

Inspection of Corndel Limited

Inspection dates: 18–21 October 2021

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

Corndel Limited (Corndel) is an independent learning provider delivering training across the country. They work mostly with large levy-paying employers across the country to provide apprenticeships and traineeships. The vast majority of the training has always been online. At the start of the COVID-19 pandemic, leaders moved all training online. As a result, the impact of the pandemic has been minimal.

At the time of the inspection, there were 5,002 apprentices and 185 trainees. Of those, 3,334 apprentices were studying leadership and management qualifications at levels 3 and 5. There were 633 apprentices studying level 4 data analyst qualifications, and 376 apprentices studying level 4 project management qualifications. A smaller number of apprentices were studying a range of qualifications in business, fundraising, and digital skills at level 3 and 4.

The majority of apprentices are age 19 and over.

Corndel does not work with any subcontractors.

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

Learners find the training to be a very positive experience. They feel that they get good support from professional development experts (PDEs) that is tailored to their needs. The majority of learners achieve their qualifications well, with a high proportion gaining distinctions or merits. Most learners that need to take English and mathematics qualifications pass these at the first attempt.

Learners quickly develop positive attitudes to their studies. They are professional and take their learning seriously. Learners' attendance at workshops and one-to-one sessions is very high. They submit coursework promptly. The majority of learners are on track to successfully complete their apprenticeship on time.

The majority of learners benefit from a thorough review of what they know and can do at the start of the course. This ensures that they are on the right apprenticeship programme. In a minority of cases, learners' prior knowledge and experience of their job role has not been effectively taken into account. This means that they cover content that they already know and, in a few cases, do not have the appropriate job role for the apprenticeship.

Learners benefit from good teaching that deepens their knowledge. They develop skills and knowledge which they apply appropriately in the workplace. For example, apprentices on leadership and management courses use their newly developed coaching skills to improve the working relationships with their teams.

Learners value highly the well-being information they receive from PDEs. For example, learners understand the importance of exercise and taking breaks when working from home.

In a few cases, learners would like teaching to return to face-to-face lessons.

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

Leaders have considered carefully their rationale for the curriculum. They have developed exceptional relationships with employers. Very often employers plan the curriculum jointly with leaders and managers. Leaders respond well to employers' specific requests for courses, such as an apprenticeship for black female leaders. As a result, the curriculum closely matches employers' and apprentices' needs.

Leaders and managers plan effectively the content of programmes. This helps the vast majority of learners build on existing knowledge and develop appropriate work-related skills. On the level 3 fundraiser course, for example, PDEs teach the key topics apprentices need to cover first, such as understanding the code of fundraising. Learners then move successfully on to the more difficult task of putting together a fundraising plan. On the level 3 data professional course, learners move

swiftly from learning about spreadsheets to using data collection and analysis software programmes.

PDEs have expert subject knowledge and extremely relevant industry experience. They teach the curriculum effectively. Learners recall in detail topics learned earlier in the course, and how they apply this knowledge at work. For example, on leadership and management programmes, learners use target setting effectively in order to help them allocate tasks to their teams. Consequently, employers value highly the training apprentices and trainees receive. Employers improve the way they do things as a result of the training.

The majority of PDEs question learners effectively in order to check their understanding of new topics. For example, in English lessons, PDEs ask learners to give several examples of when they would use single quotation marks instead of double quotation marks. In a few instances, PDEs do not check what learners have understood sufficiently enough. They focus too much on whether learners have completed tasks without adequately checking that their knowledge is secure.

Staff develop a wide range of high-quality resources to support learners with their studies. On leadership and management courses, learners can choose to learn new subject content through videos or audio recordings. Learners reinforce and remember this knowledge effectively, as a result of reading the written materials that accompany new topics.

PDEs support learners with special educational needs and disabilities (SEND) effectively. For example, learners with dyslexia have extended one-to-one sessions. PDEs adapt the curriculum appropriately for learners with health needs. They teach the content in shorter periods of time and give learners more breaks. This helps learners feel less tired. Managers have not yet evaluated the impact of this additional support. They do not know securely enough how well learners with SEND and health needs make progress.

PDEs and tutors give learners helpful feedback in lessons and on their written work. They offer useful tips, such as adding cover pages, putting in a table of contents and using sub-headings. As a result, learners' written work looks more professional in appearance. The standard of learners' work improves over time. For example, in letter writing tasks, learners know how to write better paragraphs. They improve gradually the language and punctuation they use. On a few courses, such as the project management apprenticeship, the quality of feedback learners receive is not sufficiently beneficial. In these instances, PDEs do not focus precisely enough on how learners can develop the standard of their work.

Leaders and managers of traineeships plan effectively in order to broaden learners' skills and knowledge. Tutors teach learners about different types of bank accounts and workplace pensions. They also teach learners about the importance of speaking to a manager if they are concerned about someone's behaviour at work. Consequently, learners on traineeships gain confidence and are well-equipped for their next steps. However, not all learners on apprenticeships are fully aware of the

extra personal development and support available to help them gain a wider understanding of topics such as healthy lifestyles.

PDEs and tutors provide learners with appropriate careers advice and guidance. Learners receive useful information on different career opportunities that are open to them. They have a good understanding of the next level of course they can progress on to. Many learners on apprenticeships gain promotion as a result of the programme. Of the small number of learners on traineeships who have completed their programme, all have secured jobs.

In a few cases, PDEs do not teach topics such as the dangers of extremism and radicalisation skilfully enough. They do not cover these subjects in sufficient depth. As a result, a small number of learners on apprenticeships do not understand how to apply this knowledge in their workplace.

Leaders, managers and governors focus purposefully on evaluating and improving the quality of education learners receive. Since the previous monitoring visit, leaders have developed a suite of useful management information reports, including feedback surveys from staff and learners. They use this information effectively in order to accurately identify what is working well and what needs to improve. As a result, leaders step in quickly with appropriate action when improvements need to be made.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff undertake safeguarding training. This includes online safety, data protection and the dangers of misuse of social media. PDEs and tutors identify accurately learners who are at risk, and quickly make the necessary referral. Leaders track and follow through rigorously any ongoing cases. Leaders report these monthly at the excellence committee and board meetings.

Learners feel safe and can identify a trusted person they would turn to if they had a concern. A few learners would benefit from further training on how to keep themselves safe when working and learning online.

What does the provider need to do to improve?

- Leaders should ensure that the quality of education in the two weaker programmes is improved to the same high standard as other subjects.
- Leaders should ensure that PDEs promote more widely the broader curriculum to all learners on apprenticeships so that they have a better understanding of, for example, how to lead healthier lifestyles.

Provider details

Unique reference number	1278673
Address	410 Highgate Studio 53–79 Highgate Road London NW5 1TL
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Website	www.corndel.com
Principal/CEO	James Kelly
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by David Millar, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection 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 visiting 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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