

CILEX Law School

Report following a monitoring visit to a 'requires improvement' provider

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Type of provider: Independent learning provider

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Monitoring visit: main findings

Context and focus of visit

CILEX Law School was inspected in February 2022. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

CILEX Law School provides apprenticeship training for the legal sector. It offers apprenticeship standards in level 3 paralegal, level 6 chartered legal executive and level 3 business administration.

At the time of the inspection, CILEX Law School had 340 apprentices on programmes with employers, who were based across the country. There were 142 apprentices studying level 6 chartered legal executive, 179 studying level 3 paralegal and 19 studying level 3 business administration. There were 19 apprentices on a break in learning. Most apprentices are adult learners, and approximately 28 apprentices are aged between 16 and 19. There are no apprentices in receipt of high-needs funding. CILEX Law School has no subcontracted provision.

Themes

How much progress have leaders and managers made in ensuring that staff accurately identify apprentices' existing skills and knowledge at the start of their programme, including those with special educational needs and/or disabilities and use this information effectively to plan individual programmes of study? **Reasonable progress**

Leaders have made sensible improvements in how staff identify apprentices' existing skills, knowledge and behaviours. Leaders have created a new initial skills assessment process to identify apprentices' prior learning, experience and any potential barriers to learning. Tutors use this information effectively to plan apprentices' training. It is too early to see the full impact of these improvements on the proportion of apprentices who successfully complete their programmes.

Employers and supervisors ensure that apprentices' training aligns closely with their job roles and responsibilities at work. For example, level 6 chartered legal executive apprentices working in immigration study relevant units and, as a result, have a better understanding of immigration control in the UK, which supports them in their

job role. Level 3 paralegal apprentices who work directly with members of the public study units about client care, which gives them a good understanding of the importance of abiding by the duty of care legislation.

Staff have now completed comprehensive training to support apprentices with learning difficulties and/or disabilities. As a result of their training, staff put in place the extra support apprentices need effectively. The proportion of apprentices referred for learning support has increased. Apprentices with learning difficulties and/or disabilities benefit from this targeted support. For example, level 3 paralegal apprentices with hearing impairments are now appropriately supported and, as a result, are making good progress.

How much progress have leaders and managers made in ensuring that apprentices are fully supported to make good progress in developing their English and mathematical skills to complete their qualifications? Reasonable progress

Leaders have reviewed their English and mathematics strategy effectively. Leaders have appropriate oversight of the progress of apprentices who are studying English and mathematics qualifications. Consequently, leaders take swift and appropriate action to ensure that apprentices remain on their courses. Learning development advisers provide useful, additional one-to-one sessions. They make appropriate referrals to English and mathematics champions, who support apprentices who are making less than good progress. As a result, most apprentices achieve their English and mathematics qualifications while at CILEX Law School.

Leaders have ensured that apprentices who need to study mathematics and English qualifications complete a robust assessment of their skills at the start of their apprenticeship. Staff use these assessments skilfully to prepare individualised learning for apprentices. As a result, apprentices learn the knowledge and skills that they specifically need to develop.

Apprentices benefit from appropriate, structured teaching and support. Apprentices value the drop-in webinars that are based on a variety of topics, as well as one-to-one support sessions. Apprentices now study English and mathematics at the start of their programme so they have a longer period in which to improve their English and mathematical skills. In training sessions, staff support apprentices effectively to develop their proofreading skills and their use of grammar. As a result of this range of support, most apprentices are thoroughly prepared for their final examinations and are highly focused on achieving.

Leaders and managers have not yet ensured that learning development advisers supporting apprentices have been trained in how to teach mathematical concepts. Staff do not ensure that apprentices remember how to apply the mathematical

concepts that they have studied. Learning development advisers look at apprentices' progress against specific tasks during progress reviews. However, learning development advisers often do not use these discussions effectively to support apprentices in understanding the concepts they are struggling with or need to improve.

How much progress have leaders and managers made in ensuring that apprentices receive appropriate, impartial careers information, advice and guidance, so they are fully aware of the wider career options open to them on completion of their apprenticeship? Reasonable progress

Leaders have taken appropriate actions to ensure that apprentices receive relevant, impartial careers information, advice and guidance. Leaders have updated their virtual learning environment and introduced a new professional development programme, which includes a careers week. Apprentices who have taken part in these initiatives have gained valuable information and knowledge about the wider careers available in the legal sector. For example, level 6 chartered legal executive apprentices are aware of the possible career routes in both the public and private sectors.

The professional development programme has only recently been introduced. At the time of the monitoring visit, a small proportion of apprentices had taken part in the CILEX Law School careers week. It is therefore too soon to see the full impact of the programme on most apprentices' understanding of their wider career options. Apprentices receive effective, ongoing support and guidance on future career options in their one-to-one sessions and progress reviews. As a result, level 3 paralegal apprentices are aware of possible higher level training options beyond those offered by CILEX Law School.

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