

Inspection of Enham Trust

Inspection dates:

18 October to 1 November 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Education programmes for young people

Requires improvement

Overall effectiveness at previous inspection

Good

Information about this provider

Enham Trust is a disability charity based in Hampshire. They provide training in English, mathematics and work skills for learners that have not been in education, employment or training (NEET) for an extended period of time. Enham Trust aim to build the confidence, resilience and communication skills of learners so they are prepared for further learning, training or employment. At the time of inspection, there were 30 learners completing a programme of study alongside English and mathematics functional skills. Almost all students were aged 16-18 years old. Enham Trust does not work with any subcontractors.

What is it like to be a learner with this provider?

Learners benefit from valuable opportunities to build their confidence and resilience. For many learners, the structured support and training they receive helps them to quickly develop the confidence and work skills they need for employment or further study.

Learners value the calm and supportive learning environment which provides them with the stability and routine they need in their return to learning. They behave well and are respectful towards one another and staff.

Learners value greatly the care and support they receive from staff who know them well. Staff understand fully their needs and the barriers to study they may have and expertly support them to work through these. For example, learners have frequent, helpful individual sessions with their tutor for both pastoral and educational needs. As a result, learners become more resilient and motivated to achieve and recognise the potential they have.

Learners develop the skills they need to live and work in a diverse society. For example, learners have opportunity to work with the Enham Trust Charity, with team members with disabilities. As a result, they become increasingly empathetic. They improve their communication skills over time.

Too many learners do not benefit from high-quality careers education, advice and guidance or relevant work experience to support their career aspirations. As such, these learners are unaware of the steps they need to take to realise their career goals and ambitions.

Learners feel safe, they know what they need to do to report any concerns and are confident that staff would address these swiftly. Though learners are beginning to develop their understanding of British values, diversity and radicalisation, they have yet to deepen their understanding sufficiently well to be able to relate these values to their own lives, jobs and circumstances.

What does the provider do well and what does it need to do better?

Leaders and teachers do not make effective use of all available information about learners' prior knowledge and experience to ensure learning meets their needs closely enough. Learners are enrolled in learning throughout the year and so join classes who are already in learning. However, leaders have not adjusted the curriculum so that those joining the course later in the term make the rapid progress of which they are capable. A significant number of learners do not stay and complete their programme of learning in full and consequently too few pass their qualifications.

Leaders, managers and staff are passionate about the work they do to help learners back into education and employment. They work collaboratively with local colleges, social services and local authorities to support learners to overcome disadvantage and encourage social mobility.

Leaders have designed a programme of learning thoughtfully to provide a curriculum for learners that are at risk of being NEET. Learners study English and mathematics which helps them improve the literacy and numeracy skills they need for life and employment. They develop the knowledge, skills and behaviours they need to secure and sustain employment. For example, they learn to write relevant CVs, application forms and cover letters well. As a result, learners are better prepared for further learning and employment.

Teachers are subject specialists and use their knowledge effectively to teach well-planned lessons. For example, in mathematics, most learners are able to solve problems relating to perimeter that become progressively more complex and involve multistep calculations and reasoning. As a result, most learners build their understanding of topics incrementally.

Teachers present information clearly and provide learners with helpful opportunities to discuss their ideas. For example, in English, learners know how to infer emotions and meaning from facial expressions and in mathematics, learners are able to calculate the perimeters of regular polygons from limited information. As a result, most learners develop their understanding of key concepts and link their ideas well.

Leaders and managers have established a well-planned curriculum to support learners' personal development. For example, to understand the benefits of healthy lifestyles, they participate in 'cooking in the community' sessions where they volunteer and provide warm and nutritious meals for those in need. Learners benefit from a wide and varied range of short courses to further broaden their interests. For example, they benefit from opportunities to learn about the importance of gratitude, World War One, and emotional well-being.

Teachers skilfully develop learners' confidence. They foster mature discussions and debates about healthy relationships and how to stay mentally and physically healthy in both their work and personal lives. Consequently, learners are able to make informed, positive choices.

Leaders have developed a comprehensive programme to support learners to develop employability skills well. For example, they learn to write CVs and cover letters and to complete application forms well. Teachers emphasise the importance of attendance, punctuality and effective communication. As a result, learners understand the essential skills and behaviours required for successful employment, training and further learning.

Leaders and managers have worked effectively with staff to improve teaching and learning strategies, they monitor staff performance well and make swift decisions to

ensure learners are benefitting from effective teaching and learning. As a result, most learners who complete their planned study achieve well.

While those responsible for governance fulfil their statutory responsibilities effectively, they do not yet provide leaders and managers with sufficiently rigorous challenge or support to ensure that improvements are made rapidly enough. As a result, learners have not benefited from the actions identified to fully meet their needs and meet their aspirations.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Provide a programme of high-quality careers education, information, advice and guidance and work experience so that learners are well informed about the choices available to them to meet their career aspirations.
- Use all learner information available, including assessment, to plan learning so that all learners build on their knowledge over time.
- Improve the rigour of challenge and support that those responsible for governance provide to make the required improvements to the programme swiftly.
- Deepen learners' understanding of British values, diversity, and radicalisation so that they are able to fully relate these to their own lives, jobs and circumstances.

Provider details

Unique reference number	50124
Address	Enham Place Enham Alamein Andover Hampshire SP11 6JS
Contact number	01264 345800
Website	www.enhamtrust.org.uk
Principal, CEO or equivalent	Bjorn Howard
Provider type	Independent Learning Provider
Date of previous inspection	Not previously inspected
Main subcontractors	No subcontractors

Information about this inspection

The inspection team was assisted by the curriculum and quality manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was extended from a short inspection where the inspection team had insufficient evidence to satisfy itself that the provider remained good. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Jo-Ann Henderson, lead inspector	His Majesty's Inspector
Paul Addis	Ofsted Inspector
Mark Hillman	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023