

# Captiva Learning Ltd

Monitoring visit report

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**Unique reference number:** 2526597

**Name of lead inspector:** Gayle Saundry, Her Majesty's Inspector

**Inspection dates:** 13–14 November 2019

**Type of provider:** Independent learning provider

**Address:** 4 Cam Road  
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## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Captiva Learning Ltd is an independent learning provider based in London. The provider first received funding in 2018 to delivery levy-funded apprenticeships. It has 100 apprentices who are on the level 5 operations/departmental manager standards-based apprenticeship and 107 apprentices who are on the level 3 team leader/supervisor standards-based apprenticeship.

### Themes

#### **How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

#### **Reasonable progress**

Governors and leaders have developed a programme that meets their ambition to train leaders in education and to increase the length of time they remain in schools. Managers have translated this ambition into a well-designed curriculum. Along with the skills to fulfil their job roles, apprentices gain additional qualifications, including a diploma from the Chartered Management Institute.

Trainers from the world of education, usually former headteachers, use their vast experience to ensure that apprentices benefit from high-quality training that relates to the work that they do. Managers have recently hired a team of experienced assessors who support apprentices to complete the requirements of their standard, as well as learning how to lead schools successfully.

Managers and trainers have worked together effectively to create a curriculum that fits well with the school year. For instance, apprentices learn about financial management at the beginning of the calendar year, so they develop the knowledge and technical language they need to have meaningful conversations about budgeting at the end of the financial year.

Leaders and managers initially took too long to identify and respond to concerns about the quality of their provision when they first set it up. As a result, a minority of apprentices suffered long delays to their programmes. Governors now have an

excellent understanding of the strengths and weaknesses of their apprenticeships and are highly effective in holding leaders to account for their quality.

Apprentices reaching the end of their qualifications early this year did not receive enough timely preparation for their final assessments. Managers now have a comprehensive plan to prepare apprentices for their end-point assessments. Although these plans are in place for all new apprentices, it is too early to measure the impact of these actions.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress**

Trainers deliver high-quality off-the-job training sessions, in which they combine their theoretical knowledge with their rich experiences of the education sector to create engaging lessons. Trainers use an interactive approach to teaching, which encourages questions from apprentices and so generates open discussions. These discussions enable apprentices to gain a great deal of new knowledge and understanding of the leadership and management theories they study, as well as sharing one another's experiences.

Trainers clarify the links between the leadership theories apprentices learn and the behaviours they need to develop. For example, apprentices learn Adair's theory of action-centred leadership before creating a plan of how they intend to manage their teams. Apprentices then discuss the progress they have made against their plan during frequent coaching sessions with assessors. These assessors help apprentices identify their successes and how to further improve their management strategies.

Apprentices receive appropriate assessments during their programme. In one example, apprentices completed a comprehensive assignment on organisational structure. Assessors then provided very helpful feedback, including questions that challenged apprentices to consider areas in which their organisational structures could be improved. Apprentices new to the provider have a sound understanding of the assessment methods at the end of their qualification. They know what preparation they will receive to complete these tasks successfully.

Apprentices who completed their programmes earlier this year did not receive frequent or thorough reviews of their progress. However, assessors now conduct comprehensive reviews, which include thorough evaluations of apprentices' strengths and weaknesses. Apprentices reflect in detail on the new skills and behaviours that they have developed.

Staff use a variety of appropriate methods to assess apprentices' existing skills and experience when they apply to join the programme. These include application forms and skills assessments to support managers in placing apprentices on courses that are appropriate to their current job roles.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Managers have appropriate policies and procedures in place to safeguard apprentices. Staff receive safeguarding training and apprentices know with whom to speak if they have any concerns.

Managers complete relevant checks when appointing staff and governors to ensure they are safe to work with their apprentices. Safeguarding leads receive good training. They have valuable experience that makes them well suited to their roles.

Managers have compiled a 'Prevent' duty risk assessment and action plan and are aware of some of the specific challenges that apprentices may face, depending on where they live in the country. Apprentices have a good understanding of radicalisation and extremism. However, they are less sure of the specific risks they may face in their roles and in their local area.

Tutors do not place enough emphasis on discussing with apprentices how to stay safe online and how to promote their own well-being.

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