

Waltham Forest Chamber of Commerce Training Trust

Independent learning provider

Inspection dates 12–15 April 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a good provider

- The large majority of learners make good progress, achieve their qualifications, improve their skills and increase their self-confidence.
- Staff are very well organised and use their good skills and experience very effectively to motivate learners and support their good progress.
- Employers work very effectively with training staff and are thoroughly involved in planning learning and reviewing the progress of learners.
- Trustees and managers are highly ambitious for the success of all learners and are committed to providing high-quality training and assessment.
- Learners receive good information and careers guidance which prepares them very well for their next steps.
- A very high proportion of learners progress to higher level courses, take on increased responsibility and gain promotion at work.
- The quality of teaching, learning and assessment is good.
- Quality assurance arrangements are highly effective and provide an accurate picture of the provision, including rigorous oversight of the subcontractors.
- Thorough self-assessment processes involve a good range of stakeholders and support continuous improvement effectively.
- A very high proportion of learners on business administration and plumbing courses achieve their qualifications.

It is not yet an outstanding provider

- The quality of the support to ensure learners improve their skills in mathematics and English is not consistently good.
- Learning targets for learners are not challenging enough; they are too general and do not include individual goals to help learners improve their skills for work.

Full report

Information about the provider

- Waltham Forest Chamber of Commerce Training Trust (Training Trust) is an independent learning provider. Training Trust is a registered charity that delivers work-based teaching, learning and assessment services to a wide range of employers. Training Trust was founded in 1982.
- Training Trust provides training for learners through intermediate and advanced apprenticeships. Around 250 learners enrol on apprenticeship programmes with Training Trust each year, primarily within the health and social care, construction and business support and administration sectors, which are priority areas for the Skills Funding Agency (SFA). Training Trust delivers training in a wide variety of environments and their learners come from a wide range of backgrounds and cultures.

What does the provider need to do to improve further?

- Ensure that the quality of teaching, learning and assessment is consistently good across the whole provision by:
 - making sure that all staff provide learners with sufficiently challenging individual learning targets, which not only focus on achievement but are aimed specifically at helping learners to improve their personal skills and skills for work
 - improving the quality and effectiveness of managers' observations of lessons and reviews by focusing more sharply on how well learners learn
 - increasing the quality and detail of teachers' written feedback for learners on electrical courses
 - providing all learners with the effective support and encouragement to improve their skills, confidence and achievement in English and mathematics.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders and managers understand their provision well and are ambitious for the success of all learners. They ensure that their performance management of staff is effective and that it has a positive impact on learners' outcomes. Staff benefit from good training and development that link well to key areas for improvement. For example, all teachers have received training that has extended their confidence in developing learners' understanding of equality and diversity, and how they prepare learners better for their lives in British society.
- The rigorous self-assessment process includes the views of trustees, managers, staff and learners. The self-assessment report is evaluative, accurately records judgements of performance and standards and includes clear actions for improvement. The quality improvement strategy and procedures are thorough and provide effective quality assurance arrangements for the trust and all subcontractors. This has led to significant improvements in the proportion of learners who achieve their qualifications.
- Managers have a good understanding of the regional labour market and use this information well to provide learners with valuable routes into apprenticeships, employment and further education. Trustees have a strong focus on working with local businesses and ensure the provision is matched to skills shortages.
- Training Trust has a strong ethos of promoting the fair treatment of individuals and respecting the rights, beliefs and lifestyles of diverse groups. Managers have identified performance gaps between different groups of learners and have taken successful action to reduce them. Staff promote inclusion, tolerance and understanding well. They maintain a supportive environment for all; learners demonstrate respect for each other and their behaviour is good.
- Staff have received effective training to ensure they are well aware of the dangers of radicalisation and extremism. This enables them to fulfil their obligations under the 'Prevent' duty and to promote learners' understanding of British values. Staff are confident to explore these subjects with learners; for example, exploring forced marriage as part of an English GCSE assessment.
- Since the previous inspection, managers have improved the arrangements for monitoring the effectiveness of their subcontractors. They monitor closely the performance of each subcontractor and ensure that any concerns are remedied quickly. Managers provide good guidance to subcontractors through monthly meetings which ensure that standards remain consistently high.
- Managers have developed and implemented an effective strategy for improving teaching, learning and assessment which has improved learners' progress and achievement. Managers have successfully restructured the staff team and instilled an organisational culture focused on ambition and the prioritisation of learners' progress and achievement. However, their records of observations of teaching and learning focus too much on what teachers do and not enough on what the learners achieve.
- Managers' strategies for ensuring learners extend their achievements in English and mathematics are not yet fully effective because there are pockets of the provision where teaching is not yet good. Managers are clear in their ambition for higher standards but there is too much variability across the provision. For example, teachers' correction of learners' spelling and grammar is not consistently good.
- **The governance of the provider**
 - The board of trustees provides strong governance, sets high expectations and has a clear vision for improvement which successfully ensures that quality and standards remain high.
 - Trustees have established a culture of high ambition for learners. They have communicated to staff the need for change and improved performance. Consequently, staff at all levels have adopted new monitoring practices which have increased the number of learners who complete their training within the planned time.
 - Trustees receive detailed quarterly operational reports outlining the performance of the trust and learners' outcomes. They use data and other information well to hold managers and staff to account and to make informed decisions. Trustees have completed good, relevant training which they use to fulfil their duties.
- **The arrangements for safeguarding are effective**
 - Training Trust meets its statutory requirements for safeguarding. Comprehensive policies and procedures place great emphasis on ensuring that all learners remain safe.
 - All staff have appropriate checks and records of training are well maintained. Trustees, managers and staff have completed a level 2 qualification in safeguarding and training in the 'Prevent' duty. A

number of staff have undertaken additional training on issues including female genital mutilation and forced marriages. As a result of this staff have a good understanding of how to safeguard all learners.

- Learners feel safe and know who they should contact if they have any concerns. They have a good understanding of how to stay safe on the internet. A series of fact sheets are available to learners which provide useful and helpful advice on a range of safeguarding topics.

Quality of teaching, learning and assessment is good

- Teaching, learning and assessment are good across all areas of the provision because teachers and assessors are well organised and plan and teach sessions effectively. Assessors take into account learners' individual starting points and use these to plan their learning and next steps. Almost all assessors ensure that sessions are stimulating and this motivates learners, who enjoy getting involved in the interesting activities and tasks. Learners develop good subject knowledge and understand how to apply theory well. The large majority of learners develop good practical skills.
- Assessment is good, frequent, and helps maintain learners' focus and interest. Assessors use a broad range of assessment methods such as witness testimony and site drawings very effectively to determine competencies and to know what progress learners are making.
- The standards of learners' written work and practical skills are good; as a result, employers value the contributions learners make in the workplace. For example, a nursery manager particularly values the contribution made by learners to the overall performance of the nursery in meeting its own standards.
- Staff monitor learners' progress effectively and ensure that learners and employers have a very clear view of learners' progress. In cases where progress is not rapid enough staff provide learners with extra support for as long as it is needed.
- Learners take pride in the good work that they produce. Their files and portfolios are well organised and contain a broad range of evidence from practical and written assessments, including well-documented observation reports, supervision records and records of professional discussions.
- Staff are highly skilled and are ambitious for their learners. They have good subject knowledge and understanding of commercial and industry practices, which they use effectively to plan and implement good training and assessment activities. Learners' practical work and hand skills are of a high standard, which is reflected in their success in regional and national competitions. For example, learners have received awards from the Worshipful Company of Joiners and the regional apprentice of the year competitions.
- Staff provide very good individual support which helps learners to overcome barriers to learning and encourages their good progress. Staff quickly get to know their learners very well and soon become aware of any personal problems that threaten to hold back their progress.
- Most learners have a good understanding of equality and diversity and British values because teachers and assessors promote these well in lessons and in the workplace.
- Most assessors provide good feedback to learners so that they understand what they need to do to improve their work. Feedback for learners on joinery, early years and business administration programmes contains particularly good detail, sound advice and insightful guidance. However, too many of the learners on electrical programmes do not receive good enough feedback because it lacks sufficient clarity and does not enable them to develop their learning and skills at a fast enough pace.
- Most learners develop good skills in English and in mathematics but in a minority of cases they do not make rapid enough progress. A few construction learners are not making sufficient progress because a minority of assessors lack confidence in their own skills to support learners effectively; for example, in routinely correcting spelling and poor punctuation. Learners on early years courses are not developing their mathematical skills at a fast enough pace and as a result are not prepared well enough for their examinations.
- Assessors in early years and business administration review learners' progress thoroughly and frequently and set clear learning targets for their further development. However, in construction trades, learners' targets are not specific enough and staff place too much emphasis on the completion of units rather than the setting of targets aimed at helping learners to improve their personal, workplace and social skills.

Personal development, behaviour and welfare are good

- Staff coordinate information and careers guidance for learners and for those who leave for employment well. Staff and employers plan well for learners' next step in training and employment. As a result, the majority of learners have a good understanding to the career options available to them and a high number gain employment.
- Learners' attendance at off-the-job training is good and they develop a good awareness of the importance of punctuality and reliability, which stands them in good stead for their future employment, responsibilities and careers.
- Learners increase their self-confidence and become more reliable in their workplace. They take pride in their work and recognise the valuable skills they are gaining. Employers give their learners more responsibility as soon as they are ready. For example, early years learners prepare child progress reports for parents and organise events such as teddy bear hunts in a local wood for pre-school children.
- Learners are safe and feel safe. They pay good attention to working safely and follow their employers' safeguarding and health and safety policies, particularly when working with young children. Learners have a good understanding of how to protect themselves online and from the potential risks associated with bullying, extremism and radicalisation.
- Learners develop respect for each other and for those around them. Early years learners develop good care skills rapidly and contribute to parents evenings and writing reports on children's progress. In construction, learners frequently work alongside other trades and recognise the importance of team working. When renovating flats and sheltered housing learners demonstrate a sensitive approach to communicating with older people and vulnerable tenants.
- Learners benefit from the good partnerships that exist between their employers and their assessors; as a result learners receive high-quality training with good job and promotion opportunities. For example, employers move multi-trades apprentices swiftly between departments to learn all aspects of home refurbishment work, and they soon install new kitchens and bathrooms competently.
- Behaviour in lessons is good as learners show high levels of respect for their assessors and respect the opinions of their peers. The vast majority of learners arrive prepared for their classwork and they follow the instructions of their assessors closely. As a result, learning is both enjoyable and effective for many. However, a small minority of learners on electrical courses arrive at lessons without pens, paper and calculators, which slows learning.

Outcomes for learners are good

- Learners on all programmes achieve well and develop good vocational skills. Those on plumbing and business administration courses make exceptionally good progress and their rates of achievement are very high. When achievement rates decline managers respond effectively to ensure changes are made to restore the high levels of achievement across the provision.
- Employers, especially those in the construction industry, value the good work of the learners because they recognise the good quality of their vocational skills and welcome their increased contribution in the workplace. Business administration learners provide effective reception and secretarial support; for example, they greet visitors, record their details and operate the telephone switchboard with confidence. Learners on construction programmes make and refurbish sash windows to a good standard.
- Learners enjoy learning and take pride in their work. A large majority of learners move on to higher levels of study, gain promotion and take on increased responsibility within their job roles. Almost all learners gain additional qualifications which are valued by employers and improve their job prospects. For example, early years and playwork learners gain food hygiene certificates and construction learners gain additional qualifications in the safe removal and handling of asbestos.
- Learners from minority ethnic groups do not achieve as well as other learners. However, leaders and managers have taken positive action and this achievement gap is narrowing.
- Not enough learners make sufficient progress in developing their skills in mathematics and English. Only a small proportion of learners extend their learning beyond the minimum required for their qualification.

Provider details

Type of provider	Independent learning provider
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	274
Principal/CEO	Mark Durham
Website address	www.trainingtrust.org.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+
	0	0	0	0	0	0	0	0
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	76	32	54	47	0	0		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14-16	0							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Building Crafts College ■ Electrical Assessment Services (EAS) ■ Choice Training ■ Big Creative Education ■ First Rung ■ Millennium Academy 							

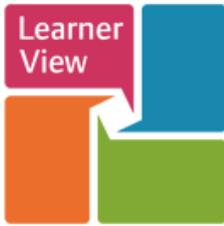
Information about this inspection

Inspection team

Daniel Grant, lead inspector	Ofsted Inspector
Leslyn Linton-Proctor	Ofsted Inspector
Ian Goodwin	Ofsted Inspector
Martin Bennett	Ofsted Inspector

The above team was assisted by the chief executive, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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