

Enham Trust: Skills 2 Achieve

Independent learning provider

Inspection dates		8–11 July 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Learners make good, and often rapid, progress towards personal targets and aims, and a good proportion attain their learning goals on English and mathematics functional skills programmes.
- Learners gain valuable personal and employability skills and good levels of confidence that equip them well to take up apprenticeships, gain jobs and play a more active and fulfilling role in their communities. A good proportion of learners achieve and sustain work placements and jobs.
- Tutors have high expectations of learners and, as a result, the vast majority are encouraged and motivated to attend, engage in learning, and progress to employment.
- Support and care for learners are outstanding. All staff take great care to identify and respond sensitively and practically to individual needs.
- Leaders and staff are passionate advocates for learners and work very hard to ensure their success. Strategic and operational planning and management are highly effective.
- Managers are adept at deriving maximum value and benefit to learners from available resources. Thoughtfully developed partnership arrangements with employers and specialist agencies enhance a provision of true value to learners with complex needs.
- Measures to monitor and enhance the quality of teaching, learning and assessment are effective and well supported by staff.

This is not yet an outstanding provider because:

- At one centre, tutors have insufficient access to information and learning technology (ILT) to enliven teaching and learning. A minority of tutors lack confidence in using ILT appropriately and productively in their lessons.
- The quality and detail of written feedback on individual learning plans (ILPs), and on learners' written work do not match the high quality of oral feedback given to learners.
- A minority of English and mathematics learning goals and targets are too broad.
- At the new Basingstoke centre, the range of employer placements and contacts is not sufficient to ensure all learners have a good range of opportunities.

Full report

What does the provider need to do to improve further?

- Ensure that ILT resources are in place and available across all centres, and ensure that all tutors gain sufficient confidence in the use of ILT to make imaginative and appropriate use of electronic resources and the internet to enhance the quality of their teaching and learning sessions.
- Enhance the effectiveness of written feedback on ILPs and on learners' written work so that learners have a clear and lasting record of the helpful verbal discussions about progress and further learning needs.
- Improve the effectiveness of English and mathematics targets by making these more detailed and specific, for example by identifying aspects of grammar or stages in mathematical calculation that learners might need to practise.
- Further develop employer contacts so that staff and learners at the new Basingstoke centre have the same wide range of work-placement opportunities available at longer-established centres.

Inspection judgements

Outcomes for learners	Good
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- Outcomes for learners are good, and have improved markedly since the previous inspection. Many learners enter the programmes with multiple, and often severe, barriers to learning, but develop skills and confidence rapidly because of closely-focused support, excellent levels of care and frequent formal and informal progress reviews.
- During the past year, the proportion of learners undertaking work placements has risen from around 10% to nearly 80%. From the varied and well-monitored work placements, learners gain self-confidence, a good range of valuable employment skills, and social and personal skills. A high proportion of learners now progress to employment or into apprenticeships.
- Attendance and punctuality have improved since the previous inspection and are now good. Tutors contact learners very quickly if they are absent at the start of the day. Tutors and team leaders take rapid action to contact foster carers or residential settings when any learners who are looked after or who are in care are late. Staff provide wide-ranging, sensitive but practical support for learners who have personal difficulties or transport problems that might prevent them attending the centres. During the current year, a pilot scheme provides electronic tablets and bursaries for learners as an incentive to increase retention and motivation. So far, the initiative has had a positive impact on attendance, timekeeping and improved behaviour.
- Managers monitor success rates and progression into employment very closely for individuals and groups, and take appropriate action to ensure that all learners succeed in the planned time. For example, a gap in success rates between male and female learners identified during the past year has now closed.
- Success rates for functional skills qualifications in English and mathematics have improved considerably since the previous inspection and are now above national rates. Learners also make good progress between levels of functional skills qualifications. Staff provide good encouragement to learners to attempt functional skills tests, despite many learners having little or no examination success in the past.
- Learners now benefit from working with specialist functional skills English and mathematics tutors at each centre, who provide closely targeted support following initial diagnostic tests. Learners subsequently undertake frequent online functional skills tests in English and mathematics, so that skills development and any progress between levels are rapidly identified.

Learners are proud of the skill gains they make and staff ensure that success is celebrated at the centres.

- Learners develop strong employability skills and make very good progress in developing interview skills. Tutors ensure that learners understand the importance of positive attitudes, of confident but respectful self-presentation, and of good time keeping. As at the previous inspection, tutors instil a strong work ethic early in the programme; learners are encouraged to regard the classroom as representative of a workplace where high professional standards are expected.
- Strong and productive relationships with local employers result in a very good range of work placements for learners. The range of placements at the very new Basingstoke centre is still under development, but is increasing at a good pace. Work placements are generally high quality, giving learners a chance to develop a good range of transferable skills. Many placements result in offers of employment or in apprenticeships. For example, one learner began a placement with a local garage and had good opportunities to work with customers and with their vehicles. After gaining a wide range of skills at the placement, the learner was able to begin an engineering apprenticeship.
- Staff work hard to arrange work placements in ways that are carefully matched to the abilities and needs of learners. For example, those who have difficulties working with the public may start with a placement at one of Enham Trust's warehousing or other facilities until they develop sufficient confidence to sustain an external placement. Other learners might undertake a series of short skills focused placements until they are ready to begin a more lasting placement. Those who have higher levels of confidence and skills are encouraged to begin work in more lasting placements as soon as possible.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good, as reflected in the good and improving outcomes for learners, many of whom overcome considerable barriers to learning. Learners make good, and sometimes very rapid, progress in developing the skills they need to gain sustainable employment. Consequently, a good proportion of learners gain apprenticeships or work. Learners are positive about their learning; they recognise and value the improvements they have made in developing their confidence and self-esteem, and are highly appreciative of the encouragement and support they receive from their tutors.
- The vast majority of tutors use their skills and experience very effectively to develop activities that raise learners' interest and encourage participation and independent learning. Skilfully differentiated tasks support and meet the needs and abilities of the majority of learners. For example, in one mathematics lesson, ratio was taught effectively using everyday items from a shopping basket, and learners clearly understood the concepts being taught.
- Tutors use particularly effective, individually directed and probing questions to promote learning, and stretch learners' understanding of key concepts. They also use such questioning very effectively to check and consolidate earlier learning. Tutors are skilful at managing discussion and they ensure that all learners contribute to discussions in ways that sensitively encourage them to extend their confidence levels and abilities. For example, in a lesson focused on developing interview skills, the teacher encouraged learners to debate and share their negative views and experiences, before skilful questioning established lessons to be learned from these. Learners were able to understand that all experiences can be turned into useful learning and action points for future success.
- Teachers make sure that learners gain confidence from the success of their peers, by celebrating and sharing good news stories about work placements, apprenticeships, or job successes. Frequent visits from former learners now in employment provide very helpful and encouraging examples to current learners of the benefits of good attendance, work placements and successful completion of functional skills qualifications.

- Tutors further extend learning through a good range of assessment methods, including demonstrations and presentations by learners. Oral feedback is clear and helpful about what each learner needs to do to improve. However, written comments or marking on assessed work do not always match the high quality oral feedback, so that a minority of learners lack a full and lasting record of comments to review later.
- Tutors plan learners' programmes well and involve learners in the selection and sequencing of activities. Innovative project-based programmes, with a good focus on work experience, maintain the learners' interest and their motivation in learning.
- Tutors use ILT successfully to give focus and interest to lessons, where resources exist. However, interactive whiteboards are not available to support learning at one centre. Managers recognise this area for improvement and now provide tablet computers at the centre, which is motivating learners to achieve.
- Initial assessment is thorough and provides detailed information that successfully informs teaching and learning. Initial and diagnostic tests focus on personal and social skills in addition to English and mathematics. Tutors use the outcomes of assessments carefully to develop detailed ILPs that support learning throughout the programme.
- Tutors set clear individual targets to enhance learners' progress, and discuss these carefully with learners at effective progress reviews. However, the written accounts of these discussions lack detail in a minority of cases. A minority of English and mathematics targets are too broad, and do not state specifically what the learner needs to practise or know to make immediate progress. Assessment of learners' goals and aspirations contributes to good careers information, advice and guidance and supports learners' progress into positive destinations.
- Tutors' support for learners is outstanding and contributes positively to their progress and personal growth. Staff provide particularly effective pastoral and behavioural support that is essential in building learners' confidence, maintaining their engagement in the programme and substantially increasing their sense of achievement. Tutors maintain excellent partnerships with agencies supporting care leavers. Consequently, learners' development and progress from very difficult starting points are carefully nurtured and monitored.
- Tutors ensure English and mathematics play an integral part in all learning activities. Learners improve and apply their English and mathematics skills well. Learners actively develop their language skills, expand their vocabulary, and extend their reading skills through library membership. The standard of written work is mostly good. The vast majority of tutors identify and carefully correct grammatical and spelling errors.
- Excellent promotion of equality and diversity ensures an ethos of inclusion and support for learners with complex emotional and behavioural needs. Learners are successfully encouraged to become aware of the needs of their peers and of individuals in wider society. Tutors carefully plan sessions to include current cultural and moral debates so as to widen learners' knowledge in a range of areas. For example, learners undertook interesting and beneficial project work in response to cultural awareness week. Tutors also very successfully raise levels of disability awareness using the wider resources of the Enham Trust.

The effectiveness of leadership and management	Good
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- Leaders and managers have worked hard, and very successfully, to improve outcomes for learners and the quality of teaching, learning and assessment since the previous inspection; managers have dealt successfully with almost all areas for improvement. In addition, during the past year, clear strategic planning and effective management ensured that staff and learners made a successful transition to the new study programmes.
- Senior leaders communicate a clear vision for the organisation and, because of this, staff at all levels work together to meet the needs and interests of learners and provide them with excellent levels of support and care. Staff at Skills 2 Achieve embrace the personalisation ethos of the wider Enham Trust, striving to identify and match learners' individual needs and provide

positive solutions to longstanding economic or personal difficulties. On a number of occasions, trust resources have been used carefully to support learners who would otherwise be ineligible for funding and unable to participate in programmes. Managers and staff are relentless in their search for ways to support learners and develop their employment skills.

- Links between the Skills 2 Achieve programmes and the work of the wider Enham Trust are strong and beneficial for learners. For example, learners recently took part in a project to design and produce safeguarding awareness leaflets for the rest of the Enham organisation. During the project, they learned to work together effectively, they developed design and number skills, and they benefited from working with managers and staff with whom they were previously unfamiliar. The chief executive, senior managers, and many members of the Enham board of trustees visit centres frequently, where they work with learners and support the staff. Trustees and senior leaders receive frequent detailed reports on the progress of individual learners as well as the provision overall.
- As at the previous inspection, a strong and energetic culture of continuous improvement is evident amongst managers and staff. At the core of all improvement activity is a clear aim to improve support and opportunities for learners. Self-assessment is effective and helps staff and managers drive improvements for learners. A clear and well-managed quality improvement plan articulates challenging, but realistic, targets for improvements to provision. Senior staff monitor performance and outcomes carefully, and have good levels of involvement in self-assessment and quality improvement planning.
- Measures to monitor and enhance the quality of teaching, learning and assessment are effective and well supported by staff. Lesson observation outcomes make clear and effective reference to tutors' development since previous observations, and result in closely-tailored personal and professional development activities for the future. Peer observations are undertaken frequently and these form the basis for useful discussions of good practice at staff team meetings.
- A clear and effective process of appraisals and one-to-one meetings between staff and managers ensure that communication is very good at all levels. Staff feel valued in their work, and enjoy making additional efforts for the sake of their learners. New staff receive very good support from team leaders, managers and their peers.
- Levels of staff development activity are good, and all staff have received support to undertake development programmes from which both they and learners benefit. During the past eighteen months, staff training has included courses to promote diversity in lessons, to increase autism, cerebral palsy and spina bifida awareness, to increase staff confidence in supporting learners with mental health needs, and to enhance functional skills development. In addition, team leaders have completed, or are about to complete, information, advice and guidance qualifications at level 3.
- Partnership arrangements with employers and specialist agencies have been thoughtfully developed to preserve a provision of true value to learners with complex needs. Managers and team leaders work very closely and successfully with the local safeguarding board, with a wide range of drug and alcohol advice agencies, with youth offending teams, probation services and with similar providers of study programmes in the region. Wherever possible, staff provide immediate solutions to difficulties faced by learners; whenever advantageous and appropriate, learners are quickly directed to specialist support outside the organisation.
- The provider meets its statutory requirements for safeguarding learners. Measures are well established and understood. Centres provide a safe and secure environment for learners, who value the care they receive. Staff are knowledgeable about safeguarding legislation, and arrangements to safeguard the many looked-after learners are good. Tutors routinely discuss safeguarding matters with learners in lessons, so that the learners become better aware of their own and their peers' safety and security.

Record of Main Findings (RMF)

Enham Trust: Skills to Achieve

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	-	-	2	-	-	-	-	-
Outcomes for learners	2	-	-	2	-	-	-	-	-
The quality of teaching, learning and assessment	2	-	-	2	-	-	-	-	-
The effectiveness of leadership and management	2	-	-	2	-	-	-	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Employability training	2

Provider details

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: 124							
	Part-time: N/A							
Principal/CEO	Peta Wilkinson							
Date of previous inspection	18 January 2013							
Website address	http://www.skills2achieve.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	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	48	12	-	-	-	-	-	-
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	-	-	-	-	-	-	-	-
Number of learners aged 14-16								
Full-time	N/A							
Part-time	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							

Contextual information

Enham Trust was founded in 1918 as a rehabilitation centre for ex-servicemen returning from the First World War. Since then, the trust has expanded its operations and now works with a wide range of people with a variety of learning, employment, and support needs. Under the name of Skills 2 Achieve, the trust delivers study programmes to young learners in four areas of Hampshire, with centres in Southampton, Farnborough, Andover, and Basingstoke.

The focus of Skills 2 Achieve programmes is on learners gaining English and mathematics qualifications alongside employability skills. Work placements form a central part of training. The programmes are designed to meet the needs of young people who are not able to be in mainstream education; many have a disability or barrier to learning or working, or have been excluded from other provision. Of current learners, a high proportion has a learning difficulty and/or disability and many are in council or other care settings. The number of learners from a minority ethnic heritage is in line with Hampshire's figure of 3.1%.

Information about this inspection

Lead inspector

Richard Beynon HMI

One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the Head of Employment and Skills 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 past 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; the report reflects these views throughout. 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.

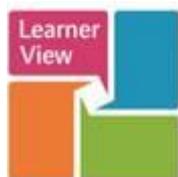
What inspection judgements mean

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>

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