

## Waltham Forest Chamber of Commerce Training Trust

### Independent Learning Provider

### Summary of key findings for learners

|  |                         |                  |
|--|-------------------------|------------------|
| <b>Inspection dates</b>                      |                         | 2–5 October 2012 |
| <b>Overall effectiveness</b>                 | <b>This inspection:</b> | Good-2           |
|  | Previous inspection:    | Good-2           |
| Outcomes for learners                        |                         | Good-2           |
| Quality of teaching, learning and assessment |                         | Good-2           |
| Effectiveness of leadership and management   |                         | Good-2           |

#### This provider is good because:

- Waltham Forest Chamber of Commerce Training Trust (The Training Trust) provides good quality, successful training for the vast majority of its apprentices in all subject areas it offers.
- Apprentices' rate of achievement and their progress towards completion of their qualifications are generally good, often exceeding high national rates.
- Apprentices' skills development and the application of their skills are good.
- Teaching, learning and assessment are good and contribute directly to apprentices' good achievement. Group learning and individual sessions are used well by experienced, skilled tutors and assessors to interest and engage apprentices in learning.
- The Training Trust's support arrangements are good and help learners succeed.
- The Training Trust's leadership and management are purposeful, inclusive and very effective. They monitor and evaluate the quality of the provision well and action planning for improvement has measurable, positive impact.

#### This is not yet an outstanding provider because:

- The Training Trust's past arrangements for monitoring the quality of its subcontractors' work with apprentices was not sufficiently thorough, leading to poor progress on the part of a relatively small group of plumbing apprentices. Its new arrangements for monitoring and managing subcontractors, whilst improved, are at an early stage and their impact cannot be gauged fully.
- Training Trust staff, who conduct construction apprentices' inductions and regular progress reviews, have not received relevant teacher training to help further improve the quality of their work with these apprentices.
- On a few occasions written work marked by tutors or assessors does not contain sufficient detail on what apprentices need to do to improve, and spelling and grammar are not always corrected.

## Full report

### What does the provider need to do to improve further?

- Monitor and regularly review the effectiveness of subcontractors' management and monitoring arrangements to ensure that the quality of all apprentices' experience, progress and success rates is consistently high.
- Promote prompt attendance and punctuality, particularly of health and social care apprentices, at all taught sessions to improve their employability skills still further.
- Ensure that tutors and assessors correct spelling and grammar in all assessed and marked work, and include sufficient detail to support the development of apprentices' independent learning skills.
- Ensure all liaison staff involved in induction and reviews achieve relevant teaching qualifications so that their impact on apprentices' learning can be further enhanced.

### Inspection judgements

|                              |      |
|------------------------------|------|
| <b>Outcomes for learners</b> | Good |
|------------------------------|------|

- Apprentices are highly motivated to succeed. Employers are very supportive of their apprentices and can clearly identify the positive impact of the programmes through the enhanced contribution apprentices are making in their work. The vast majority of apprentices who start their qualifications with the Training Trust complete them successfully and, overall, the number of apprentices completing their qualifications has improved year on year.
- Apprentices' achievements in childcare are good and above national rates, although there has been a recent dip in achievements within planned timescales for a few apprentices; adult care apprentices have yet to reach their planned completion dates, but are making good progress. A very few care apprentices' attendance and punctuality are poor. Apprentices' achievements in intermediate business administration are good and above national rates.
- A relatively small number of plumbing apprentices in the previous year made slow progress or did not complete within their planned timescales. However, following a change of subcontractor, all the remaining plumbing apprentices are now making at least reasonable progress.
- Apprentices develop and apply very good practical skills in the context of much improved theoretical knowledge. Apprentices' interpersonal and social skills are developed well as their progress through their training, increasing their self-confidence and general effectiveness in the workplace. Child and adult care apprentices in particular make good improvements in their application and use of English and mathematics skills through specifically tailored projects and tasks.
- Some apprentices join intermediate apprenticeship programmes with poor experiences of, and few qualifications from, school. The majority of these apprentices are making good progress and developing their work specific skills well. All apprentices interviewed stated that they were enjoying their programmes, even when they found the work demanding, and recognised, with some pride, the progress they were making.
- Many apprentices have gained permanent employment on completion of their qualifications, some have been promoted and a few have progressed to related undergraduate programmes at university. There are no significant differences in the achievement of apprentices from different backgrounds or ethnic groups. The performance of individual groups is monitored closely by senior managers; any differences are noted and effectively addressed.

### **The quality of teaching, learning and assessment**

Good

- The quality of teaching, learning and assessment is good in each of the subject areas offered by the Training Trust and contributes directly to apprentices' generally good achievement of skills and qualifications.
- Classroom sessions and on-the-job training are used well by tutors and assessors to provide an effective blend of theoretical and practical training which promotes good skills development and, for the most part, good progress on the part of apprentices.
- Tutors and assessors make good use of a range of teaching and learning techniques to engage and involve apprentices. Group learning sessions observed by inspectors were highly participative and apprentices were enjoying their learning. Employers can clearly identify how apprentices' skills are being developed and applied to the benefit of the individual and the employer.
- Tutors are appropriately qualified, motivated and have good industry experience which they use well to enhance apprentices' learning and skills development and develop their professional insight about their work.
- Assessment is accurate, reliable and fair; assessments are carefully planned and thorough. Tutors and assessors set targets for apprentices which are clear and challenging. Initial assessment is used well to plan individual learning.
- The range of informal and formal support for apprentices is good and contributes directly to their achievement and completion of qualifications. The Training Trust monitors the progress of each individual well and has a very effective system for identifying and supporting any apprentices deemed to be at risk of falling behind or failing to complete their qualification.

### **Health and social care Early years and playwork Apprenticeships**

Good

- Good teaching, learning and assessment enable the vast majority of childcare and adult care apprentices to learn and progress through their qualification well, developing and applying a good range and level of skills, knowledge and abilities. Tutors' thorough planning and delivery of teaching and assessment meet the needs of individual apprentices well. Tutors use a good range of teaching methods including practical demonstrations and group discussion which engage and motivate apprentices, matching their interests and learning styles.
- Effective learning is based jointly on thorough and well-planned assessment in the workplace and good classroom teaching. Together, these support the development of good practical skills for apprentices and help them understand the full relevance and importance of meeting each individual's care needs. The apprentices observed by inspectors were providing effective care and support services in their workplaces.
- Assessors set clear targets which challenge apprentices. Tutors plan a range of interesting activities in lessons which support the use and development of apprentices' mathematics skills, such as calculating the floor area available in play settings to meet statutory requirements. Tutors enliven taught sessions using interactive whiteboards and, subsequently, through the exchange of information and work on the e-portfolio system.
- The vast majority of employers support learning very well and value apprentices' increased levels of skills, knowledge and ability. Assessment is fair and good attention is paid to ensuring it is timely, reliable and the outcomes help each apprentice make good progress.

- Tutors and assessors pay close attention to ensuring apprentices have a good understanding of how to keep children and vulnerable adults safe, promote independence and respect dignity. Apprentices have a good understanding of how to observe national guidance, codes of practice and legislation. The vast majority of childcare apprentices improve their employability skills by gaining additional qualifications in food hygiene and higher-level qualifications in mathematics and English.
- Tutors are very experienced practitioners in the care and early years sectors and use their expertise well to motivate and support apprentices; for example, ensuring apprentices understand the importance of encouraging children to learn how to share and take turns. Apprentices are encouraged to develop independent learning skills, for example by recording their own progress and planning new learning goals.
- The Training Trust's arrangements for initial assessment and induction are thorough and well structured; apprentices have a good recall of information including health and safety guidance, and learning is planned carefully to ensure individual needs are met. Apprentices with additional needs achieve very well through early intervention and good support from tutors and assessors.
- Tutors' feedback to apprentices during progress reviews and on marked work is well crafted, clearly written and motivational. However, in a few instances, poor spelling and grammar in written assignments are not corrected so apprentices do not always recognise what they need to do to improve their work.
- Support arrangements are highly effective throughout apprentices' programmes. Tutors and assessors provide timely advice and information to help apprentices make their next step in education and training. The majority of apprentices progress to higher qualifications and gain employment.
- The Training Trust's promotion of equality and diversity is good. Staff pay good attention to ensuring apprentices are safe in their employment and give a high priority to ensuring fairness and a thorough understanding of the rights and responsibilities of individuals who deliver and receive care services. Despite the Training Trust's efforts, there are very few male apprentices on any of the programmes

**Construction crafts  
Building services  
Apprenticeships**

Good

- The quality of teaching, learning and assessment for construction apprentices is good and correlates closely with the good achievements of learners in these subject areas.
- Apprentices' practical and theoretical skills are developed progressively and very effectively. The majority of apprentices are currently making very good, and the remainder not less than adequate, progress in the subject areas. A relatively small cohort of apprentices whose progress in the past was slow is now receiving good support from tutors to make up lost ground.
- Tutors are very experienced and adept at using their industry knowledge to help apprentices understand and apply new skills quickly. For example, the electrical installation apprentices questioned by inspectors were able to calculate resistance in different cable lengths accurately and quickly, and plumbing apprentices can very clearly describe different roles and responsibilities in a construction team.
- Classroom sessions are highly participative. Tutors use a variety of teaching techniques successfully including probing questions to confirm learning, group discussions, practical tasks and working out mathematical calculations in ways which enthuse and challenge apprentices. However, in a very few of the sessions observed, tutors occasionally missed possible learning opportunities by assuming all apprentices knew more than they did.

- Apprentices are able to demonstrate their new practical skills and explain theoretical aspects with confidence. Their practical work is performed to high standards, and their employers value the positive impact of their learning on the way jobs are tackled and completed. Tutors also develop apprentices' understanding of relevant customer service skills well, such as effective methods of communicating with clients and how best to work as a team.
- Apprentices are coached and mentored well in their places of work. Employers, tutors, assessors and the Training Trust's liaison staff work closely and cooperatively together with apprentices to review progress and plan further learning. Apprentices are set clear long, medium and short-term targets during progress reviews which are informed well by tutors' and apprentices' knowledge of how well they are progressing and what they need to do to improve.
- The Training Trust's initial assessment arrangements are effective and quickly identify apprentices' starting points. Tutors' and assessors' subsequent planning for learning is individualised well and applied in the context of formal learning sessions, assessments and progress reviews.
- Assessments are accurate, reliable and fair. Assessors and employers provide useful verbal feedback for apprentices to identify what they have done well and what they need to do to improve and exceed awarding body standards. However, tutors' written feedback to apprentices on marked written work is not always sufficiently detailed to promote further learning.
- The Training Trust pays very good attention to promoting health and safety, and apprentices' understanding of these two aspects is good. Safe workplace practices are implemented and monitored rigorously. Very effective care and guidance arrangements identify and support any apprentices who require additional learning support to progress and achieve.
- Apprentices' communication, written and numerical skills development is adequate. However, English and mathematics teaching is not yet fully integrated into assessments, progress reviews or lessons. Spelling, punctuation and grammar go uncorrected in a few cases, missing opportunities to extend apprentices' skills development.
- Apprentices have an adequate understanding of their employment rights and responsibilities, how these affect them or others in the workplace and, when questioned by inspectors, apprentices provided informed examples of what constitutes discrimination. However, the Training Trust does not use teaching and learning materials which include images that challenge traditional industry stereotypes. Equality and diversity are promoted adequately during apprentices' progress reviews but some opportunities to incorporate naturally occurring examples in lessons and during progress reviews are missed.

**Business management**  
**Customer services**  
**Apprenticeships**

Good

- Teaching, learning and assessment on business administration programmes are good, correlating closely with the high proportion of apprentices who achieve their qualification in the planned timescales. Apprentices develop and apply good practical and theoretical business skills such as team working and customer service.
- Apprentices enjoy and benefit from the variety of interactive teaching methods used by their experienced tutors during group training sessions, such as role-play about the impact of different body language and activities such as planning for an event. Tutors engage apprentices' interest well using stimulating discussions and probing questioning, relating their own good knowledge of current industry practice and encouraging apprentices to use their business experiences as a context for learning.
- Apprentices use digital learning technology very competently, improving their confidence and presentation skills. In one lesson, a group of apprentices used interactive learning technologies well to demonstrate to other apprentices how they had used mathematics to identify the most

cost effective quote from a group of suppliers. In a mixed-level functional skills lesson a small group of apprentices worked industriously on up-to-date computers to complete project-based tasks while the tutor effectively provided individualised training to other apprentices working on a different functional skill.

- The Training Trust's initial assessment is effective and apprentices consequently receive appropriate support for their needs, such as being given extra time for examinations and the use of different coloured paper for dyslexic apprentices. Staff provide good individual support to all apprentices in lessons and between visits, carefully monitoring their progress and providing targeted support for apprentices judged at risk of falling behind.
- Assessment is fair and reliable; the internal verification system is thorough and maintains a consistency of good practice across the provision. The introduction of electronic portfolios for apprentices has speeded up marking and assessors are providing more detailed feedback, in the process accelerating apprentices' completion of their qualifications. The Training Trust's online learning arrangements for business administration apprentices are still under development, with no access to online digital library resources to support independent learning between lessons.
- Assessors' reviews with apprentices are thorough and effective, accurately measuring individuals' progress through the programme. Assessment targets are carefully devised and challenging for apprentices. Employers and the apprentices are jointly involved in grading apprentices' attitude, punctuality and attendance in the workplace, promoting discussion on how they might improve, and pre-empting the development of any problems which could impede their learning.
- Good progress has been made in the teaching of and support for functional skills, and most apprentices are applying mathematics and English well in their job roles and personal lives. However, not all functional skills teaching staff are qualified to the appropriate levels. Most apprentices are placed initially on the introductory level mathematics and English courses regardless of their prior attainment or abilities, and some are not sufficiently stretched.
- Induction staff provide very effective pre-course guidance and advice to apprentices and match them particularly well to jobs, meeting employers' and apprentices' aspirations. They discuss carefully with the employer and apprentice which levels and units will best meet business and personal development needs. Exit guidance is also effective, and the number of intermediate apprentices progressing to advanced apprenticeships is increasing.
- The induction programme is comprehensive, interesting, and prepares apprentices well for their programme. During reviews, assessors thoroughly and routinely check apprentices' understanding of safeguarding and health and safety arrangements.
- Staff promote and reinforce learners' understanding of equality and diversity well during induction using a comprehensive employment rights and responsibilities handbook and at progress reviews. However, tutors sometime miss opportunities to incorporate equality and diversity in lesson plans or during reviews.

### **The effectiveness of leadership and management**

Good

- The Training Trust's operational and strategic management arrangements are comprehensive, purposeful, involve all staff and are highly effective; the Trust has a highly participative approach to management. A wide range of effective review and monitoring systems are used very well to ensure that managers and staff know how each apprentice is progressing on their course, any barriers to learning an individual might have and how these might be overcome.
- Well-informed trustees with access to good quality data provide strong governance, oversight and support and practise a close working relationship with senior management.
- Historically, the Training Trust has not monitored the quality of all its subcontractors' work with sufficient rigour or depth. Consequently, one cohort of plumbing apprentices made slow progress and their learning was impaired. The Trust has recently taken decisive action to

improve its management and monitoring of subcontractors and is ensuring that all apprentices previously affected are now being supported well to make good, or at least adequate, progress, although much is at an early stage and the impact of these actions cannot be gauged in full.

- Thorough observations of tutors', assessors' and liaison officers' interactions with apprentices and employers are used well to evaluate the overall quality of teaching, learning and assessment and, consequently, to inform individuals' professional development. Apprentices and tutors make increasingly good use of electronic portfolios for early years, adult care and business administration apprentices, although they are not available to construction learners. Training Trust staff have relevant experience and industry expertise and tutors also have appropriate teaching qualifications, but the liaison officers on construction programmes who conduct inductions and reviews have not had teaching practice training to help them develop the quality of the apprentices' learning.
- The Training Trust identifies its strengths and areas for improvement very effectively through highly inclusive, evaluative self-assessment and associated, well-structured quality improvement planning. A wide range of improvement actions and their consequent measurable impact on apprentices are evident over the past two years.
- The various apprenticeship programmes offered at different levels meet the needs of apprentices and employers well; programmes are well planned and structured to be relevant to apprentices' workplace environments and experiences. The development of apprentices' English and mathematics skills is forming an increasingly effective part of the apprentices' experience, but they are not yet sufficiently integrated.
- The Training Trust meets its statutory requirements for safeguarding apprentices, and this aspect is a high priority for the organisation. A very well managed and regularly reviewed risk register is maintained of any apprentice judged to be at risk of leaving, falling behind or failing their apprenticeship for whatever reason and includes clearly documented action support plans.
- Aspects of equality and diversity are generally integrated well into apprentices' programmes from induction onwards, and are discussed routinely and in sufficient depth during regular progress reviews. The Trust analyses data thoroughly to identify and reduce any differences in performance between different groups of apprentices. However, while Trust staff have received comprehensive training in equality and diversity in the past they have not had any recent update training.

## Record of Main Findings (RMF)

### Waltham Forest Chamber of Commerce Training Trust (The Training Trust)

|  |                |                 |
|--|----------------|-----------------|
| <p><b>Inspection grades are based on a provider's performance:</b></p> <p>1: Outstanding<br/>2: Good<br/>3: Requires improvement<br/>4: Inadequate</p> | <b>Overall</b> | Apprenticeships |
| <b>Overall effectiveness</b>   | 2              | 2               |
| Outcomes for learners  | 2              | 2               |
| The quality of teaching, learning and assessment   | 2              | 2               |
| The effectiveness of leadership and management   | 2              | 2               |

| Subject areas graded for the quality of teaching, learning and assessment | Grade    |
|---|----------|
| <b>Health and social care</b>   | <b>2</b> |
| <b>Early years and playwork</b>   | <b>2</b> |
| <b>Construction crafts</b>  | <b>2</b> |
| <b>Building services</b>  | <b>2</b> |
| <b>Business management</b>  | <b>2</b> |
| <b>Customer service</b>   | <b>2</b> |



## Provider details

|  |                               |
|--|-------------------------------|
| <b>Provider name</b> <b>Waltham Forest Chamber of Commerce Training Trust (The Training Trust)</b> |                               |
| <b>Type of provider</b>  | Independent learning provider |
| <b>Age range of learners</b>   | 16-18 and 19+                 |
| <b>Approximate number of all learners over the previous full contract year 2011/12</b>             | Full-time: 172                |
| <b>Principal/CEO</b>   | Linda Petts                   |
| <b>Date of previous inspection</b>   | August 2008                   |
| <b>Website address</b>   | www.trainingtrust.org/        |

| <b>Provider information at the time of the inspection</b>                                       |  |     |                 |     |               |     |
|---|--|-----|-----------------|-----|---------------|-----|
| <b>Number of apprentices by Apprenticeship level and age</b>                                    | <b>Intermediate</b>  |     | <b>Advanced</b> |     | <b>Higher</b> |     |
|   | 16-18  | 19+ | 16-18           | 19+ | 16-18         | 19+ |
|   | 99   |     |                 | 70  |               |     |
| <b>Number of learners aged 14-16</b>  | N/A  |     |                 |     |               |     |
| <b>Number of community learners</b>   | N/A  |     |                 |     |               |     |
| <b>Number of employability learners</b>   | N/A  |     |                 |     |               |     |
| <b>Funding received from</b>  | Skills Funding Agency (SFA)  |     |                 |     |               |     |
| <b>At the time of inspection the provider contracts with the following main subcontractors:</b> | <ul style="list-style-type: none"> <li>■ Millennium Academy</li> <li>■ Alpha Building and Engineering Services</li> <li>■ Choice Training</li> </ul> |     |                 |     |               |     |

## Additional socio-economic information

The Training Trust is based in the London Borough of Redbridge. Waltham Forest is in the north east of London bordering Redbridge to the east, Hackney, Newham and Tower Hamlets to the south and Haringey and Enfield to the west. The total population of the local authority areas in and adjacent to the Training Trust's location is around 1.7 million. A slightly lower percentage of this population is economically active than in London generally or nationally; similarly, a lower proportion has achieved a National Vocational Qualification, or its equivalent, at level 1 or above. In 2010/11, the percentage of young people gaining five GCSEs at grades A\* to C including English and mathematics was lower than London generally in Hackney and Waltham Forest, but approximately the same in the other adjacent authorities.

## Information about this inspection

### Lead inspector

Nicholas Crombie, HMI

Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the Training Trust's chief executive as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment reports 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 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 of the 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 inspection report.

## 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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