

# Inspection of Martec Training

Inspection dates:

3–5 November 2021

## Overall effectiveness

## Requires improvement

The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Education programmes for young people	<b>Requires improvement</b>
Apprenticeships	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Requires improvement

## Information about this provider

Martec training is a small training provider based in Newcastle-under-Lyme. The provider offers programmes within the motor vehicle and catering sectors. The vast majority of learners are enrolled on full-time study programmes. Martec started to deliver its own apprenticeship contract in 2020 within the motor vehicle sector to a small number of apprentices. At the time of the inspection, 55 learners were enrolled on level 1 study programmes within the motor vehicle sector. The vast majority of learners are working towards a qualification in car vehicle maintenance. A few learners are working towards a qualification in vehicle accident repair. A further 35 learners are enrolled on level 2 study programmes within the motor vehicle sector. Eighteen learners are working towards a qualification in level 2 vehicle maintenance, with 17 learners working towards a qualification in motor sport. A few learners are enrolled on study programmes within catering at levels 1 and 2. Within apprenticeships, 16 apprentices are enrolled on the level 2 auto care technician standard, with 12 apprentices enrolled on the level 3 vehicle damage paint technician standard. Almost half of the learners enrolled have a declared learning difficulty or disability. Thirty-one learners have an education, health and care (ECH) plan. The provider does not work with any subcontractors.

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

Apprentices receive a very disrupted experience. They have gone through significant changes in who teaches them. Apprentices do not experience a well-planned programme that develops the knowledge, skills and behaviours that they need. Senior leaders and tutors do not make sure that all apprentices have sufficient access to all areas of vehicle maintenance and repair, so that they develop well enough the knowledge, skills and behaviours needed to work in this industry.

Learners and apprentices do not routinely receive useful and precise feedback on their work. Tutors do not use the information from assessments to plan well enough what they need to revisit with learners. Tutors do not set clear targets for learners. Learners are not always clear on what they need to do to improve the standard of their work.

Although learners and apprentices do develop some new knowledge, skills and behaviours, tutors do not support learners well enough to develop their knowledge, skills and behaviours above what is required to pass their qualification. Tutors do not support learners well enough to improve their skills, so that learners develop fluency in their skills over time.

Senior leaders and tutors have not reviewed systematically the impact of the COVID-19 pandemic on the development of learners' and apprentices' knowledge, skills and behaviours. They have not identified well enough what learners already know and can do, so that tutors can identify any misconceptions that learners have. Tutors do not plan learning well enough to tackle any gaps in learners' knowledge.

Learners who have additional learning needs, including those learners who have ECH plans, are supported well to improve their skills for independent living. For example, learners develop their understanding of how to budget more effectively and to shop, prepare and cook basic meals. Learners find these new skills useful. They help improve their everyday lives.

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

Senior leaders have not responded quickly enough since the previous inspection to bring about the required improvements. Learners and apprentices do not receive a good quality of education.

Tutors do not clearly identify what learners and apprentices already know when they start their programme. Tutors do not use the information they gain at the beginning to plan learning sufficiently well. For example, where apprentices state that they have limited experience of developing their customer service skills, tutors do not use this information to prioritise opportunities for apprentices to develop those skills early enough in their programme. Senior leaders have recently invested in new software to support staff in identifying what learners know and can do when they

start their programme. However, it is too early to judge the impact of the actions taken.

Tutors do not challenge quickly enough any misconceptions that learners and apprentices have. Tutors do not use the information they get from assessments to consider well enough what content they need to revisit. The feedback that tutors provide to learners and apprentices is not sufficiently precise. Tutors do not make it clear what learners and apprentices need to do to improve the standard of their work. This slows down the progress that learners and apprentices make.

At the previous inspection, it was identified that leaders and tutors did not track well enough the progress that learners and apprentices make. This has not improved. Tutors too often track the completion of units and assignments, rather than the progress learners and apprentices are making in developing their knowledge, skills and behaviours. Tutors do not challenge learners and apprentices well enough to develop fluency in their skills. Tutors simply track whether learners and apprentices can, or cannot, do something. Consequently, too many learners and apprentices are not making the progress of which they are capable. Tutors do not prepare apprentices well enough for their final assessment.

For learners on study programmes, tutors link theory and practical elements well. For example, where learners experience a theory session on basic handheld tools, they quickly apply this in a practical situation. However, for apprentices, this is not the case. Tutors do not link the theory and practical elements of the programme well enough. Leaders and tutors do not ensure that all apprentices experience the full range of services and repairs required by the apprenticeship standard. For example, where apprentices experience a theory class on how to track and balance the wheels on a car, some apprentices are then unable to revisit or practise this in the workplace, as it is not a type of repair that their garage is able to carry out. As a result, these apprentices are not being prepared well enough for their final assessments.

In too many cases, learners and apprentices do not make the required progress with their English and mathematics, because tutors do not track precisely enough the progress that learners and apprentices are making in their knowledge and skills development in these subjects. Where learners and apprentices are not making the required progress, actions put in place to resolve this are too slow in supporting learners to catch up. Tutors do not make it sufficiently clear to learners and apprentices what they need to do to improve the standard of their work.

The vast majority of apprentices develop positive attitudes to their learning. Many learners and apprentices have significant barriers to learning, such as poor previous experiences in education and a lack of motivation and interest at the start of their programme. Leaders and tutors know their learners well. They quickly identify learners' and apprentices' support needs. Leaders have invested in additional in-class support. Learners and apprentices respond well to this. As a result, learners and apprentices develop a more positive attitude to their learning over time. They

are eager to learn and want to improve their life chances. Learners develop their confidence and resilience because of their programme.

Senior leaders have recently broadened the curriculum for learners and apprentices. For example, learners and apprentices within the motor vehicle sector improve their understanding of hybrid and electrical cars. This is not a requirement of the qualification, but senior leaders understand the importance of learners and apprentices developing their knowledge in this area. For those learners with EHC plans, leaders and tutors have identified key life skills and they support learners well to develop these. For example, learners gain an understanding of how to cook basic healthy recipes. Learners are better prepared for their next steps as a result.

Tutors and support staff provide learners on study programmes with useful information on careers. For example, learners on vehicle maintenance programmes develop their understanding of the range of careers within this sector. All learners benefit from work experience as part of their programme. Tutors and support staff link closely the aspirations and interest of learners to their work experience placements. However, tutors and support staff do not develop apprentices' understanding of the full range of careers available to them. Apprentices are limited to the immediate exposure they have in their workplace.

Tutors develop well learners' understanding of British values. They introduce and reinforce the equality of opportunity for all. As a result, learners show good levels of respect to their tutors and peers. Learners benefit from a calm and orderly learning environment, which promotes learning.

The quality improvement measures that senior leaders have in place are not effective. For example, the plan in place, which identifies the actions senior leaders want to take to improve the quality of education, does not clearly identify the steps needed to improve the quality of apprenticeship provision. As a result, leaders and managers have not brought about the required improvements in this area. Too many apprentices are not making the expected level of progress.

Senior managers, with the support of governors, have carefully aligned the provision with regional priorities, such as improving social mobility in the communities they serve and in meeting the skills needs of local automotive employers. The leader, managers and staff maintain a strong determination to improve the lives of disadvantaged learners and apprentices.

Governance has recently become more effective, strengthened by the appointment of new members who possess a wider range of expertise and insight relating to education, skills and industry. Board members are now clear as to their roles and responsibilities and are now providing effective challenge. As a result, senior leaders are now more focused on the actions they need to take to improve the quality of education. However, many of the actions taken to date are yet to bring about the required improvements.

## Safeguarding

The arrangements for safeguarding are effective.

Tutors make sure that learners have a clear understanding of safer working practices. For example, learners enrolled on programmes within the motor vehicle sector learn how to prepare a car to be worked on safely. Learners on catering programmes learn the importance of good hygiene and apply this to their work.

Designated staff with responsibility for safeguarding are appropriately trained. There are clear policies in place to safeguard learners. Staff are vigilant and are aware of potential signs to look for relating to safeguarding concerns. All staff receive relevant training around safeguarding and the 'Prevent' duty.

Learners and apprentices report feeling safe and feel confident in receiving a prompt response to any concerns they might raise. Although learners are supported and benefit from routine access to guidance and support relating to their personal safety, including while online, tutors do not support learners to extend their understanding of matters relating to personal boundaries and healthy and positive relationships.

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

- Senior leaders and tutors must urgently improve the quality of apprenticeship provision. Managers should ensure that tutors involved in apprenticeships plan and carry out regularly monitoring of apprentices' progress towards end-point assessment targets, intervening swiftly and providing extra support in conjunction with employers where necessary. They need to ensure that on-the-job training and off-the-job training are closely linked.
- Senior leaders and tutors must improve how well tutors use the information they receive about what learners and apprentices already know and can do at the beginning of their programme, so that tutors plan learning more effectively, leading to learners' and apprentices' more rapid progress from their starting points.
- Senior leaders and tutors must improve how well they track the progress that learners and apprentices are making based on learners' progress in the acquisition of knowledge, skills and behaviours, rather than on the completion of assignments and units.
- Senior leaders must improve the development of learners' and apprentices' English and mathematics. Where they are not making the expected progress, tutors must plan more clearly how they are going to support learners and apprentices to get back on track.
- Senior leaders need to improve the thoroughness and precision of their quality improvement processes to bring about the required improvements in the quality of education that learners and apprentices receive.

- Senior leaders and tutors need to develop learners' and apprentices' secure understanding of healthy and positive relationships.

## Provider details

<b>Unique reference number</b>	53259
<b>Address</b>	London Road Newcastle-under-Lyme ST5 1LZ
<b>Contact number</b>	01782 717272
<b>Website</b>	<a href="http://www.martectraining.co.uk">www.martectraining.co.uk</a>
<b>Principal/CEO</b>	Tracey Marson-Holland
<b>Provider type</b>	Independent Learning Provider
<b>Date of previous inspection</b>	9–11 October 2018
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the operations 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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