

# Inspection of Herefordshire and Worcestershire Group Training Association Limited

Inspection dates: 21 to 24 January 2025

## Overall effectiveness

**Outstanding**

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

## Information about this provider

Herefordshire and Worcestershire Group Training Association Limited is an independent learning provider based in Hereford with an additional site in Worcester. At the time of inspection, there were 683 apprentices studying 15 apprenticeships. The apprenticeships with the most enrolments are level 3 engineering technician, with 192 apprentices, and level 3 business administrator, with 104 apprentices. There were also five adult learners studying on the welding Skills Bootcamp.

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

Adult learners and apprentices develop strong skills that prepare them well for success in their roles. Leaders work closely with employers to identify key skills and design training that meets industry needs. Many level 3 team leader apprentices start with little or no industry experience. But, through their training, they learn how to manage themselves, lead teams and oversee resources to complete projects effectively. This contributes to employers valuing their apprentice's contributions in the workplace.

As apprentices progress through their studies, they develop character and confidence. Leaders promote this development by offering experiences like a residential outward-bound course, allowing apprentices to participate in outdoor team-building activities. After the course, apprentices reflect on their experiences and how they have personally benefited, including identifying the skills they have developed. They then present their insights to large audiences, including their employers.

Adult learners and most apprentices receive valuable career advice informing them about the range of opportunities available to them after completing their studies. Level 3 business administrator apprentices understand the potential finance roles they could pursue, empowering them to make informed decisions and follow their aspirations.

Adult learners and apprentices demonstrate a strong commitment to their studies. Attendance at lessons is consistently high. Their dedication is also evident in their class participation and motivation to achieve the highest possible grades.

Adult learners and apprentices feel safe and well supported. They know the process for reporting any concerns and are confident that any incidents of bullying or harassment will not be tolerated. Additionally, staff strongly emphasise health and safety in curriculums and workshops.

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

Leaders ensure that adult learners and apprentices benefit from ambitious curriculums, skilfully tailored to meet local and national skill requirements. For instance, in the level 3 engineering fitter apprenticeship, leaders have added topics such as computer-aided design and programmable logic controllers to the curriculum. This helps apprentices develop essential technical skills that align with industry standards, preparing them well for modern engineering roles.

Teachers assess apprentices' starting points accurately through one-on-one conversations and skills analysis. For instance, level 5 operations manager teachers document what apprentices know and can do at the outset of their studies, using this information to inform their teaching and measure their progress on the

apprenticeship. This creates a clear understanding of progress for teachers and apprentices, ensuring that gaps are quickly identified and remedied.

Teachers skilfully use a range of teaching strategies to help adult learners and apprentices build their knowledge over time. Welding Skills Bootcamp teachers take time to explain concepts using diagrams, illustrations and workbooks. Level 3 engineering fitter teachers use demonstrations and recap and recall activities to ensure that apprentices retain and build on their knowledge. These strategies contribute to adult learners and apprentices making swift and sustained progress in their studies.

Teachers provide adult learners and apprentices with valuable feedback that tells them what they have done well and how to improve their work. Adult learners and apprentices appreciate this feedback and respond promptly to enhance their work. This helps apprentices and adult learners consistently produce work of a high standard.

Staff skilfully coordinate on- and off-the-job training for apprentices, creating opportunities to practise newly acquired skills at work. For instance, level 3 engineering technician learning development specialists collaborate with apprentices and their managers to ensure that apprentices take part in various activities that develop their job-related skills and knowledge effectively.

Teachers frequently create opportunities for adult learners to practise new skills in welding Skills Bootcamps. Adult learners tackle complex tasks using various techniques and materials, such as fabricating a four-sided quencher and a sealed metal box. They are given numerous chances to practise the range of skills necessary to complete these tasks, which helps them achieve fluency and consistency in their abilities. This contributes to most learners gaining employment on completion of their studies.

The proportion of learners and apprentices who successfully complete their studies is high. Apprentices gain the knowledge and skills they need to thrive in their chosen industry. Additionally, the proportion of apprentices achieving distinctions in their final examinations is also high, reflecting the quality of training and support they receive.

Leaders ensure that apprentices are educated about healthy relationships. This includes topics such as sexual consent, healthy working relationships and the importance of being mature and professional. Apprentices learn about misogyny and become more aware of acceptable language and behaviour towards female colleagues. They also understand that some forms of 'banter' are inappropriate and should be avoided. This teaches them how to behave appropriately in the workplace and in their personal lives.

Leaders have established rigorous quality assurance processes. Their teaching and learning observations are comprehensive and aid in developing teaching practice.

Leaders quickly identify rare instances of underperformance and swiftly implement effective strategies to enhance the quality of education and training.

The governance board consists of exceptionally skilled industry leaders. Governors possess decades of experience in training apprentices. They hold senior leaders accountable and show a strong interest in the quality of education provided to apprentices and adult learners. Governors ensure they receive comprehensive information for their board meetings and rigorously challenge senior leaders about their actions.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Provider details

<b>Unique reference number</b>	52179
<b>Address</b>	Holmer Road Hereford HR4 9SX
<b>Contact number</b>	01432 274310
<b>Website</b>	<a href="http://www.hgta.org">www.hgta.org</a>
<b>Principal, CEO or equivalent</b>	Nigel Morgan
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	24 and 25 February and 29 February to 2 March 2016
<b>Main subcontractors</b>	Not applicable

## Information about this inspection

The inspection team was assisted by the head of organisational development, 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

Joel Dalhouse, lead inspector	His Majesty's Inspector
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Steve Kelly	His Majesty's Inspector
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Russ Henry	His Majesty's Inspector
Rachel Clark	His Majesty's Inspector
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