

# Capital Engineering Group Holdings Ltd

## Reinspection monitoring visit report

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**Unique reference number:** 58587

**Name of lead inspector:** Derrick Baughan HMI

**Last day of inspection:** 23 May 2012

**Type of provider:** Independent learning provider

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## REINSPECTION MONITORING VISIT: MAIN FINDINGS

### Context and focus of visit

Capital Engineering Group Holdings Ltd (CEGH) provides work-based learning, from offices in Wimbledon. Learners are employed at locations mostly in and around London and a few at locations across the country. CEGH has a contract with the Skills Funding Agency to provide apprenticeships in construction, engineering, business administration and information and communication technology. Capital Training Group (CTG), part of CEGH, provides training through a consortium of sub-contractors, of which a minority are subsidiaries of CEGH.

The most recent inspection report was published in November 2011. At that inspection, inspectors graded the provider inadequate for overall effectiveness and capacity to improve. Inspectors found outcomes for learners, quality of provision, and leadership and management satisfactory. They graded safeguarding satisfactory, but equality and diversity inadequate. The two subject areas inspected, construction, planning and the built environment and business, administration and law, inspectors found satisfactory. This report focuses on the themes explored during the visit.

### Themes

#### Self-assessment and improvement planning

**How much progress has the provider made in improving self-assessment and quality assurance processes?**      **Reasonable progress**

The previous inspection identified weaknesses in self-assessment and quality improvement, particularly in the way the provider monitored sub-contracted provision. Self-assessment is now thorough and managed well. After the previous inspection, CTG took immediate action to improve work with sub-contractors and reviewed the management of the provision, with a strong focus on self-assessment and quality improvement. CTG restructured and recruited experienced staff. Work with a few sub-contractors increased the rates for learners achieving their programme within the planned timescale. The provider's actions to improve provision have been measured and concerted. Quality processes are much improved and are having an impact with sub-contractors, which the provider monitors more effectively.

The self-assessment report is clear with judgements based on good evidence. It is very detailed with good use of data to support judgements. The provider has one overall quality improvement plan with clear action points and performance measures. Detailed targets and clearly identified staff responsibilities are part of the greater rigour of quality assurance. Senior managers regularly monitor actions and a detailed improvement log provides them with accurate progress information. CTG makes good use of information to share good practice across the consortium.

## Outcomes for learners

**How much progress has the provider made in raising success rates in subject areas where numbers are low, and in reducing the variation in success rates between different groups of learners?** **Reasonable progress**

At the previous inspection, learners in subject areas with low numbers were not making sufficient progress and a few groups of learners were not making the same progress as others. The provider has reviewed the subject areas it provides and the performance of each sub-contractor. The use of data is much improved and the provider has a detailed understanding of the progress and achievement of different groups of learners. Early indications are that the gaps in success rates are closing. Consortium partners have key performance indicators about success rates.

The provider has stopped sub-contracting with a few companies who were underperforming and put others on notice of cancellation if they do not make significant improvement. In addition, the provider has carried out a number of effective interventions. The few learners at risk of not completing within the target timescales, or not completing at all, CTG has moved to different sub-contractors and they are now making better progress, as are those learners in subject areas where the numbers are low. A few learners are out of funding but the provider is ensuring that the sub-contractors still work with them until they complete their programme.

## Quality of provision

**How much progress has the provider made in improving the planning to meet learners' individual needs, particularly the development of language, literacy and numeracy?** **Reasonable progress**

The previous inspection identified that learners with low levels of language, literacy and numeracy skills did not make sufficient improvement. The provider has recruited a new team member to focus specifically on the quality of provision with clear responsibilities for initial assessment and to ensure staff meet learners' needs. The provider has employed a specialist tutor to provide language, literacy and numeracy support. Audits of initial assessment, carried out on all consortium partners, CTG uses well to identify areas for improvement. Staff record initial assessment results in detail and these, the provider uses well to inform the planning of support for learners.

Curriculum reviews have identified opportunities to embed literacy and numeracy support into learners' programmes. The new teaching and learning strategy has a strong focus on meeting these additional needs. The provider has established additional support, including weekend and evening options, to meet learners and employers' needs. Well designed curriculum planning documentation and new schemes of work and lesson plans show clear embedding of literacy and numeracy support. This support focuses well on meeting learners' needs.

**How much progress has the provider made in improving the rigour in the planning of assessments? Reasonable progress**

The previous inspection identified that in a few subject areas assessments planning was poor with a few learners waiting too long for assessments. Assessment planning has rigour and staff design this well to meet the needs of individual learners and their employers. The provider has been successful in ensuring that new learners have good working relationship with their assessor. Managers monitor assessment planning closely to ensure it meets learners' needs.

CTG has much improved the setting of targets for assessments and staff record well assessments and reviews. The provider makes strong use of good practice from a few sub-contractors, to help others to improve. Assessments and reviews involve employers well and this keeps them better informed of the progress their learners are making. CTG has improved the tracking of learners' development and now has much better awareness of the progress that each learner is making, and the affect of assessment. This has already had an impact with the provider identifying a minority of learners making slow progress, due to late assessment, which are now making better progress.

**Leadership and management****How much progress has the provider made in embedding equality and diversity topics into the training programme? Reasonable progress**

At the previous inspection, the promotion of equality and diversity was not sufficient and a minority of learners' understanding of diversity was weak. The provider has established clear policies and guidance for sub-contractors to follow for this area. CTG has established minimum standards for staff training in equality and diversity. All staff providing learning and assessment have received training to the minimum standards, with many receiving training that is more detailed. A review of the provision includes a good method to help sub-contractors embed equality and diversity. Curriculum reviews have identified well the areas for embedding equality and diversity topics. Provider's data and progress review documentation indicate that learners' understanding of equality and diversity is improving.

Learners' induction includes detailed guidance about equality and diversity. The provider has made good use of the recently established process for observing teaching, learning and assessment, by carrying out themed lesson observations. The theme of these observations has been equality and diversity. CTG's plans to use the findings from these observations are detailed and being followed well.

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**How much progress has the provider made in improving the observation of teaching, learning and assessment? Reasonable progress**

The previous inspection identified that observations of teaching and learning were not systematic and trends over time were not analysed. The process for observing the quality of teaching, learning and assessment is now clear and detailed. This is part of the review of the training. The policy for observations covers all aspects of the learners' training. CTG consulted fully with sub-contractors during the development of the policy and they are participating well in establishing a better way of working. The well-recorded observations schedules are detailed. A few observations have already taken place.

Lesson observations forms are an integral part of the quality assurance process. The provider has made good use of specialist advice to create a very clear and helpful document. CTG has also made good use of training and good practice from other providers. Lesson observations focus well on the learners and their experience. Staff record observations well and these have started to inform the quality assurance process. The provider is building up a detailed picture of the quality of teaching, learning and assessment, and how it can make improvements.

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