

# Enham

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## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

#### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- preparation for life and work

## Description of the provider

1. Enham is a charity and company limited by guarantee that has provided services to people with disabilities since 1918. The organisation owns most of the Enham Alamein village near Andover, which houses many of the company's service users. Enham's learning and Employment Services operate from its offices in Eastleigh, near Southampton. Enham first received funding from the Hampshire and Isle of Wight local Learning and Skills Council (LSC) to provide Entry to Employment (E2E) in August 2005. This programme in employability training is inspected under preparation for life and work. The organisation also receives funding from the Department for Work and Pensions to provide training leading to qualifications and employment for people with disabilities. There were 219 participants on a Workstep programme which was inspected by the Adult Learning Inspectorate (ALI) in 2005. Enham's other government-funded programmes include New Deal for the disabled, a work preparation programme and a residential training programme in information and communications technology (ICT). Enham is also subcontracted to provide a Nexstep service.
2. Since 2005, approximately 65% of learners on E2E have learning difficulties and/or disabilities and approximately 11% are from minority ethnic groups. The programme, which currently has 20 learners, takes place at the Farnborough Community Centre and is managed from Enham's offices in Eastleigh. Many learners join the programme on recommendation from family, friends and previous learners, and take part in an initial interview by the local Connexions service. Learners follow programmes to develop their self-confidence and self-esteem, as well as their key skills and employability skills. The production of a monthly magazine is central to this process. Two trainers work full-time at the centre in Farnborough and are supported by other members of staff who provide E2E learners with specialist support and training. Three senior managers, based in Eastleigh, are responsible for strategic and business planning, contract and operational management and quality improvement.
3. Unemployment in the Farnborough area, known as Rushmoor, was 1.5% in April 2007, according to data produced by the Office for National Statistics. This is low compared with the figure of 2.1% for the southeast and a national average of 3.3%. In 2006, the proportion of pupils gaining five or more general certificates of secondary education (GCSEs) including English and mathematics, at 50.2%, was above the national average of 25.8%. Similarly, the proportion of 16-18 year olds who were not in education, employment or training in 2006, at 5%, was slightly lower than the national average of 8%. According to the 2001 census, 4.4% of the population in Rushmoor was of minority ethnic heritage.

## Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade3
Leadership and management	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Good: Grade 2

## Sector subject area

Preparation for life and work	Satisfactory: Grade3
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## Overall judgement

### Effectiveness of provision

Satisfactory: Grade 3

4. The overall effectiveness of the provision is satisfactory. Achievement and standards, the quality of provision and leadership and management are all satisfactory. Provision in employability training, which is part of the subject sector area preparation for life and work, is also satisfactory. Equality of opportunity is good.

### Capacity to improve

Satisfactory: Grade 3

5. The steps that Enham has taken to improve the provision have been satisfactory. Progression rates have improved slightly in 2006-07 to date, and an increased proportion of learners have progressed to apprenticeships and further education this year. The programme is relatively new to Enham and the organisation provides good training to develop staff expertise in teaching on E2E. Managers have identified the need to improve many of the technical aspects of the programme, such as the completion of the E2E Passport. They consult very effectively with learners, staff and other stakeholders, such as staff from Connexions. Recent improvements include increased classroom accommodation. However, although the previous inspection reported on a different programme, two of the key weaknesses identified then are also areas for improvement in this new programme. Enham does not have a strategy for literacy and numeracy and the monitoring of systems in E2E is weak.
6. The self-assessment process is satisfactory. Managers consult effectively with staff and learners, and adopt an inclusive approach to evaluating the provision. They review effectively the self-assessment process and have made significant improvements to it in recent years. The most recent draft report, produced in April 2007, effectively incorporates all of Enham's government-funded provision under each of the key questions in the *Common Inspection Framework*. The action plan appropriately identifies priorities for improvement and progress towards achieving the targets are monitored effectively. However, although inspectors agreed with the grade given for E2E, the report does not include clear judgements on each aspect of the provision. The range of evidence used for evaluating achievements and standards in E2E is too narrow, with insufficient in-depth analysis of data.

## Key strengths

- Significant development of learners' confidence and employability skills
- Very good range of learning and enrichment activities
- Good learning environment
- Particularly good strategies to remove barriers to learning and employment
- Good guidance and support for staff

## Key areas for improvement

- Guidance on possible progression routes
- Target-setting and programme planning to meet learners' individual needs
- Development of learners' literacy and numeracy skills
- Recording and measuring of learners' achievements and progress
- Monitoring of key aspects of the programme

## Main findings

### Achievement and standards

Satisfactory: Grade 3

7. Learners increase their confidence and self-belief significantly while on E2E. They value highly the positive attitudes about themselves that they develop very quickly. They make frank and constructive contributions to discussions and are proud of their successes, such as having the confidence to go scuba diving or hold an eight-foot-long snake. They provide very good peer support and show a genuine concern for their colleagues' development and progress. Learners also develop particularly good work ethics and employability skills. Their attendance and punctuality are good, and they work very effectively in teams. The good standards of work in the monthly magazine also show learners' ability to work independently and complete challenging tasks.
8. Progression to further training and employment is satisfactory. In 2005-06, the progression rate was 51% and this has increased to 58% to date in 2006-07. Although a good proportion of learners progress to employment, very few job applications are part of a planned progression route. However, so far this year, a slightly higher proportion of learners have progressed to apprenticeships and further education courses, as part of a long-term career plan.
9. Achievement of qualifications is poor. Most of the learning activities only lead to internal certificates for participation. The achievement of key skills is not managed effectively. Pass rates of the external tests are low at 27%. Some learners are currently working towards a level 1 qualification when they already have an equivalent qualification at the same level.

### Quality of provision

Satisfactory: Grade 3

10. Enham provides a very good range of learning and enrichment activities. Staff make very good use of partnerships and local facilities to arrange stimulating activities, such as dry-slope skiing, painting a bungalow for a local charity and visiting the Enham Alamein village. Learners try out new skills and experiences in environments that are very new to them. Activities are managed well, with appropriate preparation and health and safety checks. Learning programmes include useful modules in social and personal development to raise learners' awareness of sexual health and drug and alcohol misuse. However, Enham does not provide enough opportunities for work placements or vocational tasters.
11. Enham has created a good learning environment that is centrally located and is close to other community projects. Staff and learners have decorated the walls with attractive and professionally presented displays of learners' work and achievements. Enham provides good quality and relevant published learning materials and good computing equipment, including access to the internet.

12. Teaching and learning are satisfactory. Learning sessions are managed efficiently. Learners participate well, stay on task and follow the agreed ground rules very effectively. Most learning sessions have two tutors, including specialist staff from Enham's other programmes. Learners receive effective individual support and good specialist coaching in jobsearch activities. The programme is varied and interactive, and many of the interesting activities successfully challenge learners' thinking. A magazine produced by learners provides an innovative project to help them develop their employability skills further. They participate very well in all the processes and are proud of each publication. However, this project is not used sufficiently to help learners improve specific literacy and numeracy skills or meet their individual learning goals. Similarly, trainers use a narrow range of teaching methods and resources. Some learning sessions are planned in isolation of the rest of the programme and do not include enough opportunities for learners to develop research and ICT skills.
13. Staff provide good personal support. They understand the needs of their learners well and make effective use of internal and external specialists to provide additional personal support. Enham also provides many learners with good support once they have left the programme. However, learners' E2E Passports do not include information on how individual learners should be supported to meet their individual needs. The career and job guidance learners receive is not specific enough. Learners do not receive sufficient information to help them make informed choices about their future.
14. Target-setting is weak. Objectives in the E2E Passport are primarily a list of activities and are not meaningful learning objectives. Staff do not use the information on initial assessment to identify the skills and knowledge learners need to develop to achieve their identified progression aim. Learning programmes do not focus sufficiently on individual learners' needs. Progress reviews are poorly recorded, involving little more than a checklist of activities. Although the reviews provide useful discussions on achievement of activities, they are not used well enough to assess learners' progress and plan for the achievement of learning targets.
15. Many learners are not making sufficient progress in improving their literacy and numeracy skills. The modules for this aspect of the programme recorded on the E2E Passports are poor and do not identify learning needs or how learners will improve their skills. Trainers tend to prompt too much when supporting learners instead of helping them develop strategies to improve specific literacy and numeracy skills.

## Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Good: Grade 2

16. Enham has particularly good strategies for removing learners' barriers to learning and employment. The company has a successful history in challenging the social stigma of disability. The company's focus including its teaching and learning

division is one of promoting positive outcomes for people with social disadvantage. Trustees and executive management are fully committed to, and provide clear leadership and direction for, the E2E programme. Managers fully understand the importance in raising learners' self-esteem and changing their attitudes to learning. They have developed productive and sustainable partnerships to promote and improve the programme. Progression rates for the first two years of the programme show improvement.

17. Enham provides good guidance and support for staff. Communications are particularly good throughout the company. Managers have identified that staff work in potentially challenging circumstances and provide particularly good support systems for all staff. These include good induction arrangements for new employees and thorough and effective appraisal and supervisory systems. The good range of useful training programmes cover working with people with disabilities, as well as the specific areas directly relevant to individual programmes. Two E2E trainers are currently working towards teaching qualifications. However, managers have identified that staff do not have the expertise needed to implement the E2E Passport.
18. The promotion of equality of opportunity is good. Recruitment of staff is fair and the company has a very effective culture of value and respect among all staff. Enham provides a good range of equality and diversity training, and staff and learners show a good awareness of key issues. In particular, learners develop a good understanding of the overall work of Enham and are proud to be part of the company. Enham has appropriate equality of opportunity policies and the company is finalising its child protection policy. Child protection arrangements are appropriate and include a designated person in charge of child welfare and procedures. The company implements its clear complaints, bullying and harassment policies and procedures effectively. In addition, an independent designated person provides a confidential channel for learners' complaints and concerns. The company evaluates disability participation and employment in the region effectively. Good proposals exist to recruit people for a disability forum as voting company members. Useful disability awareness booklets are being produced for employers. The self-assessment report provides satisfactory data on gender and ethnicity, but no information is recorded on the participation and achievement of different cultural groups. Accommodation used for E2E is adequate and reasonable adjustments have been made to improve access for people with mobility difficulties.
19. Self-assessment is satisfactory. The draft self-assessment report for 2006-07 contains some very useful analysis of all Enham's programmes, including E2E, and incorporates effectively the views of all interested stakeholders. However, the report does not have specific judgements on the key strengths and areas for improvement in each programme. Staff are not clear about the main messages in the report on E2E, including the grade.
20. Enham does not currently have a written strategy for literacy and numeracy. Staff do not have sufficient expertise to provide effective literacy and numeracy support. They have not been given enough guidance on identifying specific learning goals for individual learners.

21. Enham does not monitor adequately the key aspects of its E2E programme. The new teaching and learning observation system is not sufficiently thorough. Learning sessions are graded too high and staff do not receive sufficient feedback on their work. Records of observations focus too much on teaching and do not include judgements on learners' attainment of the learning objectives. The monitoring of the E2E processes, including the Passport, is inadequate and has not led to improvements in target-setting and programme planning. Data collection is satisfactory. However, managers do not sufficiently analyse the data on learners' destinations, and their length of stay on E2E, to evaluate and improve the programme. The recording of learners' achievements and the standardisation of assessments are inadequate. Enham does not measure the learners' achievement of key learning objectives effectively.

## What learners like:

- Meeting people who are easy to get on with
- Making friends
- 'The wonderful staff that treat us with respect'
- 'All the brilliant activities'
- Working on the magazine – 'we're proud of each issue'
- The help to understand themselves
- Games and activities that get them thinking
- Receiving certificates
- Being involved in the management of E2E, including giving their views on the programme and interviewing staff
- 'I've learnt more here in a few weeks than during my whole time at school'

## What learners think could improve:

- The number of tutors and the space to enable more people to come on the programme
- Work placement opportunities
- The number of visits to Enham Alamein village
- The range of courses to help them learn different skills, such as vocational skills or languages

