

# Martec Training

## Independent learning provider

<b>Inspection dates</b>		<b>10–13 December 2013</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This provider is good because:

- A large majority of learners gain good skills, motor vehicle and mathematics qualifications, and then progress to further training, education and employment.
- Staff work particularly effectively with learners in engaging them in learning and supporting them to progress.
- Good teaching, learning and practical training take place.
- Attendance levels are high.
- Leaders and managers have successfully introduced changes and implemented improvements.
- Martec makes a particularly good response to local needs, which is valued highly by partners.

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

- The number of learners who achieve English and ICT qualifications is not yet high enough.
- Not enough teaching and learning sessions are outstanding.
- More could be done to structure the learning of employability skills early in the programme.
- The approach used to improve the quality of teaching and learning requires further improvement.

## Full report

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

- Increase the number of learners who achieve qualifications in English and ICT by:
  - Identifying learners' individual needs thoroughly
  - Providing teaching, learning and support to meet those needs.
- Improve arrangements to help learners develop their employability skills by:
  - Incorporating more employability skills topics into the off-the-job training programme
  - Providing opportunities for learners to gradually become familiar with the workplace
  - Incorporating activities such as short visits, work tasters and other preparatory tasks
  - Planning and reviewing individual learning objectives for learners to achieve on work placements.
- Increase the amount of outstanding teaching and learning through:
  - Better sharing of good practice across the organisation so that all tutors use a range of interesting and relevant learning activities
  - Ensuring that tutors employ effective behaviour management techniques to keep learners on task
  - Ensuring that tutors correct spelling, punctuation and grammatical errors in all learners' work.
- Apply more specific intervention to improve teaching and learning by:
  - Judging more explicitly the learning outcomes in teaching observations
  - Identifying more directly what is required to improve learning outcomes in observed activities
  - Identifying clearly specific development objectives for individual tutors
  - Providing more targeted development, support, coaching and mentoring for tutors.

### Inspection judgements

<b>Outcomes for learners</b>	Good
------------------------------	------

- Achievement levels are high overall and learners make good progress. A large majority of learners progressed in 2011/12 and 2012/13 to further training, education and employment. In 2012/13, a very large majority of learners achieved motor vehicle qualifications at level one or below and passed functional skills in mathematics which is a significant improvement over the previous year.
- The number of learners who achieve functional skills in English and information and communication technology (ICT) is much improved in 2012/13 compared to the previous year. Although the majority of learners pass in both cases, the success rates require improvement.
- No significant gaps in achievement exist between different groups of learners. The very small number of female learners achieved at a higher rate than male learners and all learners with learning disabilities achieved in 2012/13. Currently all learners are white British. Plans are well advanced to introduce a broader range of options within the study programme along with other initiatives to widen participation and to attract a more diverse group of learners.
- Learners develop good practical skills and progress well given their starting points. Many are able quickly to apply their new knowledge to undertake basic motor vehicle maintenance and repair tasks both at Martec and in work experience placements. Learners are confident in

planning and completing tasks in the workshop such as stripping, assessing and rebuilding brake calliper assemblies.

- Learners enjoy their programmes and many particularly value the opportunity to have a second chance at gaining qualifications after not achieving anything before. They make good progress in improving their skills in English, mathematics and ICT; developing a good understanding of the importance of these skills to their future careers.
- Learners develop their personal, social and employability skills well. They improve their behaviour, self-confidence and interpersonal skills. Learners greatly improve their ability to relate well with others and work cooperatively as part of a team. Staff place a strong emphasis on the importance of attending training and being punctual. Attendance and punctuality have improved and the current attendance rate is good.

### The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good, reflecting the high proportion of learners completing their learning programmes and progressing to employment, training and further education. Learners benefit from the skilful way tutors link theory and practical learning, enabling learners to apply their technical skills effectively to complete basic vehicle maintenance tasks. Tutors provide functional skills and personal and social development sessions, very effectively integrating motor vehicle topics and terminology which learners find interesting and relevant.
- The design of the study programme leads to a good experience for the learners and meets their needs well. As well as the main components of motor vehicle training, including English and mathematics, the programmes of study includes other options enabling learners to develop the skills required by employers. For example, customer service training is incorporated in the motor vehicle programme at the request of employers.
- Learners benefit from an enrichment programme that gives them a broader insight into the motor vehicle industry and develops their understanding of other topics such as health-related issues. A range of interesting and engaging activities is used to further personal and social development and develop skills.
- One charity project was particularly notable and spanned a period of months involving a large number of learners in preparation and fundraising. The project culminated in March 2013 when a team of seven learners and four staff undertook voluntary work in the Gambia installing a water pump and solar panels to provide lighting for a medical centre. Plans are in place to repeat the project next year.
- A very large majority of learners experience high quality industry placements, during the programme, enabling them to gain valuable insight into the working world and practice skills such as changing tyres and wheel alignment. Martec makes good use of its productive links with local motor vehicle employers. Learners receive good support from Martec staff during their placements where they are visited regularly ensuring learners' safety and welfare are prioritised. Tutors do not formally set learning objectives with learners for work placements which results in some missed opportunities to reinforce and build on learning outcomes.
- Good practical training and classroom sessions enable most learners to develop their confidence and technical skills well. Individual learners receive particularly good coaching and support from tutors. Challenging questioning by tutors develops learners' understanding of technical topics effectively. Planning to enable learners to apply their theoretical knowledge is good. For example, learners researched vehicle cooling systems in the classroom before applying their knowledge by removing and replacing car radiators afterwards. Promotion of health and safety is very good in practical lessons and in the workplace ensuring that learners work safely.

- The less effective features of a few sessions include staff not managing the behaviour of learners and learning activities relying too heavily on paperwork and worksheets. Meeting the diverse needs of the less or more able learners is not always effective.
- Learners develop employability skills throughout their training but not enough sessions or taster experiences are provided early in the programme to structure and put emphasis on employability skills, which would help to prepare learners for work placements. A small minority of learners are underprepared for their work placements and a few learners do not enter in to a placement early enough in their programme.
- Resources support learning effectively. Motor vehicle workshops are satisfactory, providing learning and assessment opportunities that meet awarding body requirements. Classroom resources are fit for purpose. Tutors use information and learning technology in most lessons to support learning very well. In many lessons, online video clips illustrate key learning points and promote good discussions.
- Thorough assessments ensure that learners' work is checked well and feedback is accurate. In functional skills sessions learners receive detailed feedback on the content and presentation of their work. Motor vehicle tutors provide useful verbal feedback about how learners may further improve their technical work but written feedback lacks clarity.
- Learners receive good support to improve their English, mathematics and ICT. These lessons are effective in helping learners progress well. In other sessions learners' spelling, grammar and punctuation are not always corrected sufficiently well in their marked work.
- Arrangements for recruiting learners and their initial assessment are good. Advice and guidance are effective throughout in ensuring learners are placed on the right course and make progress moving to a positive destination. A good approach to monitoring, with clear targets for training and learning, help learners maintain progress.
- Learners gain a good understanding of diversity issues through discussions and examples built into sessions. The promotion is effective and includes emphasis on learners behaving well and treating others respectfully which most do. While Martec employs a female motor vehicle tutor, there are no female learners currently on the motor vehicle programme.

### The effectiveness of leadership and management

Good

- Leaders and managers successfully manage changes, which have improved the provision since the last inspection. They have high expectations for the learners and they set ambitious management targets for further improvement. Outcomes for learners have improved overall and a large majority achieved their learning goals in 2012/13. Attendance by learners has improved and is now good.
- Changes to the structure of the organisation have supported improvements successfully. Staffing and resources have improved and fit well with the requirements for a high quality study programme.
- The board and senior team provide clear direction and effective strategic management. A highly appropriate set of values underpins Martec's provision. The very effective ways staff work with learners demonstrate these in action well. Performance management, staff appraisal and support for continuous professional development provision are all strong features of leadership and management and contribute effectively to improvement. A few priority areas, such as the development of teaching and learning and Martec's own workforce development planning, do not feature prominently enough in the current corporate plan.
- The quality improvement process for teaching and learning although still relatively new has contributed positively to improving training and classroom sessions. An external partner contributes to the process and this too is having a positive impact. However, in order to improve

teaching and learning further, more is required to support staff development to meet their specific needs in terms of teaching and learning strategies and learning resources.

- The observation process, the follow up to it and the individual action planning all require further development to more accurately and fully meet individual staff needs. The current observation policy does not focus sufficiently on learners and learning. Actions for improvement are recorded and followed-up through management reviews but does not lead to sufficient specific tutor support. The organisation does not yet have the capacity to provide sufficient coaching and mentoring.
- The arrangements to quality assure and continuously improve training and the learners' experience is effective. The self-assessment process adequately brings together evaluation and areas for improvement using data well to support judgements. Users' views are gathered and acted on appropriately. The self-assessment process does not have clear enough criteria to record improvement actions.
- Leaders and managers have managed curriculum development and change to programmes particularly well bringing in new staff and resources to support the changes made. Learners' interests and individual needs are prioritised effectively and resources are applied well to enrich and broaden the training offered to learners.
- The response to local needs is particularly effective. Martec works closely with local partners to meet the needs of a priority group of 16-to-18 year-old young people and offers a distinctive study programme to respond to their needs. Partners have a very high regard for Martec, particularly the way the staff work with young people to engage them and motivate them.
- The promotion of equality and diversity across the organisation is good. Well-formed strategies are in place to widen participation in the study programme. Staff are trained and confident in promoting equality and diversity in their day-to-day dealings with the learners, in lessons and through other out-of-class learning opportunities. Learners conduct and behaviour demonstrates their awareness and respect for differences in most cases.
- An equality and diversity champion provides impetus and resources and supports the staff team well. Managers monitor data to identify and close any identifiable gaps in participation and achievement. Initiatives to widen participation are underway but it is too early to see the impact of these. The current analysis by managers does not include consideration of any differences between groups in the rate of progression to further training, education or employment.
- Martec meets its statutory requirements for safeguarding learners. The approach to safeguarding, known as keepsafe at Martec, is very thorough and effective with well-presented displays and other communications informing learners about how to keep safe and what to do if they do not feel safe. Learners benefit from and value the member of staff who, as keepsafe officer, is available to learners during their time in the centre. She is highly accessible with a dedicated mobile telephone number for learners. A further member of staff has welfare responsibilities and supports learners effectively, particularly during work experience. Learners value the support highly, feel safe and understand how to access the support Martec provides.

## Record of Main Findings (RMF)

### Martec Training

<p><b>Inspection grades are based on a provider’s performance:</b></p> <p>1: Outstanding                  2: Good                  3: Requires improvement                  4: Inadequate</p>	<b>Overall</b>	16-19 study programmes
<b>Overall effectiveness</b>	2	2
Outcomes for learners	2	2
The quality of teaching, learning and assessment	2	2
The effectiveness of leadership and management	2	2

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

## Provider details

<b>Type of provider</b>	Independent learning provider							
<b>Age range of learners</b>	16–18							
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 145							
	Part-time: 22							
<b>Principal/CEO</b>	Anthea Bradburne							
<b>Date of previous inspection</b>	August 2010							
<b>Website address</b>	<a href="http://www.martectraining.co.uk">http://www.martectraining.co.uk</a>							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>	58	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Part-time</b>	22	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	N/A	N/A	N/A	N/A	N/A		
<b>Number of learners aged 14-16</b>	N/A							
<b>Full-time</b>	N/A							
<b>Part-time</b>	N/A							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	N/A							
<b>Funding received from</b>	Education Funding Agency (EFA)							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ Newcastle Under Lyme College.</li> </ul>							

## Contextual information

Martec Training was established in 1982 and forms part of a larger organisation known as Marson Garages (Wolstanton) Limited. It was set up to provide apprenticeship training for the motor vehicle industry. Since August 2011, with the introduction of minimum contract levels, Martec provides its apprenticeship training through Newcastle-under-Lyme-College. The current Foundation Learning programme is funded by the Education Funding Agency as a Study Programme. The company achieved independent school status in 2011, was recently inspected by Ofsted and graded good overall. The company is managed by two executive governors, chief executive, principal, vice principal and two managers with a further 25 staff. A higher proportion than the national average of the local population has no qualifications and a lower proportion have intermediate qualifications or above. Unemployment in the area is two percentage points above the national average. The proportion of pupils aged 16 in Stoke-on-Trent who achieved five or more GCSEs at grades A\* to C, including English and mathematics, in 2011, was well below the national average.

## Information about this inspection

**Lead inspector**

Derrick Spragg HMI

One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the principal 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, employers and other partners; 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 area 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>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk) If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to [www.learnerview.ofsted.gov.uk](http://www.learnerview.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014