

# Inspection of Lancaster Training Services Limited

Inspection dates:

23 to 25 November 2022

## **Overall effectiveness**

**Good**

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

## **Information about this provider**

Lancaster Training Services Limited (LTS) was established in 1968 and is an independent learning provider that delivers apprenticeships in the road haulage and automotive industry. LTS is based in Heysham, Lancashire.

At the time of the inspection, there were 68 apprentices studying standards-based apprenticeships. There were 28 apprentices on the level 3 heavy vehicle service and maintenance technician (heavy vehicle), 22 on the level 2 auto-care technician and 18 on the level 3 motor vehicle service and maintenance technician (light vehicle) apprenticeships.

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

Apprentices are enthusiastic about their learning and demonstrate positive behaviours and attitudes while at work and at the training centre. For example, apprentices understand the importance of using professional language when communicating with colleagues and customers at work. They show respect for their tutors and peers and fully participate in lessons. Apprentices have high attendance and punctuality.

Apprentices swiftly develop substantial new knowledge, skills and behaviours that they apply effectively at work. Their learning allows them to become better at their jobs and make a positive contribution to their employers' business. For example, level 2 auto-care technician apprentices can independently complete a full service on a car.

Apprentices benefit from tutors who are knowledgeable and experienced in their respective subjects. Tutors use their knowledge and experience effectively to develop, reinforce and consolidate apprentices' knowledge, skills and behaviours, enabling apprentices to apply these in the workplace. Consequently, apprentices carry out their job roles with increasing levels of confidence and competence.

Most apprentices benefit from well-planned and coordinated on- and off-the-job training. They quickly put into practice the knowledge and skills they have learned. Apprentices quickly become confident to speak with customers about engine faults and undertake tasks such as stripping down gearboxes on customers' cars. A few level 3 heavy vehicle apprentices' on- and off-the-job training is less well coordinated.

Apprentices are well prepared for their next steps in their careers. They receive ongoing information relating to their current job role and other opportunities in the sector, such as MOT tester training and progression to senior and master technician roles. Apprentices who study the level 2 auto-care technician and level 3 heavy vehicle maintenance and technician apprenticeship complete additional training, such as the F-gas qualification. This supports apprentices to undertake additional tasks at work, such as the maintenance and repair of vehicles with air conditioning systems.

Apprentices feel safe. They know how and to whom they should report any issues or concerns. They have a high regard for health and safety at work and at the training centre. For example, they wear the necessary personal protective equipment when they are in practical workshop lessons.

Tutors cover a wide range of 'hot topics' with apprentices, such as the war in Ukraine and ongoing oil protests. This provides apprentices with a broad insight into current affairs.

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

Leaders and managers have a clear rationale and vision for providing training that prepares apprentices for progression to employment in the road haulage and automotive industry. They have nurtured highly effective relationships with employers, such as national car dealerships and leading logistics businesses, to create a curriculum that helps apprentices develop the knowledge, skills and behaviours that they need to be successful mechanics. Nearly all apprentices move into full-time employment on completion of their apprenticeship.

Leaders ensure that they have effective quality assurance processes in place to evaluate the quality of training that apprentices receive. They carry out regular observations of tutors' teaching. Leaders use the outcomes of these observations to put in place clear plans that focus on the improvement of tutors' teaching skills. The quality assurance of apprentices' written work is less effective. This results in tutors not being supported to identify and correct the spelling, punctuation and grammar in apprentices' written work effectively.

Tutors plan and teach the curriculum in a logical order. This enables apprentices to incrementally build on their learning from the beginning of their apprenticeship. Level 3 light vehicle apprentices learn about the different systems of a modern motor vehicle before progressing to study each system in further detail. Level 2 auto-care technician apprentices learn about basic engine functionality before progressing to more complex topics such as fuel injection systems.

Tutors use the information about apprentices' prior experience to plan a personalised programme of learning for most apprentices. Tutors ensure that the needs of the employer and apprentice are accommodated effectively so that apprentices swiftly make a positive impact on the businesses where they work. A few apprentices on the level 2 auto-care and level 3 heavy vehicle apprenticeship do not routinely benefit from an individualised curriculum. This results in these apprentices being taught topics that they already know and prevents more swift progression through their apprenticeship.

Tutors provide apprentices with frequent and accurate feedback following practical sessions. The feedback that apprentices receive enables them to develop their knowledge and understanding to enhance their skills. For example, level 3 light vehicle apprentices learn about fault-finding techniques and use a range of diagnostic equipment to diagnose faults effectively.

Tutors support apprentices to improve their English and mathematics skills. Most apprentices receive dedicated teaching sessions to prepare them for their examinations. This results in all apprentices being successful in passing their examinations. In a few instances, level 2 auto-care apprentices are less well supported in developing and applying their mathematical techniques in the workplace.

Managers and tutors ensure that apprentices are prepared for their final assessments. All apprentices pass their final assessments, with over half of level 3 heavy vehicle apprentices achieving distinction grades. Managers have implemented new processes, such as mock professional discussions and examinations, to further improve the proportion of apprentices who achieve high grades.

The management committee and senior management team provide clear direction and effective leadership. They have a clear understanding of their statutory responsibilities. Senior management provide scrutiny and challenge to the apprenticeship staff for the quality of education that apprentices receive. The management committee do not receive regular high-quality reports about the quality of the apprenticeship provision to allow them to scrutinise, challenge and hold senior leaders to account to improve the learning experience that apprentices receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have appropriate safeguarding policies and procedures in place that are used to keep apprentices safe. They complete appropriate pre-employment checks when appointing new staff to ensure they are suitable to work with apprentices.

Leaders place a high priority on ensuring that all staff benefit from regular safeguarding training. All members of the safeguarding team receive appropriate training to allow them to carry out their roles effectively. The designated safeguarding lead (DSL) takes prompt action when concerns are raised.

The DSL works with a range of external organisations to keep updated on localised safeguarding issues and the dangers of radicalisation and extremism. All apprentices complete training in 'Prevent' duty during their induction. However, not all apprentices can articulate the risks posed by those with extremist views and how this may affect them in the workplace or in their personal lives.

Staff provide effective support to maintain apprentices' mental health and well-being, such as supporting apprentices who have experienced anxiety.

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

- Leaders and managers should ensure that they support staff to improve the feedback that apprentices receive on their written work so that spelling, punctuation and grammar errors are accurately identified.
- Leaders and managers should ensure that tutors use apprentices' starting points effectively to plan an individualised curriculum for all apprentices.

- Leaders and managers need to ensure that management committee members receive regular high-quality reports so that committee members can provide greater scrutiny and challenge to the senior management team about the quality of education that apprentices receive.

## **Provider details**

<b>Unique reference number</b>	52923
<b>Address</b>	5 Penrod Way Heysham Morecambe LA3 2UZ
<b>Contact number</b>	01524 858326
<b>Website</b>	<a href="http://www.lantrain.co.uk">www.lantrain.co.uk</a>
<b>Principal, CEO</b>	Martyn Horabin
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	20 and 21 July 2016
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the assistant training 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

Suzanne Horner, lead inspector	His Majesty's Inspector
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Scott Cubitt	Ofsted Inspector
Candice Downie	Ofsted Inspector
Dilys Taylor	Ofsted Inspector

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