

Inspection of SCCU Ltd

Inspection dates: 12–15 November 2019

Overall effectiveness	Good
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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	Not previously inspected

Information about this provider

SCCU Ltd was founded in 2010. It was a subcontractor for colleges and training providers. The provider was registered to receive public funding for the delivery of training in its own right in May 2017. The provider is based in Coventry in the West Midlands. At the time of the inspection, there were 215 apprentices. Most apprentices support teaching and learning in schools (including sport) and work in early years education. Some 80% of apprentices are on framework-based apprenticeships and 20% on standards-based apprenticeships. Around 60% are on level 3 and slightly more than 25% on level 2. A small number of apprentices work at levels 4 and 5. SCCU Ltd works with one subcontractor. It delivers a small number of specialist standards-based apprenticeships at level 4. Adult programmes develop English and mathematics skills for adults who speak English as an additional language.

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

Learners and apprentices develop new knowledge, skills and behaviours that prepare them well for their next steps. They receive good teaching from experienced and caring staff, which motivates them to achieve. Learners and apprentices benefit from a well-planned curriculum which builds on their existing skills and prepares them for work or further study. They have access to good learning resources.

Apprentices make good progress and employers value the contributions they make to their schools, communities and businesses. They receive clear guidance on how to improve their work. In addition to the regular reviews, they receive good support from the tutor when it is needed. Managers and tutors address apprentices' concerns promptly.

Apprentices make effective use of learning resources for developing their behaviours and attitudes. Most apprentices develop good teamworking and time-management skills.

Learners are treated fairly and with respect by the staff. Managers welcome and act on the views of learners. Learners and apprentices enjoy their courses, and this is reflected in their high attendance in classes and reviews. They show positive attitudes to learning and work. Learners and apprentices feel safe.

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

The core purpose of SCCU Ltd is to provide courses which meet the needs of schools and community organisations in the Coventry and Warwickshire area. Leaders and managers use their close relationships with these employers to develop an appropriate range of apprenticeships and adult learning programmes. This accounts for 80% of the provision and is good. About 20% of the apprenticeships are developed for local business. A small minority of this provision – within business administration – requires improvement.

Teaching staff use their subject knowledge to ensure that the curriculum is coherently planned towards developing new knowledge, skills and behaviours. For example, in the apprenticeship for supporting teaching and learning in schools, tutors develop apprentices' knowledge of child development early in the course. They then link it to the principles of behaviour management. Following observation, tutors then ask the apprentices to reflect on and explain the way in which they deal with poor behaviour in the classroom. Apprentices link theory to practice well.

In the apprenticeship for supporting teaching and learning in sport, staff use their expertise to improve apprentices' practical skills rapidly. For example, the tutor models the practical and teaching skills that are needed for an effective rugby coaching session. The apprentice continues the session. On completion, the tutor – through skilful questioning – enables the apprentice to assess the effectiveness of the session. The tutor and the apprentice accurately identify the areas for

improvement.

In apprenticeships for early years practitioners, tutors assess apprentices' starting points effectively and use this information well to plan learning. For example, when teaching about theories about play, tutors show supplementary videos to less-experienced learners to help fill in some of the gaps in their knowledge. Tutors assess the development of learners' skills and knowledge at key points in the course. They quickly intervene to support apprentices who are falling behind. Tutors provide very clear direction and are successful in ensuring that apprentices improve quickly.

A small number of apprentices in business administration do not receive good tuition. Tutors focus on the completion of the units in the qualification rather than on the broader development of behaviours and skills. Tutors' feedback does not state what the apprentice needs to do to improve. Some apprentices make slow progress.

Leaders and managers have recently started delivering standards-based apprenticeships in community sport, business and management, and creative content production. Across the standards, managers and tutors ensure that apprentices understand how the course is organised and how it is assessed, including the end-point assessment.

Managers effectively use the apprenticeship in leading sport in the community to engage learners who are harder to reach. For example, managers work closely with the Aston Villa Foundation to support apprentices to coach sport in local outreach centres. Tutors introduce the apprentices to the basics of coaching through excellent learning resources. Tutors prepare apprentices well for dealing with challenging behaviour. They help apprentices to understand their own behaviour and to use this knowledge to understand the behaviour of others. Tutors then observe the coaches in practice and provide constructive feedback on how to improve. Apprentices rapidly develop skills and confidence. These apprentices are making strong progress towards permanent employment, having not achieved well at school.

Within the apprenticeship for creative content production, tutors teach apprentices the skills they need to produce digital marketing materials and to assess their impact on sales. Tutors guide apprentices skilfully to produce high-quality marketing materials that match the needs of the target customers. Most apprentices are making good progress. However, apprentices do not develop an understanding of what is required of the role across different sectors because they concentrate too much on the application of theory to their current job role.

Although most apprentices on standards-based apprenticeships are making good progress, they are not clear about how and when off-the-job training is delivered over the course of the apprenticeship. Tutors do not explicitly plan to develop apprentices' English and mathematical skills beyond level 2.

For adult learners, managers develop courses which reflect their links with local schools, their employees and parents. They provide short courses which enhance the skills of existing employees or develop skills which will help adults to participate

more effectively in their communities and increase their chances of employment.

Managers and tutors provide high-quality courses in functional skills mathematics and English. Experienced tutors use the assessment of learners' starting points well to plan a personalised course and to develop high-quality learning resources. Managers have been quick to put in additional staffing to enable small-group work. Learners are making good progress.

Apprentices receive good advice on their selection of courses and on their options on completion of the course.

The provider is well led and managed. Leaders have an accurate understanding of the strengths and weaknesses of the organisation. Leaders and managers were swift to identify the weakness in the early years provision. Managers' actions for improvement were effective. The provision is now good.

Leaders and managers manage the performance of staff well. They are quick to identify when tutors need additional support, and they plan staff development opportunities in advance of curriculum change. They are considerate of staff workload and well-being.

Leaders and managers have recently assumed the responsibility for a subcontractor and a small number of apprentices. This is a short-term decision to help another provider. Leaders and managers manage the subcontracting arrangements effectively and apply their own quality-assurance arrangements consistently. Apprentices are making good progress.

Leaders have recently established an appropriately qualified advisory board to provide effective external scrutiny and challenge. They have accurately identified the need to involve employers more in the planning of the curriculum. The advisory board does not currently spend enough time with senior leaders to review the success of the curriculum. It does not use destinations data effectively in this process.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff ensure that learners and apprentices are safe. Staff are fully aware of their responsibilities to safeguard learners and apprentices. Designated lead staff are appropriately trained. Learners and apprentices feel safe and secure in their learning environments. They know how to report concerns about themselves and others.

What does the provider need to do to improve?

- The quality of education for the small number of apprentices on business administration level 2 and 3 is not yet good. Leaders and managers should act swiftly to improve the quality of education on these courses.
- Apprentices do not explicitly develop their English and mathematical skills unless they need to pass their functional skills examination. Leaders and managers should plan the curriculum so that apprentices develop their mathematics and English skills beyond level 2, and in line with the needs of their current job roles and future aspirations.
- Too many current apprentices are unclear about how the provider and the employer have planned their off-the-job training. Leaders and managers need to gain clear agreement with the employer at the beginning of the course about how off-the-job training will be delivered for apprentices.
- Apprentices do not understand how their skills and knowledge can be applied across different sectors. Leaders and tutors should ensure that apprentices understand fully how their skills and knowledge can be applied in more work settings and, therefore, open more career opportunities.
- Governors and senior leaders should collect detailed information about learners' destinations to enable them to evaluate fully the effectiveness of the curriculum.

Provider details

Unique reference number	1270886
Address	7 Orchard Court Binley Business Park Harry Weston Road Coventry CV3 2TQ
Contact number	02476 936 969
Website	sccu.uk.com
Principal/CEO	Scott Riddell (managing director)
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	FSTP (financial services training partners) LLP

Information about this inspection

The inspection team was assisted by the quality and curriculum manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit 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 observing 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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