

TCHC Limited

Address: 2nd Floor, 21 Station Road, Watford, WD17 1AP

Unique reference number (URN): 59189

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- Met: The provider has an open and positive culture of safeguarding.
- Not met: The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

Expected standard	
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Expected standard

Inclusion

Expected standard

Leaders and staff have developed an inclusive learning environment. Staff understand the multiple and often complex barriers to learning that their learners face. They have created a culture where care for wellbeing and pastoral matters are prioritised. Staff identify learners' needs swiftly. They are vigilant to identify any changing needs or temporary barriers to learning. Staff put the help and adjustments in place that learners need.

Leaders have a suitable approach to assessing, providing and reviewing the support provided to learners. Leaders working in the specialist centres for learners with high needs are highly qualified and experienced in working with learners with special educational needs and/or disabilities (SEND). Teaching staff receive training to be able to teach learners with SEND confidently. Leaders ensure that learning support assistants receive the training that they need to be able to work with learners effectively.

Leaders provide extensive help and guidance to learners who are disadvantaged, including care experienced learners. They closely monitor the individual progress of these learners. They help learners who struggle financially by providing breakfast clubs and free lunches. However, leaders and those responsible for governance do not consider sufficiently the progress of groups of learners with other barriers to learning.

Leadership and governance

Expected standard

Leaders are passionate about offering flexible provision for learners who face considerable barriers to learning, many of whom have previously not been in education, training or employment. They work closely with stakeholders, such as local authorities, to identify gaps in provision. They base their centres in locations where there is a significant need for flexible courses with multiple start dates.

Leaders have thorough quality assurance processes in place. This has ensured that they are clear on what they need to improve. Leaders are rightly prioritising making improvements to their English and mathematics provision and increasing the proportion of learners who complete work experience. However, while the initial indications are positive, it is too early to gauge the full impact of these actions.

Those responsible for governance have a very comprehensive understanding of the strengths and areas for improvement in the provision. They visit the centres to gain a sound understanding of the challenges that staff face. They provide ongoing challenge to leaders. For example, they have worked with leaders to improve how they report on learners' progress.

Leaders look after the wellbeing of their staff. They plan a suitable ongoing professional development programme that meets their needs. Where required, tutors receive coaching to develop their assessment approaches, teaching strategies and behaviour management techniques. However, leaders have not ensured that staff receive sufficient training on pedagogical approaches.

Leaders have effective oversight of the provision that is taught by their associate staff in their centres in Ealing and Kent. Leaders follow the same thorough quality processes across all centres.

2. Education programmes for young people

Expected standard	
Needs attention	 

Expected standard

Curriculum and teaching

Expected standard 

Leaders and staff plan the curriculum offer effectively to meet local needs. Leaders use extensive labour market information to focus on sectors where there is a local need, such as construction and health and social care. However, in a few instances, staff do not work sufficiently with employers to ensure that courses develop skills which align with employers' needs.

Staff plan their courses carefully to ensure that learners develop their knowledge and skills. Tutors teach basic concepts early in the course to provide a sound understanding so that learners can apply them to more complex tasks and activities. Learners on multi-skills construction courses first learn the fundamentals of health and safety before safely learning how to undertake activities such as wiring plugs. They then use these new skills to learn how to fit a pendant light.

Tutors are well qualified and experienced in the subjects that they teach. They use a range of teaching strategies effectively to teach learners new knowledge and skills. In practical workshop sessions, staff make effective use of demonstrations and modelling to help learners to apply their new knowledge and skills. Tutors design tasks and activities that interest and inspire learners. Business tutors provide interesting and practical activities to help learners develop their understanding of the concepts of retail display.

Most tutors skilfully check and extend learning during lessons. They generally provide effective feedback to learners in lessons and on written work. This helps learners to know what they need to do to improve. However, occasionally the feedback provided to learners on their written work does not suggest how learners can improve the quality of their written English.

Tutors have an in-depth understanding of the needs of their learners. Most tutors use information on learners' starting points skilfully to plan learning. They ensure that learners

have the help that they need to achieve their qualifications. However, sometimes tutors do not use the information on learners' starting points in English and mathematics to plan teaching sessions that closely meet learners' needs.

Needs attention

Achievement

Needs attention 

Too few learners make sufficient progress in improving their English, mathematical and digital skills from their starting points and, as a result, do not achieve their functional skills qualifications. Previously, staff did not prepare learners well enough for their assessments. Learners sitting mathematics examinations struggled to understand what the questions were asking of them. Leaders have made improvements to resolve this. However, it is too early to see if more learners will achieve their qualifications.

Most learners, including those with special educational needs and/or disabilities, achieve their vocational qualifications. They produce work, including practical work, of a good standard.

Learners are proud of the vocational skills they develop. Construction multi-skills learners develop basic plumbing and electrical skills. This prepares them well for their next steps. However, while many learners move on to further training or employment, too few achieve a positive destination on completion of their courses.

Participation and development

Needs attention 

Too few learners take part in work experience or relevant work-related activities. Leaders and staff across centres do not work consistently with employers to plan a coherent programme of work-related activities that adds value to learners' experiences and further prepares them for the world of work.

Staff have designed a purposeful personal and social development programme that helps learners to enhance their understanding of life in modern Britain. They provide opportunities for learners to discuss sensitive topics respectfully in these sessions, ensuring that they build on their existing knowledge. Learners have a secure understanding of fundamental British values. They know the relevance of democracy in their own lives, such as voting in elections. They can talk clearly about respect for everyone and treating people fairly.

Staff ensure that learners receive useful and individualised guidance and help to consider their next steps and future careers. Most learners know what their intended next steps are and their longer-term career goals.

3. Provision for learners with high needs

Expected standard	
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Expected standard

Achievement	Expected standard
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Learners with high needs make sustained progress from their starting points. Most achieve their qualifications. However, too few learners achieve their entry level English qualifications.

Learners achieve their academic and social targets. They develop their skills for independent living. They learn how to cook basic meals and are confident to take part in conversations. Tutors ensure that learners are prepared effectively for their next steps which include further learning at the centre or at local colleges, voluntary work and supported and independent living.

Learners develop their English, mathematical and digital skills. In English, they improve their spelling, punctuation and grammar. They develop their confidence in communicating with their peers and join in classroom discussions. In mathematics, learners develop their reasoning skills when answering questions. They practise using spreadsheets and other software. They produce work of an appropriate standard for their level of course.

Curriculum and teaching	Expected standard
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Leaders have ensured that staff design personal and flexible learning programmes for learners with high needs. Staff use their extensive conversations with learners and their parents/carers to create individual learning plans that reflect learners' interests and needs. Staff frequently record learners' progress against their individualised targets. They amend and adapt plans as necessary to ensure that courses and teaching continually meet learners' needs.

Tutors use a range of teaching approaches effectively to help learners understand new concepts. They clearly explain new concepts. In mathematics lessons, tutors use matching exercises, quizzes and manipulatives to help learners deepen their understanding of two-dimensional and three-dimensional shapes. Tutors use real-world media effectively, such as airport audio messages and announcements, to help learners develop their listening and comprehension skills.

Tutors provide learners with immediate constructive feedback on their work. This includes suggestions for improvements so that learners know what they need to do to enhance their work.

Tutors and learning support assistants provide learners with the help that they need to be able to thrive on their courses. Leaders work effectively with external partners, such as speech and language and behavioural therapists. Tutors break tasks into small chunks and

provide time for reflection to meet the needs of learners with challenging behaviour or social and emotional needs. They use carefully considered teaching resources which are adapted to suit learners' needs. Learning support assistants give learners sufficient time to think about their answers before prompting or guiding them further, promoting learners' independence.

Participation and development

Expected standard 

Leaders have developed a comprehensive personal development programme that tutors embed throughout their teaching activities. Learners have a thorough understanding of British values and they know how these relate to themselves. They know that they must be respectful and tolerant of others and of different faiths and ethnicities. They know about the importance of prayer, fasting and foods associated with different faiths.

Leaders provide helpful careers advice and guidance so that learners can plan their next steps. Staff use individual transition plans effectively to help learners consider their options. They help learners with writing curriculum vitae and job applications and with visits to local colleges to help them to become familiar with new environments, people and travel.

Where appropriate, learners in the specialist provision take part in meaningful work experience, such as in childcare settings, care homes and at local golf clubs. They learn important employability skills such as professional behaviours and punctuality. They also develop useful maintenance skills such as painting and ground keeping. This builds their confidence and improves their communication skills.

What it's like to be a learner and/or an apprentice at this provider

Most learners enjoy their time at TCHC Limited. They find staff caring and encouraging. Learners appreciate the care that staff show for their personal circumstances. They like the respectful environment in which they study. They improve in confidence and become more positive about their futures.

Learners mostly attend their teaching sessions. Where learners have poorer rates of attendance, most have improved attendance from their prior schools or education settings. Staff work caringly with learners, parents and carers and other external agencies to find solutions to the attendance challenges that learners face.

Learners develop useful skills that help prepare them for their future careers. Learners on construction courses know how to plaster and render surfaces to a professional standard. Learners with high needs studying construction know how to use tools and equipment safely. However, too few learners on vocational courses develop their English and mathematics skills or achieve their qualifications.

Learners take part in projects such as painting and decorating community venues and working in community gardens. Learners with high needs volunteer at local primary schools. However, while leaders plan a suitable enrichment programme for learners, the range of

opportunities available is too variable between the different centres to ensure a broad and rich programme across the provision.

Too few learners on vocational courses experience the world of work. While they gain the skills that they need for their chosen profession, they are not fully prepared to enter employment due to lack of work experience opportunities or contact with employers.

Learners feel safe on their courses and in the training centres. They are supportive of each other and there are few instances of bullying and harassment. Learners, many of whom struggle with their behaviours, demonstrate positive behaviour in the learning environments and are very respectful towards staff.

Next steps

- Leaders should improve the work-related learning and work experience opportunities so that learners develop a better understanding of the world of work.
 - Leaders should take action to improve the progress that learners make in developing their English and mathematics skills and to enable more learners to achieve their English and mathematics qualifications.
 - Leaders should strengthen the way that they monitor the progress of groups of learners with barriers to learning and provide this information to those responsible for governance, so that they can monitor the impact of leaders' inclusion strategies.
 - Leaders should strengthen the training available to staff to develop their pedagogical knowledge, so that staff consider the full range of teaching approaches that can be used with learners.
 - Leaders should take action to increase the proportion of learners on vocational courses who achieve a positive destination on completion of their courses.
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About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with leaders, learners, tutors, non-executive directors, parents and stakeholders during the inspection.

The inspectors confirmed the following information about the provider:

TCHC Limited is an independent learning provider based in Watford. Training takes place face-to-face in training centres in Watford, Ipswich, Peterborough, Dunstable, Watford, Basildon and Grays. Leaders also have smaller centres in Ealing and Kent where associate staff provide vocational and employability courses.

At the time of the inspection, there were 474 learners studying at the provider. Of these, 316 learners were aged 16 to 19 years and enrolled on vocational courses, including construction, business, retail, childcare and beauty. Most learners studied functional skills English and mathematics qualifications.

Since the previous inspection, leaders have increased their provision for learners with high needs. At the time of the inspection, there were 158 learners with high needs. Learners attend the specialist provision for learners with special educational needs and/or disabilities at Dunstable and Grays or vocational courses across their centres.

Leaders no longer offer adult learning programmes or apprenticeships.

Chief Executive Officer: Courtney Grinham

Lead inspector:

Georgina Ager, His Majesty's Inspector

Team inspectors:

Lynda Brown, Ofsted Inspector

Claire Griffin, Ofsted Inspector

Rebecca Perry-Tomlinson, His Majesty's Inspector

Emma Hemmings, Ofsted Inspector

Mark Hillman, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 30 June 2026

Number of learners

Total learners

474

Education programmes for young people

316

Percentage of learning aims successfully achieved

Education programmes for young people

Year	This provider	National average	Compared with national average
2024/25	65	84	Below
2023/24	59	83	Below
2022/23	57	81	Below

Adult learning programmes

Year	This provider	National average	Compared with national average
2024/25	71	87	Below
2023/24	74	87	Below
2022/23	81	87	Close to average

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2024/25	S	65	S
2023/24	28	60	Below
2022/23	S	55	S

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

Apprenticeships pass rate

Year	This provider	National average
2024/25	S	98
2023/24	100	98
2022/23	S	97

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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