

# Short inspection of Tyne North Training Limited

Inspection dates:

10–11 March 2020

## **Outcome**

Tyne North Training Limited continues to be a good provider.

## **Information about this provider**

Tyne North Training Limited is a community learning and skills provider with charitable status. It has delivered training for over 50 years and specialises in engineering apprenticeship training in the north east. At the time of the inspection, there were 322 apprentices in learning, of whom 283 were studying engineering-related subjects, and 39 were studying on business administration programmes. Apprentices are studying across a range of framework and standards-based apprenticeships.

## **What is it like to be a learner with this provider?**

Apprentices are very carefully matched with employers, based on their areas of interest and their personalities. Employers support apprentices' development well by carefully planning their on- and off-the job training.

Engineering apprentices develop their technical skills well through effective coaching from training officers, and this enables them to improve their effectiveness at work quickly. They enjoy their learning and want to do well at work.

Business administration apprentices receive good support from their employers and training officers, who work effectively together. This helps apprentices to develop new knowledge, skills and behaviours that enable them to do their jobs well. Employers value their apprentices highly, and this motivates apprentices to perform better at work.

Almost all apprentices improve their confidence and develop their personal and work-related skills through the very effective support that they receive from their training officers.

## **What does the provider do well and what does it need to do better?**

Leaders have a very clear and well-defined strategy for the training that they offer. The areas in which they specialise, particularly engineering, very closely align to the priority areas of the north east local enterprise partnership. Leaders work productively with employers to ensure that they meet their needs. As a result, the apprentices that they train quickly make valuable contributions to the businesses that employ them.

Leaders have a very effective partnership with their subcontractor, a local college. They manage their relationship with the college very well to ensure that their engineering apprentices receive high-quality, off-the-job training using well-resourced training environments. As a result, apprentices develop their work-related skills quickly.

Training officers work effectively with recruiting managers to ensure that apprentices match the culture of the company that is planning to recruit them. When training officers do not consider that potential apprentices are prepared well enough for an apprenticeship at the time of applying, they guide them to more appropriate options with a view to enabling them to progress to an apprenticeship at a later point. As a result of this thorough and helpful pre-employment support, the vast majority of apprentices stay with their employer for the duration of their apprenticeship.

Apprentices receive ample off-the-job training that enables them to make good progress from their starting points. In engineering, many apprentices with no previous engineering skills or knowledge complete a significant amount of off-the-job training to ensure that they develop the skills and knowledge that they need to be effective at work. In business administration, apprentices receive effective one-to-one coaching from training officers that means they can contribute to their businesses well.

Training officers use their extensive industry-related experience to ensure that apprentices develop the skills that their employers need. They sequence learning carefully so that apprentices apply their theoretical learning to work-related situations well. In engineering, apprentices apply their newly developed skills in English and mathematics at work. In business administration, level 3 apprentices undertake work-based projects that benefit their employers by improving business processes so that they are more efficient.

Most engineering apprentices have realistic plans for when their apprenticeship finishes. They receive helpful, ongoing advice and guidance from their training officers about the opportunities available to them. Most employers actively support apprentices' future plans, covering the cost of additional training in many cases. However, business administration apprentices receive less formal advice and guidance. As a result, they are less clear about their future options.

A high proportion of apprentices complete their programme successfully; this proportion is particularly high in engineering. Most apprentices complete their programmes within the planned timescale.

Almost all apprentices remain in education, training or employment on completion of their programme. Many business administration apprentices take on additional responsibilities at work soon after completing their programmes. A significant number of engineering apprentices progress to working towards qualifications at a higher level, such as higher national certificates.

In engineering, training officers use formative assessment to check that apprentices have developed skills to the required standard, but do not use it to identify any gaps in knowledge and skills. As a result, a small number of apprentices do not make the rapid progress of which they are capable.

Trainers do not take sufficient account in progress reviews of information about apprentices' progress to ensure that they can intervene swiftly if apprentices fall behind. Not enough trainers involve employers in progress reviews. As a result, employers do not give apprentices routine formal feedback on their performance at work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers actively prioritise the development of apprentices' understanding of safe working practices, particularly in engineering. The designated safeguarding officer (DSO) and deputy DSOs are appropriately trained. Staff have recently undertaken mental health awareness training in response to an increasing number of apprentices identifying stress and anxiety-related concerns. Records of safeguarding referrals are comprehensive and include details of appropriate follow-up actions. Leaders have a detailed 'Prevent' duty action plan. However, it does not reflect sufficiently the local risks that apprentices face in their everyday lives. As a result, too many apprentices do not understand these risks well enough.

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

- Training officers should ensure that they routinely involve employers in the reviews of apprentices' progress so that apprentices receive ongoing feedback on their performance at work.
- Training officers on engineering apprenticeships should ensure that they use assessment to identify gaps in apprentices' knowledge and skills, so that they can intervene quickly to address such gaps.
- Leaders should ensure that business administration apprentices receive helpful, ongoing careers advice so that they have clearer plans for their futures.

## Provider details

<b>Unique reference number</b>	55131
<b>Address</b>	Embleton Avenue Wallsend Tyne and Wear NE28 9NJ
<b>Contact number</b>	0191 2626860
<b>Website</b>	<a href="http://www.tylenorthtraining.co.uk">www.tylenorthtraining.co.uk</a>
<b>Principal/CEO</b>	Michael Needham
<b>Provider type</b>	Community learning and skills
<b>Date of previous inspection</b>	13 January 2016
<b>Main subcontractors</b>	Tyne Coast College

## Information about this inspection

The inspection was the second short inspection carried out since Tyne North Training Limited was judged to be good in August 2012.

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. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

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