

Waltham Forest Chamber of Commerce Training Trust Limited

Progress monitoring report

Unique reference number: 55074

Name of lead inspector: Saher Nijabat, Her Majesty's Inspector

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Type of provider: Not for profit organisation

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Monitoring visit: main findings

Context and focus of visit

Waltham Forest Chamber of Commerce Training Trust Limited was last inspected in June 2019. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education and training in the current circumstances. It was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

These visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, inspectors carried out this monitoring activity remotely. As a result, the range of evidence available to inspectors was narrower than would be the case during an on-site inspection. Therefore, this report provides a more limited level of assurance.

The impact of COVID-19 has been taken into account in the findings and progress judgement below. Inspectors did not evaluate leaders' response to COVID-19 during the spring and summer of 2020, when the provider was not open to all learners and there were no national expectations regarding remote education.

Theme

What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning?

Reasonable progress

Governors and senior leaders have secure plans to rectify the weaknesses identified at the previous inspection. They have improved their processes for tracking, monitoring and recording the progress of apprentices. Governors receive detailed information so that they can provide appropriate challenge and support to senior leaders.

Since their previous inspection, leaders have revised the quality monitoring processes to accurately identify areas for improvement, including at their subcontractors. They have suitable processes to evaluate the quality of teaching, and to provide feedback to tutors to improve their teaching practice. Managers have not been able to fully

implement their quality checks due to the pressures caused by COVID-19. For example, observations of teaching have been on hold in a few curriculum areas since the first national lockdown. Although managers recognise that the quality of teaching is not yet consistently good across all provision, the proportion of apprentices who achieve their qualifications has improved in most programme areas due to increased monitoring and support. Leaders and managers have implemented robust attendance monitoring procedures, resulting in improved attendance across most curriculum areas.

Most employers feel well supported by the provider's staff and are fully involved in progress reviews of their apprentices. They have discussions with staff around apprentices' targets to ensure that on-the-job training links well with off-the-job training. Employers also provide feedback and score apprentices on their performance at work in areas including behaviour, teamwork and attendance. Most apprentices continue to improve their skills and knowledge and grow in confidence.

Tutors and assessors have adapted their teaching plans and activities to suit online teaching. They use various teaching techniques to make their online lessons interesting and engaging. For instance, in childcare, tutors use videos, presentations with images and explanations, real-life scenarios and work examples to build apprentices' knowledge and understanding. Where necessary, trainers hold additional group and individual sessions online to help apprentices catch up. However, a few tutors and assessors do not have the confidence and technical knowledge to use online tools and resources available to them. Therefore, they are not able to improve their teaching practice sufficiently.

Where necessary, managers have made changes to the delivery of programmes to ensure that apprentices continue to learn and have timely activities to retain knowledge. For example, they have moved electrical installation apprentices from day release to block release to help ensure that apprentices can consolidate and remember what they have learned. As a result, apprentices have more time between sessions to build knowledge and practical skills through hands-on practice at work. In childcare, tutors completed most on-site observations between lockdowns. Tutors supported apprentices to complete knowledge-based content during the lockdown. Consequently, most apprentices have made the progress expected of them and are on track to achieve.

Staff provide appropriate advice and support to apprentices from the start of their programme. They identify learners' needs through suitable initial assessments, diagnostic tests and skill scans. Tutors frequently assess apprentices' work and provide feedback. However, in a minority of cases, tutors do not provide sufficient information to the apprentices on what they can do to improve.

Leaders have invested in a specialised online programme to provide specific support to develop apprentices' knowledge and use of English and mathematics. Apprentices benefit from completing bite-sized activities specific to their needs. As a result of

focused practice, the proportion of apprentices who pass tests in English and mathematics has increased.

Apprentices feel safe and know who they should contact if they need any support with learning or dealing with personal issues. They are well informed about safeguarding and receive up-to-date information on current issues, including online safety.

Leaders and those responsible for governance should take further action to:

- implement their quality assurance activities to assess the quality of teaching, including online, to ensure consistently good practice across all curriculum areas
- ensure that all tutors and assessors have appropriate training to develop their teaching skills to confidently teach online using technology.

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