

Inspection of Coventry and Warwickshire Chamber of Commerce Training Limited

Inspection dates:

4 to 7 October 2022

Overall effectiveness**Good**

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

Information about this provider

Coventry and Warwickshire Chamber of Commerce Training Limited is an independent learning provider based in Coventry. At the time of inspection there were 326 apprentices on 16 different apprenticeship standards. The largest of these were level 3 business administrator with 54 apprentices, level 3 lead adult care worker with 51 apprentices, level 2 adult care worker with 36 apprentices, level 3 assistant accountant with 31 apprentices, and level 2 early years practitioner with 30 apprentices. The remaining apprentices were studying at levels 2 to 5 in adult care, early years, hair and beauty, management, and accounting and finance. The provider held contracts with two subcontractors which are shortly due to end and had very low numbers of apprentices.

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

Apprentices enjoy their learning with the provider. As a result, attendance at taught sessions is high. The large majority of apprentices are enthusiastic, motivated, and value the positive learning culture leaders have created.

Most apprentices develop substantial new knowledge and skills which enable them to move on to their next steps. A high proportion of apprentices achieve promotion or take on additional responsibilities during their apprenticeship. A significant number achieve high grades at end-point assessment.

Apprentices are supported to develop their confidence and emotional resilience throughout their apprenticeship. Apprentices on level 3 business administration articulate how this has helped them in the workplace and discuss the additional responsibilities this has allowed them to undertake, such as leading meetings.

Trainers and assessors create inclusive environments which meet the needs of most apprentices. For example, apprentices receive individualised support to catch up on missed sessions and receive support with learning difficulties. This is achieved through providing a calm and supportive learning environment, with experienced trainers and assessors who understand individual apprentices' needs. They deploy effective techniques to offer support and encouragement.

Apprentices report feeling safe both in the workplace and at the providers' premises, and they know where to go if they feel they need help.

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

Leaders and managers have strong links with local agencies and groups, such as the chamber of commerce, the Coventry and Warwickshire Local Enterprise Partnership and the local authority. They use these links effectively to draw on locally relevant information to help them to shape their curriculum offer. They have intentionally targeted their apprenticeship offering within their region, allowing them to focus on the businesses and communities they serve across Coventry and Warwickshire.

Leaders use a variety of recording and tracking mechanisms to monitor apprentices' performance. However, these processes do not always focus on quality, or provide sufficient information on the progress apprentices are making. As a result, leaders do not always act swiftly enough to intervene to support apprentices when they need it.

Leaders rightly recognised that too few apprentices were receiving useful advice and guidance or appropriate careers advice throughout their apprenticeship. For example, on the level 5 operations or departmental manager apprenticeship, poor initial advice and guidance led to high number of apprentices leaving the programme early. As a result, leaders arranged training for all staff in providing better advice to

apprentices. However, as this training happened relatively recently, the impact cannot yet be seen.

In the large majority of cases, leaders work with employers to develop a curriculum which is ambitious and targets local skills needs. Most apprenticeship programmes have been carefully developed to give apprentices the knowledge and skills they need to have successful careers. For example, in early years apprenticeships, employers have influenced the priority given to child development within the teaching programme at level 3. As a result, apprentices quickly develop an understanding of the key issues relating to their vocational area.

Leaders plan the curriculum for most apprentices in a logical way, which enables them to build their knowledge and skills over time. For example, apprentices on the level 2 early years practitioner apprenticeship start by learning about safeguarding and relevant legislation, including the protection and welfare of children, before moving on to more complex topics such as partnership working and child development. As a result, apprentices develop and build their knowledge and skills over time and make good progress, which is highly valued by their employers.

Tutors do not ensure that all apprentices receive sufficiently well-planned support to develop their English and mathematics skills. For example, in a few cases apprentices make slow progress in mathematics functional skills. As a result, this has delayed completion of their apprenticeship.

In most cases, teachers provide clear developmental feedback which tells apprentices what they need to do to improve their work. For example, on the level 3 business administrator, apprentices use the feedback they receive to understand where their work submissions could be further developed, and consequently the quality of their work improves over time. However, on the level 3 team leader or supervisor, high levels of staff turnover at the provider have resulted in some apprentices receiving poor feedback which has hampered their progress.

Trainers and assessors provide apprentices with detailed information about life in modern Britain at induction and explore this further during progress reviews, deepening their understanding. For example, most apprentices in early years confidently articulate how fundamental British values are promoted in childcare settings. However, a few apprentices in adult care and business administration are not able to articulate how these topics apply to their life or work.

Most apprentices develop an awareness of the risks associated with radicalisation and extremism. They clearly explain the signs that they would look out for, such as changes in colleagues' behaviour in the workplace or changes in the behaviour of visitors to early years and care settings. However, in too many instances apprentices have a limited understanding of the potential risks associated with the areas in which they live and work. Consequently, they are unable to use this information to identify these risks.

Those in governance are appropriately qualified and experienced and ensure that the provider meets its statutory obligations. However, governors do not always receive sufficiently detailed information on the quality of education. Consequently, they are not always sufficiently informed to be able to challenge leaders effectively where performance improvements are required.

Trainers and assessors have expert knowledge of the subjects they teach and assess. They are appropriately qualified and undertake regular professional development of both their vocational and teaching skills. As a result, apprentices benefit from up-to-date and effective teaching which helps them contextualise emerging industry trends within their learning.

Trainers do not consistently use the results of assessments of apprentices' starting points. While these assessments take place, the results are not used to tailor the curriculum to fill gaps in apprentices' knowledge or challenge them to make rapid progress. As a result, a small number of apprentices repeat knowledge and skills that they already have and could make swifter progress.

Trainers prepare apprentices well for their end-point assessments. Apprentices complete mock assessments and professional discussions at milestone points within their apprenticeship, providing them with a clear understanding of the assessment criteria. As a result, apprentices feel confident and well prepared as they approach the completion of their apprenticeship and their final assessments.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place significant emphasis on the safeguarding of apprentices and have appointed a suitably qualified and experienced designated safeguarding lead (DSL), who is supported by other appropriately qualified staff.

Leaders have put in place appropriate policies and procedures, including a policy on the safe recruitment of staff. However, at the time of inspection, the records of staff checks did not accurately reflect all the information available. This was an administrative oversight and was addressed before the inspection was completed.

Leaders have developed robust procedures for the monitoring and reporting of safeguarding concerns. The DSL keeps appropriately detailed records which track cases from the initial disclosure through to completion. These records demonstrate that close links with external agencies are in place and have been used effectively where needed.

What does the provider need to do to improve?

- Leaders should ensure that they receive sufficiently detailed information on the quality of education they provide across each apprenticeship they offer and take steps to intervene rapidly where improvements are needed.

- Leaders should ensure that the starting points of apprentices are used to tailor their learning to enable them to make rapid and sustained progress.
- Leaders should ensure that all apprentices are supported to develop their English and mathematics skills throughout their programmes. Leaders should provide timely support to those apprentices who need to achieve functional skills qualifications.
- Leaders should ensure that those responsible for governance regularly receive appropriately detailed information on performance to allow them to hold leaders to account.

Provider details

Unique reference number	51459
Address	Commerce House 123 St Nicholas Street CV1 4FD
Contact number	024 7623 1122
Website	https://www.cw-chambertraining.co.uk/
Principal, CEO or equivalent	Sally Lucas
Provider type	Independent learning provider
Date of previous inspection	2 November 2009
Main subcontractors	Midland Group Training Services (MTGS) Warwickshire Garage and Transport Group Training Association (WGTA)

Information about this inspection

The inspection team was assisted by the executive director, 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

Stuart Collett, lead inspector	His Majesty's Inspector
Martin Ward	His Majesty's Inspector
Karen Tucker	Ofsted Inspector
Patricia Rogers	Ofsted Inspector
Debbie Whiston	Ofsted Inspector
Susan Gay	Ofsted Inspector
Edward Bird	Ofsted Inspector

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