

# Salford and Trafford Engineering Group Training Association Limited (STEGTA)

Inspection dates		13–16 November 2012
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

## Independent learning provider

### Summary of key findings for learners

#### This provider is good because:

- A high proportion of apprentices complete their apprenticeships in engineering and in building and construction.
- Apprentices develop good vocational skills and confidence to work independently on high-level tasks. They demonstrate good understanding and successfully apply their technical skills in the workplace.
- Teachers, trainers and assessors have very good specialist expertise in their occupational areas. They use learning technologies well to support assessment and to enhance workplace coaching sessions.
- The company is led and managed effectively. STEGTA provides apprentices with a good learning experience. STEGTA staff work extremely effectively together to help learners succeed.
- STEGTA uses its excellent partnerships with other training providers and employers extremely well to benefit learners. They work closely with employers to support apprentices effectively to develop high levels of knowledge and skills.

#### This is not yet an outstanding provider because:

- Too few learners achieve their qualifications within expected timescales.
- Not enough teaching sessions are outstanding.
- The reinforcement of learners' understanding of equality and diversity is not fully effective. Learners' broad understanding and application of equality and diversity is not sufficiently developed.

## Full report

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

- Improve the number of learners completing their programmes within the expected timescale, particularly for learners following National Vocational Qualification (NVQ) only programmes. Closely monitor learner progress and ensure through clear target-setting that learners achieve within their planned end dates.
- Improve the proportion of outstanding lessons by ensuring lesson observations lead to high quality action planning and training. Support tutors to become more reflective practitioners so that they recognise what they need to do to improve practice.
- Ensure tutors systematically, through lessons and reviews, develop and embed a thorough understanding by learners of equality and diversity. Ensure discussions at reviews are recorded accurately to reflect learners' knowledge and understanding of equality and diversity concepts.

### Inspection judgements

Outcomes for learners	Good
<ul style="list-style-type: none"> <li>▪ Overall success rates for apprentices have remained above national rates over the last three years. Although they declined from 93.5% in 2009/10 to 80.4% in 2010/11 they were still above the national average of 76.5% for that year. Provider data shows that success rates improved to 87% in 2011/12. The provider's actions since 2010/11 to improve retention have started to prove successful.</li> <li>▪ The proportion of apprentices completing their qualifications within the expected timescale declined from 77% in 2009/10 to 65.4% in 2010/11, exactly matching the national average for that year. Provider data shows that the proportion of apprentices completing their qualifications within the expected timescale in 2011/12 improved slightly to 67%.</li> <li>▪ Although numbers of learners following NVQ only programmes are low, overall success rates for these learners have improved from 83% in 2010/11 to 89% in 2011/12. However, the proportion of learners completing these programmes within the expected timescale declined from 71% in 2010/11 to only 50% in 2011/12 and is low.</li> <li>▪ There is no significant difference between the performance of adult learners or learners aged 16 to 18. STEGTA have very few learners from minority ethnic communities and very few women learners. However, women and learners from minority ethnic communities achieve well on STEGTA programmes. Similarly, the very few learners who have declared a learning difficulty or disability achieve well. However, intermediate apprentices on engineering programmes achieve at higher rates than advanced apprentices, whereas on construction programmes advanced apprentices achieve at higher rates than intermediate apprentices.</li> <li>▪ Apprentices demonstrate and apply good technical skills underpinned by a thorough understanding of theory. Some are able to work independently and confidently on sophisticated engineering or construction tasks, working at a level higher than that expected. They are able to carry out tasks professionally with minimum supervision and to their employers' satisfaction. They quickly make a significant contribution to their employer's business.</li> <li>▪ Most of the current learners are making the progress expected of them when they started their learning programme. Some are making good progress, particularly on engineering programmes. Approximately one-half of STEGTA apprentices progress from apprenticeships into higher education.</li> </ul>	

**The quality of teaching, learning and assessment**

Good

- The quality of teaching, learning and assessment overall is good. Training officers make good use of learning technology to enliven teaching, coaching and assessment and record progress and outcomes of reviews. During their on-the-job training, learners receive clear and useful assessment by skilled and knowledgeable craftsmen. Although current learners are making satisfactory progress, too many learners have made slow progress and fail to achieve their qualifications by their planned end dates.
- Many taught lessons are good but few are outstanding. The better lessons are well planned and maintain learners' interest well. Sessions in the workplace are complemented by skilled craftsmen who support learners well in their development and help them gain confidence to produce work of industrial standard. Learners enjoy their learning sessions. Learners and employers recognise the good development of learners' skills and the contribution it makes to employers' businesses. However, weak classroom management in some sessions, and instances of sessions which are too tutor-led, limits the pace and effectiveness of learning.
- Resources are mostly good. Training officers use learning technologies particularly well to support learning and assessment and provide learners with a good quality learning experience. STEGTA is committed to increase its use of technology to benefit learners.
- Training programmes are very flexible and are planned carefully to meet the needs of individual learners and employers. The composition of frameworks is carefully selected to match each employer's requirements. Training officers work very closely with employers to ensure that learners receive high quality, relevant training leading to the development of good skills.
- Staff are enthusiastic, knowledgeable and experienced. They use their occupational knowledge well to engage learners and provide a range of good industrial examples to support learning. Good, strong employer relationships enable teachers to introduce a range of techniques used in industry effectively and provide a good industrial focus to learning. Questioning techniques during workplace assessments are good on construction programmes. Apprentices have a good understanding of the progress they have made and understand what is needed to achieve their qualifications.
- Initial advice and guidance are good. STEGTA and its employers have very high expectations of the performance of their apprentices and close attention is paid when matching apprentices to vacancies. STEGTA is closely involved with the identification, selection and employment of member companies' apprentices. Employers and potential apprentices receive clear information, advice and guidance. Initial assessment is thorough and includes mechanical and electrical aptitude tests to ensure apprentices are able to meet the demands of their training. Results are discussed with all apprentices to ensure they are aware of their starting points and progress made.
- Many apprentices already have a good level of mathematics and English, equivalent to GCSE grade C or higher. Many apprentices are provided with good support to develop their English and mathematics further and find it useful to support their learning and to compile high quality portfolios. However, learners on construction programmes are often not sufficiently challenged to extend and apply their understanding of mathematics and English.
- STEGTA staff and employers provide high levels of support throughout learners' programmes. Employers are caring and supportive with high standards of health and safety. STEGTA provides good additional vocational and pastoral support as necessary. Very few learners have learning difficulties or disabilities but where needs have been identified learners have been supported to succeed in their qualifications. If required for their job role, STEGTA supports apprentices in the provision of free driving lessons and often provides tools and personal protective equipment. Some apprentices have been financially supported to gain higher-level qualifications.
- Progress reviews are now thorough and effective. They include challenging targets to build on and extend previous learning and introduce the next steps in training. Verbal and written feedback to apprentices is detailed and accurate identifying how learners could improve their performance. Employers participate in, and make a good contribution to, the review process but

in some cases they lead the review discussion impacting on the learner's focus and understanding.

- Equality and diversity, although promoted and reinforced to a satisfactory level during induction and progress reviews, are not well recorded on the review documentation. Feedback on learners' responses to equality and diversity questions is given verbally but the discussion is not well recorded on review documents. It fails to indicate the level of knowledge and understanding of the learner or whether it has been extended through the programme.

## Engineering

### Apprenticeships

### Other work-based learning

Good

- Teaching, training, learning and assessment are good and correlate well with the high proportion of apprentices who complete their frameworks. In the well-planned training programmes, apprentices demonstrate a wide range of industrial skills at a high standard. They work alongside skilled craftsmen who support them well in their development helping them gain confidence in their performance.
- Staff help apprentices to make good progress and develop the relevant engineering skills that employers require. They work accurately, producing work to close tolerances on sophisticated industrial standard equipment. For example, engineering apprentices work independently on complex components and assemblies to exacting industrial standards.
- Engagement, care and support are good. STEGTA and its employers have very high expectations of the performance of their apprentices. Employers are caring and supportive with high standards of health and safety, and apprentices are highly motivated and keen to improve their performance. For example, if required for their job role, apprentices receive free driving lessons and are financially supported to gain higher-level qualifications.
- Staff plan the well-thought-out training programmes to meet the needs of both apprentices and employers. They work very closely with employers who ensure that apprentices receive high quality training in an environment that promotes learning and the development of skills. Training programmes are very flexible and are planned around the individual circumstances of apprentices and the requirements of the employer.
- Staff are knowledgeable and experienced and, with strong employer relationships, ensure that apprentices find appropriate employment and training. Around 40% of apprentices transfer from intermediate apprenticeships to the advanced apprentice programme, the remainder complete their framework and remain in employment. Progression by advanced apprentices to higher-level qualifications is good.
- Initial assessment is thorough and the results are given to all apprentices so they are aware of their starting points. Further mechanical and electrical competency tests are completed to ensure apprentices are equipped to deal with the demands of their engineering training and meet employer requirements.
- Challenging targets are set during the detailed and thorough progress reviews and help to build on and extend learning clearly, explaining the next steps in training. Verbal and written feedback to apprentices is thorough and accurate, providing good advice to apprentices on how to improve their performance. During their on-the-job training they receive clear and useful assessment by skilled and knowledgeable craftsmen.
- Apprentices develop their English and mathematics during their training and find it useful to support their learning goals. The well-written portfolios are well presented to a high standard. However, during English sessions at one sub-contractor, apprentices use only mock tests rather than being formally taught.
- Employers and potential apprentices receive clear information, advice and guidance in order to ensure that apprentices are suitable for the employment on offer and to meet the requirements

of employers. STEGTA are closely involved with the identification, selection and employment of their apprentices.

- Equality and diversity, although promoted and reinforced to a satisfactory level during induction and progress reviews, are not well recorded on the review documentation, and this fails to indicate the level of knowledge and understanding of the apprentice.

## Building and construction

### Apprenticeships

Good

- Teaching on the construction programmes is good reflecting the good proportion of apprentices achieving their qualifications. Teachers introduce a range of techniques used in industry effectively and provide a range of good industrial examples to support teaching. However, some teaching has insufficient focus on classroom management and a few sessions are too tutor led, impacting on the pace and effectiveness of learning.
- Training officers have good specialist industrial experience and are responsible for 42 apprentices between three members of staff, resulting in high quality provision with good personal attention and support. Questioning techniques during workplace assessments are good and there is a good focus on health and safety in the workplace throughout.
- All learners have a good level of mathematics and English, equivalent to GCSE grade C or above. However, STEGTA does not sufficiently further develop learners' understanding of English and mathematics to allow them to fulfil their potential or sufficiently stretch and challenge the apprentices.
- STEGTA training programmes are well planned in partnership with local colleges and employers to enable learners to access a good day-release programme. STEGTA have supported employers in employing apprentices and adjusting to training requirements. Early problems concerning workplace visits to apprentices and employers' understanding of performance criteria and evidence requirements have been overcome. Apprentices now produce well-structured portfolios which meet the requirements of the awarding body.
- Partnerships with colleges are strong. Highly effective day-release programmes enable apprentices to share experiences with other learners, accelerating learning and improving understanding. Resources for learning are good. Apprentices enjoy their time at both college and work. Clearly defined targets provide a good focus for development of knowledge and homework is used skilfully to reinforce learning and test understanding. Course tutors liaise effectively to monitor learner progress. College class sizes are small resulting in good individual attention during teaching sessions but limiting opportunities for learning through group activities.
- Relationships with employers are good. Employers participate in progress reviews, agreeing targets, deadlines and the date for the next review with assessors and learners. Employers are keen to help learners progress but in some cases employers lead the review process, impacting on the apprentice's focus and understanding of what remains to be done.
- Assessors and trainers provide good support for apprentices through careful planning of workplace assessments and progress reviews. Close attention is paid to learner tasks and agreement is sought with employers to determine what is achievable. Meaningful discussion takes place during all progress reviews to ensure that both employers and apprentices understand what is expected. Most tasks provide a strong industrial link and training officers work very closely with the smaller firms, such as small family firms, to ensure quality. Employers and learners value the training officers being readily contactable by telephone or email and that they respond promptly to requests for assistance or advice.
- Apprentices have a good understanding of the content of their frameworks and the progress they have made. They clearly understand, and can explain, the colleges' and STEGTA'



assessment processes. They have a firm understanding of the progress they have made and what they still need to do to achieve.

- Equality and diversity is covered in the STEGTA induction process and revisited through a bank of questions during reviews. However, feedback is provided verbally during reviews and learner responses are not clearly monitored or recorded. Review documentation does not clearly indicate the level of understanding learners have of equality and diversity topics, nor how their levels of understanding are being extended during their programmes.

<b>The effectiveness of leadership and management</b>	<b>Good</b>
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- Leadership and management of the STEGTA programmes are good. Overall success rates have remained above national rates although have declined over the three years to 2010/11. Management initiatives for improvement proved effective in 2011/12 when overall success rates rose to well above national rates. The teaching, training and assessment provided for apprentices at STEGTA are mostly good but there is insufficient outstanding teaching.
- Leaders and managers have high expectations of learners and staff. They have taken effective steps to improve provision since the last inspection. Assessment and review practices have improved. Target-setting for learners is more effective and leads to successful outcomes. Retention has slightly improved in 2012/13. Teaching and learning are improving but there is not yet enough outstanding teaching. Many management initiatives, such as new processes for observations of teaching and learning including joint observations are too new to judge the impact. Managers have rationalised the curriculum offer, withdrawing from areas in which learners were less successful and so improving success rates in 2011/12
- Leaders and managers have fostered a strong team ethic. All staff work extremely well together to provide a good learning environment and support learners throughout their programmes. Communication is good. Staff development has been well focused on improving the learner experience. Weaknesses in target-setting, assessment and reviews have all been addressed through professional development or sharing good practice effectively.
- The provider meets its statutory requirements for safeguarding learners. All staff are suitably trained in safeguarding. Staff who come into frequent and regular contact with learners have all been subjected to appropriate Criminal Records Bureau checks and have received suitable training in safeguarding. A suitable central record is maintained. The designated safeguarding officer receives regular updates through networks with other training organisations and the local safeguarding board.
- Equality and diversity arrangements lead to learners having a satisfactory understanding of equality and diversity concepts. However, discussions and questioning at progress reviews to extend learners' awareness and understanding are not well recorded in relevant paperwork.
- STEGTA have a consultative self-assessment process leading to an accurate and evaluative self-assessment report. The associated quality-improvement plan is well monitored and has led to significant improvements for learners. STEGTA's use of the learner voice has led to specific improvements, for example in the updating of computing resources and in the provision of portable storage media for learners' portfolios and assignment work. However, STEGTA recognises there are insufficient formal processes for the collection of feedback from employers and for reporting back to learners and employers on the actions taken for improvement. A newsletter is being developed but has not yet been introduced.
- STEGTA has developed excellent partnerships to benefit learners. STEGTA works exceptionally well with other training providers, employers and schools to ensure good quality training for learners leading to the development of high-level skills. Partnerships with colleges have enabled learners to access high quality facilities also giving them a wider range of knowledge through engaging with learners from other employers or training providers who also attend the colleges. Expertise and good practice is shared well across partners to develop staff and improve learners' experiences.

- Governors provide very high levels of support and expertise. They closely monitor financial performance and have influenced budgeting to benefit learners, for example, in the development of the enrichment programme. However, governors' awareness of the quality of teaching and learning experienced by learners and their challenge to declining trends in performance are not well recorded.
- STEGTA receives summative reports from subcontractors indicating the quality of teaching carried out on their behalf. A joint observation process is planned to be introduced to more closely monitor the quality of teaching and learning and improve the action planning for improvement following observations. Similarly there are well developed plans for more effective sharing of good practice across all subcontractors. It is too early to judge the effectiveness of this initiative.

## Record of Main Findings (RMF)

Provider name			
<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Apprenticeships	Other work- based learning
<b>Overall effectiveness</b>	2	2	2
Outcomes for learners	2	2	2
The quality of teaching, learning and assessment	2	2	2
The effectiveness of leadership and management	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Engineering</b>	<b>2</b>
<b>Building and construction</b>	<b>2</b>



**Salford and Trafford Engineering Group Training Association Limited**

<b>Type of provider</b>	Independent learning provider
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 0
	Part-time: 144
<b>Principal/CEO</b>	John Whitby
<b>Date of previous inspection</b>	October 2007
<b>Website address</b>	www.STEGTA.co.uk

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	0	0	0	0	0	0	0	0
Part-time	0	0	0	4	0	7	0	0
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	28	27	104	36	0	0		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> <li>■ Bolton College</li> <li>■ Leeds City College</li> <li>■ Manchester Solutions</li> <li>■ Mid Cheshire College</li> <li>■ Rochdale Training Association</li> <li>■ Salford College</li> <li>■ Stockport College</li> <li>■ The Manchester College</li> </ul>							

- Trafford College
- Wigan and Leigh College

## Additional socio-economic information

STEGTA offers apprenticeship, advanced apprenticeships and NVQ-only programmes in engineering and in building and construction in Salford and Trafford. The percentage of pupils in the local area gaining five or more A\* to C grades at GCSE or equivalent including English and mathematics is 6% below the national average. Unemployment is almost 2% above the national average. The proportion of the local population who have no qualifications is 12.2%, which is 1.6% more than nationally. The proportion of the local population who hold qualifications at advanced level or above is 48%, which is 4.7% below the national average. The main employment in the local area is in professional occupations and in administrative and secretarial roles.

## Information about this inspection

### Lead inspector

Bob Busby HMI

One of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the Chief Executive as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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