

# Toyota (GB) plc

## Inspection report

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**Unique reference number:** 58094

**Name of lead inspector:** Russell Jordan HMI

**Last day of inspection:** 30 September 2011

**Type of provider:** Employer

**Address:** Toyota and Lexus Academy  
Jesse Boot Avenue  
Nottingham Science Park  
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## Information about the provider

1. Toyota GB plc (TGB) was established in the United Kingdom nearly 50 years ago to import and sell Toyota vehicles. The company now has a network of some 190 Toyota and 50 Lexus franchised retail and service centres across the United Kingdom that are authorised to sell and repair Toyota motor vehicles. Many of these centres employ apprentices training to be skilled technicians in a range of job roles required by the network. TGB manages the initial recruitment process, providing information about candidates in their locality to employers who interview and make the final choice. The TGB academy, based in Nottingham, coordinates the training. Learners attend the academy for periods of off-the-job training provided by specialist trainers and are visited in the workplace by assessors.
2. The company has held a work-based learning contract since 2007 for apprenticeship training. It has subcontracted the training since the beginning; the current subcontractor (ProVQ) has held this responsibility since March 2008. ProVQ runs the training in the academy, including the teaching of the technical certificate and employs the NVQ assessors.
3. TGB's first and most recent full inspection was in August 2008. Of the 140 learners, most are on apprenticeships in vehicle maintenance and repair, with smaller numbers in vehicle body and paint operations, and vehicle parts operations. All learners follow advanced apprenticeship programmes. Around 60% of learners are aged 16 to 18.
4. The following organisation provides training on behalf of the provider:
  - ProVQ (transport and operations maintenance)

Type of provision	Number of enrolled learners in 2010/11
<b>Employer provision:</b> Apprenticeships	144 apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 1</b>
<b>Capacity to improve</b>	<b>Grade 2</b>
	<b>Grade</b>
Outcomes for learners	1
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2
<b>Subject Areas</b>	<b>Grade</b>
Transportation operations and maintenance	1

## Overall effectiveness

5. The overall effectiveness of TGB's apprenticeship programme is outstanding and the programme provides excellent value for money. Learners enjoy their training and develop excellent industry skills, making a highly valued contribution to their workplaces. Almost all learners progress into more responsible roles and into Toyota's professional development programme. Many of them have become learning mentors for current apprentices, making a valuable contribution to these learners' support and progress. TGB and employers place a high priority on learners' safety, as is evident from learners' safe working practices and the good arrangements for safeguarding learners while they are away from home at the Toyota and Lexus academy.
6. Learning is managed well, supported with industry-standard resources and well-coordinated theory and practical work. However, there is scope to share good practice in trainers' use of questioning to test and develop learning, as this is not of a consistently high standard in learning activities. Highly flexible assessment arrangements and good monitoring and target-setting all contribute to the high levels of learners' success. The range of courses, additional modules and accredited courses ensures that the provision meets learners' and employers' needs exceptionally well. Learning takes place in a harmonious environment of mutual respect, but learners' understanding of equality and

diversity, as these apply to their work roles, is not discussed or developed consistently well through learners' progress reviews.

7. All staff are committed to improving the provision and share high expectations for the standard of the provision and for learners' performance. The provider shows a good track record of improvement since the last inspection and has appropriate structures and systems to enable this improvement to be maintained. However, the views of users, trainers and assessors do not inform quality improvement practices systematically, and links between quality improvement practices and self-assessment are not sufficiently clear.

## Main findings

- Outcomes for learners are outstanding. Learners quickly gain high levels of self-confidence and develop excellent industry skills and theoretical knowledge. Learners become valued employees and an integral part of their employer's workforce; all who complete the programme secure permanent employment.
- Learners' progression into higher levels of employment and training at the end of their apprenticeship is excellent. Almost all learners make a seamless transition into more responsible employment roles through the Toyota professional development programme: 'Team 21', achieving the 'Pro Technician' award.
- Learners feel safe and apply safe working practices well. They have a good understanding of health and safety and take full responsibility for their own safety and that of others. TGB and employers place a high priority on the health and safety of learners. TGB pays very close attention to safety in the workplace and at the academy and has rigorous procedures in place to ensure learners' well-being while staying in the residential accommodation.
- Teaching and learning are good. Trainers link theory and practice well and make very good use of resources to support learning. However, trainers' questioning to check and develop learners' understanding in learning activities is not of a consistently high standard.
- The provider coordinates on-the-job and off-the-job training very well. Assessment arrangements are very responsive to the work patterns of learners and their employers, and make good use of electronic portfolios. Target-setting and the monitoring of learners' progress are good, as is evident by the proportion of learners who achieve by their planned end-date.
- Resources to support learning are outstanding. The provider has invested in a dedicated training facility with an extensive range of modern vehicles and technical training resources. Well-appointed classrooms are equipped with interactive whiteboards. Trainers make very good use of these resources to support learning.
- Clear and precise mapping of Toyota requirements to the NVQ standards has helped to ensure that the range and content of the provision meet the needs of learners and employers exceptionally well. Additional Toyota training modules

beyond those required for the apprenticeship framework enhance further the value of the training to both apprentices and their employers.

- Each learner has a learning mentor in their workplace, and these assist learners well in their learning. Learning mentors are all experienced technicians, and in many instances they are ex-apprentices who draw on their own experiences of the programme to support learners. They work particularly well with assessors to monitor and support learners' progress.
- The promotion of learners' understanding of equality of opportunity in induction is good, as is evident from the harmonious relationships of mutual respect seen in learning activities; however, the quality of the development of learners' understanding in progress review is inconsistent.
- TGB has a very clear and well articulated strategic vision supported by clear priorities, targets and timescales. Expectations for the standards of training and learners' performance are high, with corresponding levels of investment in the training programmes. Management meetings focus strongly on key performance indicators relating to learners and on strategic developments. Managers make very good use of internal and external data to make key decisions.
- Quality improvement activities have led to improvement in the provision. However, they tend to be reactive rather than proactive. They rely to a great extent on feedback from the dealership networks and their regional groupings, and the responses that learners make to the end-of-block satisfaction surveys. This feedback, however, is not used systematically enough to inform self-assessment.
- Quality improvement meetings take place monthly both between TGB and the subcontractor and also between training staff. These meetings focus sharply on learners' progress and arrangements for the effective running of the programmes. Detailed action plans form part of the standard Toyota working practices and are very effective at driving forward improvements. However, these actions and their impact are not always reflected accurately in the self assessment report.

### **What does Toyota (GB) plc need to do to improve further?**

- Share the good practice demonstrated by some trainers in their use of frequent and precise questioning to check and extend learning.
- Reinforce and progressively develop learners' understanding of equality and diversity throughout their apprenticeship, through the development of formative discussion during progress reviews on how the values apply to their workplace and job roles.
- Ensure that the views of users, trainers and assessors are used more effectively and systematically in quality improvement practices to provide a more balanced view of the provision; provide a clearer and more systematic link between quality improvement and self-assessment.

**Summary of the views of users as confirmed by inspectors****What learners like:**

- the good balance between practical work and theory which makes learning easier
- the quality of the resources in classrooms and workshops
- assessors' and trainers' attention to detail and knowing how each element fits into the overall training programme
- the good support from approachable trainers and assessors
- the quality of the accommodation and leisure activities for the block release training.

**What learners would like to see improved:**

- more practical work and individual help in the workshops
- more work on engine building and electrical systems to prepare for the third year.

**Summary of the views of employers as confirmed by inspectors****What employers like:**

- the excellent communication with the staff at the Nottingham academy
- assessors' flexibility and attention to detail, and their understanding of the employers' business needs
- the quality and thoroughness of the training
- the clarity of progress reports showing work to be completed, enabling everyone to work together to ensure that the apprentices achieve.

**What employers would like to see improved:**

In a few instances:

- more practical work on the block release programmes
- even greater emphasis to be placed on the apprentices working at commercial speeds.

## Main inspection report

### Capacity to make and sustain improvement

### Grade 2

8. TGB has made good progress in maintaining the high success rates reported at the last inspection in 2008 and in maintaining the strengths of the provision. It has been largely successful in rectifying areas for improvement from the last inspection. The management of subcontracting arrangements is now carried out against explicit standards and key skills provision and arrangements for literacy and numeracy support are very effective in supporting learners' achievement. However, actions to improve the promotion of equality and diversity have been less successful; progress reviews do not consistently reinforce or develop learners' understanding in a workplace context.
9. Strategic and operational management are good, with effective structures and systems to manage and support the programme. However, the views of users, trainers and assessors do not inform quality improvement practices systematically, and links between quality improvement practices and self-assessment lack sufficient rigour. All staff are committed to securing further improvements in the provision.

### Outcomes for learners

### Grade 1

10. Learners' overall success rates remain high. To date in 2010/11 they are very high and almost all of these learners have completed before their planned end date. There are no significant differences in the success rates for different groups of learners. Data show a significant improvement in learners' timely success. Learners enjoy their training and quickly gain high levels of self-confidence. They gain skills significantly more demanding than the requirements of the apprenticeship framework. Their employers rightly comment on their apprentices' ability to undertake complex servicing tasks and contribute to workshop production targets. Learners' progression into more responsible roles and into further training at the end of their apprenticeship is excellent. Almost all learners make a seamless transition into the Toyota training programme, 'Team 21', achieving the 'Pro Technician' award. Many former apprentices fulfil the role of learning mentor in the workplace for current learners, acting as role models.
11. Learners feel safe and apply safe working practices well, both at the academy and in the workplace. They have a good understanding of health and safety and take full responsibility for their own safety and that of others. TGB places a high priority on the health and safety of its learners.

## The quality of provision

## Grade 2

12. Learning activities at the academy are very effective. Trainers link theory and practical work well and make very good use of the excellent, industry-standard resources to support learning. Trainers make very good use of learners' experiences from the workplace to inform learning. Trainers have excellent occupational knowledge and benefit from very good professional development opportunities. However, their questioning in learning activities to check and develop learners' understanding is not of a consistently high standard. Training in the workplace is well-planned and balances well the needs of learners and their employers.
13. Assessment arrangements are very responsive to the work patterns, needs and preferences of learners and their employers. In the workplace, a significant amount of assessment is undertaken by direct observation, demonstrating an appropriate focus on skills development and learners working to commercial speeds. Learners have frequent contact with their assessors. Assessment makes very good use of information and learning technologies, such as electronic portfolios and digital cameras. Target-setting and the monitoring of learners' progress are good, factors which have contributed to the very high proportion of learners who achieve by their planned end-date.
14. The range of courses on the apprenticeship programme which cover technical training, parts and refinishing occupations, and the clear and precise mapping of Toyota requirements to the NVQ standards have helped to ensure that the range and content of the provision meet the needs of learners and employers exceptionally well. Additional Toyota training modules and accredited courses beyond those required for the apprenticeship framework enhance further the value of training to both apprentices and their employers. The final stage of the apprenticeship dovetails well with Toyota's professional development programme, 'Team 21'.
15. Partnerships lead to demonstrable benefits to learners. TGB works very closely with ProVQ, their subcontractor. Close working with a local hotel has contributed to strong safeguarding arrangements for learners, and accommodation and evening leisure activities that are very popular with learners when on block release. Partnership working and communication with the franchised retail and service centres are strong. Employers' evaluation of the training and the quality of their apprentices' work is rightly very positive. Across the regions, a number of dealerships have developed a range of productive partnerships with local education business partnerships providing work experience opportunities for school pupils. Some learners have progressed successfully on to the apprenticeship programme through this pathway.
16. Learners highly value the support provided by the approachable trainers and assessors, and their progress is supported well by their learning mentors in the workplace, many of whom are ex-apprentices. They welcome the opportunity to



pass on their extensive knowledge and skills to younger learners. Induction materials are clear and very helpful to learners. Arrangements for initial assessment to assess learners' potential for the motor industry and to identify any literacy and numeracy needs are very effective and have contributed well to learners' success. The results of these assessments are used well to inform the development of training plans. Formal arrangements for literacy and numeracy support – a key area for improvement from the last inspection – are now good. Contact with trainers and academy tutors is very well organised. Employers support their learners' development well. They attend progress reviews and contribute to the target-setting process productively. This is having a positive and beneficial impact in motivating and helping learners' progress.

## Leadership and management

## Grade 2

17. TGB has a very clear and well-articulated strategic vision. Clear priorities, targets and timescales are set for all aspects of the training programmes. Strong leadership from Toyota (the Toyota Way) and the clearly articulated expected standards ensure regular scrutiny and challenge to the quality and effectiveness of the programmes. Managers and subcontractor representatives focus in detail on both strategic and operational matters in meetings. They use a wide range of data very effectively to monitor many different aspects of provision against performance indicators detailed in the comprehensive contractual arrangements with ProVQ. A number of senior managers have been apprentices and all are very experienced in delivering successful work-based training. They use their experience well to inform the improvement of the provision. The provider has clear strategies for its future development and has continued the investment in the apprenticeship programme.
18. TGB's arrangements for safeguarding learners are good. Health and safety has a high priority throughout the company. Learners have a good understanding of safe working practices that is continually reinforced. Where careful risk assessment has required this, TGB has ensured that subcontractors' staff and their own employees have had enhanced Criminal Records Bureau (CRB) checks. Appropriate records are maintained. Staff have implemented a range of rigorous and very appropriate procedures to safeguard learners when away from home in residential accommodation. Staff identify and respond well to learners' welfare concerns and work well with agencies and professionals to safeguard learners. The monitoring of attendance is extremely thorough and attendance rates are very high.
19. The promotion of equality and diversity is good. Learners' exemplary behaviour reflects the emphasis placed on respect, discipline and dress code. Learning activities take place in a harmonious and professional atmosphere of mutual respect. Learners have a good understanding of their rights and responsibilities and feel valued. They know what to do if they feel they are being discriminated against or subjected to harassment, and are confident their concerns are dealt with promptly, effectively and with sensitivity. However, assessors visiting the

workplace do not always sufficiently reinforce and extend learners' knowledge and understanding of equality and diversity during progress reviews, to enable learners to understand more fully the relevance of these issues in an appropriate work context. The provider analyses recruitment and achievement data carefully to monitor the recruitment and performance of under-represented groups.

20. Lesson observation has been effective in improving the quality of learning activities in the academy, in particular in developing learners' participation in theory lessons. Quality improvement activities rely to a great extent on feedback from the dealership networks and their regional groupings, and learners' responses to the end-of-block satisfaction surveys. This feedback, however, is not used systematically enough to inform self-assessment. Learners' views do not always focus sufficiently on the quality of their learning experience to be fully effective in informing the continuing improvement of the provision. Quality improvement meetings take place monthly both between the provider and subcontractor and also between delivery staff. These meetings focus sharply and appropriately on learners' progress and the effective delivery of the training programmes. The detailed action plans that form part of the standard Toyota working practices are very effective at driving forward improvements. However, these actions and their impact are not always reflected accurately in the self-assessment report. Links between quality improvement processes and self-assessment are insufficiently clear and systematic.
21. The provider has invested in a dedicated training facility with an extensive range of modern vehicles and technical training resources. Well-appointed classrooms are equipped with interactive whiteboards. Trainers make very good use of these resources to support learning. Value for money is outstanding, as is evident from the high standards of learners' occupational skills, their high success rates, and the high level of their progression into more responsible roles and further occupational training in the Toyota network.

## Information about the inspection

22. One of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the Training Manager for ProVQ, 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, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
23. 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, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

## Record of Main Findings (RMF)

## Toyota (GB) plc

**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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	0	0
Part-time learners	140	140
<b>Overall effectiveness</b>	<b>1</b>	<b>1</b>
<b>Capacity to improve</b>	2	
<b>Outcomes for learners</b>	<b>1</b>	<b>1</b>
How well do learners achieve and enjoy their learning?	1	
How well do learners attain their learning goals?	1	
How well do learners progress?	1	
How well do learners improve their economic and social well-being through learning and development?	1	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well-being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
<b>Quality of provision</b>	<b>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	1	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
<b>Leadership and management</b>	<b>2</b>	<b>2</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	1	

\*where applicable to the type of provision

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