

# Enfield London Borough Council

Local authority

**Inspection dates**

18–20 June 2018

<b>Overall effectiveness</b>		<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>	Provision for learners with high needs <b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>	
Personal development, behaviour and welfare	<b>Good</b>	
Outcomes for learners	<b>Good</b>	
Overall effectiveness at previous inspection		Good

## Summary of key findings

### This is a good provider

- Leaders at Enfield Borough Council have established a strong and highly effective supportive internship programme which meets the employment needs of adult learners with an education, health and care plan, through a supported internship programme.
- Leaders and managers have forged strong partnerships with local employers and West Lea School to provide relevant and high-quality internship opportunities, which often lead to paid employment.
- Learners work in a range of placements which reflect their career aspirations, such as horticulture, early years settings and retail outlets. Well-trained job coaches and employers support learners very well to develop relevant workplace skills.
- Leaders and managers work effectively with parents and carers to support learners to progress into employment. Parents appreciate the opportunity for learners to become more independent in their daily lives.
- Learners benefit from good impartial careers advice and guidance which enable them to make informed decisions about their future careers.
- Tutors in the classroom setting, which forms a small proportion of the internship programme, do not plan learning sufficiently well to meet the needs of individual learners or ensure that they challenge all learners to improve.
- Leaders at Enfield Borough Council have not established sufficiently robust reporting arrangements to ensure that they understand the quality of provision. They do not assess accurately the quality of teaching, learning and assessment and, consequently, do not support tutors to improve their practice.
- Managers have not ensured that learners develop their English and mathematics skills or progress on vocational qualifications sufficiently well.

## Full report

### Information about the provider

- Enfield Borough Council has recently gained a new contract for a small number of supported internships. The programme, which started in September 2017, provides young adults who have learning difficulties and disabilities with work placements and work-related qualifications to help them to secure employment. There are 12 learners currently on the programme, who spend four days in the workplace and one day in classroom-based learning at a local library. Managers have subcontracted the programme to West Lea School, a local school for children who have special educational needs (SEN) and/or disabilities.
- The London Borough of Enfield has a population of 332,100. Unemployment rates are above those in London and nationally, and a higher proportion of the population of Enfield does not have qualifications at level 2 or 3 when compared to London. Levels of deprivation are high.

### What does the provider need to do to improve further?

- Improve learners' English and mathematics skills by:
  - making sure that teachers have appropriate skills and, where appropriate, learners achieve their qualifications
  - accurately assessing learners' skills at the start of the programme so that appropriate tasks can be set and learners' progress can be assessed relative to their starting points.
- Improve the quality of teaching, learning and assessment in classroom-based lessons by:
  - teachers providing learning activities that meet the individual needs of learners and ensuring that they make good or better progress from their starting points
  - managers identifying and rectifying rapidly any weaknesses in teaching, learning and assessment
  - managers ensuring that quality-assurance processes are in place to monitor learners' progress in vocational qualifications so that they achieve their qualifications in the planned timescale.
- Put in place rigorous reporting mechanisms so that leaders and managers within Enfield Borough Council have clear oversight of the quality of provision and can quickly identify areas for improvement and put interventions in place swiftly.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders at Enfield Borough Council have established a well-planned work-related programme to meet the needs of adult learners with learning difficulties and disabilities who are not yet in employment. Leaders and managers have developed very strong partnerships with local employers and with West Lea School to provide relevant and high-quality internships for learners.
- Leaders and managers have created a safe and supportive working environment in which learners thrive. Staff and learners are highly respectful of each other and learners develop a good understanding of how to work effectively with others.
- Leaders have ensured that learning programmes are well planned and meet the needs of learners and employers well. Managers assign learners to placements which are highly likely to lead to full-time employment and in vocational areas that learners aspire to work in.
- Managers make sure that learners and parents receive high-quality impartial careers advice and guidance. A careers adviser who specialises in SEN works frequently with learners to support their progression into employment. Leaders monitor the progression of learners very well.
- Job coaches who support learners in the workplace have benefited from high-quality professional development and training. For example, they have completed training in Systematic Instruction, Independent Travel and British Association for Supported Employment, which has enabled them to support learners well to gain jobs.
- The quality of class-based lessons is not yet good and tutors have not had relevant training to improve their practice. Managers have not made sure that tutors develop learners' English and mathematics skills sufficiently well in class-based learning.
- Leaders at Enfield Borough Council and leaders at West Lea School work closely together to provide effective work-related learning programmes which enable learners to progress well into employment. Managers in individual areas at West Lea School have clear ideas about developments that they are putting into place to further improve the provision. However, leaders do not effectively combine these actions into a coherent plan. As a result, leaders and managers do not have an overall understanding of the strengths and weaknesses of the provision or what they need to do to improve.

### The governance of the provider

- Leaders at Enfield Borough Council take their responsibility to offer work-related programmes to young adults with learning difficulties or disabilities very seriously. They place great emphasis on supporting learners who have previously been unable to secure paid work to gain employment. Members are highly ambitious and committed to the development of the supported internship programme and work closely with leaders and managers to meet the aims of the programme.
- Leaders at Enfield Borough Council have taken an active part in setting up the internship, providing financial and practical support to develop the programme, such as support with

marketing and staff training. They have recently begun to offer internships across council departments and in their subcontracted work.

- Leaders and managers at Enfield Borough Council do not receive sufficiently detailed reports on all the aspects of the supported internship to enable them to understand fully the strengths and weaknesses of the programme.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders and managers at West Lea School have put appropriate safeguarding arrangements in place, including a well-trained safeguarding team.
- Managers carry out risk assessments to keep learners safe in the classroom and in work placements. They identify risks associated with individual learners and provide employers with relevant information on the specific needs of interns.
- Managers adopt appropriate and rigorous staff recruitment processes to keep learners safe. Learners feel safe and are safe. They have a good understanding of how to stay safe online and while travelling to and from their work placements.

## **Quality of teaching, learning and assessment**

**Good**

- Learners, many of whom have previously been unable to secure paid employment, attend high-quality work placements. Learners enjoy their placements, learn new work-related skills and gain valuable experience of work in a supportive and encouraging work environment. As a result, many secure paid employment.
- Managers match work placements, which form the large proportion of the learners' programme, well to the needs and career aspirations of the learners. As a result, learners are motivated to improve their skills and they make good progress. For example, one learner was able to organise new stock in a mobility shop, had developed his confidence in communicating with customers and had started to advise them on products.
- Well-trained job coaches enable learners to develop work-related skills, such as timekeeping, teamwork and following instructions. Staff are adept at assisting learners to become more independent as they progress through their programme. For example, a learner working as a playwork assistant has learned to work productively with younger children with minimal support.
- Job coaches provide learners with supportive and challenging feedback in their work placements so that they know how to improve their workplace skills. As a result, learners make valuable contributions to their workplaces which employers recognise and value. Most learners have learned to travel independently and safely to their place of employment.
- Job coaches work closely together to review the progress that learners make and to identify emerging needs. As a result, they adapt each learner's programme to include new topics where appropriate. For example, tutors have incorporated activities related to personal hygiene and dress codes into off-the-job training to further enhance learners' understanding of requirements in the workplace.

- Managers use education and healthcare plans and profiles of learners' vocational skills well at the beginning of the programme to assess learners' starting points. However, they do not use these sufficiently well to plan learning that develops learners' individual skills in classroom learning where they study for work skills qualifications.
- Teaching, learning and assessment in classroom learning, which form a small proportion of the programme, are not of a high enough standard. Teachers do not check learning thoroughly enough and they too often set tasks at one level. As a result, tutors do not challenge the most able learners, and learners who require more support do not understand what they need to do. Tutors do not use learning support staff well enough in the classroom to ensure that learners make good progress.
- Tutors do not develop learners' English and mathematics skills well enough. They do not assess learners' skills at the beginning of the course and, as a result, do not identify or improve effectively the skills that individual learners need to improve. Tutors identify spelling and grammatical errors in written work, but do not consistently provide feedback that enables learners to know how to improve. As a result, learners often continue to make the same errors in subsequent work.

## Personal development, behaviour and welfare

**Good**

- Learners become confident and self-assured in their work placements. Job coaches develop learners' independence very well and, as a result, learners can work with limited support in their job roles.
- Learners produce high standards of work in the workplace, which prepare them well for future employment. For example, one learner produces a weekly newsletter and travels independently to different venues to gather information. He uses high-quality software and the graphics and text he produces are of a commercial standard.
- Learners' attendance at their work placements and their classroom lessons is good. Learners are punctual and prepared for work and learning, are keen to learn and participate well in lessons, sharing ideas and discussing work-related issues such as timekeeping.
- Managers involve parents well in the programme. Parents speak highly of the improved confidence and independence in learners' daily lives. Staff have set up a parent forum through which parents participate in training, for example the Systematic Instruction training. This has enabled parents to gain a greater understanding of the programme and its benefits, which they share with parents of prospective learners.
- Learners benefit from good impartial careers advice and guidance. A specialist careers adviser provides learners with relevant advice about their next steps, including college courses and apprenticeships.
- Learners' behaviour in the classroom and at work placements is good. Learners are respectful of each other and of staff. Learners have a sound understanding of how to keep themselves safe online, while travelling and in the workplace. Learners do not, however, have sufficient understanding of radicalisation and extremism. For example, they are not able to identify the risks of radicalisation or extremist behaviour.

## Outcomes for learners

**Good**

- Learners make very good progress in the development of work-related skills and are well prepared to progress into employment. Well-planned internships ensure that learners can develop skills that are appropriate to their future career plans, as well as broader and more transferable skills, such as timekeeping and problem-solving.
- Learners enjoy their learning in the workplace and the large majority have remained on the programme. Most learners have secured paid employment as a result of their studies.
- The standard of learners' work in classroom learning, which is a small proportion of the overall programme, meets the expected level of the course. However, teachers do not routinely ensure that learners study at the correct level of qualification and, as a result, a minority of learners do not extend their skills and knowledge well enough.
- Managers do not ensure that there is sufficient tracking of learners' progress. As a result, they do not know whether learners are on track to complete their work skills and English and mathematics qualifications within the planned timescales. This is the first year of the programme and leaders are aware that they need to track learners' progress more accurately.

## Provider details

Unique reference number	53116
Type of provider	Local authority
Age range of learners	19+
Approximate number of all learners over the previous full contract year	0
Principal/CEO	Andy Johnson
Telephone number	020 8379 3226
Website	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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	0	12	0	0	0	0	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	0	0	0	0	0	0		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	12							
At the time of inspection, the provider contracts with the following main subcontractors:	West Lea School							

## Information about this inspection

The inspection team was assisted by the head of joint services, as nominee. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Lynda Brown, lead inspector

Her Majesty's Inspector

Joyce Deere

Ofsted Inspector

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