

INSPECTION REPORT

Enham Industries

01 July 2005



ADULT LEARNING
INSPECTORATE

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

INSPECTION REPORT

Enham Industries

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Enham Industries (Enham) is a charitable trust (the trust) that has, since 1918, been providing a range of services to those with disabilities. Its previous aim of supporting disabled ex-servicemen has been greatly extended over the years. The trust's main site is in Enham Alamein village near Andover. The trust owns most of the village, which houses people with a range of disabilities. Within the village is a residential centre, and part of that fulfils the role of a residential training unit. The unit receives funding from the Department of Work and Pensions to provide training, leading to qualifications and employment, for people with disabilities. Training is provided in information and communications technology (ICT), and horticulture. Seven staff are directly involved in the training, or support to the participants, but many other staff from the trust are partly involved in the management, and offer assistance to clients.

2. Enham also operates a Workstep programme, supporting disabled people in employment. This operates from the trust's offices in Eastleigh, near Southampton. Enham provides direct employment for 51 participants in workshops and employment at Enham Alamein and at Eastleigh. Staff also support 168 participants who work with other host employers in the local area. Direct support for those working with host employers is given by 24 employment officers, although they also have responsibilities for other programmes for participants with disabilities who were not within the scope of inspection.

OVERALL EFFECTIVENESS

Grade 3

3. **The overall effectiveness of the provision offered by Enham is satisfactory.** Enham's leadership and management are satisfactory, as are its arrangements for equality of opportunity and quality improvement. The ICT programmes are good. The foundation programme is satisfactory.

4. **The inspection team was broadly confident in the reliability of the self-assessment process.** The procedures for self-assessment are satisfactory. Self-assessment has taken place for several years and is properly based on the Common Inspection Framework and Workstep quality standards. The approach has been reviewed and improved. Staff are involved in the process and show a good understanding of strengths and weaknesses. The reports are comprehensive and constructively critical. The focus is on the effect on participants. There has been insufficient involvement of employers in the process, although there is a satisfactory system of obtaining feedback from participants.

5. **The provider has demonstrated that it is in a good position to make improvements.** The previous inspection only covered the ICT provision. Enham has effectively dealt with the weaknesses raised in that report. Strategic improvements have been clearly defined, and staff, managers and trustees are well aware of how these changes need to be implemented and how they will affect the participants. Over the past year there have been significant changes in staff structures and tasks. Staff have a clear understanding of their roles, and their responsibilities for improvement. There are satisfactory development plans,

ENHAM INDUSTRIES

which are monitored and reviewed, and generally lead to appropriate action. Specific resources have been put into place to deal with some areas for concern, particularly in increasing participation in the programmes. Help on improvements is routinely given by elements of the wider Enham Trust.

KEY CHALLENGES FOR ENHAM INDUSTRIES:

- improve the planning of learning and target-setting for Workstep participants
- deal with poor health and safety practices
- improve the strategy for, and management of, appropriate literacy and numeracy provision
- maintain the impetus and enthusiasm for the Enham's revised strategies and approach to quality improvement

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality improvement		3

Information & communications technology			2
Contributory areas:	Number of learners	Contributory grade	
<i>IT and electrical services</i>			
Other government-funded provision	9	2	
<i>Using IT</i>			
Other government-funded provision	12	2	

Foundation programmes			3
Contributory areas:	Number of learners	Contributory grade	
<i>Employability/employment training</i>			
Workstep	219	3	

ABOUT THE INSPECTION

6. In the residential training unit, two ICT programmes, in computer-aided design and information technology (IT) installation, upgrade and maintenance (IT maintenance), were inspected. Because of the relatively low numbers in each programme, and the commonality of much of the support, they were graded as a single area of learning. The

horticulture programme was examined, but there were only four participants on this programme. It was not fully inspected or graded, although judgements are included in the key findings section of the report. The Workstep provision was inspected and graded.

Number of inspectors	5
Number of inspection days	25
Number of learners interviewed	39
Number of staff interviewed	35
Number of employers interviewed	15
Number of locations/sites/learning centres visited	19
Number of visits	1

KEY FINDINGS

Achievements and standards

7. **Participants achieve good results in the computer-aided design examinations.** All those who stay on the courses pass their examinations. Similarly, those who stay on the IT maintenance course achieve the national vocational qualification (NVQ). The computer-aided design course has had some good retention rates. In 2001-02, the rate was 82 per cent and in the following year it was 100 per cent. The most recent year has shown a decline to 65 per cent, with a potential of 67 per cent. The IT maintenance course has lower, but still satisfactory, levels of retention.

8. A satisfactory proportion of participants who attend the residential training unit courses in ICT and horticulture, gain employment. On the computer-aided design courses, employment rates have been as high as 75 per cent. On the horticulture courses, the rate was good in 2001-02 and 2002-03 at 71 per cent and 67 per cent respectively. The rate for 2003-04 fell to an unsatisfactory level of 29 per cent, as disciplinary action was taken against some participants and they were withdrawn from the course. The employment rates for the IT maintenance course are satisfactory.

9. **The standard of work on the residential training unit courses is generally good.** Some of the participants on the horticulture courses have significant disabilities, but close support and a good work environment allow them to gain appropriate skills and knowledge. Some participants on the computer-aided design courses progress to a good level of expertise in topics such as architectural drawing.

10. **On the Workstep programme, participants develop good personal skills.** Support from Enham's staff and employers, motivation and elements of training are good, and participants increase their self-confidence and social skills. This can be seen in good attendance and teamworking skills. Development of vocational skills is generally satisfactory, although some clients have particularly good work skills in areas such as using machinery in gardening jobs, and in supervising peers.

11. Progression into open employment is satisfactory in Workstep. The progression rate

for the former supported placement scheme for participants is 16 per cent. On average, 6 per cent of participants, who joined after the supported placement scheme, progress into open employment every year.

The quality of provision

12. The ICT training programme for the residential training unit participants is good. Courses are flexible in terms of when participants can start, when they can take examinations, and the range of topics available. Formal sessions are well planned, with some very good additional numeracy training. Internal verification is satisfactory.

13. Residential training unit participants on horticulture training have good tutor to participant ratios, and are given additional support when necessary. This is particularly useful for those who find that their disability makes the completion of NVQ portfolios a problem. There is a good range of training and practical activities for the horticulture participants.

14. In Workstep, employers are fully involved in the training. Participants and jobs are well matched. Managers are patient and are keen to help participants succeed, and additional training is often provided. There is a good working relationship between most employers and Enham's staff.

15. Support is good for all participants. In the Workstep programme, staff work very effectively, and sometimes creatively, to help participants overcome problems. For instance, one participant was having difficulties remembering how to carry out a job and now photographs each stage of the work and writes a short description of the activity. On the residential training unit programme, a good combination of tutorial and residential support ensures that most problems are quickly identified and dealt with. Participants value the review system and welcome the opportunity to discuss a range of topics with their tutors. Appropriate use is made of outside agencies.

16. Staff development is good in the residential training unit. A well-established and constructively critical system of lesson observations encourages staff development. Training needs for staff are clearly identified and met. Staff provide mutual support for each other, and in doing so have improved their skills in a variety of areas. One member of staff, who is also a Workstep participant, has been supported by Enham in vocational and wider academic study through a Masters' level qualification to a doctorate.

17. The support for participants in the residential training unit is good. However, the management arrangements for personal support are overly complex. Participants and some staff are unsure who to discuss problems with. The formal review system works well at tutor level, but it is not clear who else should contribute to the reviews. The employment officer is not formally involved in the review or support process.

18. Resources are generally satisfactory. Some aspects of the residential training unit's personal accommodation are just adequate, but many rooms are good. The training resources are good for computer-aided design and horticulture. The IT maintenance equipment is good, but the accommodation is poor. On the Workstep programme, Enham's accommodation is well maintained and suitable for those with disabilities. There are sufficient staff and they are experienced in their occupational area.

19. The identification of literacy, language and numeracy needs, and support available varies. In the residential training unit, additional needs are identified well. Support is given through some good numeracy classes and by a local college for literacy. Formal initial assessment is satisfactory for the Workstep programme.

20. **The planning of training is inadequate on the Workstep programme.** Vocational assessments are not structured. Lists of tasks are identified in the development plans, but it is not clear how they will be carried out.

21. **Workstep reviews are ineffective** and do not sufficiently monitor work skills or personal development. Targets are too vague and do not have dates for achievement.

22. **In some workshop areas, the workplace practices are poor and the implications for health and safety are unsatisfactory.** There are practical problems, such as no machine guards, inadequately marked access areas, inappropriate work shoes and blocked fire escapes. Some participants are allowed to stand on top of a bench to carry out routine assembly tasks. Potentially hazardous activities are not discussed in reviews. There is some poor housekeeping.

Leadership and management

23. **There are clear strategic plans for improving the service** for participants and employers. The plans are very clearly understood and staff and trustees are helping implement them well. Changes have been clearly explained by managers. Staff provide good support to each other, partly through a formalised 'buddy' system. This improves their understanding of Enham's work, as well as ensuring that participants receive consistent support.

24. **Communications are good throughout Enham.** The employment officers meet every month with their manager to discuss participant and staff needs. Regular e-mail bulletins are used well to ensure that staff are aware of current activities. There is a good range of well-written procedures which staff use regularly and effectively.

25. **There is a thorough and detailed system for observing staff activity.** Reviews, induction sessions and training are observed by managers, and sometimes colleagues. Clear advice and some training are available for those carrying out the observations.

26. **The staff's understanding and application of equality of opportunity is good.** Induction is augmented by a range of well-regarded training courses. Equality of opportunity is reinforced during staff meetings, and to some extent during progress reviews.

27. Staff development is satisfactory overall, although the residential training unit has a good programme for its small number of staff. There is appropriate support for professional and personal development, with the exception of how to respond effectively to participants who need additional literacy and numeracy skills.

28. Working relationships with employers are satisfactory. Employers understand the needs of participants and how they can help with their qualifications, but there is insufficient involvement in the planning of future provision or in the self-assessment

process.

29. Most self-assessment procedures are satisfactory. Staff are fully involved and well aware of their responsibilities. The processes are an integral part of Enham's quality assurance routine. Consideration of equality of opportunity is a significant part of the self-assessment process.

30. The arrangements for training participants on equality of opportunity are satisfactory, as are the relevant policies and procedures. Participants are aware of the procedures for complaints and most complaints are dealt with satisfactorily. Simple language is used on posters to ensure that all participants are aware of whom to contact if they have concerns over bullying or harassment.

31. **If participants have a disability that impacts on their life, Enham makes appropriate arrangements to support them.** Access to most areas is good for those with restricted mobility. There is good use of adaptive IT equipment for clients in the residential training unit, and there is good use of specialist chairs for those who need them. Several of Enham's staff have a disability, and appropriate support is available to ensure that they can work effectively.

32. **Staff have an appropriate appraisal system.** Effective use is made of targets to help staff develop the business and meet the aims of the various programmes, particularly in respect of finding unsupported employment for participants.

33. Management of resources is satisfactory. Data is used appropriately on a day-to-day basis, but it is insufficiently analysed at a strategic level.

34. **The overall development of literacy and numeracy is not well managed,** particularly on the Workstep programme. Despite some satisfactory initial assessment, some participants do not receive appropriate advice on how their needs might be met, either in the workplace or through external training. Job roles are not analysed to examine how they might be affected by poor literacy or numeracy skills. Participants who wish to improve their own skills do not have immediate access to a range of learning materials.

35. **Review documents are insufficiently monitored** to ensure that the process is meeting individual needs. The self-assessment process recognised the need for clearer targets in the reviews, but there are still too many generalised statements.

36. **Health and safety practices are not effectively monitored in the workplace.** Workplaces are reviewed for health and safety standards at initial contact, but this is not a rigorous part of subsequent reviews. The onus is on participants to report potential hazards. The use of personal protective equipment is not monitored.

Leadership and management

Strengths

- very clear understanding of the impact of strategic plans on service improvement
- good communications
- thorough and detailed observation practices

- good staff development on equality of opportunity

Weaknesses

- insufficient management of literacy and numeracy development
- insufficient monitoring of review documents
- insufficient monitoring of health and safety practices

Information & communications technology

Strengths

- good ICT training
- some good support for participants
- good staff development

Weaknesses

- overly complex management arrangements for participant support

Foundation programmes

Employability/employment training

Grade 3

Strengths

- good development of participants' personal skills
- good employer involvement
- very effective support

Weaknesses

- inadequate planning of learning
- poor work practices in some workshop settings

WHAT LEARNERS LIKE ABOUT ENHAM INDUSTRIES:

- very nice staff - helpful and friendly
- the review system is the best thing - it is not too long before concerns are picked up
- 'the tutors on my ICT course are really brilliant'
- equality of opportunity is great - it is explained well and enforced
- 'if I need to, I can always speak to a Workstep employment officer and have a chat'

WHAT LEARNERS THINK ENHAM INDUSTRIES COULD IMPROVE:

- the number of visits to Workstep participants - there should be more
- 'more contact at home rather than through my manager at work'
- more leisure facilities at Enham Alamein
- move the jobsearch activities to a bit later in the ICT course

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- very clear understanding of the impact of strategic plans on service improvement
- good communications
- thorough and detailed observation practices
- good staff development on equality of opportunity

Weaknesses

- insufficient management of literacy and numeracy development
- insufficient monitoring of review documents
- insufficient monitoring of health and safety practices

37. Leadership and management are satisfactory. The impact of strategic plans on service improvement is well understood by staff and trustees of the charity. Service improvement plans affect participants, employers, funding bodies and Enham Industries as a business. Managers have explained the reasons for changes in structure and practice, and the way the changes are designed to give greater access to specialist services. For example, understanding of the benefits of change was innovatively developed through a humorous and accessible book on change management, given as an Easter gift from the managers. Staff fully understand how participants benefit from the changes. Trustees are very supportive of the strategy which includes a greater business ethos in the running of the provision, and an increase in the quality of service. The strategic plan has encouraged closer links between the different sections of employment services at Enham such as specialist advice from a number of areas, including counselling and occupational therapy. It has created further opportunities for progression, and has enabled a multi-agency specialist support service to offer a more holistic and flexible approach to participants' needs. Further support is available through an employment officer peer support system. This is designed to ensure that participants are well supported by other employment officers who have detailed knowledge of their needs when their usual contact is absent.

38. Communication is good. A wide range of communication methods include regular monthly team and manager meetings, sharing good practice meetings, and monthly trustee meetings. The guidance and advice manager meets with employment officers each month for individual sessions. These meetings are detailed and include carefully recorded discussions on targets, participants and job-related issues, including management of caseloads. All staff have a weekly update of information by e-mail. All staff can easily access the intranet to make their own contributions to the update. The peer support system is used very effectively to provide new staff with experienced mentors. Staff in new roles, or those dealing with unfamiliar parts of the provision, have formal peer support from knowledgeable and experienced staff. Clear information in the quality procedures manual ensures that information is accurate, and can be accessed when the peer is not available. A communication action group has been set up recently to look at internal and external communication. While it is too early to judge the impact of this, it is beginning to respond

to concerns about communication which were raised in the self-assessment report.

39. Staff development is satisfactory. Training is offered regularly and clear records show uptake and success rates. While a significant amount of training is offered in IT and disability awareness, insufficient training takes place on basic skills awareness. Staff are not sufficiently trained to respond effectively to the results of initial assessment. For example, some participants need to recognise product labels in retail outlets, or have sufficient numeracy to manage money.

40. Employment officers have a satisfactory understanding of their own monthly targets and those of the company. Group targets, and numbers of starters and outcomes are displayed clearly in the main office. Personal targets, together with working practices, are negotiated, monitored and recorded at monthly interviews with each employment officer.

41. Working relationships with employers are satisfactory. Communication about participants is good, and most employers are very effectively involved with reviews. Enham builds working relationships with new employers, and trustees are very supportive of this. However, employers are insufficiently involved in planning the provision. Employer feedback has only been collected very recently and some employers identify that they would welcome more information on the background and needs of participants. None of the employers were represented at the meetings for the current self-assessment report. They have not yet had feedback on outcomes of self-assessment and the development plans.

42. Resources are satisfactorily managed. Staff are appropriately experienced, and all staff have criminal record bureau checks as they are working with vulnerable people.

43. The development of literacy and numeracy is not sufficiently well managed. Although all participants are initially assessed for literacy and numeracy needs, staff are not sufficiently trained to identify problems. Job roles are not analysed in terms of their literacy and numeracy levels, or the ways in which the role could be used to develop these skills in a work context. Insufficient monitoring takes place of the participants' progress towards their goals. While further development of literacy and numeracy is not appropriate for all participants, individual needs are not analysed. For example, one participant for whom English is an additional language, is not receiving further help, although communication problems are identified. Those who want to develop learning further on their own do not have sufficient access to a range of learning materials, although computers are provided in the canteen at one site.

Equality of opportunity

Contributory grade 3

44. The staff's understanding, and application of, equality of opportunity principles is good. A basic introduction to equality of opportunity takes place during an effective and well-regarded induction programme. Additional formal courses on equality and diversity are held at regular intervals. New staff are required to attend, and the course is a feature of their personal learning logs. The courses are delivered by internal and external tutors. Staff also attend training on disability awareness. Equality topics are included in team meetings, and staff fully understand the principles of equality of opportunity. In one instance, a member of staff reacted positively and promptly when a participant reported racial abuse from passers by, at his workplace. Appropriate adjustments are made on residential training unit courses to ensure that participants with physical difficulties are able to take

part in the training. A small amount of inappropriate material was on display at the start of the inspection. Management have reacted very positively and promptly to recent inappropriate use of the internet.

45. Most participants show a satisfactory understanding of the principles of equality of opportunity. There is no substantial formal training, but the topic is appropriately covered during induction. There is some reinforcement during reviews, although reviews tend to focus on whether a participant has experienced any difficulties, rather than extending their understanding of equality principles. There is some diversity training available for the residential training unit participants, but some do not attend this voluntary training. Employment officers routinely check host employers' attitudes and policies on equality of opportunity. They also advise participants on how to overcome barriers to success, relating to transport and finance. Specialist support is available to those with learning difficulties on the programmes, to ensure that they are not disadvantaged in their NVQ work by their inability to clearly record their performance.

46. The complaints system is appropriate. Nearly all formal complaints from participants or families are dealt with promptly and appropriately. Most participants have a good understanding of the complaints system. For those in workshops or the residential training unit, there are well-designed posters showing whom to contact in case of complaints, bullying or harassment.

47. Policies and procedures are clear, relevant and up to date. Staff show a satisfactory awareness of the procedures and apply them appropriately. However, there is not yet a named point of contact for matters arising under the Children's Act 2004. The board of trustees has had, until recently, trustees with disabilities. A number of staff have disabilities, some of which are severe, but Enham has ensured that they are able to carry out their work alongside colleagues.

48. Equality of opportunity is a particular feature of the self-assessment process, and a number of actions for improvement have been identified. Action on many of these, such as encouraging increased participation from under-represented groups, has taken place, although the impact in many cases is yet to be seen. The number of women on the ICT programmes in the residential training unit is a particular concern to Enham. However, action has been taken and women are now starting to join the courses. The proportion of participants on the residential training unit programmes from black and minority ethnic groups is higher than in the local area, although the figure for the Workstep provision is lower. There are no staff from minority ethnic groups in the inspected programmes, but an Asian member of staff has recently been recruited.

49. There is regular and appropriate use of adaptive equipment to help participants, particularly in the residential training unit. A specialist company gives a particularly helpful service to participants on ICT programmes who need specialist seating and equipment. Good use is made of adaptive technology, such as an arm mouse for a participant with hand problems. Appropriate adjustments are made for those with hearing impairments, including initiatives in the residential accommodation such as vibrating pillow fire alarms, although there are insufficient alarms for those who have restricted mobility. Access is very good at the Enham Alamein site, which has a significant number of residents using wheelchairs. Employment officers work closely with potential employers when placing participants with restricted mobility to ensure that the site is safe, and where appropriate,

adjustments are made. Enham routinely accesses funds for specialist equipment, on its own behalf or for employers.

Quality improvement

Contributory grade 3

50. The arrangements for quality improvement are satisfactory. Thorough and detailed observations take place on a range of sessions. Team leaders have recently been trained in observation techniques, and observation forms have questions which are carefully designed to ensure consistency. A comprehensive range of work with participants is observed including reviews, induction and training sessions. A schedule is in place to ensure that all employment officers are observed in all their roles. Although all observations have been graded satisfactory or better, observers give a robust analysis of strengths and weaknesses, including action points for improvement.

51. Quality assurance procedures are satisfactory. Many procedures are new, but they are kept in a handbook which is used widely by employment officers, employers and managers.

52. The procedures for self-assessment are an integral part of Enham's quality assurance routine. All staff are thoroughly involved in identifying strengths and weaknesses and are fully aware of the action plan. Self-assessment is comprehensive and covers the key points from the Common Inspection Framework and the Workstep quality standards. Participants and employers were not involved in the recent meetings, although there have been some satisfactory participant surveys in the past. Questionnaires have been used to get some feedback recently, but it is too early to see the impact of this.

53. The appraisal system is satisfactory. Enham has a regular annual appraisal system with six-monthly reviews. All employment officers have a standard set of specific, measurable and timebound targets to meet each year. However, personal targets for outcomes are not included on the appraisal forms for employment officers, although all staff have personal development and training plans. Although monthly individual meetings between a manager and all employment officers record current and projected targets, and discuss training needs, these are not recorded on the annual appraisal form.

54. Data is collected satisfactorily, and information can be retrieved promptly. There is some routine examination of data, but it is insufficiently analysed and evaluated at a strategic level.

55. Review documents are insufficiently monitored to ensure that individual needs are being met, and appropriate and achievable targets are set. The need for specific and measurable targets which are timebound has been recognised in the self-assessment report, and an action plan is in place to train staff. The quality of development plans is a standard part of review observation records. However, this has not yet impacted sufficiently on the quality of target-setting in progress reviews.

56. Health and safety practices are not effectively monitored in all workplaces. All new workplaces are reviewed for health and safety on initial placement, and evidence of employers' liability insurance is found in most of the participants' files. The employers' information letter does not include reference to health and safety, although it is included in the employment agreement and employer charter, which must be signed by the employer. Participants are responsible for reporting back to their employment officer about their

health and safety induction in a placement, and potential hazards such as blocked fire escapes. The use of personal protective equipment is not monitored to ensure that it is appropriate for the hazards of the workplace. However, Enham does use expert advice on the suitability of seating and desks for people with disabilities.

AREAS OF LEARNING

Information & communications technology

Grade 2

Contributory areas:	Number of learners	Contributory grade
<i>IT and electrical services</i> Other government-funded provision	9	2
<i>Using IT</i> Other government-funded provision	12	2

57. Enham offers residential ICT training to participants with disabilities, for up to a year. Programmes aim to combine the achievement of qualifications with eventual employment. The main provision is for computer-aided design. At the time of the inspection, there were 12 residential training unit participants on this course. They can start at any time of the year, and are able to take up to six examination-based qualifications in two- and three-dimensional computer-aided design. The participants who make good progress can then develop their skills with specific architectural or mechanical engineering packages. An additional nine participants are on an IT maintenance course and are placed in a workshop that Enham has established for IT repairs. Participants attend formal training on IT systems and their repair, and work towards an NVQ through supervised work in the workshop. Participants on both courses spend time on assisted jobsearch activities. They also share many support functions.

Strengths

- good ICT training
- some good support for participants
- good staff development

Weaknesses

- overly complex management arrangements for participant support

Achievement and standards

58. There have been some good examination results on the computer-aided design courses. All those who enter the examinations pass them. In 2001-02, this was 82 per cent of participants and in the following year it was 100 per cent. For many participants who have significant disabilities, no IT background and who may have been out of learning for many years, the successes are very good. For other participants who have some IT knowledge and are able to attend all the sessions, a year gives them significant time to prepare for the examinations, and their results are satisfactory.

59. The IT maintenance course has had lower retention rates, although recent experience indicates a slight upward trend. Those who stay in training, achieve an NVQ. For many of these participants, given their disabilities and employment backgrounds, this is a very good outcome.

60. Between 2001 and 2003 a good 70 per cent of participants on computer-aided design courses gained a job. In the past two years this has declined, and although some participants are still in the accounting period for job-seeking, the rates can be no more than 62 per cent. Employment rates for those on IT maintenance courses are satisfactory.

61. The standard of work is generally good. Some participants on the computer-aided design course reach a very high level by the time they complete the optional training at the end of the course. They can prepare detailed three-dimensional drawings for component design, which is linked to their preferred area of employment. In the IT maintenance workshops, participants repair a range of computers, some of which have multi-complex faults. NVQ portfolios are good. Some participants need individual support to complete their NVQ portfolios, but they achieve their targets.

The following tables show the achievement and retention rates available up to the time of the inspection.

Other government funded																	
Other government-funded provision	2004-05		2003-04		2002-03		2001-02		2000-01								
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Number of starts	21		26	100	12	100	0	100	14	100							
Retained*	5		18	69	12	100	0	100	11	79							
Successfully completed	3		16	62	12	100	0	100	11	79							
Still in training	13		1	4	0	0	0	100	0	0							

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

The quality of provision

62. The ICT training is good. The provision is flexible, and meets the needs of participants, who can start at any time of the year. Resources, induction, training, examinations and assessments are well managed in order to support this approach. There is a good range of basic options on the computer-aided design course, and relevant additional training in architectural or mechanical drawing is available for those who progress quickly. Currently, the IT maintenance course has few options available in terms of the NVQ units that are taken, but there is a satisfactory range of tasks in the workshop to extend the participants' knowledge. Lesson planning for formal sessions on IT maintenance is particularly good. Additional numeracy classes, which are mainly for the participants on the computer-aided design course are having a major effect on participants' abilities and their attitude to working with numbers. The initial assessment for literacy is satisfactory. The internal verification process is sound. Resources are generally satisfactory. The equipment and training areas for computer-aided design are very good. The IT maintenance has satisfactory equipment, although the course takes place in old accommodation with barely adequate group teaching areas. Individual learning plans are in a satisfactory format, and most are satisfactorily maintained.

63. The support for participants is good. A range of people is available to help with personal or training problems. Tutors are routinely the first point of contact, although their role is not formalised. There are some very good examples of training being adapted to meet the specific needs of participants. For example, those with a history of depression or stress start the course with shorter days or working weeks to alleviate pressure. Support sessions which are run by experienced staff on confidence building or handling stress, are

well regarded by participants. The system for identifying which participants would benefit by attending these optional classes is part of the review process, but some participants have only a vague understanding of what the sessions might provide and have not discussed them fully. There are good links between staff to identify and act on actual and potential problems with participants. Apart from daily contact, there are weekly tutor meetings which may discuss clients' needs, monthly team meetings, a review system and progress reports. The routine reviews are valued by participants who see them as an opportunity to raise a range of concerns in a supportive environment. To some extent, participants are encouraged to raise formal complaints, particularly about concerns in the residential accommodation, so that these can be dealt with by staff in the wider Enham community. Participants have a forum to debate residential matters, and these meetings are seen as a good way of raising and dealing with problems. A residential training co-ordinator is available to give support outside of their formal training. Staff are available in the residential accommodation to deal with out-of-hours concerns. Satisfactory use is made of external agencies, such as counselling services. Benefits advice is generally sought from a disability employment adviser, and is not available through the residential training unit.

64. The support given for seeking employment is satisfactory. Over the past year there have been many changes in the way that jobsearch support is provided. Now participants have an appropriate range of formal sessions, group workshops and individual consultations. A specialist and experienced Enham employment officer provides a satisfactory level of support. It is too early to judge the full impact of these changes. Adequate time is available in the training programme for jobsearch activity. Resources are satisfactory, although recent management action has been taken to suspend internet access following inappropriate use.

Leadership and management

65. Staff development is good in the ICT area. There is a well-established, constructive and regular system of lesson observations, and tutors acknowledge the improvements this has made to their performance. Staff training is comprehensive, in terms of IT and teaching skills, and in wider aspects such as working with those with disabilities. Regular meetings with managers are partly aimed at discussing participants and routine work, but they also encourage debate on personal improvement. The appraisal system identifies areas for development, and appropriate actions are taken. Staff support each other, and this has had to increase recently as restructuring has made some posts part time. The use of part-time posts brings challenges in ensuring continuity of training, but also allows staff to develop their wider skills. Some of the support staff have had very good support from Enham for their personal development. One member of staff, who is also a Workstep participant, has been sponsored through a Masters' degree and a doctorate.

66. The residential accommodation is satisfactory. Rooms are on a single site, and are located close to the training accommodation. Some rooms are fairly small, old and do not have en-suite facilities. Some participants are in good, newer bed-sitting rooms with bathrooms and a small kitchen area. There is an adequate canteen serving appropriate meals. Recreational facilities and activities have improved lately. Many participants are content with the facilities, but some would like more leisure activities on-site.

67. The arrangements for the management of support are overly complex. Although participants receive good support, it is not always clear whom to contact with problems. The review process is examined by a senior manager, but it is not clear who this manager

should be or what their role is in this process. There are different versions of the review form in existence. Jobsearch staff are not identified as part of the review process, or as a point of contact, although they assume that they will monitor activity in the jobsearch period. A list of seven support areas and the points of contact is clearly displayed on noticeboards, but this does not completely match the review list. Participants usually approach a member of staff of their choice, who may then have to consult the appropriate responsible person. Individual learning plans are started by the co-ordinator who deals with the generic issues and they are then updated by tutors. Clients are unsure who is responsible for the plan. When outside agencies, such as counsellors or doctors are involved with a participant, there is no clear protocol as to who will liaise on this support or who will take responsibility for monitoring results. Contact with families and dependants is generally through an administration cell, rather than a nominated member of staff who may have a fuller understanding of a participants' circumstances.

Foundation programmes**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<i>Employability/employment training</i>		3
Workstep	219	3

68. The Workstep programme currently provides 51 supported places in workshops and 168 places with host employers. There are 230 contracted Workstep places. The number of participants who transferred from the former supported placement scheme is 243, and 174 have started since April 2001. Workshop provision is provided in furniture assembly at Eastleigh and packaging and storage at Enham Alamein, Andover. Supported work placements are available in a range of occupational areas including retailing, warehousing, administration, hospitality and horticulture.

Employability/employment training**Grade 3***Strengths*

- good development of participants' personal skills
- good employer involvement
- very effective support

Weaknesses

- inadequate planning of learning
- poor work practices in some workshop settings

Achievement and standards

69. Participants develop good personal skills, and increase their self-confidence during the programme. Motivation improves greatly through praise given on performance by Enham's staff and workplace supervisors. One participant developed independent living and social skills by attending a healthy living cookery course. Participants take advantage of social activities in the workplace and at Enham's residential settings. This enables them to make friends and develop social relationships. Participants demonstrate good attendance, presentation and teamworking skills.

70. Progression into open employment is satisfactory. The progression rate for former supported placement scheme participants is 16 per cent. The progression rate overall is 11 per cent. Two per cent of participants progressed into open employment in 2004-05. On average, of those who have started since April 2001, 6 per cent have progressed into open employment each year.

71. The development of vocational skills is satisfactory. Participants steadily develop a range of work skills during the programme and move on to more complex activities when they are ready. Some participants develop good work skills. For example, one participant started on simple gardening tasks such as cutting the lawn and using the strimmer, and then developed more complex maintenance skills and supervision skills. Some of the training is

not adequately planned and some participants make slow progress. For example, one participant is not receiving the numeracy support needed to operate the till.

The quality of provision

72. Employers are fully involved in the programme. Participants are well matched to their jobs and employers offer a good range of opportunities to develop work skills. They are keen to help participants succeed and are very patient, explaining activities several times until participants understand what is required of them. Senior managers are directly involved with the participants' well being and allocation of tasks. Employers have good links with Enham's staff, enabling problems to be resolved swiftly. Links with employers are long-standing and a high degree of trust exists between employers and Enham.

73. Support is very effective. Enham's staff work closely with parents and agencies to resolve participants' problems. For example, one participant who was unable to attend social events or further develop independent living skills at home was supported by her employment officer and social worker to encourage her family to allow this. Another who was unable to resolve a problem with tax credits, was supported by their employment officer who attended meetings with the participant at the agency to discuss and agree a resolution. Staff are creative in providing solutions to support problems. For example, one participant who was experiencing difficulty with memory and the sequencing of activities, was encouraged to photograph each stage and write a short description of the activity.

74. Training is satisfactory. Participants are provided with job-coaching to develop the skills necessary to complete tasks or to remain in employment. Some participants work towards formal qualifications including abrasive wheel courses, literacy and numeracy, and health and safety. A few may attend more substantial courses leading to NVQs.

75. The assessment of literacy, numeracy and language support needs is satisfactory. All participants are offered literacy and numeracy support through a qualification-based programme at local colleges. Some do not choose to attend formal training or are unable to for practical reasons, such as difficulties in using public transport. The literacy and numeracy needs of these participants are not sufficiently met in the workplace.

76. Participants have a satisfactory understanding of key induction topics including programme content, health and safety and whom to contact with problems.

77. Resources are satisfactory. Accommodation is well maintained and suitable for those with physical disabilities. Most of the resources are at the employers' premises and are appropriate for the participants' activities. Suitable personal protective equipment is provided and used, except in some workshops where this has been identified as a weakness. Staff are experienced in working with participants and are competent in administering literacy and numeracy assessment. However, they do not have specialist qualifications in teaching literacy and/or numeracy. Support is generally provided through local colleges.

78. The planning of training is inadequate. The outcomes of literacy and numeracy assessments are not used to plan work programmes. For example, in the packing and distribution centre, opportunities were not used to integrate basic numeracy skills and reinforce these on a daily basis through work activities. Vocational assessments are not structured. Lists of tasks are identified in development plans but they are not broken down

into specific learning objectives. Targets are too vague and are not time bound. Reviews are ineffective and do not sufficiently monitor or record work skills or personal and social skills development. For example, some participants were appropriately graded in the workplace, against a grid of job-related competences. However, this was not followed through to the review process or used to plan or reinforce the development of skills.

79. Poor practices take place in some workshop settings. Health and safety in the furniture assembly provision is not routinely monitored to ensure safe working practices. Participants receive training in moving and handling, but this is not sufficiently reinforced over time. Some participants wear inappropriate shoes. Workshop areas are not always marked to outline safe access areas to the factory floor. Some of the pillar drills do not have guards, and the storage of timber restricts access to a fire hose. A bench is inappropriately placed in a narrow passage which is used for a fire escape route. In one instance, a participant was standing on top of a table fixing wheels to an assembled cupboard and this practice was not challenged. The housekeeping is poor in work areas with rubbish swept under the tables. Managers do not deal with poor practice or develop high expectations in health and safety. Health and safety practice in the package and assembly centre in Andover was satisfactory. Observations are made on potential hazards with using knives or glue guns, but outcomes are not recorded in reviews. Health and safety is a regular agenda item at weekly meetings. Actions were promptly taken during the week of inspection to rectify some of the poor practices.

Leadership and management

80. Communication is good. Staff work closely on a daily basis to share ideas and support each other with difficult participants. A 'buddy' system enables staff to share ideas and cover for each other during holidays and periods of sickness. A range of meetings enables staff to formally discuss overall team performance and share good practice. The observation of key processes such as coaching and reviews has begun to identify some of the problems, including planning of training and target-setting. Many staff members were involved in the self-assessment process and can identify key themes. The self-assessment report concentrated on specific aspects of provision, and did not identify general strengths and weaknesses for the overall Workstep programme. Staff have been trained in equality and diversity and have a comprehensive understanding of rights and responsibilities. Participants know what to do if they or one of their colleagues are subjected to bullying.

