

5E Ltd

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Background information

Inspection judgements

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

Key for inspection grades

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

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk

Scope of the inspection

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

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

- Health and social care
- Employability training

Description of the provider

1. 5E Ltd (5E) was established in 1998 to provide New Deal and work-based learning programmes for adults in North London. It is a not-for-profit company without any share capital. It has a head office and training centre in the London Borough of Haringey, with six satellite centres across north and northeast London. In August 2006 North London Learning and Skills Council (LSC) awarded 5E a contract to provide Train to Gain programmes. 5E is the lead provider in North London for Train to Gain in health, public services and care, information and communication technology, business and administration, and retail and commercial enterprise. Most learners are working towards national vocational qualifications (NVQs) in health and social care. In August 2007, North London LSC awarded 5E a contract to provide the new Employability Skills Programme (ESP). Jobcentre plus advisors refer learners to this programme. Most learners on the programme at 5E are studying English for speakers of other languages (ESOL) qualifications. At the time of the inspection, 118 learners were on the ESP and 336 learners were on Train to Gain programmes. During the first year of the contract some 600 learners have enrolled on ESP. 5E also works in partnership with other providers, Avanta and Ecotech, to deliver European Social Fund (ESF) projects.
2. 5E funds its training provision through the North London and Pan London LSCs and the ESF. The Department for Work and Pensions (DWP), LDA, London Council, Border & Immigration Agency, Ufi (Learn Direct) funds the remainder of 5E's government-funded provision. Approximately 99% of 5E's overall business is government-funded training and the work-based learning represents most of this funding.
3. 5E has a management committee and a senior management team, comprising of a director, an operations manager, four programme managers and four centre managers. The senior management team share the responsibility for the operational management of the business. 5E currently employs 112 staff.
4. The London Borough of Haringey is the eighteenth most deprived borough in England. Many parts of Tottenham are amongst the 10% most deprived in the country. Just under a third of Haringey households have no earned income and, in Seven Sisters, the average annual household income is below the poverty line. The unemployment rate is higher than the national and London average which continues to be a challenge for the Borough.

Summary of grades awarded

Effectiveness of provision	Outstanding: Grade 1
Work-based learning	Contributory grade: Outstanding: Grade 1
Train to Gain	Contributory grade: Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Outstanding: Grade 1
Work-based learning	Contributory grade: Outstanding: Grade 1
Train to Gain	Contributory grade: Good : Grade 2
Quality of provision	Good: Grade 2
Work-based learning	Contributory grade: Good: Grade 2
Train to Gain	Contributory grade: Good: Grade 2
Leadership and management	Outstanding: Grade 1
Work-based learning	Contributory grade: Outstanding: Grade 1
Train to Gain	Contributory grade: Good: Grade 2
Equality of opportunity	Contributory grade: Outstanding: Grade 1

Sector subject areas

Health and social care	Good : Grade 2
Employability training	Outstanding: Grade 1

Overall judgement

Effectiveness of provision

Outstanding: Grade 1

Work-based learning
Train to Gain

Contributory grade: Outstanding: Grade 1
Contributory grade: Good: Grade 2

- 5E is an outstanding provider. Achievements and standards, leadership and management and the extent to which courses meet the needs and interests of learners are all outstanding. Teaching and learning, and support for learners, are good. The arrangements for equality of opportunity are outstanding. 5E's provision in employability training is outstanding and in health and social care it is good.

Capacity to improve

Good: Grade 2

- 5E has demonstrated that it has good capacity to improve. Steps taken to improve the provision have been particularly effective. Since previous inspections, 5E has continued to raise success rates and achievements for all learners. Areas for improvement identified at inspections are tackled promptly and effectively. 5E has already remedied most of the areas for improvement identified at the inspection of its programme centre provision in August 2007. Senior managers plan 5E's growth and expansion into new areas of work exceptionally well.
- 5E carries out self-assessment carefully and places great emphasis on involving all staff and learners in the process. The current report is detailed and self-critical. Inspectors agreed with most of the judgements in the report, although some strengths identified are normal practice. However, although the accompanying quality improvement plan includes many appropriate actions and realistic targets, it is not linked closely enough to the self-assessment report. 5E has not focused sufficiently on ensuring that all of its provision is reviewed and included in the self-assessment report each year.

Key strengths

- Outstanding achievements for learners
- Outstanding development of learners' vocational and employability skills
- Good teaching and learning
- Outstanding strategic management
- Highly effective communication
- Particularly good staff development
- Prompt and effective actions for continuous improvement
- Excellent strategies to engage disadvantaged and socially excluded groups
- Very good promotion of equality and diversity.

Key areas for improvement

- Weak use of individual learning plans
- Insufficient focus on annual self-assessment for quality improvement
- Insufficient collection and use of data to monitor the Train to Gain programme.

Main findings

Achievement and standards

Outstanding: Grade 1

Work-based learning
Train to Gain

Contributory grade: Outstanding: Grade 1
Contributory grade: Good: Grade 2

8. Overall achievement and standards are outstanding. Success rates on Train to Gain programmes are consistently very high across all of the skills areas offered for both 2006/07 and 2007/08. For Train to Gain learners on skills for life programmes the success rate in 2007/08 was 100%. Train to Gain learners are inspired by their success and many go on to further training. On ESP, the vast majority of learners achieve their learning goals and make significant progress in developing their language skills. ESP learners develop excellent employability skills. Rates of employment are meeting the challenging targets set by the LSC in the ESP contract. All learners make significant gains in confidence, employability and self-esteem.
9. Train to Gain learners develop excellent workplace skills and greatly improve their working practices. In most cases, their attitude to their work is significantly improved. ESP learners become enthusiastic about seeking work and actively use their new skills to apply for jobs. Attendance at the training centres for both ESP and Train to Gain learners is excellent.
10. In partnership with Haringey Council, 5E has played a significant role in many ESF projects. 5E's learners have consistently achieved all of the challenging targets set by the projects, including gaining sustainable employment. On an ESF contract in partnership with Avanta, some 60% of learners with severe barriers to employment have gained sustainable jobs after attending employability training courses with 5E.
11. 5E's self-assessment report includes accurate judgements about achievement and standards. Analysis of data shows that no significant differences exist between the achievements of learners from different ethnic groups or between men and women.

Quality of provision

Good: Grade 2

Work-based learning
Train to Gain

Contributory grade: Good: Grade 2
Contributory grade: Good: Grade 2

12. The quality of provision is good. Overall teaching and learning are good. Tutors plan lessons carefully and make very good use of the results of initial assessment to ensure that their teaching meets learners' individual needs. Resources for

teaching are very good. 5E has invested significant amounts of capital in information and communication technology and its computer facilities are outstanding. However, not all Train to Gain learners are able to attend the off-the-job training sessions offered.

13. The monitoring of learners' progress is very good. Monitoring of ESP learners is detailed and comprehensive. Assessors monitor the progress of individual Train to Gain learners closely, although there is not yet an effective system to ensure that this information is shared with managers.
14. Assessment is satisfactory. Train to Gain assessors are very experienced and are particularly good at planning their visits to meet the needs of learners and employers. ESP learners receive particularly good feedback from tutors about their progress, and what they need to do to improve.
15. The extent to which programmes meet the needs and interests of learners and employers is outstanding. Legislation requires workers in care homes to work towards an appropriate qualification in care and 5E is meeting this need in its community effectively. ESP learners are developing skills that are helping to build community cohesion and meet the needs of local employers. 5E has developed its provision in a particularly well-planned and coherent way to respond to the needs of the community it serves. 5E is skilled at making the best use of the funding available and its links with other providers to offer a comprehensive range of training options.
16. Support and guidance for learners are good. Initial advice and guidance is effective and the wide range of languages spoken by staff is used well to meet the needs of learners who do not speak English. Initial assessment is used effectively to identify support needs. 5E has recognised that it does not have an effective strategy for identifying and supporting learners with dyslexia, particularly for those on ESOL programmes. Plans are in place to remedy this and to identify referral agencies who can supply testing in different languages.

Leadership and management

Outstanding: Grade 1

Work-based learning

Contributory grade: Outstanding: Grade 1

Train to Gain

Contributory grade: Good: Grade 2

Equality of opportunity

Contributory grade: Outstanding: Grade 1

17. Leadership and management are outstanding. 5E's senior managers are innovative and dynamic. Strategic management of 5E's training programmes is outstanding. 5E has particularly effective strategies for the development of new programmes. For examples, 5E is playing a significant role in the 2012 Olympics pre-volunteering programme providing VRQ training in volunteering and supporting learners into sustainable employment. Management of ESF projects is outstanding. 5E's partnership work with Avanta and Haringey council is highly

successful. Directors and senior managers have established a clear mission, specific corporate values and set high standards for the training programmes. These are well understood and effectively demonstrated in the working practices of all staff. Managers at 5E inspire staff to set high standards for both themselves and their learners. Very good internal links support close working with other established 5E programmes to benefit learners.

18. Communications throughout 5E are highly effective, as identified in the self-assessment report. Senior managers are very responsive to staff needs. Senior staff have very good awareness of the activities at all training centres. Meetings are used well to provide information to staff, minutes effectively set actions and share information. Staff and managers make very good use of a comprehensive, effective and easily accessible intranet to share information. Local intelligence is used very effectively to promote opportunities for learners across the range of community groups. Informative presentations are made to Jobcentre staff to promote the programmes offered. 5E produce excellent information leaflets for their partners to raise awareness of the large number of training options available.
19. Staff development and training are excellent. Staff access a wide range of training and are well supported to gain qualifications. Very effective peer training sessions are run in the centres each week. Mentoring, shadowing and peer support is highly effective in developing staff and enabling them to experience other roles within the organisation. Many staff gain internal promotion. The appraisal process is effective, training needs are identified and appropriate targets are set for all staff. 5E has responded particularly effectively to the national agenda for teacher reform. It has clear targets and plans in place to ensure that all of its teaching staff have an appropriate teaching qualification.
20. Actions for quality improvement are prompt and effective. Managers use a series of comprehensive development plans very effectively. All actions have clear targets with realistic but challenging timescales. 5E encourages all staff to take responsibility for improving the provision and to actively seek feedback from learners. 5E welcomes feedback from staff, learners and employers and uses this information very well to bring about improvements. Resources are managed very effectively and their use demonstrates value for money. Managers ensure that all the centres have a good range of suitable equipment and materials to support learners. Information and communication technology facilities are outstanding.
21. The procedures for safeguarding learners meet current government requirements. 5E has appropriate policies and procedures for child protection. Staff have received training and there are designated staff with responsibility for implementing the child protection policy. Appropriate vetting checks are carried out for all staff involved in the provision of the training programmes.
22. Overall, the management information system is very good and data is used very effectively to identify trends and promote improvements. Senior staff use management reports very well to monitor and improve the provision. Problems

identified are resolved quickly and appropriately. However, on Train to Gain programmes data is not yet used sufficiently to monitor learners' progress.

23. 5E carries out self-assessment carefully and places great emphasis on involving all staff and learners in the process. The current report is detailed and self-critical. Inspectors agreed with most of the judgements in the report, although some strengths identified are normal practice. However, although the accompanying quality improvement plan includes many appropriate actions and realistic targets, it is not linked closely enough to the self-assessment report. 5E has not focused sufficiently on ensuring that all of its provision is reviewed and included in the self-assessment report each year.
24. The promotion of equality and diversity is outstanding. 5E recognised this in its self-assessment report. Equal opportunities policies and procedures are well written and appropriate. Staff are particularly effective at dealing with any instances of inappropriate language or behaviour. The diverse range of staff backgrounds and languages are used well to support learners. Staff act as very good role models. Programme information and paperwork is available in a wide range of languages. Staff provide effective support for non-English speakers to obtain jobs within their own communities. All centres are accessible to people with restricted mobility and learners feel safe. Each site has quiet rooms and prayer rooms. Appropriate resources are available to support learners who have a visual impairment.
25. Gender, age and ethnicity data is analysed frequently for learners on the programme to monitor trends. Complaints and grievances are few and have been appropriately recorded and well managed. Staff have a good understanding of the complaints procedure. Learners are confident about their rights and responsibilities. They receive very good support to resolve personal welfare issues. 5E's skills for life strategy is well developed and effective.
26. 5E has used very successful strategies to engage disadvantaged and socially excluded groups. Very strong links with a wide range of community organisations are used effectively to promote the training opportunities. 5E has a particularly good working relationship with its skills broker for the Train to Gain programmes. Each year a very informative brochure is produced which captures the full range of training available. 5E uses telesales, emails, and internet search engines very effectively to promote its training. A range of events including lunches, award ceremonies and presentations provide an effective way to provide partners and employers with relevant information.

What learners like:

- Good teachers who make learning fun
- Helpful, kind, patient teachers
- Doing a course that leads to a qualification and a job
- Being able to talk to people from other communities
- Approachable assessors who go out of their way to be helpful
- 'I thoroughly enjoyed the whole course'
- Being able to learn to use computers – 'I never used one before I came here'

What learners think could improve:

- Amount of written work – 'there's too much of it'
- Time available to complete work – 'sometimes there's not enough'

Sector subject areas

Health and social care

Good: Grade 2

Context

27. 5E offers NVOs in health and social care to learners on Train to Gain programmes. At the time of the inspection there were 194 learners. Of these, 95 were working towards an NVQ at Level 3 through a pilot programme for women only. On Level 2 programmes about 10% of learners are men. All learners are employed, mostly in care homes or domiciliary care. Six staff fulfil the roles of assessors, tutors and internal verifiers. All work on a freelance basis. 5E's own staff complete the initial assessment and supervise the enrolment process. Off-the-job training and support is provided at least fortnightly, either in 5E's centres or in the learners' workplaces.

Strengths

- Good success rates
- Exceptionally good development of learners' skills and knowledge
- Particularly good off-the-job training

Areas for improvement

- Insufficient collection and use of data for performance management

Achievement and standards

28. Achievements and standards are good. Overall success rates are high at 85% for 2007/08. For both 2006/07 and 2007/08 timely success rates have been low. 5E has recognised that staff were setting unrealistic target dates for completion and this has now been rectified. Most learners are making very good progress. An increasing proportion of learners are now completing within the planned period of study. There is no significant difference between success rates for learners from different ethnic groups.

29. The development of learners' skills and knowledge is exceptionally good. Most have greatly increased their confidence and self-esteem. They develop very high standards of work and gain knowledge, which they use confidently in the workplace. Learners develop and improve their ability to communicate effectively with their colleagues and with service users. In many cases their attitude to their work improves significantly as their knowledge develops. Attendance at the off-the-job training sessions is excellent. Many learners who have completed their NVQ at Level 2 have been promoted to acting or senior carer and nine who completed their NVO in care at Level 3 are now working towards a national qualification which will allow them to become health and social care assessors.

Quality of provision

30. Overall teaching and learning are good. 5E provides good off-the-job training. Training sessions are generally well-planned. Most are held in the workplace or at centres convenient to the learners. Tutors are experienced and enthusiastic and quickly develop a good working relationship with learners. They share their knowledge and experience effectively with learners. The better sessions are well-prepared with detailed session plans, although these plans do not indicate how the individual needs of learners will be met. However, the tutors know their learners well and do accommodate individual needs skilfully. Learners appreciate and enjoy their training sessions. Tutors provide relevant handouts in most sessions and excellent computer facilities are available at the centres. However, not all learners attend the centres and there are few other learning resources in the care homes.
31. On-the-job training is at least satisfactory and often good. Most workplaces provide a stimulating environment that encourages learning. Until recently, managers were not always aware which units of the NVQ their learners were completing and so were not able to allocate appropriate caring tasks. This has recently been remedied and the links between on and off-the-job training are greatly improved. However, no formal recording of on-the-job training beyond using evidence of short courses attended takes place. Care home managers have very good working relationships with the assessors.
32. Learners complete a detailed initial assessment including a training needs analysis and skills test for literacy. In most cases this identifies the learner's training needs well. Tutors do not always use the results of the initial assessment to plan effectively to meet these needs. However, learners are allocated a specified number of training hours based on the results of initial assessment and they receive a generous amount of training.
33. Assessment practice is satisfactory. Assessors are very experienced. They take particular care to plan their visits to make the best use of opportunities to observe learners at work. Assessors use an appropriate range of assessment methods although they often require learners to produce large amounts of written evidence. Some learners, especially those with poor literacy or language skills, find this difficult.
34. The extent to which courses meet the needs and interests of learners is outstanding. Employers have a duty to ensure their staff are qualified to a suitable level. 5E is able to provide health and social care programmes to meet this need and is actively developing contacts to reach more care homes. Training is provided at a range of times and venues.
35. Guidance and support for learners are good. Initial information, advice and guidance enables the learner to identify the care programme most suited to match their work role and aspirations. 5E also provides the learner with details of

other courses to help them succeed, for example literacy or ESOL classes. Induction sessions are well- planned and informative and most learners have good recall of the topics covered. Tutors are very skilled at encouraging and motivating learners to complete their programme. They are responsive to learners' anxieties and easy to contact.

Leadership and management

36. Leadership and management are good. Communication within the care team is very effective and working relationships are particularly strong. Staff development is effective and staff are well qualified and experienced. Quality assurance arrangements are well developed and very effective. The self-assessment report is broadly accurate and identified most of the strengths and areas for improvement found by inspectors.
37. The promotion of equality of opportunity is very strong. Learners are encouraged to aim high and reach their full potential. 5E has sought additional funding through a pilot Train to Gain programme for women to enable it to offer significant numbers of NVQs at Level 3.
38. Insufficient collection and use of data takes place for performance management. The Train to Gain programmes started in 2006, and the number of learners on programmes has increased rapidly. Monitoring of individual learners' progress is thorough and effective. However, this data is not collated or used by managers to produce an overview of the programme performance. 5E has recognised this and has recently started to develop a different way of collecting information about learners' progress.

Employability training

Outstanding: Grade 1

Context

39. 5E provides the new Employability Skills Programme, which aims to engage learners who are unemployed and who have literacy, numeracy or language needs. Jobcentre plus advisors refer learners to this programme. Most learners on the programme at 5E are studying English for speakers of other languages qualifications. At the time of the inspection, 118 learners were on the programme. Some 600 learners have enrolled on programme over 2007/08. The learners can join the programme at any time. Courses run for 12 weeks, for a minimum of 20 hours a week at six of 5E's centres. The course includes ESOL, employability skills and aspects of Citizenship.

Strengths

- Very good achievement of ESOL qualifications
- Outstanding development of learners' confidence and self-esteem
- Good or better teaching and learning
- Particularly effective monitoring and recording of learning
- Good individual support for learners
- Outstanding management

Areas for improvement

- Weak use of individual learning plans

Achievement and standards

40. Overall achievements and standards are outstanding. Achievement of ESOL qualifications is very good. In 2007/08, 85% of learners achieved an ESOL qualification. Learners greatly increase their confidence in speaking and listening. Standards of learners work are very high and learners are able to use their new skills at work, at home and in the community. No significant difference exists between the achievements of learners from different ethnic backgrounds.

41. The development of learners' confidence and self-esteem is outstanding. Learners make exceptionally good progress in a relatively short period. They are soon able to use their skills to develop curriculum vitae, to use the telephone confidently and to attend interviews. Attendance on the courses is excellent at 98%. Learners enjoy their training and are enthusiastic and motivated. They improve their self-esteem and carry out jobsearch activities energetically. The number of learners gaining employment is close to the LSC's challenging target for the programme.

Quality of provision

42. Overall teaching and learning are outstanding. Most teaching sessions are good or outstanding. Tutors are very skilled at developing learners' language abilities, using topics that are relevant to learners' everyday lives. They have a particularly good understanding of the potential difficulties learners face in grasping language concepts. Tutors provide good explanations and adapt their teaching methods appropriately to suit learners' individual needs. Lessons include a good range of activities such as group, individual and paired activities, to stimulate and promote learning. Tutors make exceptionally good use of their knowledge of individual learners to plan their lessons effectively. Learners enjoy the lively and challenging lessons and are actively involved. Schemes of work are very detailed and comprehensive and include references to the course criteria, Citizenship and employability. Lessons have a strong focus on helping learners to develop skills that are related to employability. Learners' work is assessed and constructive feedback given in every session. Homework is an integral part of the course and provides valuable further practice for learners.
43. 5E provides very good resources to stimulate and promote learning. These include a very good range of textbooks and learning materials, computers with access to the internet, specific skills for life software, journals, magazines and audiovisual resources. Tutors make very good use of the internet to help learners develop independent learning skills. There are adaptive keyboards and tracker mice for people with disabilities.
44. Tutors monitor and record learning particularly effectively, routinely recording work and skills developed in each session. They encourage learners to focus on their individual needs, and reflect on their learning. Tutors carry out a comprehensive review of their learners' progress every three weeks. They use these reviews effectively to highlight areas for further development and set new targets. Learners receive particularly detailed and helpful feedback and are very clear about what they have achieved.
45. The use of individual learning plans is weak. Initial assessment is particularly thorough and includes a detailed interview to discuss previous education and work history. This initial assessment is followed by a full diagnostic assessment to fully identify learners' individual needs. This information is used effectively during lessons. However, tutors do not use the results of these assessments well to develop individual learning plans. The targets in the individual plans refer to aspects of the course rather than focusing on the learner's needs and aspirations.
46. The extent to which courses meet the needs and interests of learners is outstanding. In a very short time, learners develop the language skills, confidence and employability skills required to carry out effective jobsearch. 5E has identified the need to locate classes in areas where learners are particularly disadvantaged and at risk of being excluded from education. This strategy is now beginning to integrate communities through learning, which is a key target for 5E. The programme provides courses from entry level to level 2. 5E offers the courses full

or part-time, during the day and at times which are suitable for parents with children.

47. Support and guidance are good. Learners receive very good advice and guidance when they join a programme. Tutors identify learners' support needs at enrolment and put support plans in place immediately. Very good arrangements are in place to help learners find and apply for jobs. 5E makes very good use of its links with DWP and local Jobcentres to help learners to access extra support and funding, for example, to help with interview costs.

Leadership and management

48. Leadership and management are outstanding. Staff meetings are regular and effective. Communication is particularly good. Managers analyse and use data effectively to monitor the programmes' performance and to identify learners who may be at risk of leaving. Managers have identified extra courses such as food hygiene, health and safety, manual handling and first aid, which, although not a requirement of the programme, greatly enhance learners' employability. Most teaching staff are highly qualified and have appropriate teaching experience. Staff morale is high and a particularly strong emphasis on continuous improvement exists. Sharing of good practice is effective and carried out routinely. The strategy for improving teaching is very effective. Observations of teaching and learning are carried out competently and staff development is effective and supportive. 5E encourages staff to gain further professional qualifications and to take responsibility for their personal development.

49. Quality assurance arrangements are thorough and comprehensive. A variety of methods is used to collect feedback from learners including focus groups and course reviews. The self-assessment process is particularly inclusive. The report is broadly accurate and inspectors agreed with the strengths and areas for improvement.

50. 5E promotes equality and diversity particularly successfully and gives learners good opportunities to develop their potential. Tutors use learning activities well to promote cultural awareness. Managers are working in collaboration with external organisations and other community groups to identify significant groups of potential learners to plan new courses. 5E has a very well-developed skills for life strategy with the emphasis on a whole organisation approach.

Learners' achievements

Success rates on work-based learning Train to Gain NVQ programmes managed by 5E 2006 to 2008

Programme	End Year	Success rate	No. of learners*	provider NVQ rate**	
Train to Gain NVQ	2006/07	overall	13	93	
		timely	13	28	
	2007/08	overall	80	83	
		timely	71	24	

Note: 2008/09 data is 'part year' only and is representative of the first three months or greater of the LSC contract year.

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned.

** NVQ qualification success rates are calculated using data supplied to Ofsted by the college/provider before inspection.