

CP Training Services Limited

Monitoring visit report

Unique reference number: 2654126

Name of lead inspector: Jon Bowman, Her Majesty's Inspector

Inspection dates: 6 and 7 April 2022

Type of provider: Independent learning provider

Address: Upminster Court
133 Hall Lane
Upminster
London
RM14 1AL

Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by the Education and Skills Funding Agency and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

CP Training Services Limited is an independent training provider. It is a part of Uniserve (Holdings) Limited group which also includes the Supply Chain Academy Limited. Uniserve is an international logistics and trade management provider.

CP Training Services Limited began teaching apprenticeships in January 2021. At the time of the visit, there were 44 apprentices at level 3 in the standards-based supply chain practitioner. There were 12 apprentices on the international freight forwarding specialist apprenticeship taught by one subcontractor. Most training is taught face to face. CP Training Services Limited also teaches the supply chain leadership professional degree under a subcontract with Leeds Trinity University. This provision was not in scope for this visit.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Reasonable progress

Leaders and managers have a clear rationale for delivering the training. The training is built on the long-standing expertise within the group and meets the business needs of employers within the freight and transportation industries.

Leaders and managers ensure that tutors are well qualified and are experienced industry specialists. They teach the curriculum in a logical sequence so that apprentices develop their knowledge, skills and behaviours over time. For example, supply chain apprentices first learn what a supply chain is, then the different types of supply chain, before learning in more detail about specific aspects of the supply chain such as procurement.

Leaders and managers have rightly kept the provision small until they have the capacity to ensure that they can successfully increase the number of apprentices in

training. Leaders have added capacity at management level to help manage the existing provision.

Leaders and managers reflect well on the strengths and weaknesses of the provision and make changes as a result. For example, they made sure employers are made aware of their responsibilities at the start of the training. As a result, employers engage well with the reviews of their apprentices' progress.

Leaders and managers ensure that the training fulfils the principles and requirements of an apprenticeship. They ensure that employers and apprentices understand the commitment that needs to be made to the apprentices, and that all parties know how the apprenticeship will be taught. They work effectively with employers so that apprentices receive suitable training in work hours.

Leaders and managers have suitable processes to monitor the performance of subcontracted provision. These include monthly meetings where managers review a range of performance information, including the progress of apprentices. However, leaders and managers do not aggregate and analyse their management information across the provision. As a result, senior leaders, who have responsibility for governance, do not have a comprehensive enough view of the strengths and weaknesses of the provision.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress

Tutors use their extensive vocational expertise to ensure apprentices learn new and valuable knowledge, skills and behaviours that closely meet their employers' needs. Employers value the contribution that apprentices make at work where, for example, they put into practice their understanding of transport industry laws and regulations to plan the transportation of goods.

Leaders and managers have suitable processes in place to monitor the progress that apprentices make. They meet monthly to review progress and put action plans in place for those apprentices who fall behind.

Leaders, managers and tutors work effectively with employers. They ensure that apprentices receive a well-coordinated programme of on- and off-the-job training. For example, tutors and employers reinforce the high standards of conduct expected through the apprenticeship reviews and via the employers' probationary meetings.

Tutors provide apprentices with effective written and verbal feedback on the standard of their work so that apprentices understand how to improve. For example, apprentices' digital and writing skills are good, as is evident in their written reports, assignments and presentations. These are of a consistently good standard.

Tutors ensure that apprentices and most employers are fully aware of the arrangements for apprentices' end-point assessments. Apprentices are suitably prepared for these assessments because they practise for them during their training. For example, tutors frequently test apprentices' knowledge through multiple-choice examinations that mirror this aspect of their final assessment.

For those apprentices who are taught online, lessons are too long and there is too much content for apprentices to digest. Apprentices find it hard to concentrate for long periods of time online. This reduces their ability to remember what they are taught.

Tutors use assessments of apprentices' English and mathematics at the start of the programme to establish if apprentices need to further develop their skills in these areas. However, they do not use the outcomes of these assessments well enough to put in place timely support for the small number of apprentices who need to develop these skills. As a result, those apprentices who need to take qualifications in English and mathematics make slow progress.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders and managers ensure that a positive safeguarding culture is in place. They adopt a suitably low threshold for identifying safeguarding concerns. As a result, staff are vigilant in identifying apprentices' welfare needs. When staff need to act to respond to safeguarding incidents, they do so effectively. Leaders and managers have a sound overview of apprentices' safety and welfare. Apprentices know who to turn to if they have a concern about their own or others' welfare.

Leaders and managers ensure that suitable policies underpin safeguarding practice. The safeguarding policy provides clear guidance to staff as to what to do should they identify an apprentice with a safeguarding concern. A suitable 'Prevent' risk assessment is in place. Leaders and managers follow safe recruitment practice that ensures staff are suitable for their roles.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022