

Enfield Borough Council

Local authority

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| Inspection dates | | 24–27 March 2015 |
| Overall effectiveness | This inspection: | Good-2 |
| | Previous inspection: | Good-2 |
| 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:

- success rates for apprentices are high, particularly for those on administration programmes
- learners develop good personal, social and vocational skills
- teaching on apprenticeship and community learning programmes is particularly effective and leads to very good learning and motivated, enthusiastic learners
- tutors make very good use of enrichment and work experience opportunities to engage learners
- senior leaders and managers have a clear strategic focus on developing learners' employability skills
- leaders and managers plan the curriculum very well to meet the needs of the local community
- the monitoring of the quality of subcontracted provision is good.

This is not yet an outstanding provider because:

- the study programmes are not planned and delivered well enough to meet the individual needs and aspirations of learners
- tutors and trainers do not always ensure that teaching sessions meet the needs of all learners, and in particular the most able, to help them reach their potential
- arrangements for monitoring the practice of new tutors in directly delivered provision are insufficiently robust.

Full report

What does Enfield Borough Council need to do to improve further?

- Ensure that learners on the study programme benefit from imaginative and challenging programmes of study that meets their individual needs and aspirations.
- Ensure that tutors and trainers challenge all learners by planning sessions carefully to meet each learner’s needs, including through the use of individual target setting.
- Strengthen the quality monitoring arrangements in directly delivered provision for new tutors. Ensure that new tutors are observed promptly and that they receive high quality professional advice and support to help them meet the service’s expectations and performance standards.

Inspection judgements

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| Outcomes for learners | Good |
|------------------------------|------|

- Enfield Borough Council’s ‘skills for work service’ (the service) currently provides training for 28 apprentices in administration and 21 in hairdressing, mostly at intermediate level. A very small number of learners are on other apprenticeship programmes in other subject areas. The service has 30 learners on a foundation level study programme, 10 of whom have high needs. The service also provides short, part-time community learning provision for around 230 learners, mostly in English, mathematics, family learning and English for speakers of other languages. Subcontractors deliver about half of this provision.
- Apprenticeship success rates are high. The proportion of apprentices who complete within the planned period of study is also high. Success rates for administration apprentices are outstanding, and have been well above national rates for the last three years. The vast majority of administration apprentices complete well within planned timescales. Learners on non-accredited community learning courses make good progress and the small proportion on courses leading to a qualification achieve well.
- Outcomes for learners on study programmes require improvement. Too many learners leave their programme early, though those who stay tend to achieve. In-year retention for learners is good, having improved significantly since last year. However, attendance for a few learners is poor.
- Few significant differences exist between the success rates for different groups of learners but, where they do, the learner numbers are too small to support meaningful statistical judgements. Learners attending programmes provided by subcontractors do as well those on directly delivered provision. Those with high needs do as well as their peers.
- Learners develop good personal, social and vocational skills. Apprentices develop very good, and often outstanding, skills in their vocational field. Administration learners, most of whom are based in a range of local authority departments, develop excellent skills often from low initial starting points. They become highly competent administrators in a wide range of roles and demonstrate the knowledge and skills they have gained during off-the-job training sessions. Hairdressing learners develop good skills in the service’s commercially run high street salon. They take pride in their appearance and enjoy learning.
- Learners on community learning programmes gain good skills and confidence. For example, learners studying English for speakers of other languages develop confidence in dealing with everyday situations that helps them adjust to life in Britain. Family learning learners develop a better understanding of what their child is learning at school and how they can help with homework. Learners on the study programme benefit from good arrangements for work placements and develop valuable employability skills.
- The development of learners’ English and mathematics skills is particularly good on apprenticeship programmes, and outcomes in the functional skills tests are very good. The

development of learners' English and mathematics skills on some other classroom –based programmes, particularly in mathematics, requires improvement.

- Progression for most learners is good, particularly on the apprenticeship programme from intermediate to advanced. Administration apprentices do particularly well in their employment, with many gaining additional responsibilities and roles.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment for apprentices and those on community learning programmes are particularly effective and lead to very effective learning and motivated and enthusiastic learners. Learners on these programmes stay and achieve well. Work-based tutors expect high standards from learners in the presentation of their work and in their personal presentation. Hairdressing learners wear smart work uniforms. These learners benefit from good group training and individual coaching by occupationally experienced tutors who ensure that learners practise and acquire up-to-date skills in good quality salons. Tutors operate the service's hairdressing training salon as a commercial operation on two days a week. This ensures that they retain a high degree of credible occupational competence which learners appreciate and respect.
- Community learning tutors use a wide range of learning resources and imaginatively designed learning activities. This results in learners increasing in confidence, developing their speaking and listening skills and improving their ability to carry out calculations in mathematics. Learners' portfolios include evidence of their improved writing skills and their ability to write short texts, such as on postcards. Taught sessions effectively develop learners' spoken and written English skills, and understanding of other countries and cultures. Teachers encourage stimulating debate and discussion to allow learners to develop and practise their skills.
- Support for learners is good. Apprentices speak positively of the support they receive in ensuring their progress and achievement. Learning support officers provide good individual support and encouragement in monthly reviews with study programme learners. These learners value the opportunity to discuss their personal circumstances and problems, such as emotional and relationship difficulties.
- Tutors and trainers do not always ensure that all learners are sufficiently challenged during teaching sessions to ensure they reach their potential. They do not always use the results of initial assessment to plan sessions that meet learners' individual needs. As a consequence, a few learners become disengaged and fail to make the progress expected of them.
- Tutors make very good use of enrichment and work experience opportunities to engage learners, especially those with high needs. Learners have visited Tate Modern, designed shirts as part of an art project, and taken responsibility for running a tuck shop at the service's training centre. As a consequence, these learners improve their general knowledge, get satisfaction from completing an enjoyable project, and increase their knowledge of the commercial world.
- Administration apprentices benefit from particularly well-considered, motivational feedback on their assignments which provides them with a clear understanding of how they can further improve their work. Apprentices submit assignments online and trainers assess and return them promptly. Hairdressing apprentices' portfolios of work show evidence of thoughtful, written feedback from tutors. Trainers provide sensitive individual coaching for apprentices on their practical assignments.
- On the apprenticeship and community learning programmes, trainers and tutors ensure there are frequent opportunities to develop learners' oral and written skills through the learning activities they plan. However, the development of these skills on study programmes requires improvement. For example, learners spend too much time discussing the use of language and attempting to develop interesting sentences using adjectives and adverbs. The less able learners do not have enough time to absorb the information and the more able learners do not have

enough opportunities to produce extended pieces of writing to reinforce skills which they already possess.

- Information, advice and guidance are good, with highly-qualified staff working closely with programme tutors. Careers advice focuses on progression and, as a result, learners are clear about their next steps. Induction for learners on community learning programmes is good. However, induction for apprentices and for those on study programmes requires improvement. Trainers give out too much information in too short a time, presentations projected onto a screen contain spelling errors, and printed paperwork often contains complex language which not all learners can understand.
- The promotion of equality and diversity awareness is particularly strong in community learning where learners are well prepared for living and working in modern Britain. In apprenticeship programmes, trainers promote equality and diversity well during learning sessions. However, discussion about equality and diversity related issues at reviews is perfunctory. Trainers do not always discuss effectively the full range of equality and diversity issues that learners are likely to face in the workplace.

The effectiveness of leadership and management

Good

- The service has undergone a significant restructure since the previous inspection. The new head of service has been instrumental in shaping the service's strategic aims. Consequently, the four different council services that have come together as a single 'skills for work service' now provide an exceptionally clear strategic focus on the promotion of employment in the region. Other services, such as the careers service and employer engagement teams, work alongside the education and training team, providing support for learners where needed. This inclusive approach is already yielding results as achievements overall have improved, following a decline in 2012/13. Leaders and managers plan the curriculum very well to meet the needs of local people. The community learning provision is offered in local schools, close to where learning needs have been identified, or with specialist charities. This gives many individuals in deprived communities the opportunity to embark on programmes in family learning, mathematics and English for speakers of other languages that help them to support their children and develop their own skills.
- The apprenticeship provision is matched to local intelligence about employment opportunities, and most apprentices remain in employment after completing their programmes. Many learners on study programmes come from troubled backgrounds and welcome the opportunity to learn in a friendly supportive environment. They engage productively in work experience, but the provision for English and mathematics on these programmes requires improvement.
- Links with the Local Enterprise Partnership, community partners and employers are very productive, leading to good opportunities for learners. Local partners within the council encourage learners to enrol on suitable courses, help them find work experience placements and provide impartial careers advice and guidance. Local employers value the partnership with the service and continue to offer apprenticeship places.
- The monitoring of subcontractors is good. The service has strengthened its commissioning arrangements and subcontractors receive close monitoring to ensure that they meet challenging performance targets. The subcontractors value the quarterly meetings where they exchange ideas and discuss good practice. A particularly strong feature of the arrangements is the emphasis on continuing professional development, as the service expects all subcontractors to attend updating sessions, based on identified needs.
- The quality manager has a very clear understanding of good practice in teaching and learning; completed observation forms are rigorous and clear, providing sound guidance on how tutors can improve. Peer observations are helpful and productive. Inspectors agreed strengths and areas for improvement on joint observations. Opportunities for staff development are good.

- Significant staff vacancies at middle management level have resulted in insufficiently robust arrangements for monitoring the practice of new tutors in directly delivered provision. Consequently, service managers have not evaluated the performance of a minority of recently appointed teaching staff whose professional practice requires improvement quickly enough.
- The self-assessment report is largely accurate, although managers underestimated the full impact of staff vacancies on the quality of study programmes. The council has a strong focus on 'learner voice'; learners' views, together with those of stakeholders, are included in the self-assessment report. The subcontractors provide sharply focused quality improvement plans, which are well monitored.
- The safeguarding of learners is good. Each site has a fully trained designated officer, as does every subcontractor. All staff, including those in subcontracted provision, receive basic training in child protection and safeguarding vulnerable adults, and this is updated at two or three year intervals. Policies and procedures are comprehensive, clear and communicated well to staff and learners through the induction and training.
- Promotion of safeguarding with learners is good. Learners understand how to recognise abuse, discrimination, bullying and harassment, including cyber bullying, and what action to take if they or other learners are subject to such treatment. The service has implemented a programme of awareness training for staff and learners, as well as subcontractors, for safeguarding young people from radicalisation and extremism.
- The promotion of equality and diversity is good overall. The service encourages an inclusive ethos, welcoming learners from deprived backgrounds, often facing significant barriers to learning. Learners respect each other and work positively together. Managers ensure that all members of staff, including those in subcontracted provision, receive updates on changes in equalities legislation.

Record of Main Findings (RMF)

Enfield Borough Council

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

| Subject areas graded for the quality of teaching, learning and assessment | Grade |
|--|--------------|
| Community learning | 2 |

Provider details

| | | | | | | | | |
|---|--|-----|-----------------|-----|----------------|-----|--------------------------|-----|
| Type of provider | Local authority | | | | | | | |
| Age range of learners | 16+ | | | | | | | |
| Approximate number of all learners over the previous full contract year | 1,836 | | | | | | | |
| Principal/CEO | Ms Maxine Reed | | | | | | | |
| Date of previous inspection | April 2011 | | | | | | | |
| Website address | www.enfield.gov.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+ |
| | 23 | 240 | - | 20 | - | - | - | - |
| Number of apprentices by Apprenticeship level and age | Intermediate | | Advanced | | Higher | | | |
| | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | | |
| | 15 | 19 | 5 | 21 | - | - | | |
| Number of traineeships | 16-19 | | 19+ | | Total | | | |
| | 3 | | 2 | | 5 | | | |
| Number of learners aged 14-16 | | | | | | | | |
| Full-time | - | | | | | | | |
| Part-time | - | | | | | | | |
| Number of community learners | 228 | | | | | | | |
| Number of employability learners | - | | | | | | | |
| Funding received from | Education Funding Agency and Skills Funding Agency | | | | | | | |
| At the time of inspection the provider contracts with the following main subcontractors: | <ul style="list-style-type: none"> ■ Futuretrend Technologies ■ The Adult Learning Academy ■ Barnet & Southgate College ■ Orion Pax ■ MIND in Enfield | | | | | | | |

Contextual information

Several council departments merged to form the Skills for Work Service in February 2013 and the service has undergone major strategic and staff changes since. The service is located within the Schools and Children's Services Department, Commissioning and Community Engagement directorate of Enfield Borough Council.

The London Borough of Enfield has a population of 317,300 and is among the most ethnically diverse areas in the country. In 2011, some 23% of Enfield adults had no qualification compared with a London rate of 17.6% and a national rate of 22.5%. Enfield is ranked 64th most deprived out of the 326 local authority areas in England and 14th of the 32 London boroughs. Unemployment is consistently above both London and national averages in times of recession and recovery. In September 2013, Enfield's rate was 9.3% compared with 8.7% for London.

Information about this inspection

Lead inspector

Jai Sharda HMI

Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the quality assurance manager 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 and telephone calls 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 relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject area 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:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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