning technology in the classroom to provide more imaginative teaching methods.
- Improve how tutors monitor progress by making sure that individual learning plans have specific milestones and clear measurable targets particular to each learner for all aspects of their programme.
- Make self-assessment more evaluative by effective staff training; make sure the process brings about improvements quickly and helps tutors to improve teaching, learning and assessment by being the focal point for planning, reviewing and developing a clear overall teaching, learning and assessment strategy.
- Be more strategic in how it plans and delivers understanding and promotion of equality and diversity for all its staff and learners. It can achieve this by having a clear, well-articulated policy, procedures and plans that are up to date and enshrine best practice.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ The Enham Learning and Working team responds well and promptly to local needs, offering suitable courses and qualifications to help learners re-enter or engage in education and training. Learners gain valuable personal development skills and make good progress in improving their self-confidence; they develop good practical and employability skills. ▪ Success rates have improved from the last inspection in 2011 but still require further improvement, particularly on the employability programmes. Progression rates into further education, training or employment have increased but still vary too much between the different centres. Current learners are making reasonable progress from low starting points. ▪ Learners with disabilities perform better than their peers, although there is no significant difference in the achievement of learners from different backgrounds. Managers do not routinely analyse the data relating to the performance of all learners, although they routinely collate information about learners' backgrounds. ▪ Attendance during the inspection was low, but overall for the year it is satisfactory. Tutors contact learners quickly if they are absent to find out the reasons for absence and follow these up carefully; they provide appropriate support quickly when they are informed about difficulties for learners. 	

- Learners respond well to, and benefit from, the mutual respect and coaching from staff. They enjoy the opportunities of working in small groups and the interaction helps them to develop sound communication skills in English and better social skills.
- Learners develop appropriate job-seeking and interview skills. Tutors instil into learners the importance of positive attitudes, self-presentation and work ethics and this is reinforced early in their programmes by regarding the classrooms as being representative of a workplace where high professional standards are expected.
- The majority of learners gain additional qualifications in English, mathematics and information and communication technology (ICT). However, for some learners the levels of the qualifications, although appropriate for encouraging them into learning, are insufficiently challenging in relation to their starting points, resulting in slow progression onto higher level programmes.
- The Enham Learning and Working team has increased the number of work placement opportunities for learners and at one centre at the time of inspection all learners were 'out' enjoying their work experience. Three employers spoken to were impressed enough by their learners to offer employment to them.

The quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement; this reflects that not enough learners progress to further education, employment or training from Foundation Learning. Success rates on the majority of courses are improving, however, and learners find the confidence-building and employability courses very helpful and useful. Teachers reinforce the importance of punctual, high attendance with learners, but during the inspection there was low attendance in most classes.
- Many staff are well qualified in careers advice and they give suitable initial advice and guidance for all learners at induction. However, this is not sufficiently specialised across all centres and consequently as learners progress through their programmes it is not routinely linked to their career aims or aspirations.
- The needs of learners are appropriately assessed at the start of their programmes to determine their English, mathematics and ICT skills and initial starting points. The follow-up targets are not specific or measureable enough and therefore do not push learners strenuously enough to make the progress they should.
- The overall planning of learning is satisfactory and provides a clear structure to lessons. However, in the weaker lessons the planning of learning does not identify individual needs of the different learners well enough. The objectives are not sufficiently detailed so that in these lessons learners do not make as much progress as they might to achieve their individual learning goals.
- Learners benefit from good support and the enthusiasm of staff, both individually and in groups. This enables them to enjoy their learning and they are motivated and positive about some of the very practical help given in courses, such as personal money management and practical information technology. The standard of work of most learners is satisfactory and a few work at a level above that expected.
- In the successful lessons teachers effectively engage and motivate learners through interesting, relevant activities such as interviewing role play that build their confidence, social skills and enhance their employability. The inclusion of relevant and engaging topics for class presentations by learners prepares them appropriately for the world of work. In one English lesson learners' choices included graffiti art and social networking which significantly helped them to gain confidence and communicate better with others in the group.
- Enham's most effective teachers involve all learners actively and check their understanding by sensible questioning; the teachers reinforce learning by good positive verbal feedback, helping learners to understand how they can make progress. However, few reproduce this good

approach frequently enough in their written feedback, which is brief and does not clearly identify inaccuracies in content and grammar, in order to make explicit what learners need to do to improve further.

- An expanding range of enrichment opportunities promotes confidence and team building among learners and take up is good. Examples of these are participating in the cultural Olympiad, sailing trips, video projects and working on the local radio. Through these activities learners broaden their experience, and gain self-confidence that helps to prepare them for the workplace.
- Tutors use ICT effectively where this is available to engage learners and support them in their learning. In one functional skills English lesson learners integrated ICT well into writing job applications to prospective employers. But, due to limitations in a couple of centres, some learners do not have equal access to technology to enhance and support their learning.
- During the inspection there was little active promotion of equality and diversity shown through using different teaching strategies to meet the diverse needs of individual learners; likewise, opportunities were not taken to broaden the experience of learners and prepare them more effectively for life and work in a modern multicultural society.

The effectiveness of leadership and management

Requires improvement

- Leaders and managers have a clear vision for the organisation and are strongly committed to their learners. They took prompt actions in response to recommendations made at the previous inspection such as changes in management and curriculum to raise performance. Since the last inspection there has been an increase in the number of learners who have gained qualifications. However, actions to improve outcomes and teaching and learning have not been as effective as anticipated.
- A positive culture of continuous improvement permeates Enham Learning and Working. Staff performance is regularly reviewed through appraisals and support and supervision sessions, leading to staff being positive about working for the charity. As a result, tutors often take on extra work such as visiting local youth centres and skate parks to get to the young people who are otherwise hard to reach. At every level, staff share a clear goal of improving learners' opportunities and employability.
- Good staff development in areas such as mental health awareness, Asperger's syndrome, and coaching, thinking and learning skills enhances the ability of staff to support learners. Staff are well qualified; all teachers have a teaching qualification or are working towards one. They are successful in motivating their learners, managing challenging behaviour and encouraging them to take advantage of the chances Enham offers to advance themselves; for many of them these are gaining English, mathematics and ICT qualifications that previously were beyond them.
- Managers take suitable actions from regularly monitoring the performance of learners in relation to outcomes, progression and attendance rates. For example, they offered training and help promptly to engage a local community of Ghurkhas on their programme when they noted this need. They are less systematic in analysing data on performance by different groups of learners, such as male/female or by ethnicity, for example, and therefore cannot evaluate fully the effectiveness of their efforts to reduce any disparity in achievement between one group and another.
- The programmes of Enham and its partnerships within the community meet the needs of the local people successfully because they offer suitable opportunities to engage young people who are at risk of remaining outside education, employment or training. Learners are positive about their experience at Enham and their views are routinely collected through surveys, and used to make changes to how staff manage and develop the curriculum.
- Staff have developed productive relationships with employers. As a result, learners have good opportunities to develop personal and work-related skills. In addition, a minority of learners have progressed well from work placements into permanent employment.

- The observation of teaching, learning and assessment is not sufficiently rigorous or evaluative; the system does not record clearly what actions need to be taken to improve teaching and learning. It does not link closely enough to self-assessment or performance management of teachers, although each teacher has a teaching and learning performance target.
- The process of self-assessment is weak, although it involves all staff and uses the views of learners. It has not contributed effectively enough to improvements since the last inspection because it does not evaluate performance using outcomes compared to targets and goals. The self-assessment report explains clearly what Enham does, but does not assess the quality of teaching, learning and assessment and how this can be improved. It does not identify clearly enough areas for development, and links to the quality improvement plan are tenuous.
- The importance of equality and appreciation of diversity are adequately promoted to staff through mandatory training and to learners through lessons. Although equality and diversity are central to the organisational vision, there is no explicit policy and mechanism for ensuring that there is lasting impact.
- Safeguarding arrangements meet statutory requirements and at management level are well developed. For example, a safeguarding panel with representatives from across the organisation meets regularly to review and improve safeguarding and health and safety practices. Attention to safeguarding is integrated into lessons and the majority of learners report that they feel safe.

Record of Main Findings (RMF)

Enham Learning and Working

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Foundation Learning
Overall effectiveness	3	3
Outcomes for learners	3	3
The quality of teaching, learning and assessment	3	3
The effectiveness of leadership and management	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Foundation learning	3

Provider details

Enham Learning and Working	
Type of provider	Independent learning provider
Age range of learners	16-18
Approximate number of all learners over the previous full contract year	Full-time: 146
	Part-time: 0
Director of Client Services	Ms Chandra McGowan
Date of previous inspection	May 2011
Website address	www.enham.org.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	66	-	-	-	-	-	-	-
Part-time	-	-	-	-	-	-	-	-
Number of apprentices by Apprenticeship level and age								
	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	-	-	-	-	-	-		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	N/A							

Additional socio-economic information

Enham Learning and Working department works with over 800 people and is solely focused on assisting individuals to achieve learning and employment outcomes. Skills to Achieve is Enham’s programme delivering Foundation Learning to young learners aged 16 to 18 in four areas in Hampshire: Southampton, Farnborough, Andover and Bordon. The team have been delivering foundation learning since 2009. Of its learners, 17% had a learning difficulty and/or disability in 2012. The number of minority ethnic learners is in line with Hampshire’s figure of 3.1%.

As an organisation, Enham works with approximately 3,000 disabled and disadvantaged people aged between 16 and 65 each year and has approximately 271 staff and 100 volunteers.

Information about this inspection

Lead inspector

Peter Green HMI

One of Her Majesty's Inspectors (HMI) and three additional inspectors assisted by the Head of Learning and Working as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

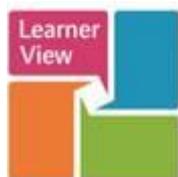
What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk or if you have any questions about Learner View please email Ofsted at:

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2013