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Mr M Deal
Director of Employment Services
Enham Trust
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Dear Mr Deal

Short inspection of Enham Trust

Following the short inspection on 6 and 7 March 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The inspection was the first short inspection carried out since the provider was judged to be good in July 2014.

This provider continues to be good.

Since the previous inspection, you have continued to provide a consistently good quality of education for learners at Enham Trust. The appointment of a new chief executive officer in 2016 and the subsequent restructure of the management team have reflected a continued focus on improving the quality of the learner experience and learner outcomes. You have improved the quality of the provision in Basingstoke and successfully introduced provision in Eastleigh. You have improved the achievements of the large majority of learners at all centres.

You have successfully introduced 16 to 19 study programmes and you provide a tailored programme to meet the needs of each learner. You recognise that although all learners benefit from some element of work-related experience, not all learners have external work experience. You continue to develop this further at all centres by expanding the range of employers and partners with whom you work.

You have responded well to the recommendations from the previous inspection and have secured improvements in a number of areas. For example, learners' goals and targets are now more focused and specific, leading to their progress and achievement being much more effectively monitored, and the vast majority of learners now receive effective feedback on their work. They understand what they have done well and what they need to improve.

Learners continue to experience good teaching and effective assessment of their work in the large majority of lessons. They develop good employment-related skills. The large majority of learners make good progress and gain their qualifications. An increasing number of learners progress to further study, employment or training. However, opportunities for learners to progress to apprenticeships, traineeships and supported internships are more limited.

Pastoral and welfare support for learners is particularly strong. They benefit from excellent care from their tutors, which they value highly. Learners trust their tutors and will seek their help with a wide range of personal, emotional, welfare and safeguarding concerns. They are confident that they will receive the support they need. The daily breakfast club encourages learners to attend and allows them to take part in informal discussions with peers and centre staff. Learners appreciate and value this interaction and quickly settle to work when the lesson starts.

Safeguarding is effective.

Learners feel safe and understand how to keep themselves safe, including online. Learners receive a thorough induction which covers all aspects of safeguarding, including the 'Prevent' duty. Learners have a good knowledge of the risks associated with extremism and radicalisation, and understand how 'Prevent' relates to their lives. Learners and staff understand how to report safeguarding concerns and are confident that managers will deal with these swiftly and effectively.

Staff and volunteers receive appropriate training for their level of responsibility and also receive frequent training to update them. Staff and volunteers are recruited with integrity and all pre-employment checks are carried out rigorously. Safeguarding is a significant priority for the whole organisation. Excellent relationships exist with a wide range of external agencies to support the safety and well-being of learners, including with the local authority multi-agency safeguarding hub and the child and adolescent mental health services.

Inspection findings

- Teachers use a wide range of appropriate activities to embed British values into the curriculum and bring them to life. For example, learners benefit from a weekly current affairs session which encourages them to discuss and debate in a safe and supportive environment. Topics such as 'Brexit', the general election and the bombing of the Manchester Arena have all generated lively discussion and have contributed to the development of learners' written and oral English language skills. Consequently, learners have a good, and sometimes comprehensive, understanding of their rights and responsibilities as citizens in modern Britain.
- Well-trained teachers weave careers advice and guidance into the delivery of many sessions, and learners focus fully on what they will do next, following completion of their programme at Enham Trust. Teachers work closely with young people and, where appropriate, with their key workers to identify their aspirations and provide effective guidance to help them achieve these.

- Staff ensure that a range of external careers guidance organisations visit and provide independent careers guidance for the large majority of learners. However, not all centres benefit from these services. As a result, a small minority of learners are unable to have independent careers information, advice and guidance and cannot consider the full range of career options available to them.
- Learners benefit from a wide range of learning sessions to help them develop employment-related skills. These include talks by employers and external charities who help learners, for example, to understand their rights and responsibilities as employees.
- A good proportion of learners attend external work placements, gaining valuable experience. However, staff have not ensured that all learners benefit from external work placements.
- Learners understand the importance of improving their English and mathematical skills and of gaining their qualifications. They see these as the most important ways to progress to the college course of their choice. Consequently, learners' attendance is good in these subjects. The vast majority make good progress from one level to the next. As the study programme is currently part time, there are no opportunities to undertake a GCSE programme in either English or mathematics. However, teachers signpost learners to other providers where they can study for these qualifications.
- Learners who have work placements are motivated, confident and polite. They demonstrate good work-ready skills and qualities. They work towards targets that link closely to their classroom activity, and their teachers regularly monitor their progress.
- Learners demonstrate good standards of behaviour. They show high levels of respect for, and tolerance of, their peers, centre staff and visitors.
- Staff accurately identify the starting points of their learners and use these well to plan and deliver carefully tailored programmes. Staff are ambitious for their learners, and as a result learners rapidly develop confidence and self-belief.
- Learners make effective use of good-quality resources to support their learning. Learners use mobile phones and laptops to research and present their work. Teachers carefully plan and prepare activities for each learner, to challenge them and develop their skills and understanding.
- The large majority of learners receive effective and frequent feedback from their teachers. As a result, they understand their progress and know how to improve their skills, knowledge and behaviours to achieve. Learners have a range of goals related to the development of their English and mathematical skills, their employment-related skills and for their health, welfare and behaviour. They understand the small personalised goals they are working towards in order to achieve their longer-term goals. Teachers effectively track and monitor the progress learners make towards these goals using electronic individual learning plans.
- A small minority of teachers fail to check that learners have fully grasped the subject matter and content at hand before moving on to the next topic or area of learning.

- Leaders and managers have secured significant improvements in the achievement rates of their learners. The appointment of specialist English and mathematics teachers, the provision of one-to-one support sessions for learners, and an intensive delivery model have resulted in the majority of learners achieving their basic skills English and mathematics qualifications at entry level 3 and level 1, and mathematics at level 2. However, too few learners achieved their level 2 English in 2016/17. Early indications are that current learners are making better progress towards achieving their level 2 English qualification this year.

Next steps for the provider

Leaders and those responsible for governance should ensure that:

- all learners have high-quality external work experience linked to their career aims
- all learners receive independent careers information, advice and guidance to help them consider the full range of options available to them
- all teachers make effective use of a range of techniques to check learners' understanding before moving on to the next topic or area of learning.

I am copying this letter to the Education and Skills Funding Agency. This letter will be published on the Ofsted website.

Yours sincerely

Judy Lye-Forster
Her Majesty's Inspector

Information about the inspection

During the inspection, two of Her Majesty's Inspectors and one Ofsted Inspector were assisted by the employment services manager, as nominee. We met with senior leaders, managers and teaching staff. We observed teaching, learning and assessment in classrooms and visited a work placement, at times accompanied by members of your staff. We spoke with learners and staff. We reviewed tracking systems and key documents, including those relating to safeguarding, performance and improvement, self-assessment, outcomes, work experience, learner progress and destinations. We considered the views of learners through face-to-face discussions and through Ofsted's online questionnaire.