

Inspection of Greendale Limited

Inspection dates: 25–27 August 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Greendale Limited (trading as ECTA Training) is an independent training provider based in Stockport. The company specialises in training and apprenticeships in the gas engineering and commercial catering equipment sectors. ECTA received its first publicly funded contract for apprenticeship training in May 2018.

At the time of the inspection visit, there were 29 apprentices. Most apprentices are aged over 19, with around a quarter who are 16 to 18 years old. There were 22 apprentices following the level 3 gas engineering operative apprenticeship, with a further seven on the commercial catering equipment technician standards-based programme at level 3.

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

Apprentices are enthusiastic about their programme and enjoy their learning. They benefit from working with different members of their team and value the support and guidance they receive from their workplace mentors. Apprentices speak positively about their experience in the training centre. They value the opportunity to work in a calm and orderly environment where they are treated as adults. Apprentices have a positive attitude to their learning. They are motivated to achieve their apprenticeship and become qualified gas engineers and commercial catering equipment technicians.

Apprentices benefit from an ambitious, well-designed and well-sequenced curriculum that helps them incrementally develop the substantial new knowledge, skills and behaviours they need to be successful in the gas industry.

Apprentices benefit from effective support from tutors that builds their resilience and confidence, and addresses gaps in their knowledge. For example, where apprentices struggle with gas tightness test calculations, tutors explain in more detail until apprentices grasp the concept. Consequently, apprentices better understand what they are doing and why they are doing it.

Apprentices feel safe and know how to stay safe in the training centre, the workplace and wider society. Apprentices are briefed very well on all aspects relating to their workplace safety, as well as their own and other people's well-being. They do not encounter bullying or harassment in the workplace, but know whom to go to should they have any concerns.

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

Leaders have a clear vision and strategy to deliver high-quality training for apprentices in the gas engineering and commercial catering equipment sectors that meets the needs of apprentices, employers and the wider gas industry.

Leaders have developed effective relationships with their employer partners. They use their gas training expertise, labour market information and local employers' intelligence effectively to devise a bespoke curriculum that provides new entrants to an industry with an ageing workforce.

Tutors work closely with workplace mentors and training managers to coordinate on- and off-the-job training effectively. Mentors provide further training in the workplace on new knowledge learned. They provide opportunities for apprentices to apply their skills by completing similar tasks in the workplace. For example, when apprentices learn about gas work, they 'buddy up' with gas engineers. As a result, apprentices develop their competence and confidence over time.

Tutors teach content in a logical order, allowing apprentices to build on their existing knowledge and further practise their skills in the training centre and in the

workplace. For example, apprentices learn about health and safety and legislation before moving on to electricity. They learn about the properties and characteristics of gas before moving on to gas meters.

Apprentices produce work that demonstrates their knowledge and application of commercial catering and gas engineering. More recent feedback from their tutors helps them to make improvements to their English skills and the application of theory to the workplace. Consequently, apprentices produce work of a good standard and demonstrate a deeper understanding of the topics they study.

Apprentices with identified support needs receive effective support that ensures they make progress in line with that of their peers. For example, apprentices receive in-class support, additional sessions and extra worksheets to help them with areas of difficulty and challenge, such as chimney ventilation.

Leaders and tutors set high expectations for attendance and professional behaviours for apprentices. They emphasise the need for apprentices' behaviours to be reflective of the public-facing, highly regulated and potentially dangerous industry in which they work. Leaders and tutors work effectively with apprentices and their employers to bring about improvements if apprentices' behaviours fall below expectations.

Apprentices gain sustained and sustainable employment in the gas industry. Leaders and tutors ensure that apprentices complete a range of additional training and qualifications beyond the apprenticeship that enhance apprentices' skills and improve their employability. Apprentices benefit from training on aspects such as domestic central heating boilers and instantaneous water heaters, ground- and air-source heat pumps, water regulations and energy efficiency.

Leaders have successfully addressed most of the areas identified as requiring improvement at the previous monitoring visit. For example, board members have an improving understanding of the quality and effectiveness of education. They know the provider's strengths and areas for improvement. The chair and new board members have a wealth of experience in the sector and are using this to bring greater structure to governance and oversight of the quality of provision. Board members now hold senior leaders to account for the quality of training that apprentices receive.

Tutors have appropriate specialist technical knowledge and are highly skilled. For example, tutors on the catering commercial programme continue to work in industry. However, these tutors do not yet have sufficient teaching skills to coach and mentor a small minority of apprentices to ensure that they make more sustained progress over time.

Tutors use assessment well to capture what apprentices know and can do. However, some tutors on the commercial catering equipment programme do not routinely use information about apprentices' prior knowledge, skills and experience to plan an individualised curriculum.

Tutors do not always set effective targets or develop feedback to enable apprentices to work towards high grades in their assessments. Targets overly focus on the completion of tasks and work, and do not consider apprentices' progress effectively. Consequently, apprentices are not clear about how to achieve the highest grades and fulfil their potential.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have developed a strong culture of safeguarding and safety of apprentices and staff. The designated safeguarding lead and their team have the experience and training to carry out their roles effectively. They have links to external agencies, including local learning provider networks and the local authority, to maintain up-to-date knowledge of any emerging issues and localised dangers of radicalisation and extremism.

Leaders prioritise health and safety and safe working practices as part of apprentices' training. Apprentices are acutely aware of the dangers and safety checks needed for their work in the gas industry.

What does the provider need to do to improve?

- Senior leaders should ensure that tutors get the support they need to improve the quality of training and coaching that apprentices receive.
- Senior leaders should ensure that all tutors routinely use information about apprentices' prior knowledge, skills and experience to plan an individualised curriculum.
- Senior leaders should ensure that tutors are ambitious for apprentices and set aspirational targets, so that apprentices know how to achieve high grades and reach their potential.

Provider details

Unique reference number	1280308
Address	Unit 10 Newby Road Industrial Estate Hazel Grove Stockport Cheshire SK7 5DA
Contact number	0161 480 5656
Website	www.ectatraining.co.uk
CEO	Kerry Berry
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the apprenticeship 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 visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

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