

# Construction Industry Training Board (CITB)

Not-for-profit organisation

## Inspection dates

10–13 October 2017

Overall effectiveness		Outstanding
Effectiveness of leadership and management	<b>Outstanding</b>	Apprenticeships <b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>	
Personal development, behaviour and welfare	<b>Outstanding</b>	
Outcomes for learners	<b>Outstanding</b>	
Overall effectiveness at previous inspection		Outstanding

## Summary of key findings

### This is an outstanding provider

- Leaders and managers collaborate very effectively with a wide range of partners to provide apprenticeship programmes that meet national, regional and local priorities exceptionally well.
- Performance management is highly effective in sustaining the outstanding quality of provision; arrangements for the performance management of subcontractors are particularly good.
- Leaders and those responsible for governance have established a culture of extremely high expectations.
- The very large majority of apprentices rapidly gain high-quality practical skills. They significantly improve their confidence and knowledge of the construction industry through gaining a broad mix of qualifications.
- Apprentices become committed learners and demonstrate high levels of respect. High aspirations ensure that many progress to higher levels of learning and take on more substantial and responsible job roles.
- Apprentices improve and use their mathematics skills very well; they appreciate the importance of having high-level numeracy skills within the construction sector.
- A very high proportion of apprentices achieve their English and mathematics qualifications.
- The majority of apprentices receive highly effective feedback; as a consequence, they are very keen to practise and use new techniques and make very good progress.
- Apprentices have a well-developed understanding of the possible threats posed by extremism and radicalisation.
- Tutors and apprenticeship officers are well qualified and use their industrial experience very well to ensure industry standards are reflected in their interactions with apprentices. They provide highly effective support and reviews of progress.
- Tutors and apprenticeship officers plan and deliver assessment and vocational skills development and knowledge exceptionally well.
- A few advanced apprentices do not receive enough help to improve their written English skills.

## Full report

### Information about the provider

- CITB Apprenticeships (CITB) is an employer-led organisation providing apprenticeships and specialist training for the construction industry across the United Kingdom. CITB is the largest provider of apprenticeships in the sector with over 9,000 apprentices currently in training, with just over half aged 16 to 18.
- CITB works closely with a large number of subcontractors across the country, including many further education colleges. CITB also has three of their own specialist training centres providing additional and bespoke apprenticeship training for niche roles in the sector, such as for steeplejacks and overhead crane operation.

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

- Leaders and managers should continue to ensure achievement rates in the few remaining underperforming subcontractors improve to be in line with the expectations of employers and board members.
- Leaders and managers should ensure that staff consistently help apprentices improve the accuracy of their written English skills.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Leaders, including trustees, are highly ambitious and ensure that the CITB apprenticeship provision meets the very varied recruitment and training needs of employers across the UK construction industry. They have led on the development and implementation of a comprehensive range of apprenticeship programmes. This includes effective work with employers on the development of a range of new apprenticeship standards to enable apprentices to gain the skills they need to find sustained employment.
- Leaders and managers collaborate very effectively with a wide range of partners to ensure apprenticeship programmes meet national, regional and local priorities exceptionally well. Employers value highly the support they receive from CITB staff to make the most of these apprenticeship opportunities which benefit their businesses significantly.
- Leaders have successfully established a culture of extremely high expectations. In response to a slight decline in achievement rates last year, leaders introduced a quality first framework. Leaders rightly attributed the decline to challenges apprentices were experiencing in passing English and mathematics qualifications and the poor performance of a small number of subcontractors. The new quality framework very effectively puts the apprentices' learning experience and the outcomes they achieve at the centre of strategic and operational decision-making. Consequently, the proportion of apprentices who achieve their English and mathematics qualifications has improved significantly and the slight declines in apprenticeship achievement rates up to and including 2015/16 have been successfully reversed.
- Leaders, managers and staff carry out a comprehensive, evaluative and accurate self-assessment of the provision, drawing on a wide range of evidence. They are very self-critical and have a very good understanding about the quality of their provision and the very few areas requiring further concentrated action. Staff at all levels are actively engaged in evaluating the quality of provision and the impact that training and assessment have on apprentices' outcomes. Extensive consultation with apprentices, employers and other industry partners ensures that the views and interests of stakeholders are thoroughly evaluated.
- Performance management is highly effective in sustaining the outstanding quality of provision. Managers review staff performance regularly and hold individuals to account very effectively. Staff at all levels work to clearly defined job roles that are aligned explicitly to key priorities in a very effective delivery plan. The plan is highly focused on apprentices completing their programmes. Robust performance management ensures that the very large majority of staff perform well and have a very clear understanding about what is expected of them. Weaknesses in performance are dealt with swiftly.
- Leaders and managers ensure that staff have access to a comprehensive range of appropriate staff training activities that challenge and support them to carry out their role very effectively. Recently appointed staff benefit from very good support and mentoring by experienced colleagues. As a result, they make rapid progress in their ability to provide exceptional support to apprentices and to work effectively and with confidence when dealing with employers and subcontractors.

- Arrangements for the performance management of subcontractors are particularly good. Leaders are very aware that variability in the performance of subcontractors presents their largest risk to sustaining high-quality provision and outcomes for apprentices. Subcontracting arrangements are informed exceptionally well by a combination of centralised risk analysis with detailed local intelligence gathered by area delivery managers and apprenticeship officers. However, a few underperforming subcontractors remain.
- Managers very effectively apply a clearly defined range of interventions, levels of scrutiny and performance monitoring based on the level of risk attributed to individual subcontractors. Through robust performance management, managers have successfully reduced the number of high-risk subcontractors over the past two years. This has included ceasing to use several persistent underperformers. As a result, the proportion of apprentices on programmes with high-risk subcontractors has significantly reduced in the last two years and is now low.
- Leaders, managers and staff at all levels use a wide range of accurate management information to monitor very effectively the quality of apprenticeship delivery and to identify areas requiring action. Managers and staff use data well to identify and take action where there are any differences in the performance of different groups of apprentices. As a result, differences in achievement have been eliminated. For example, for apprentices who have an identified learning difficulty and/or disability who up until recently achieved less well than their peers.
- Leaders and managers prioritise very effectively the importance of supporting apprentices to improve their English and mathematics skills and achieve qualifications. They have led on the development of a wide range of innovative resources in collaboration with employers to contextualise these subjects exceptionally well for apprentices. These resources are very effective in helping apprentices to see the relevance and importance of English and mathematics skills in their work and to support them to achieve their career aspirations.
- Leaders and managers take highly effective action to ensure that prospective apprentices, current apprentices and those already working in the industry and considering their next steps receive very relevant careers advice and guidance. Staff produce and promote very well a wide range of informative careers guidance resources which managers share openly with other construction apprenticeship providers.
- Leaders and managers promote equality, diversity and British values to apprentices and the wider construction industry particularly well. CITB staff value and benefit from extensive support and training to improve their skills and confidence to discuss and raise these topics with apprentices and employers during training and reviews. Managers and staff have produced an extensive range of training materials and resources for use with apprentices and across the industry. These aim to raise apprentices', experienced workers' and managers' awareness of equality, tolerance, bullying and respect, and to break down stereotypes in a traditionally male-dominated industry.

### **The governance of the provider**

- Governance of CITB's apprenticeship provision is outstanding. The executive management team receives regular and detailed reports from senior leaders and managers. As a result,

the team makes well-informed strategic decisions about key matters relating to the strategy for apprenticeship delivery across the UK and performance against key targets. Trustees are highly effective in scrutinising and challenging the executive management team. They ensure that the provision continues to meet the needs of employers in the construction industry very effectively.

- The board of trustees and executive management team regularly consult with the CITB council which represents the interests of employers from the industry. This further ensures that their training programmes continue to reflect the industry's priorities and interests.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders very effectively promote a culture of safety and well-being for apprentices. In addition to mandatory training in safeguarding and the 'Prevent' duty, staff benefit from high-quality, comprehensive briefings and training in a wide range of safeguarding, health and well-being topics. As a result, most of the apprenticeship officers are highly effective at supporting and guiding apprentices about how to stay safe in their work and everyday lives. Through this, apprentices improve their awareness about physical and mental health and well-being, and the risks and dangers of radicalisation.
- Apprentices and staff have a good understanding of how to raise concerns about safeguarding and well-being. The designated safeguarding lead maintains a comprehensive log of referrals and actions taken, including the use of specialist agencies where necessary.
- Board members take their responsibility to safeguard apprentices very seriously. They receive regular safeguarding briefings and take a keen interest in the actions that leaders take. For example, to identify suitable support and specialist help for the growing number of apprentices who are identified as experiencing poor mental health or homelessness.

## Quality of teaching, learning and assessment

## Outstanding

- Leaders, managers and apprenticeship officers have consistently high expectations of apprentices to achieve challenging targets and outcomes. Apprenticeship officers and tutors make very good use of their excellent sector knowledge to check, develop and extend apprentices' practical skills, knowledge and understanding. Consequently, most apprentices rapidly develop good vocational, industry-standard skills, make the progress expected of them and significantly improve their knowledge of the construction sector.
- Mentors and colleagues in the workplace make excellent use of their extensive industrial experience to ensure that the very large majority of apprentices develop new technical and craft skills rapidly and safely. For example, site supervisors provide excellent coaching in basic techniques such as rolling mortar, manipulation of materials and tools and personal posture. These give apprentices very good grounding prior to them progressing to laying bricks for permanent use.
- Tutors and apprenticeship officers ensure apprentices contribute very well in their theory and practical learning sessions and the very comprehensive progress review meetings.

Employers work very effectively with apprenticeship officers to provide apprentices with thorough reviews of progress and to plan relevant and timely training programmes.

- CITB staff are determined to see apprentices achieve. They engage and motivate them exceptionally well. Consequently apprentices improve their confidence and enjoy practising new skills in a variety of work contexts. For example, creating and assembling display units and counters for high-profile customers in the food industry, or repairing hoists for engineers working at heights.
- Apprenticeship officers check apprentices' progress very closely and provide well-directed feedback to help them to improve their work. Almost all apprentices take advantage of the useful and highly motivational feedback. This encourages and enables them to build confidence and self-esteem, take pride in their achievements and to work more independently. It also encourages apprentices to aspire to higher levels of learning and take on more substantial and responsible job roles, and ultimately to contribute well to their employers' businesses.
- Tutors and apprenticeship officers ensure the development of practical skills and knowledge are exceptionally well structured, and link theory and vocational learning very well. They guide apprentices in applying their research, knowledge and skills to work-related contexts and case studies. Apprentices produce work that consolidates learning and deepens understanding. For example, managers have introduced innovative learning to ensure apprentices retain their new-found knowledge and skills. Apprentices benefit highly from bite-sized and outstandingly well-designed learning activities, well-considered case studies and effective checks on their progress.
- Apprenticeship officers and tutors use a wide range of assessment strategies very well to reflect the individual needs of apprentices. They plan and carry out assessment extremely well, enabling apprentices to demonstrate their skills and capabilities. Staff make good use of probing questioning to deepen apprentices' skills, knowledge and understanding of the construction sector.
- Apprentices rapidly improve their verbal communication, presentation and critical analysis skills. Tutors carefully design good-quality training activities to maximise collaborative and interactive learning. The activities enable apprentices to realise their potential and keep up with the challenging level of work. For example, apprentices completed comprehensive reviews of their colleagues' progress when loading, transporting and depositing spoil, before presenting and discussing their assessment with their peers.
- Apprentices make very good use of industry-leading learning resources and equipment. These, along with innovative teaching strategies used at the National Construction College sites, enthuse apprentices very well and help them to undertake complex tasks. For example, the use of plant simulators offers highly challenging learning experiences in crane operations. Tutors alter weather conditions and times of day, then feedback exceptionally detailed performance analysis to apprentices with specific action points for development.
- Almost all apprentices improve their mathematics skills to a good standard and have a good appreciation of the fundamental importance of these skills in their workplace. For example, site carpentry apprentices calculate angles and segments of circles when constructing arches and roof assemblies, and bricklaying apprentices work out measurements to complete accurate mixing ratios.

- Apprenticeship officers ensure apprentices' starting points are determined particularly well. Assessment of apprentices' skills in English and mathematics at the start of their programme is thorough and the results are effectively communicated to all parties involved. Tutors and apprenticeship officers ensure apprentices are very conversant with technical terminology. However, a few apprentices on advanced programmes do not receive guidance to help them improve their written English skills rapidly enough.
- Staff promote equality and diversity exceptionally well. They question apprentices effectively to reflect on how legislative requirements can be applied in the construction workplace. For example, apprentices very effectively reflect on respect for diverse cultural backgrounds and have a clear understanding of boundaries in the workplace with male and female colleagues and customers.

## Personal development, behaviour and welfare

## Outstanding

- Apprentices very quickly become confident and committed learners. They are very proud of their work, the training they receive and their contributions to their workplaces. Apprentices' attendance and punctuality are very good at college and at work. They are keen to take opportunities to demonstrate their skills through competition work, regionally and nationally. At the time of inspection CITB had two apprentices representing the UK and attending the finals of the WorldSkills Competition in Abu Dhabi.
- Apprentices rapidly develop very good work skills such as teamwork, problem-solving and communication skills. They demonstrate a very good understanding of employment rights and responsibilities. Apprentices work very collaboratively, take initiatives, work independently and contribute well to their employers' businesses. They take immense pride in their achievement and are very eager to know how to improve their work.
- Apprentices demonstrate exceptionally high standards in their practical work. They are very keen to show their knowledge and understanding and are able to articulate the development of their skills with confidence. Apprentices take great pride in their work and demonstrate a very good attitude to learning. For example, a first-year bricklaying apprentice was already completing brickwork in facing bricks at a standard over and above that expected at an early stage of their apprenticeship.
- Apprentices demonstrate high levels of respect for each other, their tutors, apprenticeship officers and assessors. They work cooperatively in pairs and groups to achieve tasks their tutors set. They enjoy listening to each other's ideas and opinions and form highly positive relationships with staff. As a result, they become reliable and mature learners and provide excellent support for each other.
- Apprentices benefit from high-quality careers guidance which encourages them to progress. They profit from a highly inclusive and comprehensive recruitment and selection process via a very good online career-planning tool. This ensures they are matched well to appropriate qualifications, courses and their job role. Consequently, this results in outstanding progression into permanent employment and higher qualifications.
- Apprentices understand and are highly appreciative of the education and training they receive. Almost all apprentices gain additional qualifications as part of their training to support both employers' requirements and their own skills development. For example,

plant qualifications apprentices receive training on three additional areas of specialism to broaden the work they can do in the workplace.

- Apprentices understand very well the importance of maintaining good levels of English and mathematics skills for the workplace. They work well and achieve valuable qualifications to support their progression at work and to higher levels of education. However, the written English skills for a minority of advanced apprentices require further development.
- Apprentices adhere very effectively to very high standards of health and safety that reflect the best of industry practice. Apprentices carry out safe working practices within the workplace and during training. They are clear about their responsibilities towards all aspects of site safety. Apprentices have an excellent understanding of safeguarding. They understand what constitutes bullying and harassment and know what to do should they have any concerns.
- The vast majority of apprentices and employers have a particularly well-developed awareness and understanding of the threats of extremism and radicalisation. They are able to explain how they can play an active role in implementing the 'Prevent' duty. They understand how to stay safe online and what to do if they are concerned about any issues they encounter. For example, a surveying group discussed with confidence the importance of reporting anti-social or radical activities. However, a few apprentices have an underdeveloped understanding of British values.
- Apprentices benefit from a particularly strong emphasis on welfare and personal and social skills development throughout their training. For example, apprenticeship officers discuss with apprentices any concerns they may have around their lifestyle, accommodation, hours of work, maintaining a healthy diet and getting sufficient sleep to ensure they can focus effectively and be productive.

## Outcomes for learners

## Outstanding

- Apprentices make exceptional progress from their starting points and achieve well. The proportion of apprentices who achieve their qualifications has increased and is now significantly higher than apprentices on construction programmes with similar providers. Almost all apprentices make at least the progress expected of them and a majority make better than expected progress. Most apprentices on advanced programmes complete successfully within their expected timescales.
- The proportion of apprentices training with subcontractors who successfully complete their programmes has improved significantly in 2016/17. Due to highly effective interventions by leaders the proportion of underperforming subcontractors is declining rapidly. Consequently, only a few apprentices remain at less than high-performing subcontractors.
- The vast majority of apprentices who require English and mathematics qualifications achieve them exceptionally well. The large majority of apprentices pass their English qualifications at the first attempt. Similarly most all pass their mathematics qualifications first time. Tutors, apprenticeship officers and employers promote the use of mathematics particularly well with apprentices across the construction trades. Apprentices use technical terminology to a high standard in their reports.

- Almost all apprentices benefit from gaining additional qualifications and skills directly related to their trade. For example, first aid, manual handling and site safety passports. They also attend team building events. Stonemason apprentices attend calligraphy and still-life drawing classes in order to aid their skill development.
- Almost all apprentices continue working with their employer on completion of their apprenticeship. Where appropriate, the majority of intermediate apprentices progress to an advanced apprenticeship with the same company.
- Apprentices appreciate the progression opportunities available to them on the successful completion of their apprenticeship with CITB and a high proportion obtain promotions into positions such as supervisors, site managers, directors and small business owners.

## Provider details

Unique reference number	51170
Type of provider	Not-for-profit organisation
Age range of learners	16+
Approximate number of all learners over the previous full contract year	10,500
Principal/CEO	Mr Steve Hearty
Telephone number	07899 067781
Website	<a href="http://www.citb.co.uk">www.citb.co.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	-	-	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	4,525	2,881	903	1,423	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	N/A							
Number of learners for which the provider receives high-needs funding	N/A							
At the time of inspection, the provider contracts with the following main subcontractors:	The Newcastle College Group Leeds College of Building Reaseheath College Activate Learning York College Askham Bryan College Gloucestershire College The Sheffield College							

## 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. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Steve Hunsley, lead inspector	Her Majesty's Inspector
Malcolm Fraser	Her Majesty's Inspector
Christopher Bealey	Ofsted Inspector
Graham Cunningham	Ofsted Inspector
Ralph Brompton	Ofsted Inspector
Marinette Bazin	Ofsted Inspector
Ruth Harrison	Her Majesty's Inspector

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