

# Inspection of Doncaster Rotherham and District Motor Trades Group Training Association Limited

Inspection dates: 12 to 15 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Apprenticeships	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## Information about this provider

Doncaster Rotherham and District Motor Trades Group Training Association Limited is an independent learning provider specialising in motor vehicle apprenticeships. At the time of inspection, there were 161 apprentices enrolled on standards-based programmes, including level 2 autocare technician, level 3 vehicle damage panel technician, level 3 vehicle damage paint technician and level 3 heavy vehicle service and maintenance technician. There were also 10 apprentices enrolled on level 3 business and administration and level 2 customer service practitioner programmes. The vast majority of apprentices are aged 19 and over.

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

Apprentices have positive attitudes towards their learning and are motivated to achieve. They value the support, encouragement and high expectations of their tutors, with whom they build good working relationships. Apprentices appreciate their tutors' experience in the motor vehicle industry and the breadth and depth of their knowledge and skills.

Apprentices demonstrate positive and respectful attitudes. They develop in confidence, resilience and professionalism during their programmes, which enables them to take on a wider range of tasks with greater complexity in the workplace. Staff recognise and reward apprentices' achievement at awards events and open days.

Apprentices develop their personal skills and understanding by engaging in activities beyond the technical curriculum, including activities for World Suicide Prevention Day, World Armistice Day and Down Syndrome Awareness Day. They benefit from a range of activities, including designing and building a car in the C1 Racing Club for the Javelin Sprint Car Race, playing in football tournaments and taking part in Doncaster Pride. They also participate in sessions to develop specific life skills, such as managing money.

Apprentices understand how to keep themselves and others safe from bullying, harassment and discrimination, and know who to contact if they have any concerns. Tutors know their apprentices well, and can identify any changes in behaviour and offer support. They use useful strategies to encourage discussions about keeping mentally healthy, such as the 'MME technique' which requires apprentices to score their mood, motivation and energy at the start of each session. However, most apprentices only have a basic understanding of how to keep themselves safe from local risks. Leaders have not taught apprentices about the specific risks of being radicalised when working in the motor vehicle sector.

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

Leaders and managers have a clear curriculum vision to provide specialist training for the motor vehicle industry. They work with small and medium-sized workshops and garages, as well as with larger regional and national organisations. They are forward thinking in their curriculum planning, and tutors receive training to increase their knowledge about the latest technologies, such as electric and hybrid vehicles, which they share with apprentices.

Over the last five years, leaders have upgraded both the quality and quantity of the equipment and vehicles which are used for apprentices' training. For example, apprentices training to be vehicle paint damage technicians train on equipment which can mix ten million colours, rather than using pre-mixed paint. Apprentices have improved their performance in practical tasks and are confident in using the technical equipment which is crucial to their working lives. In the timed end-point assessments, apprentices can better demonstrate their skills because time is saved

by not needing to share tools or move too much around the workshop. In addition, the workshop training facility is immaculately clean and tidy, which aids apprentices' performance. For example, dust does not get trapped in paint repairs and, therefore, there are fewer blemishes in apprentices' work.

Leaders establish strong working relationships with employers, who speak very highly of the provider and value the communication with them. Employers are kept up to date with their apprentices' curriculum, progress and assessments. They benefit from apprentices who are able to take on more responsibility competently and confidently, and who also bring skills in using the latest technology to their workshops and garages.

The board of directors brings valuable skills and experience directly from industry, and they are clearly passionate about the apprentices, the provider and the sector. They provide effective governance through confidently challenging leaders and involvement in determining the provider's strategic direction.

Leaders and managers ensure that tutors develop their subject knowledge effectively through frequent external training sessions. Tutors are provided with helpful support to develop their craft of teaching in the first sixth months in their role before working towards a teaching qualification. However, tutors receive no further development of their teaching skills beyond this. New processes are in place for sharing best practice, but these have just been introduced and are yet to demonstrate impact.

Leaders and managers have comprehensive oversight of the provision and the quality of education. They understand the organisation's strengths and weaknesses, and have a culture of seeking improvements. They have recently implemented additional quality procedures which, although new, are quickly having an impact.

Tutors plan the curriculum effectively to enable apprentices to build on their experience and understanding, including the provision of a beneficial foundation programme at the start of all motor vehicle apprenticeships. Tutors go to great lengths to determine what apprentices already know and can do at the start of their course. They use this information well to encourage those apprentices with prior knowledge to make more rapid progress through their programme. Tutors ensure that apprentices who need to achieve English and mathematics qualifications are well prepared to be successful in their examinations.

Tutors use assessment effectively to ensure that apprentices understand vehicle concepts and are well prepared for the end-point assessment. They provide useful developmental feedback to apprentices in their phase tests and, consequently, apprentices achieve high marks in their resits.

Tutors routinely help apprentices to improve their mathematical skills, such as calculating the accurate cost of servicing and the spares needed to repair vehicles. However, they do not ensure that apprentices consistently use accurate technical language or correct spellings in their written communication.

Apprentices gain substantial new knowledge, skills and behaviours through their training. They are able to make connections between theoretical learning and practical activities, which reinforces their understanding. Tutors use discussion skilfully and pose challenging follow-on questions to reinforce understanding, often referring back to prior learning.

A high proportion of apprentices achieve their qualification and pass their end-point assessments, often with merit and distinction grades. Apprentices also benefit from achieving additional qualifications in subjects, such as first aid, abrasive wheels and fire safety.

Apprentices are equipped well for the needs of their employers and to progress to a range of future careers. Many go on to undertake the nationally recognised Automotive Technician Accreditation scheme or to become qualified MOT testers. Tutors provide apprentices with appropriate impartial careers guidance, including guidance on studying towards higher-level qualifications, gaining promotions at work and starting their own businesses.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have implemented comprehensive safeguarding policies and clear reporting procedures. Apprentices know how to report concerns, and staff are proactive about supporting well-being. Leaders and managers recruit staff safely and ensure that staff are suitable to work with apprentices, including those aged under 18.

The designated safeguarding lead and deputy have had appropriate training and communicate effectively with external partners, including the regional Prevent coordinator.

Leaders and managers ensure that staff and apprentices are fully aware of the health and safety requirements in their work and training. Most apprentices have a clear understanding of these and adhere to them fully. Most staff model appropriate health and safety practices. However, in a few instances, staff and apprentices do not demonstrate practices which comply with health and safety policies.

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

- Ensure that all staff and apprentices consistently demonstrate good practice in health and safety.
- Develop apprentices' English skills consistently, particularly the quality of their written communication.
- Deepen and develop apprentices' understanding of how to stay safe from local risks, including specific risks of being radicalised when working in the motor vehicle sector.

- Enhance tutors' craft of teaching through appropriate training and sharing of effective practice.

## Provider details

<b>Unique reference number</b>	51579
<b>Address</b>	Rands Lane Industrial Estate Rands Lane Armthorpe Doncaster DN3 3DY
<b>Contact number</b>	01302 832831
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<b>Principal/CEO</b>	Jon Mace
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	20 June 2016

## Information about this inspection

The inspection team was assisted by the centre 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.

### Inspection team

Karen Anderson, lead inspector	Her Majesty's Inspector
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Steve Hunsley	Ofsted Inspector
Mary Ramsden	Ofsted Inspector
Steven Ankers	Ofsted Inspector
Ralph Brompton	Ofsted Inspector

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