Inspection of 5 E Ltd.

Inspection dates: 4 to 6 June 2024

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Adult learning programmes	**Good**
Apprenticeships	**Good**
Overall effectiveness at previous inspection	Good

Information about this provider

5 E Ltd. is an independent learning provider with a main site located in the London borough of Haringey. The provider also operates from three other training sites in the London boroughs of Enfield and Barnet. 5 E Ltd. provides training to adult learners and apprentices, most of whom are from ethnic minority backgrounds. High proportion of learners and apprentices speak English as an additional language.

At the time of inspection, there were 330 adult learners and seven apprentices. Adult learners were studying courses from entry level to level 3 in subjects such as English for speakers of other languages (ESOL), digital skills, and functional skills mathematics and English. Apprentices were studying the standards-based apprenticeship in information communication technician at level 3. Most apprentices were employed by 5 E Ltd.

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

Learners and apprentices consistently demonstrate positive attitudes to their studies. They are polite, respectful and courteous in lessons and around the training sites. For example, learners on the level 3 digital marketing course demonstrate good professional behaviours during their lessons. They contribute well to discussions, ask questions politely and listen carefully to each other's views. Staff reinforce the culture of respect and positive behaviour effectively by implementing clear codes of conduct.

Learners and apprentices become more confident and independent as they go through their training. Apprentices troubleshoot computer-related issues for their colleagues confidently over the phone. ESOL learners develop confidence in speaking English, even when asked challenging questions. They make friends with other members of their group who do not speak the same language.

Learners and apprentices know how to stay safe. In the digital marketing course, teachers use high-quality teaching and assessment resources to help learners understand the importance of protecting themselves against the dangers of radicalisation and extremist views. Information communication technician apprentices have a good understanding of their particular vulnerabilities as young people who spend a lot of time online. Teachers teach ESOL learners effectively how to stay safe online, for example by not clicking on links or accepting friend requests from people they do not know. Learners and apprentices are able to apply these essential skills when needed.

Learners and apprentices learn in a socially cohesive environment where everyone is treated with respect and mutual understanding. Staff organise a range of events at which learners celebrate their different cultures. Learners feel welcome, included and heard.

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

Leaders and managers have developed a curriculum offer which meets regional employment and skills needs in areas such as digital technologies and employability. Asylum seekers and refugees have access to suitable ESOL courses according to their needs and abilities at various training sites. Learners, who have varied responsibilities related to home or work life, greatly value the flexible timings of their lessons and the opportunity to complete qualifications at different levels to help them improve their career prospects.

Most learners and apprentices develop new knowledge, skills and behaviours as a result of the teaching and training they receive. Teachers and trainers frequently revisit and repeat the topics they teach, to enable learners and apprentices to clarify their understanding. In ESOL lessons, teachers support learners to develop their vocabulary and speaking skills in a logical manner. Through effective use of images, teachers help learners to identify words and form sentences. They challenge

learners effectively to extend their vocabulary, for example by thinking of words related to a topic that begins with each letter of the alphabet. Teachers show learners how to use their mobile devices to check the spelling of words.

Learners and apprentices greatly appreciate and benefit from additional training and qualifications that are available to them. Level 3 learners and apprentices on digital technology courses complete additional certificated courses in topics such as cybersecurity and safeguarding. Teachers support digital marketing learners well to develop their own websites, and provide ESOL learners with access to a variety of online courses outside of their qualification. Learners and apprentices learn additional skills and knowledge that are valuable for their next steps in education or employment.

Teachers and trainers use assessment well to check learners' and apprentices' knowledge, skills and understanding. They use effective questioning, well-structured assessments at the end of modules, and challenging quizzes to help apprentices and learners understand and remember the content of their courses. Trainers give apprentices work-related scenarios about data security to check that they can apply the correct terminology. Consequently, learners and apprentices deepen their understanding and recall previously taught concepts correctly.

Trainers and careers staff give learners and apprentices suitable careers information and guidance about their next steps. They arrange CV workshops and visits to careers fairs, put up job vacancy posters and arrange careers talks with former students. Trainers teach apprentices about different jobs, such as ethical hacking, as a potential career route. Learners and apprentices are clear about potential career and educational pathways available to them on completion of their courses.

Leaders and managers have put in place a wide range of effective support for learners with special educational needs and/or disabilities (SEND). They identify learners' additional needs at the point of enrolment or as part of their continuous monitoring of the performance of learners. Staff receive specialist training on how to support learners with SEND. Leaders and managers provide effective support, such as access to specific keyboards, adjustable tables, use of coloured papers and adjustments to online assessment, and these provisions enable learners to make good progress. Achievement rates for learners with SEND are in line with other learners.

In most instances, teachers and trainers provide timely and helpful feedback to learners and apprentices on their work. Consequently, learners and apprentices improve their work and rectify errors and mistakes. In a minority of courses, such as in level 3 information and communication technology and ESOL, teachers' feedback on adult learners' work does not sufficiently identify strengths and areas for development. Therefore, a few learners on these courses do not know how to improve their work. The standard of the work produced by this small minority of learners is not consistently good.

Teachers and trainers prepare learners and apprentices effectively for their assessments and examinations. Apprentices do well in their final assessments and most move on to higher level studies or employment. Most learners on adult courses achieve their qualifications. Most of those who complete the level 3 information and communication technology course achieve merits or distinctions.

Leaders have taken suitable actions, and therefore achievement rates on functional skills English courses have improved. In a minority of courses, for example the level 2 digital promotion, achievement rates remain low.

Board members have relevant expertise in education and meet with leaders frequently. However, at these meetings, they do not focus on the quality of education and training enough to enable them to hold managers to account on the quality of their provision. For example, leaders have not discussed with board members the low achievement rates on some courses and how they are planning to improve them.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Give adult learners on all courses high-quality and effective feedback on their work so they are clear on what they have done well and how they can improve their work further.
- Monitor the quality and performance of courses with low achievement rates closely and put effective actions in place to ensure rapid improvements are made, making sure leaders inform board members of their analysis and improvement plans.

Provider details

Unique reference number	50257
Address	Selby Centre Selby Road N17 8JL
Contact number	020 8352 8282
Website	www.fivee.co.uk
Principal, CEO or equivalent	Raj Doshi
Provider type	Independent learning provider
Date of previous inspection	2 November 2017
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the managing director, 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 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

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Susan Gay	Ofsted Inspector
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