

# Inspection of Goodwin Engineering Training Company Limited

Inspection dates: 19 to 21 September 2023

**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	Not previously inspected

## Information about this provider

Goodwin Engineering Training Company Limited (GETC) is an employer provider based in Stoke-on-Trent. GETC is the training arm of Goodwin Public Limited Company (PLC). Goodwin PLC is an international group of mechanical and refractory engineering companies. GETC acquired approval to teach apprentices in September 2019. At the time of the inspection, there were 63 apprentices enrolled on the level 3 engineering technician apprenticeship. Most of the apprentices are over the age of 19.

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

Apprentices work together effectively. In classroom-based activities, apprentices have good opportunities to discuss a broad range of engineering topics. They participate successfully in lessons by answering questions and contributing to discussions. Apprentices respect each other's opinions and make positive contributions to group activities. Apprentices treat their teachers and each other with respect. They recognise the diverse range of backgrounds they come from.

Apprentices demonstrate positive attitudes towards learning. They arrive at lessons on time and are eager to learn. Their attendance at sessions and work is routinely high. Apprentices turn up to sessions well prepared and ready to learn.

Apprentices develop character and confidence through their studies. They organise their portfolios neatly and take pride in the good standard of work they produce. They gain confidence to talk to customers, clients and colleagues. Employers appreciate the often rapid transition apprentices make in becoming more confident at work.

Apprentices understand their next steps. Leaders and teachers make sure that apprentices understand the career options available to them. Company directors also share the range of possibilities within their business for apprentices. As a result, apprentices know the opportunities available to them when they complete their apprenticeship.

Apprentices learn and work in safe and secure environments. They understand how to keep themselves safe. They feel confident to discuss sensitive issues with staff. When needed, support is readily available for them. Because of this, apprentices feel safe.

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

Leaders and teachers use their engineering and manufacturing knowledge, skills and experience to design a suitably ambitious apprenticeship. They have carefully selected and sequenced high-quality and demanding curriculums. The curriculum supports apprentices to acquire a broad range of knowledge and skills that meet the needs of the employer.

Teachers and workplace mentors set high expectations for apprentices. They use their considerable industrial and technical experience to develop apprentices' knowledge and workplace skills. Apprentices work collaboratively and productively, both in lessons and in the engineering workshop. They develop technical insight and practise their engineering skills until these become routine and well established. Consequently, apprentices quickly acquire the skills they need to become valuable employees in the workplace.

Teachers support apprentices to develop their knowledge of different types of engineering processes. In classroom sessions, teachers relate theoretical concepts to practical applications. For example, apprentices learn quickly about the characteristics and properties of different materials. They understand how these may influence the selection and application of different engineering processes. As a result of this, apprentices swiftly apply new learning when developing their skills.

Teachers use effective teaching strategies. Teachers use questioning, demonstration, recap and recall techniques successfully. They help to challenge and support apprentices in developing their understanding and insight into essential learning. When necessary, teachers revisit prior learning. This is to ensure that apprentices accurately embed key principles into their long-term memory.

Teachers do not track apprentices' progress effectively. They focus on the achievement of units within apprentices' qualifications to identify progress in knowledge and skills. However, teachers do not monitor or record the development of apprentices' behaviours, such as personal responsibility, resilience or ethics. As a result, leaders and teachers do not have a good enough understanding of the total progress apprentices make.

Teachers do not routinely provide feedback that supports apprentices to meet their potential. Feedback on apprentices' work links directly to the achievement of qualification criteria. This limits the quality of written work apprentices produce. For example, if the criteria are pass or fail, the feedback will target what the apprentices need to do to pass. It does not encourage apprentices to develop their work beyond those requirements. Because of this, in a few cases, apprentices have a limited understanding of what they do well or how they could further improve the standard of their work.

Apprentices routinely make good progress in developing their engineering competencies. They develop their technical proficiency and mastery of manufacturing and machining skills over time. They consistently work to the requirements of both the industry sector and their employer. As a result, apprentices who achieve their apprenticeship remain with their employer.

Teachers initially prepare apprentices for life in modern Britain. Apprentices quickly develop an understanding and an appreciation of diversity. During their foundation year, apprentices learn about fundamental British values. They gain knowledge of radicalisation, extremist views and how to protect themselves from local threats. However, these topics are not revisited frequently enough throughout the apprenticeship. As a result, many apprentices who progress through the foundation year are not routinely provided with the information they need to stay safe.

Leaders use a range of methods so that apprentices receive a high-quality education. For example, after each topic, apprentices complete a survey that rates the teaching they have received. Leaders gain feedback from mentors and, when appropriate, site managers. When concerns are identified, leaders put in place

suitable resolutions promptly. As a result, all apprentices who stay on the programme achieve.

The arrangements for governance are not appropriately formal. The board is a good mixture of Goodwin PLC directors and an external expert in education and engineering. Governors receive a general monthly report based on the performance of the provision. However, board meetings are not planned; they are often ad hoc and informal. Because of this, the impact of the support of board members for leaders by, for example, holding leaders to account and through scrutiny of the provision, is not clear.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Systematically track apprentices' knowledge, skills and behaviours throughout the apprenticeship.
- Formalise the board's approach to governance.
- Apprentices must continue to follow a broad curriculum that provides them with the information they need to stay safe following their foundation year.
- Feedback must routinely help apprentices to meet their potential.

## Provider details

<b>Unique reference number</b>	2626876
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<b>Principal, CEO or equivalent</b>	Natalie Jellyman
<b>Provider type</b>	Employer provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	NA

## Information about this inspection

The inspection team was assisted by the 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

Bev Ramsell, lead inspector

His Majesty's Inspector

Mark Parton

His Majesty's Inspector

Victor Reid

His Majesty's Inspector

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