

Inspection of Waltham Forest Chamber of Commerce Training Trust Limited

Inspection dates: 11 to 14 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Requires improvement

Information about this provider

Waltham Forest Chamber of Commerce Training Trust (the Training Trust) is a registered charity based in Woodford Green, in the London Borough of Redbridge. The Training Trust offers both framework and standards-based apprenticeships to a range of employers. Just over 40% of its apprentices are taught by two subcontractors, Building Crafts College and Choice Training. At the time of this inspection, approximately 175 apprentices were in learning on apprenticeship programmes, primarily at levels 2 and 3 within the construction, childcare and business administration sectors.

The impact of COVID-19 has been taken into account in the findings. This inspection took place at the height of the Omicron variant infection spike, which had an impact on staffing, particularly in the childcare sector, one of the provider's largest curriculum areas.

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

Apprentices benefit from studying in a supportive environment in which they feel welcomed and valued. Male and female learners studying apprenticeships in childcare and construction respectively feel included and confident to be themselves in sectors traditionally dominated by the opposite sex.

Apprentices feel safe. They trust that staff would not tolerate sexual harassment or homophobic bullying and that they would take effective actions to ensure their safety and well-being. As a result, apprentices have complete confidence to raise any concerns they have with staff.

Staff set clear standards and expectations for apprentices' behaviours at the start of the course. In carpentry and joinery, staff teach apprentices how to work safely and in a way that is considerate of others. As a result, apprentices keep their workstations neat and behave professionally when working on site.

In theory lessons, apprentices take useful notes, and are attentive and participate enthusiastically. Staff run practical workshops in a calm and orderly manner. Apprentices go about their tasks efficiently, and they work well independently with precision and skill.

Apprentices are respectful, highly motivated and positive. They demonstrate respect for the equipment, machinery and materials they use and are conscious of their colleagues' time and work. They display good professional behaviours, such as being courteous to customers.

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

Since the previous inspection, leaders have made notable improvements in how they monitor the performance of their staff, including the quality of their teaching. Leaders have carried out regular reviews with staff, including those at subcontractors, to monitor apprentices' progress and achievement. As a result, the timely achievements of apprentices across most programmes have improved, as have first-time pass rates in English and mathematics.

Staff work effectively with employers to ensure that the training they provide helps apprentices develop the skills, knowledge and behaviours they need to be competent in their job roles. Staff communicate well with employers and adapt the curriculum to meet their needs. For example, they have restructured the electrical installation and maintenance teaching programme. Apprentices on this programme now have a week of teaching once every month. Consequently, this helps apprentices retain what they have learned.

Tutors assess what apprentices know and can do effectively and tailor the learning plans to meet apprentices' needs. Tutors check apprentices' knowledge effectively through questioning and use simulations to test their application of theory into

practice. They help apprentices with topics they have not thoroughly learned. They teach additional lessons when apprentices are at risk of falling behind. As a result, most apprentices stay on their course and achieve their qualifications.

Tutors are well qualified and have substantial industry experience. Tutors use their expertise to plan the order of what they teach carefully and logically. For example, childcare tutors skilfully use reflective exercises to teach apprentices about emotional development in young children. Apprentices learn how to support young children to deal with different emotions when going through changes by learning about their own emotions. As a result, apprentices develop a deep knowledge and understanding of complex and new topics.

Leaders have developed a positive culture to promote staff welfare and provide staff with helpful feedback on their performance. Staff have opportunities to participate in suitable training to develop their knowledge and improve their teaching practice. Leaders take appropriate action where staff struggle to manage their workloads. Consequently, staff feel well supported and valued.

Most apprentices find their tutors' feedback helpful and produce work of the expected standard. However, tutors do not always provide detailed enough feedback to apprentices on what they need to improve. As a result, the quality of apprentices' coursework is not consistently high.

In the workplace, apprentices produce work of a professional standard and take on new tasks enthusiastically, gaining more responsibility over time. For example, electrical apprentices work with increasing independence because employers trust them to complete industry-standard tasks. They erect trays, cut and lay electrical cables, and fit lighting units to a high standard.

Most apprentices receive their entitlement to off-the-job training. However, due to COVID-19-related staff shortages, employers in early years settings cannot always release apprentices to attend their teaching sessions. Consequently, a small number of apprentices struggle to complete their coursework and have fallen behind.

Apprentices have limited opportunities to develop their knowledge and skills beyond their curriculum. They do not have planned activities to develop further their interests, such as setting up their nursery. Staff occasionally provide information on well-being and work-life balance during progress reviews. They also offer advice on healthy lifestyles. However, these opportunities are not well planned, and not all apprentices receive this consistently across all programme areas.

Most apprentices have a basic understanding of British values and equality and diversity. They know that British values refer to the rule of law, mutual respect and tolerance. However, the majority of apprentices cannot clearly explain how these concepts apply to their lives and work.

Apprentices do not have access to a well-structured careers advice and guidance programme. As a result, apprentices are not always aware of what they need to do

to move into different career pathways. For example, carpentry apprentices who aspire to become machinery operatives or engineers have not had sufficiently detailed information about the steps they will need to take to gain employment in these roles.

Trustees receive regular reports and information on key areas, such as timely achievement rates and attendance. As a result, they have an accurate understanding of the Training Trust's performance. They provide effective challenge and support to senior leaders to address areas for improvement, such as attendance. Consequently, overall attendance and punctuality are now high. However, they recognise that too many apprentices on electrical apprenticeships do not achieve on time due to high staff turnover. They are taking effective remedial action to address this issue.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have provided their staff with appropriate training, which includes annual updates on safeguarding and the 'Prevent' duty. Leaders have established suitable links with external agencies, such as the local safeguarding partnership and the London 'Prevent' duty coordinator, to ensure that they stay up to date with current local and regional risks that their learners may face.

Leaders have put in place appropriate safeguarding policies and procedures to ensure the safety and well-being of their apprentices. Staff deal with safeguarding concerns appropriately. They provide effective support to apprentices on issues such as domestic violence and mental health. They share with employers helpful information on different support agencies, such as women's support groups, to ensure that support is available for apprentices in the workplace.

Apprentices have a thorough understanding of health and safety specific to their industries. They demonstrate safe working practices when working with different tools and equipment. For example, apprentices check that they are using the right drill for a particular material, to ensure that it has the correct degree of sharpness and speed before starting to work.

What does the provider need to do to improve?

- Leaders should ensure that apprentices on all programmes are taught a curriculum that extends beyond the requirements of their qualifications, including impartial careers information, advice and guidance.
- Staff should provide detailed feedback to apprentices on what they need to improve to ensure that the quality of apprentices' coursework is consistently high.
- Leaders should ensure that apprentices on all programmes receive timely teaching support and their full entitlement to training time to make expected progress.

Provider details

Unique reference number	55074
Address	Unit 6 Bourne Court Southend Road Woodford Green IG8 8HD
Contact number	020 8518 1344
Website	www.trainingtrust.org.uk
CEO	Mark Durham
Provider type	Independent learning provider
Date of previous inspection	4 to 7 June 2019
Main subcontractors	Building Crafts College Choice Training

Information about this inspection

The inspection 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. 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.

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