

# Marson Garages (Wolstanton) Limited trading as Martec Training

Independent learning provider

**Inspection dates**

9–11 October 2018

| <b>Overall effectiveness</b>                 |                             | <b>Requires improvement</b> |                             |
|--|-----------------------------|-----------------------------|-----------------------------|
| Effectiveness of leadership and management   | <b>Requires improvement</b> | 16 to 19 study programmes   | <b>Requires improvement</b> |
| Quality of teaching, learning and assessment | <b>Requires improvement</b> |                             |                             |
| Personal development, behaviour and welfare  | <b>Good</b>                 |                             |                             |
| Outcomes for learners                        | <b>Requires improvement</b> |                             |                             |
| Overall effectiveness at previous inspection |                             | Requires improvement        |                             |

## Summary of key findings

### This is a provider that requires improvement

- Senior leaders' and governors' actions have not secured the necessary improvements identified at the previous inspection.
- Senior leaders and managers do not yet use well enough self-assessment and quality improvement processes to improve the quality of provision.
- Governors and senior leaders do not receive the information they require through reporting to enable them to drive improvement.
- Managers do not use effectively the information from the observation process to improve teaching, learning and assessment.
- Teachers do not track the progress that learners are making well enough.
- Staff do not ensure that learners improve their skills sufficiently in theory classes.
- Staff do not ensure that learners know what they need to do to improve, particularly with their written English skills.
- Work placement employers are not yet fully aware of the role they play in keeping learners safe from extremism and radicalisation when they are on placement.

### The provider has the following strengths

- Senior leaders plan the curriculum well to meet local employers' and partners' needs. Staff provide training in emerging markets within the motor industry.
- Learners are positive, confident and proud of the new practical skills and knowledge they have gained. They develop a good understanding of motor vehicle techniques.
- The majority of learners move into further education, training and employment at the end of their studies.
- Managers have improved learners' attendance and pass rates on the majority of vocational, English and mathematics courses.

## Full report

### Information about the provider

- Martec Training is part of a larger organisation known as Marson Garages (Wolstanton) Limited. It operates from a training centre in Newcastle-Under-Lyme, Staffordshire. There are currently 69 learners on programme. Almost all learners study on a full-time study programme over a full academic year. Martec Training has started to deliver traineeships and apprenticeships. Currently there are four trainees and seven apprentices. Almost all of the apprentices are based with one employer.
- Almost all learners are White British males. Learners are recruited from Newcastle-under-Lyme, Stoke-on-Trent, and the surrounding areas. Unemployment in Staffordshire is lower than for the West Midlands as a whole, and educational achievement is higher.

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

- Ensure that senior leaders and governors act to improve the quality of provision by:
  - improving self-assessment and reporting to accurately identify the areas for improvement
  - ensuring that quality improvement plans enable the monitoring of areas for improvement and the identification of the impact of actions taken
  - setting targets to support the measurement of improvements in teaching, learning and assessment and the progress of learners.
- Improve the quality of teaching, learning and assessment by using the information gained through the observation process to provide support and professional development for teachers; monitor the improvements that teachers are making in their teaching through regular performance management meetings.
- Improve the tracking of learners' progress; ensure that teachers are tracking learners' progress during sessions and over time; identify learners who are at risk of falling behind and ensure that managers and teachers put in place appropriate interventions.
- Ensure that learners are developing their skills and achieving their potential in theory classes; ensure that teachers plan learning to further develop learners' skills and knowledge.
- Improve teachers' feedback to learners on the written work; ensure that learners understand what they need to do to improve; improve the support and feedback learners receive for their written English skills.
- Further improve work placement employers' understanding of the role they play in keeping learners safe from extremism and radicalisation when they are on placement.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Senior leaders', governors' and managers' actions have not tackled sufficiently the recommendations from the previous inspection. Senior leaders and governors do not evaluate the quality of provision well enough. They have not yet acted convincingly to improve teaching, learning and assessment.
- Senior leaders and governors do not receive reports to enable them to monitor the quality of provision. Governors and senior leaders do not receive information on the strengths and areas for improvement. They are not able to prioritise improvement needs and in particular to improve the quality of teaching, learning and assessment.
- Senior leaders and managers do not yet use self-assessment and quality improvement well enough to identify areas for improvement. Leaders and managers have set targets to improve pass rates, attendance on programme and the numbers of learners completing work placements. They have not set targets to improve the quality of teaching, learning and assessment, or the progress that learners make on their programme.
- Managers do not use the information from observations of teaching, learning and assessment to drive improvements. Areas noted for development during observation too frequently remain unaddressed. Managers do not recognise the areas for improvement identified by inspectors during this inspection in teaching, learning and assessment. Managers do not plan for formal actions through performance management to drive improvement. Managers do not plan sufficiently well support or training for teachers to improve their skills.
- Senior leaders plan the curriculum to meet closely local training needs. Senior leaders work well with local employers and partners, including the Staffordshire Partnership for Employment and Skills (SPES). Managers are developing training in new technologies within the motor industry. Staff are delivering training for local providers and employers in hybrid electric vehicle operations and maintenance. Managers are planning to deliver level 1 body and paint programmes in response to employers' needs. The introduction of traineeships and apprenticeships provides appropriate progression routes for learners.
- Leaders and managers have improved the provision for English and mathematics. Staff identify learners' starting points accurately through assessment. Learners are on the right level of programme. Managers have improved the pass rates for learners on their GCSE English, mathematics and most functional skills qualifications. However, too few learners achieve high grades.
- Managers ensure that learners receive appropriate careers education, information, advice and guidance. Staff are well qualified. Staff support learners to stay on their programme and identify their next steps. The number of learners staying on their programme has increased. Staff support learners who are not yet ready to access a study programme to find alternative programmes.
- Senior leaders recognise that they recruit too few female learners onto their programmes. Leaders and managers are working with employers and local schools to raise awareness of employment routes for under-represented groups. It is too early to see the impact of these actions.

## The governance of the provider

- Senior leaders have recently introduced a governance structure. Almost all of the governors have previously been executive directors of Martec Training. Governors appointed from outside the organisation have experience of the motor industry. Governance arrangements do not yet provide effective scrutiny of the quality of provision. Meetings are not yet frequent enough to ensure that governors have a thorough oversight of the provision. Reports to governors do not provide them with the information they need to challenge senior leaders.
- Governors and senior leaders recognise the need to further strengthen governance. Leaders are seeking to appointment an experienced governor with education and training experience.

## Safeguarding

- The arrangements for safeguarding are effective.
- Staff with responsibility for safeguarding are well qualified. Safeguarding and welfare officers provide good support to learners. Staff take action and liaise well with external partners to ensure that learners are kept safe from harm.
- Learners feel safe; they know how to report their concerns. Staff identify local concerns and arrange appropriate training for staff and learners. Staff have worked with the local police to raise learners' awareness of knife crime. Staff plan themed weeks throughout the year. Learners improve their understanding of 'Prevent', British values and bullying. Learners who are vulnerable continue to receive support and advice once they have left their programme.
- Most learners are developing their understanding of radicalisation and extremism. They can explain the risks that they might face and the actions they can take to keep themselves safe.
- Learners have a good understanding of health and safety. They demonstrate safe working practices in workshops. Managers and staff develop learners' awareness of health and safety in new technologies. Learners develop their safety awareness of working on hybrid electric vehicles.

## Quality of teaching, learning and assessment

## Requires improvement

- Teachers and staff do not track the progress of learners well enough. Teachers do not take frequent or formal steps to help learners improve and achieve on their programme. Teachers monitor the progress of learners on English and mathematics qualifications through a programme of testing. However, the sequence of tests does not assess the same skills from one test to the next. As a result, they do not provide teachers with an accurate measure of learners' skills, knowledge and understanding in the subject. Teachers are not able to identify where learners are falling behind in their studies and are at risk of not achieving.
- Teachers do not develop learners' skills quickly enough in theory classes. Teachers rely on learners copying from task sheets, which does not improve learners' knowledge and skills sufficiently. Learners are not developing skills in problem solving well enough. In a small

number of practical sessions, learners do not have sufficient resources, and queue to access transmission jack equipment to complete practical tasks. Learners make slow progress.

- Teachers do not plan to ensure that all learners are making progress in their learning. Learners who complete tasks easily do not have their learning assessed well enough to support them to develop. Teachers' plans to extend learning do not take into account that learners should be applying the knowledge they have gained. Too many activities repeat learning and do not assess or develop further learners' knowledge and skills. Too few learners are achieving their potential.
- Teachers in vocational subjects do not provide learners with feedback through marked work on what they need to do to improve. Feedback to learners on their written work does not identify mistakes in spelling, grammar or sentence construction. Learners repeat mistakes throughout their portfolios. Learners do not improve their English skills well enough over time.
- Teachers are well qualified and experienced within the motor industry. Teachers use their vocational expertise well to provide learners with industrially relevant learning. Most learners value the expertise of their teachers and remain engaged and attentive in sessions. Learners develop their understanding of motor vehicle techniques well in practical sessions. Teaching and learning are more effective in practical sessions than in theory classes. For example, learners on level 1 motor vehicle are encouraged to work on their own initiative when draining and removing radiators from cars. Learners develop their confidence and become less reliant on their teachers.
- Teachers in mathematics sessions use the vocational context well to develop learners' skills. For example, data-handling projects relate to learners' opinions regarding the number of cars offered for retail. Learners are able to calculate in fractions the quantities of paint needed for the vehicle and what is needed to store the paint. In the majority of English sessions, learners carry out relevant tasks such as writing letters to car mechanic organisations thanking them for a rapid response to an emergency call-out. Learners are proud of the new skills they have developed. Learners recognise the importance of improving their English and mathematics skills.

## **Personal development, behaviour and welfare**

**Good**

- Learners have a positive attitude to their learning. Learners' attendance has improved in vocational, English and mathematics sessions since the previous inspection. Learners show good behaviour in almost all sessions. Learners are tolerant and respectful of each other and their teacher. Learners gain confidence in their own abilities in most practical sessions.
- Learners receive good support from their teachers and staff. Learners enjoy their learning and recognise how their studies increase their chances of gaining employment. Most learners move into further training, education and employment.
- Learners develop personal and social skills relevant to the workplace through enrichment activities. Learners undertake external team-building activities, including rock climbing, racing and go-kart construction. Learners take part in the 'soap box' race. They work as a team to build a go-kart and develop their skills. They improve their teamwork, planning, communication and organisational skills relevant to the motor industry.

- Learners develop their vocational skills well through planned work experience placements. The number of learners completing work placements is improving. The majority of learners attend a placement with a local employer. Staff have recently put plans in place for learners who are not yet ready to undertake a placement. These learners will be supported to complete a short work taster with an employer. They will be able to develop their understanding of the skills they will require to undertake work experience. It is too early to see the impact of these actions.
- Learners feel safe and have a good understanding of health and safety in the motor industry. Learners wear the required personal protective clothing and equipment (PPE) when working in workshops. Learners working with cutting tools can select the correct PPE for the task. Learners can select the correct disc and cut safely tubular metal to a specified dimension. Most learners follow instructions related to personal safety. They recognise the measures required to protect themselves in workshops.
- Learners are developing their understanding of how to keep themselves safe from the risks of radicalisation and extremism. Teachers develop learners' understanding through themed weeks. Learners can explain their understanding of safeguarding and the risks posed to them. They know how these can be prevented when on programme. Work placement employers are not yet fully aware of the role they play in keeping learners safe from extremism and radicalisation when they are on placement.
- Learners who have already achieved their English and mathematics qualifications before they start their programme do not continue to develop their skills early enough on their programme, so they are not making progress in these subjects according to their potential.

## Outcomes for learners

## Requires improvement

- Managers and staff do not yet have the systems in place to track learners' progress well enough. Too few learners are making good progress in sessions and achieving their potential. The number of learners achieving high grades in their GCSE English and mathematics qualifications, although improved, remains low.
- Managers and staff have not reduced achievement gaps for learners. Male learners do not achieve as well as the few female learners who are on the programme. The few learners with learning difficulties and disabilities do not achieve as well as their peers.
- Leaders and managers have improved pass rates on most vocational, English and mathematics qualifications. However, learners' pass rates on level 2 functional skills have declined and are below national rates.
- Learners demonstrate the practical skills and standards that are relevant to their programme. Learners develop additional skills that are relevant to keeping pace with changes in the industry. Most learners develop their awareness of the skills required in hybrid and electric vehicle operations and maintenance.
- Managers and staff track the destinations of learners well. Most learners move into further education, training and employment at the end of their programme.

## Provider details

|   |  |
|---|--|
| Unique reference number   | 53259  |
| Type of provider  | Independent learning provider  |
| Age range of learners   | 16–18/19+  |
| Approximate number of all learners over the previous full contract year | 68   |
| Principal/CEO   | Mrs Tracey Marson-Holland  |
| Telephone number  | 01782 717272   |
| Website   | <a href="http://www.martectraining.co.uk">www.martectraining.co.uk</a> |

## 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 |     |
|---|------------------|-----|----------|-----|---------|-----|------------------|-----|
|   | 16–18            | 19+ | 16–18    | 19+ | 16–18   | 19+ | 16–18            | 19+ |
| Total number of learners (excluding apprenticeships)                                      | 23               | 1   | 28       | 1   | 4       | -   | -                | -   |
| Number of apprentices by apprenticeship level and age                                     | Intermediate     |     | Advanced |     | Higher  |     |                  |     |
|   | 16–18            | 19+ | 16–18    | 19+ | 16–18   | 19+ |                  |     |
|   | 1                | 6   | -        | -   | -       | -   |                  |     |
| Number of traineeships  | 16–19            |     | 19+      |     | Total   |     |                  |     |
|   | 4                |     | -        |     | -       |     |                  |     |
| Number of learners aged 14 to 16  | -                |     |          |     |         |     |                  |     |
| Number of learners for which the provider receives high-needs funding                     | 4                |     |          |     |         |     |                  |     |
| At the time of inspection, the provider contracts with the following main subcontractors: | -                |     |          |     |         |     |                  |     |

## Information about this inspection

The inspection team was assisted by the director, 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 learners 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

|                                     |                         |
|-------------------------------------|-------------------------|
| Andrea Dill-Russell, lead inspector | Her Majesty's Inspector |
| Ian Goodwin                         | Ofsted Inspector        |
| Bob Busby                           | Ofsted Inspector        |



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