

Inspection of Phoenix4Training LLP

Inspection dates: 15 to 17 February 2022

Overall effectiveness	Good
<hr/>	
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Phoenix4Training LLP (P4T) was established in 2007 to offer commercial training services. Since 2010, P4T has delivered a range of apprenticeship and adult education programmes through subcontracted arrangements. In 2017, they received funding directly from the ESFA to deliver apprenticeships. P4T is currently delivering training to 19 apprentices. Of these, 10 apprentices are studying standards at levels 2 and 3 in food and drink, three are studying the level 3 team leader/supervisor standard, three are studying level 3 and 4 adult care standards, one apprentice is studying the level 2 warehouse operative standard and two are studying a level 2 framework in manufacturing operations.

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

Apprentices are very positive about their training and how they use it in their roles to improve efficiency in their workplace tasks. Apprentices become more confident and capable in their jobs. They describe accurately why tasks have to be done in a specific way to align with expectations and legislative requirements of both the food industry and care sector.

Apprentices enjoy their apprenticeships and have very positive attitudes towards their work. They are proud of the new knowledge and skills they develop, such as managing how they work safely in extreme temperatures. They work hard to improve their communication and problem-solving skills to ensure production meets supplier's delivery schedules. Employers value the contribution that apprentices make to the efficiency of their businesses.

Apprentices benefit from an ambitious, well-designed and logically planned curriculum that helps them incrementally develop the new knowledge, skills and behaviours they need, to be successful in their careers.

Apprentices whose first language is not English are supported well by their peers and skills coaches to rapidly develop good English skills. As a result, they improve their confidence, self-esteem and teamwork skills. They recognise how these skills help them improve their performance in the workplace, their personal lives and to participate in their apprenticeship.

Apprentices feel safe and know how to stay safe in the workplace. They demonstrate positive and respectful attitudes towards their peers, colleagues and skills coaches. Skills coaches brief apprentices very well on all aspects relating to their workplace safety, as a result they are mindful of their own and other people's well-being.

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

Leaders have a clear rationale and vision for the apprenticeships they deliver. They focus on delivering apprenticeships in food production and manufacturing, and health and social care, sectors where there is a national shortage of skilled workers. Leaders and employers provide training that is relevant to employers' priorities and ensures apprentices develop the skills they need to be effective in their jobs. Leaders communicate frequently with employers to check apprentices' progress and then to plan subsequent learning. However, they have not ensured all apprentices are given their entitlement to off-the-job training.

Governance arrangements are effective. Governors are clear about their roles and responsibilities and hold senior leaders to account for the quality of education. They have supported and guided leaders well during the implementation of digital technologies to support the teaching and tracking of the progress of apprentices.

Their support and challenge have ensured a well-planned and smooth transition for staff, apprentices and their employers.

Leaders recruit well-qualified and experienced staff for the apprenticeship programmes. Skills coaches benefit from continuing professional development which improves their assessing skills and keeps them occupationally current. As a result, the training which apprentices receive reflects current industry standards.

Apprentices benefit from a well-planned induction. They understand the purpose of the apprenticeship programme and that they will be assessed via end point assessment by an external provider. However, skills coaches do not set sufficiently challenging work at the beginning of the apprenticeship. Consequently, the pace at which apprentices develop new knowledge, skills and behaviours at the start of their apprenticeship is too slow.

Apprentices progressively build their skills and understanding and effectively implement them in the workplace. For example, they understand the importance of health and safety, government legislation and quality standards in producing food that is safe to eat and meets the expectations of retailers and their customers.

Apprentices produce work of a high standard that complements well what they are doing in the workplace. For example, in food packaging, an apprentice appropriately defined legislative requirements, describing the difference between 'best before' which refers to the quality of the product and 'use by' to comply with the Food Safety Regulations.

Apprentices reference their written work well. They use bibliographies to detail the texts, journals and websites they have used in their research activities. Apprentices develop their mathematics skills. Those working in food production become skilful at weighing and estimating to ensure compliance with the Weights and Measures Act. Healthcare apprentices measure patients' weight and height to monitor their body mass index and general health.

Skills coaches do not support sufficiently well the wider pastoral or well-being issues that may be affecting apprentices. They do ensure most apprentices have a good understanding of their career and progression opportunities with their employer. However, apprentices are unsure of the wider career opportunities available to them beyond working for their current employer.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place a high emphasis on the safeguarding of apprentices. Apprentices feel safe and know who to contact if they have any concerns. The designated safeguarding lead has completed appropriate training.

Apprentices adopt safe working practices, for example in food processing, apprentices practise high standards of hygiene and wear appropriate personal protective equipment (PPE) for the tasks they undertake in food packaging and working in extreme temperatures. Apprentices working in healthcare follow government guidelines for the use of PPE to reduce the transmission of COVID-19 to keep their colleagues and residents safe.

Leaders and skills coaches have put in place a 'Prevent' duty action plan which is detailed and links to appropriate policies and procedures. However, they do not systematically identify the risks that are prevalent in the local areas that apprentices work. Consequently, apprentices are not fully aware of the risks associated with radicalisation and extremism in their communities.

What does the provider need to do to improve?

- Leaders should ensure apprentices have their full entitlement to high-quality off-the-job training.
- Leaders should ensure apprentices benefit from information that ensures they have an increased awareness of the wider range of progression opportunities available to them, including higher-level apprenticeships.
- Leaders must ensure that apprentices and skills coaches make best use of the online portfolio and tracking system ensuring all apprentices are making the progress they are capable of.
- Leaders should ensure apprentices benefit from training linked to life in modern Britain that is targeted and reflects the areas in which apprentices live and work, to help them keep safe from local risks.

Provider details

Unique reference number	1280310
Address	44 Basepoint Business Centre Metcalf Way Crawley RH11 7XX
Contact number	020 3971 1011
Website	www.phoenix4training.com
Principal/CEO	Lorraine Houlden and Marie Harris
Provider type	Independent training provider
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by a partner, 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

Carolyn Brownsea, lead inspector

Her Majesty's Inspector

Martin Hughes

Ofsted Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022