

# Inspection of ENGINEERING TRUST TRAINING LIMITED

Inspection dates:

14 to 17 June 2022

## **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**

Engineering Trust Training Limited (ETT) is a wholly-owned subsidiary of The Engineering Trust. It has been delivering work-based engineering apprenticeships in Oxfordshire and surrounding counties for over 32 years. It is a not-for-profit organisation.

ETT has 139 apprentices studying engineering apprenticeships at level 2 to level 4. Most apprentices study at level 3. There are 98 apprentices on level 3, 19 apprentices on level 2 and 13 apprentices on level 4 standards-based apprenticeships and nine apprentices on the level 3 engineering framework. The provider works with six subcontractors.

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

Apprentices enjoy their training with ETT. They highly value the support they receive from their trainers. This enables them to rapidly acquire the skills and professional behaviours expected and valued in the workplace. Level 2 apprentices use machine lathes competently and safely. Level 4 apprentices produce professional reports for customers. Apprentices' attendance at work and day release sessions in college is very good.

Apprentices value the skill and experience of training officers, who use their industry knowledge to support apprentices' learning successfully. As a result, apprentices handle and use resources safely and with skill, measuring, marking, cutting and drilling materials accurately, safely and economically. Apprentices rapidly gain the confidence to work independently and undertake jobs without supervision at an early stage in their apprenticeship.

Most apprentices complete their programmes and achieve well. Apprentices confidently describe what they have learned in the classroom and how they apply it in their workplace. They confidently and competently use professional tools such as micrometres, verniers and multimeters. They use their understanding of calculating material requirements when costing up finished products and apply computer-aided design skills when making three-dimensional prototype models.

Almost all apprentices remain with their employer at the end of their apprenticeship. Many apprentices progress positively to promotion or further education as a result of their training.

Apprentices feel safe in classroom settings. They have a secure understanding of how to keep themselves and others safe, including from the risk of extremism and radicalisation. Apprentices understand how to keep safe in the workplace by applying appropriate health and safety practices. They have a good understanding of appropriate legislation, such as the control of substances hazardous to health. They work safely and always wear appropriate personal protective equipment. They can explain the risks associated with tasks, such as milling and using lathes, and can confidently describe the steps they need to take to reduce risks to an acceptable level.

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

Leaders have developed an apprenticeship offer which meets the needs of engineering and manufacturing employers closely. Staff work closely and purposefully with employers to recruit apprentices appropriately. They identify job opportunities, match job roles to appropriate standards and support the recruitment of new apprentices.

Employers participate in helpful, frequent reviews which enable them to understand the progress their apprentice is making. They value the good relationship they have

with, and the support provided by, ETT.

Leaders provide a high-quality, well-planned training programme which enables apprentices to build their knowledge and skills logically and effectively. Level 2 apprentices learn about health and safety before developing basic hand-tool skills. Level 4 apprentices learn about stresses and tolerances before designing and building high-specification components for rally cars. Level 3 apprentices learn fabrication and welding skills before applying this to make precision units for offshore oil rigs.

Staff identify apprentices' starting points and use this to set clear targets which build on day release sessions taught in the colleges. Trainers link practical and theoretical training with workplace activities very effectively. They provide helpful, constructive and motivational feedback to apprentices which enables them to build their resilience and independence and improve in their job roles

Training officers use their industry knowledge and experience effectively to teach and assess the work-based learning elements of the apprenticeship. They make good use of modelling technical language when talking to apprentices calculating feed rates for computer-operated machines. They check understanding of terminology such as when compression testing components for marine engines. As a result, most learners produce written and practical work to a very high standard.

Staff have not provided sufficient initial guidance to enable level 2 apprentices to efficiently prepare their logbooks which they need for final assessment. As a result, too many apprentices have to redo work, which slows their progress.

Trainers work successfully with apprentices to develop skills and attributes, such as personal responsibility, that enable them to fulfil a positive and active role in their workplace. Staff help apprentices to be suitably prepared for life in modern Britain. For example, apprentices learn about equality and diversity, which supports them to become increasingly considerate and respectful in the workplace. However, apprentices' understanding of healthy lifestyles and healthy relationships is weak.

Trainers provide helpful support during reviews that enable apprentices to carefully consider how they take the next steps in their careers. Most level 3 and level 4 apprentices are clear about their progression opportunities and future career paths. However, level 2 apprentices have a limited understanding of career options following completion of their apprenticeship.

Leaders and managers work closely and effectively with most subcontractors. However, in a few cases, leaders do not have sufficient oversight to ensure all subcontracted provision is of appropriate quality. Some colleges do not provide ETT with timely information about apprentices' unauthorised absence to enable them to follow up and re-engage learners. Employers have raised concerns about a lack of communication from some subcontractors about apprentices' progress. In a small number of cases, there are delays in returning marked work. In these cases, leaders

have not intervened quickly enough to respond to employers' feedback and improve this part of the apprentices' experience.

Leaders have appropriate quality assurance systems in place. They use a range of effective monitoring systems to ensure apprentices are on track. Where apprentices do fall behind, leaders intervene quickly and successfully.

Highly experienced trustees use their industry expertise to provide effective governance and oversight. They have a good understanding of the strengths and weaknesses of provision and make a positive contribution to quality improvement activities. Trustees have undertaken helpful audits of learning and teaching activities which have led to increased use of learners' feedback to monitor quality.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have put in place effective policies and procedures which help to keep apprentices safe in training and the workplace. Leaders follow safer recruitment procedures to ensure that staff are suitable to work with apprentices. They assess risks when staff's records are incomplete and take the necessary action to ensure that staff are supervised appropriately.

The well-trained designated safeguarding lead and deputy identify, intervene and monitor safeguarding incidents effectively. They are well informed about local and regional risks and brief staff appropriately. They work with external agencies successfully and in the best interests of apprentices.

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

- Leaders should improve oversight of the quality of subcontracted provision and ensure employers' concerns are acted on in a timely fashion.
- Leaders should enhance opportunities for apprentices to learn about healthy lifestyles and healthy relationships.
- Leaders should ensure all apprentices receive sufficient guidance to complete their logbooks in a timely manner and so make good progress.

## Provider details

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<b>CEO</b>	Mark Vingoe
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	Group Training and Development Limited Abingdon and Witney College Petroc Northampton College Activate Learning Bournemouth and Poole college

## 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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