

Inspection of North Humberside Motor Trades GTA

Inspection dates:

9–11 November 2021

Overall effectiveness**Good**

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

North Humberside Motor Trades Group Training Association (GTA) is a registered charity based in Hull. It was established in 1972 and started to deliver apprenticeships for levy-paying employers in September 2017. At the time of the inspection, there were 42 apprentices completing standards-based apprenticeship programmes. There were 28 apprentices on level 3 light vehicle service technicians, seven level 3 heavy vehicle service technicians and seven level 2 auto care technicians. Around two thirds of apprentices were aged between 16 to 18 years, and the remainder were 19 years and older.

In addition to the direct contract to deliver apprenticeship programmes, GTA delivers motor vehicle courses for young people and adult learners as a subcontractor. These programmes were not in the scope of this inspection.

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

Leaders create a purposeful and professional learning environment. They set out clearly their high expectations of apprentices' behaviour and attitudes to learning. Apprentices meet these expectations well, and they value this respectful and professional culture. Apprentices remove their hats and hoods when they enter classrooms, and they are quickly ready to learn.

Apprentices benefit from a well-equipped motor vehicle workshop in which to learn and practise their practical skills. Leaders have provided modern vehicles for apprentices to work on, and apprentices appreciate these resources and the value they add to their learning.

Apprentices receive effective support from their knowledgeable teachers, which they rightly value. They make good progress in their training as they quickly develop their technical knowledge and understanding, which they use well in the workplace.

Apprentices feel safe and know how to stay safe, both in the training centre and in the workplace. They know who to go to should they have any concerns. Apprentices are provided with useful training that helps them understand issues that may impact on their own and other people's well-being, including the risks of radicalisation and extremism, staying safe on-line and more localised risks such as county lines.

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

Leaders and managers use their extensive knowledge of the local motor vehicle industry to design an effective curriculum that meets the skills needs of the employers with whom they work and the apprentices they employ. For example, leaders recently began to deliver the level 2 auto care standard to meet the needs of a local employer. Apprentices develop the knowledge, skills and behaviours required to gain and sustain employment as vehicle technicians in the Humberside area.

Leaders and managers ensure that teachers plan and sequence the curriculum effectively. Teachers start by teaching apprentices about health and safety. They then move on to ensure that apprentices have a secure understanding of the correct tools and equipment to use for different tasks before covering more complex topics. Apprentices quickly learn to select the right tools to carry out a routine service and are then able to perform vehicle servicing to the required standard at work.

Teachers are experienced and use their technical knowledge and skills well to teach apprentices. Lessons contain a combination of theoretical knowledge and practical skills, which teachers link together well. Apprentices develop their skills quickly and can safely change tyres and complete oil and filter changes early into their apprenticeship. They make a valuable contribution to their employers' businesses.

Staff recruit apprentices and match them successfully with local employers based on apprentices' interests and career ambitions. Staff provide helpful advice and

guidance to prospective apprentices and, consequently, apprentices are well prepared to commence their apprenticeship.

Although staff collect useful information about apprentices' starting points, they do not use this information well enough to plan training programmes for the few apprentices who have some existing motor vehicle knowledge when they join the programme. Staff do not provide information to apprentices about how to achieve a high grade on the end-point assessment early enough in the programme. As a result, a few apprentices do not make all the progress of which they are capable.

Leaders, managers and staff communicate well with employers to link the on- and off-the-job training that apprentices receive. As a result, apprentices get the opportunity to practise their new skills extensively in the workplace. Teachers ensure that employers are informed of the progress that apprentices make, and that they help to support apprentices to make good progress.

Staff regularly participate in professional development activities to keep their vocational knowledge current. Teachers use this knowledge to teach apprentices about contemporary topics such as how to service and repair hybrid and electrical vehicles.

Teachers help apprentices to develop relevant technical vocabulary, which apprentices use accurately. They also ensure that apprentices can apply mathematical knowledge accurately in their job roles. However, teachers do not do enough to help apprentices improve the quality or presentation of their written communication.

Teachers prepare apprentices well for their next steps. Throughout the apprenticeship, teachers talk extensively about what it is like to work in the profession and the different skills required to work in a prestigious dealership or in a local garage. Apprentices make good progress towards their goal of being a mechanic, almost all remain in employment, and a few gain promotions.

Teachers raise apprentices' awareness of issues relating to equality of opportunity appropriately. They discuss important topics such as the nine protected characteristics and actions that employers in the motor vehicle industry can take to create a diverse workforce.

Leaders ensure there are suitable arrangements in place for governance. GTA operates as a charity and benefits from a board of trustees. Managers rightly recognise that those holding a governance role need to scrutinise the quality of education more fully to hold leaders to account for the quality of the apprenticeship provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have suitable safeguarding arrangements in place. Apprentices feel safe and know to whom they should report any concerns. GTA has an appropriate system in place to enable apprentices and staff to report any concerns, which are dealt with effectively.

Leaders and managers have appointed a suitably qualified safeguarding lead, who has a clear understanding of local issues which may impact on apprentices. Staff focus on ensuring that apprentices' mental health is supported well. The safeguarding lead has established helpful networking arrangements to ensure that she receives relevant up-to-date information.

What does the provider need to do to improve?

- Ensure that apprentices are aware earlier in their programme of what they need to do to attain a high grade at end-point assessment.
- Ensure that the information that teachers gather about apprentices at the beginning of their course is used to help apprentices make rapid progress from their starting points.
- Ensure that teachers help apprentices to develop their written communication skills more effectively.
- Ensure that those in governance roles have sufficient oversight of the quality of apprenticeship provision.

Provider details

Unique reference number	53586
Address	12 Henry Boot Way Hull HU4 7DY
Contact number	01482 353 022
Website	www.motortradesgta.org
Principal/CEO	David Willoughby
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 director of training, 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.

Inspection team

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Her Majesty's Inspector
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