

# Inspection of Capital 4 Training Limited

Inspection dates:

19 to 22 October 2021

## Overall effectiveness

## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Apprenticeships

**Requires improvement**

Overall effectiveness at previous inspection

Not previously inspected

## Information about this provider

Capital 4 Training Limited began offering levy-funded apprentices under its own contract in August 2017. It provides apprenticeships at level 2 to fulfil the recruitment and training needs for the construction and management workforce at local, regional and national level. At the time of this inspection, 93 apprentices were on apprenticeship standards. Of these, most were employed in the construction industry and were on standards at level 2, comprising 39 plant operatives, 17 highways maintenance operatives, 11 ground workers and six road-surfacing operatives. In addition, 11 apprentices were on standards for team leader/supervisor at level 3, and nine were on standards for operations/departmental manager at level 5. Most apprentices are based in north-east England.

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

Although apprentices benefit from training that enables them to acquire more complex skills and new knowledge over time, the progress of many apprentices in developing these skills and knowledge is too slow. A few apprentices repeat aspects of training that they are already familiar with, and for these not enough new learning takes place.

Most apprentices appreciate how their apprenticeship is helping them to become more confident and effective at work. Team leader apprentices learn how to prioritise their own workload, delegate jobs or escalate priority work to their managers. Apprentices on the level 5 operations/departmental manager programme apply effectively what they learn about motivation and hierarchical theory when managing others. However, training officers do not support plant operative apprentices well enough to organise their portfolios or reflect on their knowledge, meaning that a few apprentices on this programme struggle to recognise the progress that they are making.

Apprentices' understanding of the risks of radicalisation and extremism is too superficial. Leaders and training officers ensure that apprentices know about these risks, but many apprentices struggle to see the relevance of the risks to their job roles.

Trainers have high expectations of apprentices, who demonstrate mature and inclusive approaches when working with their peers. Apprentices feel safe and do not experience or tolerate harassment and bullying.

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

Leaders recognise the weaknesses identified from the previous monitoring visit and have taken action to address these. They have refocused their provision to fulfil the skills needs of the construction and management sector in the region and have recruited new managers and training officers with industrial expertise. However, the curriculum is not yet ambitious enough to stretch and challenge apprentices to achieve their full potential.

Leaders and training officers identify apprentices' starting points, but do not use this information well enough to plan teaching or tailor learning to apprentices' individual needs. Where apprentices make mistakes in written work, training officers are too slow to correct misunderstandings and consolidate any gaps in learning. Leaders have begun to provide professional development and mentoring to support training officers to teach more effectively. However, it is too soon to gauge the impact on the quality of training that training officers provide.

Leaders and training officers do not assure themselves sufficiently that apprentices make effective use of their entitlement to off-the-job training. Too often, apprentices do not receive enough guidance on what constitutes high-quality off-the-job training

or how to study effectively. As a result, too many apprentices make slower progress than they could.

Leaders do not involve employers well enough in reviewing the training and progress of their apprentices. Consequently, too often employers do not know how well their apprentices are progressing and are not swift enough to intervene when apprentices fall behind in the development of their knowledge, skills and behaviours.

Apprentices value the guidance that they receive from their employers regarding possible next steps, such as progressing from joinery work to on-site construction work. However, too many apprentices do not receive sufficient impartial careers advice throughout their apprenticeship. Discussions around career options are too infrequent and are not systematically planned as part of the apprenticeship programme.

Team leader and manager apprentices develop their English, mathematical and digital skills well. Team leader apprentices use Gantt charts and spreadsheets to manage budgets, and operations manager apprentices improve their academic writing skills. However, for apprentices who need to sit examinations in English and mathematics, formal tuition takes place too late in their programme, meaning that they are not well enough prepared for their examinations.

Training officers draw on their up-to-date industrial or management practice and knowledge to provide effective practical skills training for apprentices. Plant operative apprentices work on industry-standard sites that replicate real working conditions. They learn about safe use of site cabins, loading zones and dedicated storage areas. Plant operative apprentices become confident in using road rollers, excavators and telescopic handlers to lay roads, and in moving high volumes of earth and palletised or awkward loads. Operations manager apprentices become adept at interpreting and using qualitative and quantitative data when, for example, carrying out negotiations with clients. This supports many apprentices to develop useful skills that benefit their employers' businesses.

Leaders are considerate of the workload of their staff. They ensure that training officers have a manageable caseload. This means that training officers have sufficient time to teach their apprentices and for their own professional development.

Governors know the provider well and understand its strengths and weaknesses. They contribute well to strengthening the provider's leadership and shaping its strategic direction. They provide relevant and appropriate challenge on issues including self-assessment, curriculum modelling, selection of apprentices and safeguarding. Governors' influence has strengthened curriculum intent, but it is too early to see the full impact of this on the quality of apprentices' experience.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders promote an inclusive and safe environment. They have appropriate safeguarding policies and procedures in place and meet the requirements of the 'Prevent' duty. The designated safeguarding lead has appropriate training for the role. Leaders carry out checks on the suitability of members of staff to work with apprentices, and staff receive appropriate professional updating in safeguarding. Apprentices feel safe and know how to keep themselves and others safe in office and construction environments. Trainers carry out frequent checks on the mental well-being of apprentices, and signpost them to useful sources of help and support when necessary.

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

- Ensure that all apprentices benefit from high-quality off-the-job training to develop their skills, knowledge and behaviours.
- Ensure that managers involve employers more fully in reviewing apprentices' training and progress, so that employers can intervene swiftly when apprentices fall behind.
- Ensure that all apprentices receive high-quality and impartial careers advice and guidance.
- Ensure that all apprentices receive timely tuition to prepare them for their English and mathematics examinations.
- Ensure that apprentices fully understand local risks and the risks posed by radicalisation and extremism to their job roles and wider lives.

## Provider details

<b>Unique reference number</b>	1278614
<b>Address</b>	6 Charlotte Square Newcastle upon Tyne NE1 4XF
<b>Contact number</b>	0191 261 9752
<b>Website</b>	<a href="http://capital4training.org.uk">http://capital4training.org.uk</a>
<b>CEO</b>	Andrew White
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the quality manager, 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

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