

North London Garages GTA Ltd

Inspection report

Unique reference number: 53591

Name of lead inspector: Diana Pinkney HMI

Last day of inspection: 4 February 2011

Type of provider: Independent learning provider

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Information about the provider

1. North London Garages Group Training Association Ltd (NLGGTA) is a private limited company based in Enfield, North London. NLGGTA was originally formed in 1970 by the Road Transport Industry Training Board to provide its members with a training service for the motor trade in the area. The company is comprised of a chairman, managing director, three directors, company secretary, four technical tutors, three assessors, a part-time tutor and an administrative assistant. Approximately 67% of the company's provision is government funded.
2. NLGGTA maintains contact with a range of employers in North, East and South London, and parts of Hertfordshire and Essex. Currently, NLGGTA has active links with 68 employers ranging from small and medium-sized organisations, to a national transport company.
3. The company contracts with the London North Skills Funding Agency to provide motor vehicle apprenticeships, with 35 apprentices and 50 advanced apprentices at the time of inspection. Most learners are aged 16 to 18, with 27 aged 19 to 24. The majority of learners are on light vehicle maintenance programmes, with 12 on heavy vehicle maintenance and 6 on body repair and paint refinishing programmes. NLGGTA also provides entry level and pre-apprenticeship motor vehicle courses for learners aged 14 to 16, and is a subcontractor for Train to Gain programmes. Only the apprenticeship programmes were inspected.
4. The unemployment rate in Enfield is 10.3% compared with 8.9% for London. Residents of minority ethnic heritage account for approximately 29% of the North London population compared with the national average of 9%.
5. NLGGTA provides Train to Gain training on behalf of the following providers:
 - Southgate College (Motor vehicle)
 - Keep it Simple Training (Motor vehicle).
6. The following organisations provide training in the apprenticeship technical certificate on behalf of NLGGTA:
 - Southgate College (Motor vehicle)
 - Epping Forest College (Motor vehicle)
 - The College of North West London (Motor vehicle).

Type of provision	Number of enrolled learners in 2009/10
Employer provision: Apprenticeships	116 apprentices

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 3
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject Areas	Grade
Motor vehicle	2

Overall effectiveness

7. NLGGTA provides a good standard of training for motor vehicle apprenticeships, and its prospects for improvement are satisfactory. The proportion of apprentices who complete their training has improved considerably in the previous three years, and most apprentices successfully achieve their qualifications. The majority of apprentices make satisfactory progress and achieve in the time allocated for their programme. Apprentices enjoy their learning and develop good skills in the workplace where they are supervised by skilled technicians. They observe safe practices in their learning and work. Apprentices are carefully selected and benefit from the guidance and support provided by staff and employers.
8. Theory sessions are good and apprentices develop a wide range of knowledge to support their practical skills. Tutors involve apprentices well in the sessions and reinforce their understanding of health and safety. Learning is well planned at the training centre, but coordination with the workplace training is not sufficiently communicated to all the employers. Apprentices are employed at well-equipped garage workshops where they receive good practical training. Assessors meet with apprentices frequently to review their progress and assess workplace evidence. However, progress reviews are not always consistent in the way targets are set and recorded, and apprentices are not sufficiently aware of the extent of their progress.

9. NLGGTA has worked hard to make effective improvements to apprentices' progress and achievements since the previous inspection. However, several key aspects of the company's processes to monitor and manage the provision are not fully implemented. NLGGTA makes sure that all staff working with young people have undergone the relevant checks. Its promotion of equality and diversity is satisfactory, although few female apprentices have been recruited. NLGGTA does not evaluate the quality of its performance sufficiently and in enough detail. Quality assurance arrangements are not sufficiently systematic or effective in identifying areas for improvement.

Main findings

- Overall success rates for apprentices and advanced apprentices have improved significantly over the previous two years from 61% and 63% respectively to 83% and 96%. Overall success rates for 2009/10 were high at 89% and 15 percentage points above the national average. Success rates for different groups are broadly similar.
- Completion of the apprenticeship programmes within the time planned is satisfactory. The overall rate increased to 67% in 2009/10 from 41% in the previous year, with particular improvement for apprentices from 33% in 2008/09 to 70% in 2009/10. However, completion rates in the time planned for those with learning difficulties and/or disabilities are lower than other groups.
- Apprentices enjoy their learning; they make satisfactory progress and develop good workplace skills. The workplace training prepares them to perform to commercial standards early in their programmes. Apprentices work in good quality workplaces under the supervision of skilled technicians. They have good opportunities for career progression.
- Apprentices feel safe and are aware of the appropriate members of NLGGTA staff to approach regarding safeguarding issues. They use safe practices in both the workplace and the training centre. Tutors and assessors check that apprentices use the appropriate protective equipment and clothing. All apprentices participate in an emergency first-aid course.
- Teaching, training and learning are good. Apprentices develop a wide range of theoretical knowledge at NLGGTA's training centre. Tutors have good industry experience and reinforce learning effectively. Resources are satisfactory, but are insufficient at the outreach centre used. Apprentices receive good practical training in their workplaces, which are well-equipped garage workshops.
- Assessment practices are satisfactory. Assessors visit apprentices frequently to review their progress and assess workplace evidence. Internal verification is satisfactory. Initial assessment is satisfactory and identifies additional learning needs appropriately.
- Progress reviews are satisfactory overall, but some are inconsistent in the way targets are set and recorded. Apprentices are not sufficiently aware of whether they are on target to complete in the time planned. A few employers are not sufficiently involved in progress reviews.

- The provision meets the needs and interests of users well. The range and content of the programmes closely matches the requirements of the apprentices and their employers. Assessors are flexible in their arrangements for workplace visits. Learning is well planned at the training centre but coordination links with the on-the-job training are not sufficiently communicated to all employers.
- Care, guidance and support are satisfactory. Appropriate information, advice and guidance are provided at the start and during the programme, and on completion of the National Vocational Qualification (NVQ). Staff provide apprentices with prompt and effective support, both in the workplace and at the training centre.
- NLGGTA has a clear focus on meeting the training needs of apprentices and their employers. The company has successfully implemented its strategy to improve apprentices' progress and achievements. However, several of NLGGTA's key processes to monitor and manage the provision have lapsed or are incomplete.
- The promotion of safeguarding is satisfactory. All relevant staff have been subject to enhanced Criminal Records Bureau checks and have undergone basic safeguarding training. The safeguarding officer has received suitable training. Apprentices have a satisfactory understanding of safeguarding matters. However, NLGGTA has not yet developed an e-safety policy.
- NLGGTA's promotion of equality and diversity is satisfactory. Staff have received appropriate training. NLGGTA actively promotes apprenticeships. However, few females have been recruited. The ethnic profile of apprentices is broadly representative of the local population. However, monitoring of different groups does not include those with learning difficulties and/or disabilities.
- Engagement with users to support and promote improvement is good. NLGGTA knows its apprentices well and has close links with the employers. It responds positively to their feedback. Questionnaires are employed to seek users' views. The responses are carefully analysed and used to make improvements. However, employers' views have not been sought by this means in the previous year.
- Effective systems to monitor apprentices' progress have been developed. However, monitoring and evaluation of other procedures, processes and action planning for improvement are not implemented sufficiently. Observations of teaching, training, learning and progress reviews are not systematically undertaken. The self-assessment is insufficiently comprehensive and evaluative.

What does North London Garages GTA Ltd need to do to improve further?

- Improve the teaching resources available at the outreach centre to enable more effective learning for apprentices attending these sessions.
- Further develop target setting for apprentices to reflect expected progress by establishing milestones in the programme that are clearly communicated to

apprentices and their employers, with full involvement of all employers in the setting and review of apprentices' progress targets.

- Ensure that all employers are made fully aware of the planned off-the-job training and the opportunities for coordination with training in the workplace.
- Ensure that the processes to monitor and manage the provision, including the arrangements to monitor procedures, evaluate processes and develop action plans for improvement, are fully and systematically implemented.
- Extend the safeguarding policy to include a formal process for risk assessments and establish a policy, procedures and guidelines for apprentices' safe use of the internet.
- Carry out monitoring of progress and analysis of outcomes for apprentices with learning difficulties and/or disabilities, providing appropriate support to ensure that the rate of their completion in the time planned is similar to other apprenticeship groups.
- Further develop the process of self-assessment to make sure that a comprehensive range of evidence is used and fully evaluated, to ensure that self-assessment provides judgements in sufficient depth.
- Establish a systematic process for the observation of the quality of teaching, training, learning and progress reviews across the programmes, with identification of specific actions for development and arrangements to review progress.

Summary of the views of users as confirmed by inspectors

What apprentices like:

- the training they receive at the centre
- being treated as an adult and being given significant responsibility
- NLGGTA's learner code of conduct
- the guidance from the helpful staff who are available when needed and help them to achieve qualifications which will be useful in life
- the friendly environment and that staff listen to their suggestions
- that the company is focused solely on motor vehicle training and they are able to meet people in the same business who can form future networks
- the small class sizes on the heavy goods vehicle programme.

What apprentices would like to see improved:

- more frequent off-the job training to enable the technical certificate qualification to be completed more quickly
- more diagnostic equipment in the training centre workshops.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the good quality of the training
- the very responsible and mature attitude of learners
- the assessors' extensive experience and knowledge
- the good communications from NLGGTA staff and their enthusiasm
- the responsiveness of NLGGTA staff and their quick reaction to resolve problems
- the efficiency of NLGGTA staff and their effective schedule of visits
- being able to rely on NLGGTA for the apprenticeship training.

What employers would like to see improved:

- no improvements were identified.

Main inspection report

Capacity to make and sustain improvement

Grade 3

10. NLGGTA's capacity to improve is satisfactory. Strengths identified at the previous inspection have been sustained and most areas for improvement have mainly been resolved. Overall success rates have improved each year and are currently high. The rates of completion in the time planned have previously been low, however, these increased significantly in 2009/10 and are now satisfactory. Effective improvements have been made to systems and procedures to monitor apprentices' progress. The quality of off-the-job training at NLGGTA's centre has improved. NLGGTA has an appropriate management structure and sufficient staff to maintain improvements. Staff contribute well to implementing improvements.
11. The current self-assessment is not sufficiently evaluative and comprehensive. NLGGTA has used a new, clear format, however, the content is insufficiently detailed. Data on trends in outcomes for apprentices are generally used appropriately to inform self-assessment. The self-assessment report is broadly accurate in identifying strengths but is less effective in recognising specific areas for improvement.

Outcomes for learners

Grade 2

12. Overall success rates have increased from 63% in 2008/09 to 89% in 2009/10, 15 percentage points above the national average. Advanced apprenticeship success rates were high at 96% in 2009/10 and have increased significantly from 63% in the previous year. Success rates for apprenticeships have also increased substantially, from 62% in 2008/09 to 83% in 2009/10. There are no marked differences between the success rates for different groups by age, ethnicity or additional learning needs.
13. Completion of the apprenticeship programmes within the time planned is satisfactory. The overall rate increased to 67% in 2009/10, five percentage points above the national average, from 41% in the previous year. The rate of completion in the time planned increased significantly for apprentices in this period, from 33% in 2008/09 to 70% in 2009/10. However, completion rates in the time planned for those with learning difficulties and/or disabilities are consistently lower than for other groups.
14. Apprentices enjoy their learning and make satisfactory progress towards completion of their qualifications. They develop good workplace skills. At a very early stage of their training, apprentices undertake routine servicing and repairs. Many apprentices are given early responsibility for carrying out complex work on customers' vehicles. Career progression opportunities for the apprentices are good. Some former apprentices have progressed to become workshop managers, master technicians and garage owners. Others have qualified as assessors and tutors with NLGGTA.

15. During their training at NLGGTA, apprentices participate in certificated courses on the use of abrasive wheels and emergency first aid. Gaining these additional qualifications enhances their employability.
16. Apprentices feel safe and understand how to keep themselves and their colleagues safe. They are aware of the appropriate members of NLGGTA staff to contact concerning any safeguarding issues. Apprentices observe safe practices both in the workplace and in the training centre. Their tutors and assessors check that they use the appropriate protective equipment and clothing.

The quality of provision

Grade 2

17. Teaching and learning are good. Apprentices acquire a wide range of theoretical knowledge at NLGGTA's training centre. Tutors have good industry experience. They engage the apprentices well in classes and reinforce their learning effectively, with appropriate emphasis on health and safety. Apprentices' induction is effective. Resources are satisfactory and suitably maintained, but are insufficient at the outreach centre used. A few apprentices receive their off-the-job training at local colleges through NLGGTA's subcontracting arrangements.
18. Apprentices benefit from good practical training in the well-equipped garage workshops. Most of the practical training is carried out in the workplace. Apprentices work closely with skilled and experienced technicians who act as workplace mentors. The mentors provide apprentices with valuable assistance and supervision in gaining the relevant technical skills. The workplace training prepares apprentices to perform effectively to commercial standards early in their programmes.
19. Assessment practices are satisfactory. Assessors meet with apprentices at regular and frequent intervals to review their progress and to assess their workplace evidence. Internal verification of assessment is satisfactory. Initial assessment is satisfactory and identifies additional learning needs appropriately.
20. Overall, the reviews of apprentices' progress are satisfactory. Progress reviews satisfactorily reinforce the apprentices' understanding of health and safety practices and aspects of equality and diversity. Apprentices' progress against the NVQ is recorded, but is not objectively measured against any milestones. Apprentices are not sufficiently aware of whether they are on target to complete in the time planned. Some progress reviews lack consistency between the setting and recording of progress targets. A few employers are not sufficiently involved in the review process.
21. The provision meets the needs and interests of users well. The range and content of the programmes closely match the needs and aspirations both of the apprentices and their employers. Assessors are flexible in their arrangements for workplace visits to suit apprentices' and employers' needs. Learning is well planned at the training centre, but there is insufficient systematic coordination with the on-the-job training. Not all employers are made sufficiently aware of

the theoretical training that has taken place at NLGGTA, to enable links to practical training in the workplace to be developed.

22. NLGGTA has developed effective partnerships with local schools and pupil referral units for entry level courses for learners aged 14 to 16. The company has also developed a Young Apprenticeship programme for this age group. Five of these learners have progressed onto an apprenticeship programme.
23. Care, guidance and support are satisfactory. Appropriate information, advice and guidance are provided at initial interview, induction, during the programme and on completion of the NVQ. The apprentices have a very high regard for staff who provide them with prompt and effective support, both in the workplace and at the training centre. Support for additional learning needs is generally satisfactory.

Leadership and management

Grade 3

24. NLGGTA has a clear focus on meeting the training needs of apprentices and of their employers, many of which have a long-standing relationship with the company. Managers and staff have successfully implemented the company's strategy to improve apprentices' progress and achievement. The effective development of programmes for learners aged 14 to 16 is meeting the needs of the local community. Subcontracting arrangements are good and well established. Staff development is satisfactory and appropriately planned. Most tutors have, or are working towards, relevant teaching qualifications. The use of data is satisfactory. However, the implementation of several other key processes to monitor and manage the provision has lapsed or is incomplete.
25. Arrangements to safeguard apprentices are satisfactory. All relevant staff have completed enhanced Criminal Records Bureau checks and have undergone basic training in safeguarding. The designated safeguarding officer has received suitable training. The apprentices' code of conduct includes NLGGTA's clear policy on bullying and harassment. Informal risk assessments are carried out and acted upon. Access to some internet sites are blocked on computers used by apprentices. However, NLGGTA has not developed an e-safety policy. The company's safeguarding policy for child protection is satisfactory. Employers' premises are checked for health and safety, and employers have been provided with suitable guidance on child protection.
26. NLGGTA's promotion of equality and diversity is satisfactory. Staff have received relevant training and further update training is planned. NLGGTA actively promotes the programme to recruit female apprentices. However, few have taken up apprenticeships. The ethnic profile of apprentices is broadly representative of the local population. Outcomes for apprentices by different groups are effectively monitored, but the process does not include specific analysis for the few apprentices with learning difficulties and/or disabilities. Employers' policies for equality of opportunity are reviewed routinely and those without their own policy are provided with a suitable template. The company has a suitable equality and diversity policy which reflects current legislation. It is

provided to employers, and also to apprentices as an integral part of NLGGTA's learner code of conduct. Service level agreements for subcontractors stipulate the requirement to conform to equalities legislation and staff make frequent visits to monitor arrangements.

27. Engagement with users to support and promote improvement is good. NLGGTA knows its apprentices well and has close links with employers. It responds positively to their feedback. Assessors have very good relationships with the employers. Apprentices' and employers' feedback is obtained informally on an ongoing basis. NLGGTA also uses questionnaires to seek the views of apprentices and their employers. The responses are carefully analysed and used to make improvements. However, employers' views have not been formally sought in the previous year. Staff maintain close contact with subcontractors; the partnership aspects of work with these organisations are good and support improvement.
28. The self-assessment process is inclusive and involves managers and staff. It makes some use of feedback from apprentices and employers. New systems and procedures have been introduced that effectively focus on apprentices' progress and achievement. However, the company's quality auditing arrangements are not completed sufficiently, with gaps in planned implementation. Observations of teaching and learning for most tutors were carried out in the past year but no associated action plans were developed. Progress reviews are not systematically observed and evaluated.
29. NLGGTA uses its resources efficiently and effectively. The company has increased the space available for training at the centre. Resources and accommodation are generally well maintained. However, one classroom is scheduled for refurbishment. In response to apprentices' feedback, a larger rest room and new computers have been provided.

Information about the inspection

30. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by one of the provider's directors, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report and data on learners and their achievement over the period since the previous inspection.
31. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)

North London Garages GTA Ltd

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	85	85
Part-time learners		
Overall effectiveness	2	2
Capacity to improve	3	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
How well do learners progress?	3	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>		
<i>How well do learners make a positive contribution to the community?*</i>		
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3	
How effective are the care, guidance and support learners receive in helping them to achieve?	3	
Leadership and management	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>		
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	3	

*where applicable to the type of provision

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