

5E Limited

Independent learning provider

Inspection dates		4–8 August 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Outstanding-1
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- The majority of learners make good progress and achieve their qualifications.
- Learners develop very good work-related skills that improve the quality of their work and their future employment and qualification prospects.
- The large majority of the teaching, learning and assessment provided is good. Tutors prepare learners well for employment, developing their skills and subject knowledge well.
- Good pastoral and specialist support helps learners to participate successfully in learning.
- Managers and staff ensure that learners develop a very good understanding of equality and diversity through their studies. This helps learners to contribute more fully to life within their communities and improves their ability to find employment.
- The wide links that 5E Ltd (5E) has with employers help learners to find sustainable employment in North and North East London.
- Leaders and managers have successfully established a clear vision, and a strategy that meets the needs of learners and the local community effectively.

This is not yet an outstanding provider because:

- Teaching, learning and assessment are not yet outstanding. Tutors do not consistently encourage learners to work on their own, or give learners adequate written feedback on what they have done well and why.
- Managers do not yet gather and analyse enough useful information on the quality of the learning experience to improve teaching, learning and assessment to outstanding.
- The observation of teaching, learning and assessment of individual tutors does not identify how tutors can improve their subject-specialist performance.

Full report

What does the provider need to do to improve further?

- Improve further the quality of teaching, learning and assessment to an outstanding level in the following ways:
 - ensure that tutors consistently give learners constructive written feedback on how they can improve, and praise what they have done well; ensure that feedback includes the correction of spelling, grammar and punctuation errors
 - raise staff knowledge, awareness and skill levels so that they know how to plan learning activities for the more advanced needs of a small number of more able learners, and provide better support for those who struggle to keep up
 - ensure that all tutors make full use of every opportunity to develop learners’ ability to work well on their own.
- Develop effective arrangements to gather and analyse management information on the quality of teaching, learning and assessment. Use this to evaluate standards and improve them quickly to outstanding.
- Ensure that the process for observing teaching, learning and assessment focuses on identifying clearly what tutors need to do to improve their own subject-specialist teaching, and make certain these findings influence staff development activities.

Inspection judgements

Outcomes for learners	Good
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- The majority of learners are successful in gaining their qualifications. 5E has improved the achievement rates of its learners over the last two years on most programmes to well above those of similar providers. Learners studying with 5E’s subcontractor achieve equally well.
- Learners’ work is of a good standard. Learners quickly gain in confidence and develop good skills such as working in teams to solve problems. They work hard to complete their learning activities, and achieve well. Learners greatly benefit from the good opportunities provided by 5E to gain formal qualifications and the subsequent possibility of employment.
- The success of the small number of apprentices, whilst improving substantially over the past two years, requires improvement. Apprentices develop very good industry-relevant skills, for example setting up new computing networks for their employers and learning how to assess errors. However, they make slow progress towards gaining the English element of the qualification they need to complete the apprenticeship. This is because tutors do not focus enough on developing apprentices’ written skills or prepares them sufficiently well to succeed in their final English test.
- Attendance requires improvement. A few tutors tolerate poor punctuality and do not sufficiently reinforce employer expectations of prompt timekeeping.
- Learners develop their English and mathematical skills adequately through their studies. Many learners who begin their course with low confidence and poor skills in English and mathematics improve their skills well by carrying out everyday activities, for example working out the hourly rate of pay for a job application.
- The majority of learners improve their self-esteem because of their studies, and continue successfully into further training. They have a good understanding of the possible career paths open to them on completing their qualifications. The numbers of learners on employability programmes that are successful in finding employment requires further improvement.

- Learners with a learning difficulty and/or disability achieve slightly better than their peers. While the cultural and ethnic make-up of the learners is very diverse, no significant differences exist in the success rates between the different ethnic groups of learners, or between men and women.

The quality of teaching, learning and assessment	Good
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- Teaching, learning and assessment were judged to be good at the previous inspection and this remains the case. Much of the teaching, learning and assessment are good, but very little is outstanding. Many tutors use their knowledge and experience particularly well to make learning activities fun and enjoyable. Learners have positive attitudes and readily participate in their learning tasks. The majority are keen to continue training on to the next level.
- Most learners demonstrate a good knowledge and high levels of competence when using information and communication technology (ICT). They are able to use up-to-date software effectively, and know how to keep themselves safe when studying on line. Learners on employability programmes develop effective job search and interview skills that improve their chances of gaining sustained employment.
- The majority of tutors use a good range of learning and assessment activities, including discussions, videos and presentations, to capture learners' interest and to maintain their motivation. Skilful questioning techniques help tutors to have a clear idea of the level of learners' understanding; tutors make good use of more probing questions to develop learners' knowledge and their ability to analyse and solve problems.
- Learners know their targets well and understand what work they need to complete, and by when. Tutors provide good oral feedback, giving clear guidance on how learners can improve their learning. However, written feedback is less effective as not all tutors routinely provide sufficient clarity on what learners need to do to improve their work further, or correct the many errors in spelling, punctuation and grammar.
- Tutors make appropriate use of initial assessment to ensure that learners enrol on the correct programme for their skills level. Guidance sessions are good and enable learners to discuss their support needs honestly. For example, learners on employability programmes complete a self-review that identifies their strengths and weaknesses on topics such as time management and communication skills. However, tutors do not always use the results of assessment sufficiently to plan future learning. A minority of learners struggle to keep up because the tasks set are too hard, while those learners who are more confident and able, on occasion, become bored as they wait for their peers to complete tasks and activities.
- Employers and tutors provide learners with very good support. Tutors make good use of a range of modified resources to support learners who need extra help to complete their studies. Apprentices receive high levels of training and support from employers who ensure that they develop good vocational skills. As a result, the majority of learners quickly become expert in diagnosing and correcting errors when setting up new networks and are good in helping customers to become confident in using software applications.
- The teaching of English and mathematics requires improvement. ICT tutors do not make clear to learners how important developing good skills in English are to their studies and future career opportunities. Subject teaching does not focus enough on developing and improving learners written English and learners are not prepared sufficiently well for their external test. A few tutors use teaching materials that are inappropriate and not helpful to learners, particularly those for whom English is not the first language.
- Tutors are highly effective in developing learners' awareness and understanding of equality and diversity. This helps learners contribute to life within their communities and improves their ability to find employment. For example, they use interesting external visits such as visits to museums to encourage learners to consider and debate complex cultural dilemmas.

Information and communication technology (ICT)

Good

**19+ Learning programmes
Apprenticeships**

- Teaching, learning and assessment are good, and high numbers of learners are successful in gaining their qualification. More learners on apprenticeship programmes complete their qualification than previously, but progress towards improving the numbers who complete the English element of the qualification successfully is too slow. Whilst at work, apprentices quickly demonstrate high standards of customer service leading to greater responsibilities and promotion. Most achieve high grades in the technical aspect of their qualification.
- Tutors use their good ICT expertise well to plan learning that captures learners' interest. The standard of learners' work is very good, and meets the exacting requirements of the ICT industry. For example, learners are able to independently create and set up peer-to-peer and wide-area networks at an early stage in their programme.
- Learners develop sound mathematical skills. Tutors make effective use of routine learning to integrate mathematics into ICT studies. For example, learners complete calculations to work out contract costs for broadband installation for their employers. However, tutors do not prepare apprentices well for their final English test and as a result, too few achieve successfully.
- Staff work well with individual employers to create real-life assignments. These provide learners with a deeper understanding of good customer service and the actual costs employers face in providing a service; for example planning and setting up a wireless network for a local employer to a precise specification and project cost.
- Tutors develop learning well through structured activities, for example, simulating networking protocols, and through practical hands-on opportunities to re-build circuit boards and repair machines.
- Apprentices' practical assessments are frequent and well planned; this ensures apprentices make good progress towards completing the technical element of their qualification. Assessors are skilful at using occasions when customers require help and support with resolving software problems, as effective workplace assessment opportunities.
- Tutors' feedback to learners on their progress and development is not consistently good. Verbal feedback is thorough and clearly identifies what learners need to do to improve their progress. However, written feedback lacks sufficient detail to be effective, and tutors do not consistently correct errors in learners' work. Tutors do not provide sufficient support for the small number of learners studying online to ensure that all learners pass their assignments on the first occasion.
- Additional support for learners with specific needs, such as dyslexia, is good. Targeted individual support, for example the provision of adaptive spectacles, ensures that these learners make good progress. Staff are sensitive to the needs of their learners and are skilful in ensuring that learners participate fully in lessons and develop self-confidence.
- Learners understanding of equality and diversity, and working across international time zones, is very good. Learners are encouraged to consider the international needs of a business when setting up wide area networks; for example, they look at time zone differences and bank holiday periods. Learners feel safe, are respectful of one another, and behave exceptionally well.

English for speakers of other languages (ESOL)

Good

19+ Learning programmes

- Teaching, learning and assessment are good, and this is reflected in the high proportion of learners gaining English qualifications. Learners make good progress in developing their

language skills, often from a very low starting point. Learners demonstrate a good standard of work and progress well to further training and/or work.

- Learners develop good knowledge and skills in both spoken and written English. Their increased understanding of new vocabulary links directly to their improved fluency and better use of English in everyday life and work. Learners no longer need the help of translators when communicating with professionals, such as advisers at the job centre or their family doctor. Most tutors maintain a good emphasis on correct pronunciation and intonation. They focus well on developing learners’ employability skills, ensuring learners complete job applications accurately and are well prepared for job interviews.
- Learners develop their understanding effectively through participating in discussions about how they spend their free time with their family and friends. A good range of trips and visits enrich their learning experiences very well and broaden learners’ understanding of the British culture.
- Learning activities are not always sufficiently interesting or stretching for the small number of more able learners. Tutors do not make sufficient use of audio or visual language learning materials available to widen learning, or to provide the opportunity for learners to work on their own. This slows the pace of learning, particularly for the more able learners, and does not provide sufficient chance for all learners to practise their skills.
- Tutors use initial assessment effectively to identify learners' starting points on entry to their programmes and use the results to plan learning and set specific improvement targets for learners.
- Verbal feedback to learners is comprehensive and detailed, and learners have a clear understanding of what they have achieved well. However, written feedback is insufficient and in a few instances non-existent. Tutors do not routinely correct spelling, punctuation and grammar and so learners continue to repeat the same errors in their written work as a result.
- Learners receive very good personal care and this helps them complete their studies. Tutors provide helpful guidance to enable learners to overcome their personal problems. Learners receive good advice from tutors on next steps in learning.
- Tutors ensure that English and mathematical skills development are an essential part of ESOL programmes. Learners become good communicators and are able to improve their presentation skills to a high standard. Tutors provide good practical opportunities to develop learners’ mathematical skills, such as working out percentages in the context of shopping.
- Learners have a good understanding of equality and of living in a diverse community. Tutors encourage learners to share their experiences of their home countries, such as negotiating discounts and achieving the best price when shopping and compare this to life in modern Britain. Learners from different backgrounds enjoy learning together and many become good friends and take an active part in one another’s community events.

The effectiveness of leadership and management	Good
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- The previous inspection in 2008 judged learners’ achievements and standards, and leadership and management, to be outstanding. Teaching, learning and assessment were judged to be good. Since then, the overall effectiveness of 5E has declined because the quality of teaching, learning and assessment has not yet improved from good to outstanding, and managers do not have sufficiently precise information to judge its quality accurately. However, most learners successfully complete their qualification and the majority of teaching, learning and assessment remains good.
- Managers have not focused sufficiently on improving teaching from good to outstanding. They have recently identified that current information is insufficiently precise and not quickly accessible. While measures are in place to rectify this, it is too soon to judge their effectiveness.
- Leaders and managers have established a clear vision for 5E and a set of core values reflecting a commitment to high achievement for all learners. While they communicate this vision

effectively and staff understand these values well, managers have not yet been effective in improving the quality of teaching, learning and assessment to outstanding.

- Staff training in equality and diversity has the highest priority and covers major topics well. As a result, learners develop a very good understanding of equality and diversity throughout their studies. Learners come from a wide range of cultural backgrounds and treat one another with respect. They develop a good knowledge of their roles and responsibilities within their community and are prepared extremely well for employment and the world of work.
- The teaching observation system does not identify how the quality of teaching, learning and assessment can improve from good to outstanding. While observers recognise broader training themes, for example how tutors are improving their use of technology to make learning more exciting, they do not identify how tutors can improve the teaching of their specialist subject. Consequently, teaching has not improved from good to outstanding.
- Performance management is highly effective and ensures that staff focus on the learning experiences and interests of learners. Underperforming staff receive good support from managers to improve their practice. Managers have taken effective steps in the very few instances where staff have not improved their performance.
- Managers ensure that staff training reflects learners' support needs very well. For example, recent training helps staff to improve their management and support for the increasing numbers of learners on the autistic spectrum.
- 5E's partnerships with employers extend opportunities for learners to gain employment. For example, in response to the need of a major retail employer to recruit large numbers of staff, tutors provide learners with useful training on the ethos of the employer and its recruitment processes. This helps learners with their job interviews.
- Staff review all aspects of the provision through self-assessment of performance, including those offered by the subcontractor. In the self-assessment report, managers identify strengths and the key areas for improvement accurately, although they do not focus enough on teaching, learning and assessment, or make clear how employers' and learners' views influence their judgements.
- 5E meets its statutory requirements for safeguarding learners. Learners feel safe and secure in their learning, and value the measures taken to secure their physical safety and well-being. Safe recruitment practices are highly effective. Managers and staff undertake appropriate training in safeguarding practices. Good use is made of a risk register to manage and learn from incidents. Managers monitor health and safety practices effectively.

Record of Main Findings (RMF)

5 E Limited

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	-	-	-	-	2	2	-	-
Outcomes for learners	2	-	-	-	-	2	2	-	-
The quality of teaching, learning and assessment	2	-	-	-	-	2	2	-	-
The effectiveness of leadership and management	2	-	-	-	-	2	2	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
ICT for users	2
ICT for practitioners	2
English for speakers of other languages (ESOL)	2

Provider details

Type of provider	Independent learning provider							
Age range of learners	19+							
Approximate number of all learners over the previous full contract year	1,300							
Principal/CEO	Mr Raj Doshi							
Date of previous inspection	September 2008							
Website address	www.fivee.co.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 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	-	166	-	85	-	1	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	1	5	2	6	1	5		
Number of traineeships	16-19		19+		Total			
	20		16		36			
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	5							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	I Can Do It							

Contextual information

5E Limited (5E) is a not-for-profit company established in October 1998 to provide vocational qualifications and employment-ready skills to local disadvantaged communities. It has a head office in the London Borough of Haringey, with eight centres across North and North East London. The London Borough of Haringey is the eighteenth most deprived borough in England. The disparity between available employment and those actively seeking work has increased significantly in recent years and unemployment rates are among the highest in London. Three of the eight centres operated by 5E are in wards where the significant majority of adults have qualifications at or below level 2. Between them, staff and learners speak over 40 different languages. The five main languages spoken are Turkish, Polish, Hindi, Romanian and Somalian.

Information about this inspection

Lead inspector

Julie Steele HMI

One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the managing director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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[Piccadilly Gate](#)
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[Manchester](#)
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Textphone: 0161 618 8524

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