

Inspection of North London Garages GTA

Inspection dates:

24 to 26 May 2022

Overall effectiveness**Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Education programmes for young people	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

North London Garages GTA (NLGGTA) was awarded its own contract to teach apprenticeships in December 2017 and enrolled its first apprentices in January 2018. It had previously taught apprenticeships under a different contract in partnership with another provider. NLGGTA teaches two standards-based apprenticeships. At the time of the inspection, there were 64 apprentices on the level 2 autocare technician apprenticeship and 22 on the level 3 motor vehicle maintenance and repair apprenticeship. Apprentices work in garages across London and the Home Counties.

In February 2021, NLGGTA began a traineeship programme for young adults. This was followed in December 2021 by a traineeship for young people seeking to enter the motor vehicle repair and maintenance industry. NLGGTA very recently launched a traineeship in partnership with Barnet local authority for learners pursuing a career in the construction industries. At the time of the inspection, there were five trainees.

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

Learners learn in a calm and purposeful training environment. Tutors use a range of strategies such as video, demonstration and group discussion that engage learners successfully. As a result, learners have good attendance, are attentive in class and contribute well. They enjoy learning at NLGGTA and are proud to work in the motor vehicle industry.

Learners develop a positive attitude to their studies. Tutors are well qualified and experienced in the motor vehicle industry. They use their knowledge and experiences well to help learners understand how they use what they learn at work. As a result, learners are confident in applying the new skills and knowledge they gain at their garage.

Leaders, managers and staff take good care of their learners. Leaders, managers and tutors know learners well and understand their individual needs and circumstances. Staff provide good support to learners throughout their training. Staff effectively support those who need extra academic or personal support. Consequently, these learners remain in training and continue to achieve.

Learners feel safe because they know they can turn to their tutor and other staff should they be concerned about their own or others welfare. Learners, including the small number of female apprentices, are confident that staff would treat any incidents of bullying and harassment seriously if it were to occur.

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

Leaders and managers adapt curriculum well to meet the varied needs of the sector. They deliver bespoke training over and above the requirements of the apprenticeship standards. For example, autocare apprentices learn about and achieve certification in hybrid vehicle electrical safety. Those working in roadside recovery learn how to tow vehicles safely.

Managers and tutors ensure the curriculum is sequenced so that apprentices build their knowledge logically. For example, tutors teach the basics of electrical measurement and testing using electrical multi-meters applying Ohms law. Learners then apply this to diagnose faults in electrical components in vehicles.

Tutors use a range of strategies to assess learners' knowledge and help them remember what they have been taught. For example, they give clear instructions to learners. Tutors ask well-crafted questions to apprentices. They use multiple choice activities to assess learners' understanding. Where apprentices' knowledge is not secure tutors re-visit topics. As a result, learners remember what they have been taught.

Apprentices develop the knowledge, skills, and behaviours they need to achieve their apprenticeship and make a valuable contribution to their garage. For example,

they are able to test the voltage drop in batteries and advise customers to replace alternators, batteries, or other electrical components. They use their knowledge of vehicle cooling systems to diagnose faults accurately and to replace faulty components.

Tutors ensure that apprentices develop their English and mathematics well in vocational classes. For example, tutors teach apprentices how to convert measurements from metric into imperial in the calculation of fuse and cable sizes. However, not enough apprentices who need to achieve mathematics qualifications do so at the first attempt.

Trainees are well prepared for their next steps. They achieve well and a high proportion move on to the autocare apprenticeship. Most apprentices achieve well and successfully complete their apprenticeship. Once they have completed, most remain employed at their existing garage. However, no apprentices have achieved the highest grade of a distinction. Leaders and managers do not fully understand the reasons for this.

Leaders and managers monitor the quality of the provision effectively. They meet frequently and consider a good range of information on performance. They understand the strengths and weaknesses of the provision. They take effective actions that improve the training. For example, through visiting lessons they identified that learners' behaviour fell below the expected standards. Through developing and implementing a new code of conduct learners' behaviour is now good.

Senior leaders provide effective governance of the provision. They provide clear strategic direction for the company. They meet with peers from other training providers to exchange information on best practice and keep up to date with new developments in the sector. They support managers and staff well to perform their role.

Apprentices and trainees are clear as to their immediate next steps after completing their training. They develop the foundation knowledge and skills they need for their next steps. However, leaders and managers do not ensure that they receive effective careers advice and guidance about the longer-term opportunities available to them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that suitable safeguarding policies underpin safeguarding practice. These include a safeguarding policy and a 'Prevent' risk assessment and action plan. They have in place recruitment procedures to ensure new staff are suitable for their roles.

Leaders and managers ensure that the curriculum includes a wide range of relevant safeguarding topics. For example, the tutorial programme includes drug and alcohol

misuse, work-place banter, radicalisation and extremism and the risks posed by, for example, criminal exploitation and county lines. As a result, learners have a good understanding of risks to them at work and in their personal lives.

Leaders and managers have established a qualified safeguarding team led by a designated safeguarding lead. They provide appropriate support to learners when needed to ensure learners' safety and well-being. They frequently monitor the effectiveness of this support. When they need to act to promote learners' welfare, they do so effectively.

What does the provider need to do to improve?

- Senior leaders should ensure that learners receive high-quality careers advice and guidance about the long-term opportunities for them in the motor vehicle industry.
- Senior leaders should ensure that apprentices receive effective support so that they achieve their functional skills mathematics qualification first time.
- Senior leaders should evaluate the reasons why few apprentices achieve high grades. They should establish a culture of excellence and high aspirations and ensure that apprentices are challenged to excel and achieve high grades.

Provider details

Unique reference number	53591
Address	39 Redburn Industrial Estate Woodhall Road, Ponders End Enfield EN3 4LQ
Contact number	020 8805 6967
Website	www.nlggta.co.uk
CEO	Colin Denton
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	-

Information about this inspection

The inspection team was assisted by the chief executive officer, 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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