

Gloucestershire Engineering Training Limited

Independent learning provider

Inspection dates

4–7 October 2016

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

Summary of key findings

This is a good provider

- Apprentices' achievement of qualifications and their standards of work are outstanding. Apprentices become highly skilled engineers very quickly as a result of good learning and skills development.
- Apprentices' personal and social development is very good. Apprentices become confident role models for the industry and their employers.
- Apprentices are highly motivated and ambitious; they take responsibility for their learning, work hard, and progress quickly in their studies.
- Since the last inspection, leaders and managers have focused closely and successfully on implementing effective quality improvement systems.
- Leaders and managers are passionate about developing and continuously improving the training programmes and securing excellent outcomes for apprentices.
- Board members provide excellent support and challenge; they hold managers closely to account.
- Managers and teachers tailor training closely to meet employers' and specialist regional engineering and manufacturing needs.
- Staff and employers pay very good attention to apprentices' health, safety and personal welfare. Apprentices feel safe and are safe at work and in the training centre.
- Teachers and assessors have excellent knowledge and industry experience; their teaching reflects modern industry practices closely.
- The large majority of employers are actively involved in training and assessment which supports apprentices' learning; they value the close collaborative partnerships with Gloucester Engineering Training.
- Assessment and coaching in the workplace are good and help apprentices develop and refine their skills well.
- Managers do not measure the impact that apprenticeships have on apprentices' careers to inform further improvements.
- A minority of employers have insufficient involvement with apprentices' progress reviews, which slows their apprentices' progress.
- Teachers do not plan sufficiently demanding tasks for all the most able apprentices; consequently some do not make the progress they are capable of.
- A small minority of apprentices are not making sufficient progress in developing their written English skills, either to produce competent technical reports or to meet the needs of further training or higher education.
- Apprentices do not all have a good understanding of British values or how to keep themselves safe from extremism or radicalisation.

Full report

Information about the provider

- Gloucestershire Engineering Training Ltd (GET) is an independent group training association with charitable status. The group is governed and strategically led by a number of local companies in the engineering, manufacturing and electrical sectors. GET's board of directors is drawn from the member companies and also includes experienced legal and financial specialists. The chief executive, supported by a senior management team, is responsible for the operational management of the group.
- The provider holds a contract with the Skills Funding Agency to deliver advanced engineering apprenticeships for young people.
- Since the previous inspection, GET has stopped working with subcontractors and now delivers all aspects of the apprenticeship programmes itself.

What does the provider need to do to improve further?

- Managers should ensure that teachers and trainers improve learning by setting sufficiently demanding work for more able apprentices and checking that all apprentices understand a learning theme or topic before moving to the next one.
- Leaders and managers should ensure that teachers and assessors provide appropriate training and support so that all apprentices develop, or further improve, their written English skills to a standard consistent with high-quality engineering practice.
- Managers should collect data on all apprentices' progression to employment, training or higher education so that they can analyse fully the impact of GET's programmes on apprentices' careers and promotion prospects and make any relevant improvements to future programmes.
- Managers should ensure that all employers or workplace supervisors contribute fully to apprentices' progress reviews and support the setting and reviewing of each apprentice's personal development targets.
- Managers must ensure that all apprentices, irrespective of their year of study, are taught how to identify and practice British values and fully understand how to keep themselves safe from extremism and radicalisation.

Inspection judgements

Effectiveness of leadership and management

Good

- Since relocating to larger premises in 2012, GET has continued to increase the number of apprentices it trains. A positive culture of continuous improvement supports staff and apprentices to make good progress in their studies and skills. Leaders and managers are ambitious and set high expectations for staff and apprentices; these two principles underpin all aspects of GET's practice. GET has built and maintains a very good reputation among the employers it works with.
- Leaders and managers assess and plan well for the future. They are passionate about developing the provision and securing improvement. Leaders and managers have maintained good-quality training and learning and ensured outstanding achievements for apprentices since the last inspection. Managers hold staff closely to account for their performance and the impact of their training on apprentices' skills development. GET's senior management has invested in high-quality tools, lathes and equipment so that apprentices can be taught using industry standard equipment.
- Leaders are ambitious for the organisation and for their apprentices. They keep up with industry best practice and legal requirements so that training is always up to date. Apprentices are placed in good-quality workplaces.
- Managers check the quality of the provision both carefully and continuously; their focus on performance management is strong. Managers regularly observe and appraise the quality of training provided by staff to ensure that high standards are maintained. When managers identify any staff who need to improve any aspects of their training skills they receive good support to do so and quickly become skilled practitioners.
- GET's approach to quality improvement planning is sharply focused on meeting the needs of apprentices and employers. The self-assessment process is thorough and involves staff, employers and apprentices. Managers make good use of data on apprentices' progress through their programmes to identify any under-performing elements of the apprenticeship programmes, and they take prompt corrective action. GET's formal quality improvement plan identifies many of the strengths and areas for improvement noted by the inspection team.
- Apprentices know how to make a complaint and GET staff have been quick to respond constructively and rapidly to the small number of complaints made in the past. Apprentices are confident that any complaint they make will be dealt with promptly.
- Teachers and assessor staff promote equal opportunities and a respect for diversity within apprentices' workplaces well and ensure that apprentices and training staff are protected from bullying or harassment. Staff do not tolerate any inappropriate language from, or poor behaviour by, apprentices.
- Apprentices are provided with a range of useful additional experience, including visits to job fairs and employers so they can become aware of the range of opportunities in the engineering industry. GET staff ensure that most apprentices receive good, impartial careers guidance but the organisation has recognised that some apprentices do not have the same quality of guidance as others; GET has plans in place to rectify this.
- GET managers do not routinely collect information on what apprentices go on to do following their apprenticeship. They do not know exactly how many apprentices move into sustained employment, have gained promotion, or entered further training or higher education after completing their apprenticeship. As a result, they do not have a full

understanding of the impact of the apprenticeship programmes which might be used to improve the provision further.

- Managers do not give sufficient priority to, or take action promptly enough to ensure, the development of all apprentices' written English skills; nor do they give enough support to those identified as needing help to improve their skills further. A small number of apprentices are working towards functional skills qualifications in English, but a minority of them have had to make several attempts at taking their exam before finally passing.

The governance of the provider

- GET's highly experienced board of directors includes members with a wide range of knowledge including legal, education, business and industry expertise. The board maintains good industry links; it is well informed about industry standards generally and, in particular, industry best practice. Board meetings have increased in frequency and are well attended.
- GET's board of directors works very hard to ensure that the range and content of the provision meets employers' needs. The board monitors closely the progress of actions for improvement identified in the quality improvement plan.
- The board is kept well informed by good-quality management information and reports on current performance of managers. The board challenges and holds senior managers to account and provides checks and balances that have ensured the sustainability of the provision during periods of growth and expansion.

Safeguarding

- The arrangements for safeguarding apprentices are effective. These arrangements have improved since the last inspection.
- Apprentices and staff know what safeguarding means and who they can contact with a safeguarding concern. All staff are trained and receive updates annually. Designated safeguarding staff are in place to investigate, and they have dealt with the small number of safeguarding referrals well. Managers carry out thorough background checks before appointing new staff, and they maintain detailed staff records.
- Apprentices' awareness of their health and safety and that of others is very good, both on and off the job. Apprentices follow risk assessment instructions and guidance closely and staff take swift corrective action if any learner places themselves or others at risk.
- GET's well-trained and skilled welfare staff offer good help and support to apprentices throughout their training programme; they are effective at helping apprentices overcome individual barriers to learning, for example teaching them how to better manage their workloads.
- GET staff are well trained in the 'Prevent' duty and British values and are becoming increasingly confident about developing apprentices' understanding of these aspects. Nevertheless, all apprentices' understanding of these two aspects requires further improvement.

Quality of teaching, learning and assessment

Good

- GET has 342 apprentices, all of whom are on advanced engineering programmes. The vast majority of apprentices are following mechanical and electrical frameworks and a minority are following a combination of these two frameworks. Apprentices' programmes are very carefully aligned to meet the specific requirements of local employers. Many

apprentices are completing a number of additional qualifications and higher-level units at the specific request of employers; these are over and above the requirements of the apprenticeship. GET is highly responsive to employers' changing needs and will adjust the content of individual training programmes appropriately during the apprenticeship. GET offers full higher certificates and diplomas providing for and meeting the needs of regional employers well.

- New apprentices experience a thorough induction to GET which covers the key elements of knowledge and skills they will need to know about working in the engineering sector, together with GET's appeals procedures and welfare arrangements. Apprentices are taught about codes of practice and expected behaviour in the workplace; as a result, apprentices feel and are well informed.
- Prospective apprentices receive good initial information, advice and guidance to help them understand and choose the right programme. GET staff and employers ensure that apprentices are placed on the appropriate apprenticeship at the correct level. GET staff and employers carry out detailed initial assessments in English and mathematics and aptitude tests on prospective apprentices; the results of these are used well by GET's instructors, trainers and assessors to plan subsequent learning.
- GET's employers, many of whom have a long-standing relationship with the provider, and GET staff deliver effective technical support and guidance to apprentices both in the workplace and in the training centre. Most employers make frequent visits to the training centre to monitor the progress of, and offer support to, their first year apprentices. However, a minority of employers visit the training centre infrequently and have insufficient involvement with apprentices or their progress reviews. The provider is aware of this and is taking steps to improve the involvement of all employers.
- Instructors, trainers and assessors are well qualified and highly experienced. They skilfully apply their knowledge of current industrial processes and practice to theory and practical lessons. Instructors' and trainers' good knowledge and effective training skills are highly respected by apprentices. Apprentices' attendance is high at practical and theory lessons. Teachers and assessors set high expectations for behaviour and standards of work for apprentices which, in turn, are highly valued by employers.
- Assessors carry out frequent, well-planned visits to the workplace either to deliver technical training or carry out reviews of progress; assessors give detailed and helpful feedback to apprentices and employers. Assessors are highly respected by employers and are generally seen as valuable members of employers' own training teams.
- Apprentices use a wide range of methods very effectively to gather portfolio evidence from their workplaces including digital photography, high-quality witness testimonies and direct observation by assessors. Managers are keen to use new technologies to record workplace skills; for example, a group of apprentices are piloting a digital 'body camera' to capture and record video evidence of their practical work.
- Apprentices gain good employability skills and develop their technical knowledge very well. Employers value their apprentices highly and see them as full members of their workforce. Employers move apprentices, if they are ready, on to more complex work or they are given significant additional responsibilities. A number of apprentices are operating complex computer-controlled machines producing components for the aerospace and oil and gas industries.
- Teachers and assessors develop apprentices' mathematical skills well. Apprentices become increasingly confident and skilled in manipulating data, carrying out calculations and working to a very high degree of numerical accuracy. Apprentices benefit from

additional mathematics sessions, particularly the 'bridging' sessions provided for apprentices moving on to higher education.

- Teachers and trainers plan activities in the majority of learning sessions well, and this ensures that apprentices are interested and engaged in sessions. However, in a minority of sessions not all learning tasks stretch the most able and, as a result, they do not always make the progress of which they are capable. Not all teachers check apprentices' understanding of one topic fully before moving on to the next one. Teachers' and trainers' questioning in sessions is sometimes superficial or is not used to identify whether all apprentices have understood and learned what has been taught.
- Teachers and assessors develop most apprentices' English speaking, listening and reading skills appropriately. Assessors monitor the technical accuracy of apprentices' written work carefully and apprentices are expected to revise any technical content where necessary. However, teachers do not always correct spelling and grammatical errors by those apprentices working towards functional skills qualifications in English, which slows the development of their writing and grammar skills.

Personal development, behaviour and welfare

Good

- Apprentices are excellent role models for their organisation, the training provider and the engineering industry. They mirror the high organisational and professional values that employers expect.
- Apprentices take great pride in their appearance, adhere closely to company dress codes and act with respect and courtesy towards work colleagues, visitors and peers.
- Apprentices develop a very good range of employability and life skills including tenacity, resilience and problem solving.
- GET apprentices develop very good teamworking skills in the workplace; a culture of respect for others' views, beliefs and opinions pervades the training centre.
- Apprentices spend a substantial amount of time in their companies' different departments and consequently develop a very broad range of technical skills, knowledge and experience. The vast majority of learners are clear from the outset what career options are available to them. Many gain full employment, promotions or pay rises on completing their programmes. A growing number are studying degree programmes at regional universities, either independently or sponsored by their employers.
- Apprentices are proud about having chosen a career in the engineering sector and value the rewards and skills gained through working for often world-renowned companies. Apprentices can articulate clearly what positive impacts they have made in their workplaces. For example, learners created a planned maintenance schedule for each machine, significantly reducing machine down-time and repair costs.
- Apprentices work carefully and safely. They demonstrate safe working practices when working with hazardous products, materials and machinery; for example, setting up a testing regime to check the bacteria levels in cutting coolants to protect machinists from potential infection.
- First and second year apprentices are provided with some guidance about working and living in modern Britain and how to keep themselves safe from radicalisation and extremism, but in their third and fourth years apprentices do not have their knowledge or understanding of these aspects refreshed or extended beyond their experience of their current workplace.

Outcomes for learners

Outstanding

- Outcomes for apprentices are outstanding. Apprentices' completion rates have improved since the previous inspection and are now very high. Apprentices are committed to the aims of the apprenticeship programme and undertake their assessment tasks with energy and enthusiasm. Practically all apprentices complete their frameworks within the planned timeframes. The achievement rate for apprentices in their first year in the GET training centre is particularly high.
- The standard of apprentices' work in the training centre is outstanding. Apprentices produce practice pieces to industry standards, often at their first attempt. All are developing very good marking out and fitting skills. Machinists are taught not only how to produce accurate components but also how to manage lathes and mills to maintain the accuracy and efficiency of each machine. All apprentices understand how to quality assure their own and their peers' work accurately.
- Apprentices benefit from working with world-renowned employers and using state-of-the-art equipment and processes. Apprentices are expected to work to very high standards and expectations and a great deal of their work is subject to strict external regulation, particularly for the aerospace and oil and gas industries.
- Supervisors and managers speak very highly of apprentices' excellent contributions to the workplace and their maturity and responsible approach to their work. For example, first year apprentices set themselves sharply focused targets for accurate completion of manufacturing or installation tasks in the training workshops.

Provider details

Unique reference number	50129
Type of provider	Independent learning provider
Age range of apprentices	16–18/19+
Approximate number of all apprentices over the previous full contract year	342
Principal/CEO	Linsey Temple
Telephone number	01452 423 461
Website	www.get-trained.org

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	0	0	0	0	0	0	0	0

Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher	
	16–18	19+	16–18	19+	16–18	19+
	0	0	259	83	0	0

Number of traineeships	16–19	19+	Total
	0	0	0

Number of apprentices aged 14 to 16	None
Number of apprentices for which the provider receives high-needs funding	None
Funding received from:	Skills Funding Agency
At the time of inspection, the provider contracts with the following main subcontractors:	None

Information about this inspection

The inspection team carried out the inspection at short notice. The inspection team was assisted by the quality manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of apprentices and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

Martin Bennett, Lead inspector	Ofsted Inspector
Penny Mathers	Ofsted Inspector
Ian Robinson	Ofsted Inspector

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