

# Inspection of CILEX Law School Limited

Inspection dates: 23 to 26 July 2024

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

## Information about this provider

CILEX Law School provides apprenticeship training for the legal sector. At the time of the inspection, 205 apprentices were studying with CILEX Law School. There were 49 apprentices studying level 6 chartered legal executive, 145 studying level 3 paralegal and 11 apprentices studying level 3 business administration. Apprentices were based with employers across the country. All apprentices were aged 18 or above. At the time of the inspection, all teaching was online.

CILEX Law School had no subcontracted provision. There were no apprentices in receipt of high-needs funding.

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

Apprentices have positive attitudes towards their studies. Apprentices are highly motivated and keen to do well. They take ownership of their learning. Chartered legal executive apprentices complete pre-webinar tasks. This helps them to improve their knowledge of the module content and be prepared for their learning. Apprentices' rates of attendance and punctuality are good.

Apprentices understand confidently the principles of equality, diversity and inclusion. They apply these values in their workplaces. Chartered legal executive apprentices demonstrate sensitivity and understanding. Apprentices working in wills and probate are alert to the risks associated with exploitation. They consider the capacity of callers when working with vulnerable or elderly clients.

Apprentices benefit from learning in a supportive environment where staff care about their academic success and personal well-being. Learning development advisers (LDAs) closely monitor the progress apprentices are making. LDAs swiftly intervene if apprentices fall behind to help them catch up. Staff support the few apprentices with learning difficulties and/or special educational needs effectively. Staff give hard copy resources to supplement online teaching. Where needed they provide session materials in advance.

Apprentices have access to a valuable broad personal development programme. They can attend beneficial webinars on topics such as money laundering, corporate social responsibility and the implications of artificial intelligence. However, this programme is seen as optional by apprentices. Too few chartered legal executive apprentices participate in this programme.

Apprentices feel respected and safe at work and at the provider. Paralegal apprentices understand data protection risks. They know how to be vigilant when discussing work outside the office environment. Apprentices understand the prevalence of local crime, including vehicle and phone thefts. They know the precautions to take to keep themselves safe.

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

Since the previous inspection, leaders and managers have made extensive improvements to the quality of the training they give to apprentices. The proportion of apprentices who achieve their qualification is now good. Leaders have redesigned their paralegal course so that it takes more account of the apprentice's starting points. Leaders have improved how they teach English and mathematics and their support for apprentices who fall behind.

Leaders and managers have worked with employers to ensure that courses are ambitious and meet their needs. Leaders and managers have added additional workshops in areas such as artificial intelligence. They have amended their paralegal course to offer specialist training in sexual offences law. Employers provide

apprentices with useful shadowing opportunities. Chartered legal executive apprentices shadow and assist their colleagues with client work in land law and conveyancing. Apprentices gain a good appreciation of different fields of law.

Staff obtain information on what apprentices know and can do effectively at the start of their course. Staff check apprentice's job roles carefully to ensure that apprentices are on the right course to develop new skills and knowledge. Functional skills tutors identify what mathematical skills and concepts apprentices already know. Staff use this information to plan learning sessions that build and develop on prior knowledge effectively.

Pathway specialists and LDAs are highly qualified and experienced in the legal profession. They use examples from their own practice to help apprentices apply their learning usefully. Pathway specialists use case study activities and scenarios effectively to check that apprentices have understood and can apply new knowledge. When studying criminal law, apprentices use scenarios highly effectively to prepare defence arguments.

Most pathway specialists and LDAs use assessment effectively to ensure that apprentices are thoroughly prepared for their final assessments. Staff teaching the paralegal course hold frequent mock interviews with apprentices. Staff support apprentices effectively to prepare their portfolio of evidence, drawing on the cases that they have carried out. Staff give these apprentices useful formative feedback. As a result, apprentices are well prepared for their final assessments, and most achieve these. However, a few apprentices studying the paralegal course have not yet received timely feedback on their written work. These apprentices are not clear on how they could improve their work.

Apprentices produce written work of a very good standard. Pathway specialists and LDAs support apprentices effectively to develop their English skills. Apprentices improve their use of grammar and punctuation. Paralegal apprentices develop their communication skills. Apprentices can explain legal jargon in a way clients can understand. Chartered legal executive apprentices understand the importance of avoiding overuse of legal terminology while including sufficient precision to be legally accurate. Apprentices develop the depth of their written responses successfully.

Employers value highly the knowledge, skills and behaviours that apprentices quickly develop. Chartered legal executive apprentices use their knowledge of intestacy and capital gains tax to take on more complex cases at work. They can work without supervision, speak to clients confidently, take instructions and give advice. Paralegal apprentices develop good legal research skills to research case law and write reports.

Apprentices develop confidence and become more resilient through their studies. Business administrator apprentices feel less nervous about making mistakes. Apprentices are able to speak confidently to a variety of different stakeholders. Staff support chartered legal executive apprentices who do not pass exams the first time to improve their knowledge and skills. Staff help apprentices balance new learning with revision for resits.

Most apprentices receive impartial careers information, advice and guidance. Apprentices understand the opportunities available to them on completion of their courses. Apprentices have access to informative careers webinars on matters such as developing commercial awareness, career resilience and taking steps towards successful careers. Most apprentices who complete their training remain in employment. Many work in promoted posts with their current employer.

Leaders and managers ensure that LDAs and pathway specialists receive a range of appropriate and relevant training opportunities to build their competence to fulfil their roles. Staff keep their technical expertise up to date. However, leaders have not provided sufficient professional development to allow staff to continue to improve their teaching practice.

Those responsible for governance have a good understanding of the strengths and areas for improvement of the provider. They give effective challenge to leaders, supporting them to improve the teaching approach used for apprentices who need to study English and mathematics qualifications. Apprentices are now better prepared for their English and mathematics qualifications. First-time pass rates have improved.

## **Safeguarding**

The arrangements for safeguarding are effective.

### **What does the provider need to do to improve?**

- Ensure that apprentices on the paralegal course consistently receive feedback in a timely way so that apprentices know what they need to do to improve.
- Ensure that staff receive sufficient training to continue to develop their teaching practice.

## Provider details

<b>Unique reference number</b>	1278567
<b>Address</b>	College House Manor Drive Kempston Bedford MK42 7AB
<b>Contact number</b>	01234 841000
<b>Website</b>	<a href="http://www.cilexlawschool.ac.uk">www.cilexlawschool.ac.uk</a>
<b>Principal, CEO or equivalent</b>	Linda Ford
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	15 to 18 February 2022
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the head of apprenticeships, quality and compliance, 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

Georgina Ager, lead inspector	His Majesty's Inspector
Penny Fawcus	His Majesty's Inspector
Ann Minton	Ofsted Inspector
Patricia Rogers	Ofsted Inspector
Alison Dennis	His Majesty's Inspector
Andrea McMahon	His Majesty's Inspector
Mark Care	His Majesty's 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024