

Inspection of Warwickshire Garage and Transport Group Training Association Limited

Inspection dates: 20 to 22 June 2023

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

Warwickshire Garage and Transport Group Training Association Limited (WGTA) is a private training provider based in Leamington Spa, Warwickshire. WGTA has taught apprenticeships since 2019. At the time of the inspection, there were 27 apprentices in learning, all studying at level 3. Of these apprentices, 16 were on the motor vehicle service and maintenance technician (light vehicle) apprenticeship, five were on the heavy vehicle service and maintenance technician apprenticeship, five were on the vehicle damage mechanical, electrical and trim (MET) technician apprenticeship and one apprentice was on the vehicle damage paint technician apprenticeship. The provider does not work with any subcontractors.

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

Apprentices gain new and substantial knowledge, skills and behaviours as a result of their studies. They learn to use specialist tools and to competently apply advanced automotive technologies in the workplace. They gain the skills they need to solve problems independently.

Apprentices develop self-confidence as they move through their studies. They develop positive relationships with their colleagues and can talk confidently with customers. Apprentices are highly valued by their employers.

Apprentices are positive about their learning and enjoy their apprenticeship. They talk passionately about the new skills that they acquire. Through their studies, many apprentices develop a passion for the automotive sector.

Apprentices' attendance at their training and work is high. If apprentices cannot attend their learning, they take clear steps to inform the provider in advance. In the rare instances where absence occurs, tutors support apprentices effectively to catch up on any missed work.

Apprentices benefit from studying additional qualifications as part of their apprenticeships. For example, apprentices complete manufacturer-specific advanced driver assistance systems courses. This supports apprentices to be better prepared for their next steps and to make an effective contribution to their employers' businesses.

Most apprentices have a broad awareness of the dangers posed by radicalisation and extremist views. However, leaders and tutors do not ensure that apprentices develop a sufficient understanding of risks they may face in their locality. Consequently, too few apprentices can identify well enough the risks that they might encounter in their daily lives.

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

Leaders ensure that the apprenticeships that they offer have a clearly defined purpose. Leaders act successfully to ensure that apprenticeships that apprentices follow are relevant to the skills needs of local employers. Apprentices quickly gain the knowledge, skills and behaviours which are in demand in the locality.

Leaders work with local employers to devise and implement curriculums successfully. They ensure that employers are involved in the apprentices' learning journey. For example, all apprentices benefit from having an allocated mentor within the workplace. These mentors support apprentices extremely well, ensuring that apprentices benefit from a broad range of opportunities in the workplace to develop their skill set. For example, apprentices on the level 3 heavy vehicle service and maintenance technician apprenticeship work successfully on specialised large vehicle braking systems.

Leaders and tutors ensure that curriculums are taught in a logical way in most cases. Apprentices build on their knowledge incrementally so that over time they undertake more complex roles within the workplace. For example, apprentices develop their knowledge of basic mechanical components and systems, such as engines, suspension and brakes, before progressing to complicated diagnostic processes, such as electrical fault-finding. Apprentices become more skilled practitioners as they move through their studies.

Leaders and tutors do not always link the theory and the practical elements of the curriculum together well enough. In a few cases, the time frame between apprentices applying their taught knowledge to practical activities in the workplace is too long. For example, apprentices on the MET technician apprenticeship do not always get sufficient opportunities to explore and improve on the mechanical aspects of the curriculum. Where this is the case, apprentices make slower progress through their learning.

Tutors have expert knowledge in the subjects that they teach. Leaders ensure that tutors undertake professional development opportunities to ensure that this knowledge remains current. For example, tutors have recently upskilled their understanding in electric vehicle maintenance. This knowledge is conveyed well to apprentices, and they use it successfully at work.

Leaders and tutors identify apprentices' starting points effectively. Apprentices' initial understanding is established through one-to-one conversations, examinations and initial skills analysis. For example, apprentices are tasked with identifying the components of a car engine at the onset of study. Tutors use this information well to ensure that apprentices benefit from a challenging curriculum.

Apprentices who have prior knowledge, skills and experiences are given the opportunity to accelerate through the curriculum more rapidly. These apprentices are challenged to undertake more complex tasks in the workplace in swifter timescales. As a result, they develop these additional skills rapidly.

Assessors conduct frequent visits to apprentices in the workplace and undertake progress reviews effectively. Tutors successfully liaise with workplace mentors to review the progress that apprentices are making. Tutors and mentors work together to determine apprentices' areas for further development. As a result, apprentices are aware of the actions they need to take to improve as they progress through their studies.

Tutors and assessors ensure that apprentices receive written feedback, which is useful in nearly all cases. Feedback is precise and states clearly what actions apprentices must take to improve. In addition, apprentices benefit from effective oral feedback from their mentors in the workplace. This supports apprentices to develop fluency in their skills.

Tutors support apprentices to develop their English, mathematical and digital skills successfully. As a result, apprentices can routinely recall and apply these skills. For

example, apprentices on the motor vehicle service and maintenance technician (light vehicle) apprenticeship can fluently convert units of measure for tyre pressure and extract useful information from large data sets.

Leaders and tutors do not always ensure that apprentices are sufficiently aware of their potential next steps. Tutors do not give advice and guidance regarding apprentices' future options early enough in their studies. As a result, apprentices are not fully aware of the options available to them when they complete their studies, or how their knowledge and skills might be transferred to different industries or beyond.

Apprentices produce high-quality work which aligns well with the level of study, and in many instances their standard of work exceeds the level of the apprenticeship. Apprentices bring this high standard of work into their workplaces, and employers value this greatly.

Apprentices achieve well. They develop the skills to be successful in the future. Nearly all apprentices remain with their employer after their studies or progress to positions with greater responsibility.

Leaders and managers have put in place suitable arrangements for the scrutiny of the quality of education that they provide. The governing board is made up of sector-experienced practitioners. Leaders ensure that governors have a clear understanding of the strengths and weaknesses of the provider. Governors support leaders to increase the quality of resources across the curriculum. However, it is too early to assess the impact of these changes on apprentices' skills development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have nurtured a culture of safeguarding across the organisation, which apprentices can identify clearly. The designated safeguarding lead and others responsible for safeguarding are well trained and experienced in their roles.

Leaders ensure that they have appropriate processes in place for the reporting and tracking of safeguarding incidents and concerns. Where concerns are highlighted, they are acted on rapidly.

Leaders and tutors ensure that apprentices have a well-developed appreciation of personal safety. As a result, apprentices work safely in the workplace. For example, they use high pressure spring compressors safely, and frequently work with harmful chemicals diligently.

What does the provider need to do to improve?

- Leaders and tutors should ensure that all apprentices have frequent opportunities to link their theory and practical skills in the workplace, so that they can practise what they have learned and develop the range of practical skills necessary to allow them to flourish.
- Leaders and tutors should ensure that apprentices receive timely and effective impartial careers advice and guidance as part of their taught curriculum, so that they are fully aware of the wider career opportunities available to them.
- Leaders and tutors should ensure that all apprentices have a clear understanding of the safeguarding risks associated with their locality.

Provider details

Unique reference number	2625360
Address	44 Holly Walk Leamington Spa CV32 4HY
Contact number	01926428490
Website	www.garagetraining.com
Principal, CEO or equivalent	Steve Taylor
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by the training director, 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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