

Doncaster, Rotherham and District Motor Trades GTA

Inspection date

2 November 2007

Inspection number

316795

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Motor vehicle
- Business, administration and law

Description of the provider

1. Doncaster, Rotherham and District Motor Trades Group Training Association Limited (Doncaster GTA) is a private training provider and a registered charity. Founded in 1972, it became a company limited by guarantee in 1985. It specialises in training for the motor trade and road haulage industries and has contracts with major international motor manufacturers and national retail motor groups. It contracts with the Yorkshire and the Humber LSC for the provision of work-based learning in motor vehicle engineering and business administration. Doncaster GTA also offers commercial training for other international, national and local companies, including lift truck training, goods vehicle driving, dangerous goods and health and safety consultation.
2. The company derives approximately one-half of its funding from the LSC government-funded training. It has a five-acre site at Armthorpe on the outskirts of Doncaster with a comprehensive range of specialist training workshops and classrooms for motor vehicle, business administration and warehouse training.
3. Doncaster GTA has a board of directors from the local retail vehicle repair sector which oversees strategic planning. It employs 33 staff, 13 of whom are involved in work-based learner training programmes. Doncaster GTA has 17 member companies, but deals with approximately 180 employers throughout the Doncaster, Rotherham and Sheffield area.
4. Doncaster GTA trains 226 motor vehicle engineering and business administration learners in South Yorkshire. Of these 196 are on motor vehicle programmes and 30 are on business administration programmes. There are 68 motor vehicle advanced apprentices and 128 motor vehicle apprentices. On business programmes, nine advanced apprentices and 21 apprentices are working towards awards in business administration. The provider places all learners with local companies to receive on-the-job training and practise skills for competence assessment.
5. Motor vehicle programmes include training in light vehicle maintenance, heavy vehicle service and repair, motorcycle maintenance, and body repair. Business administration programmes are mainly administrative, clerical or reception.
6. Learners are recruited through referrals from Connexions, careers advisers, directly from employers and progression from school link programmes.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Good: Grade 2

Sector subject area

Motor vehicle	Good: Grade 2
Business, administration and law	Good: Grade 2

Overall judgement

Effectiveness of provision

Good: Grade 2

7. The overall effectiveness of the provision is good. Achievement and standards, the quality of provision and leadership and management are good. Provision in motor vehicle engineering and business, administration and law are good. Equality of opportunity is also good.
8. The provider has successfully taken effective steps to improve provision since the previous inspection. Success rates have improved and are now high, particularly at level 3. All weaknesses identified at the previous inspection have been resolved and are now at least satisfactory. Learner understanding of equality of opportunity is good and provision for learners' additional support needs is satisfactory.

Capacity to improve

Good: Grade 2

9. The provider has a good capacity to improve. Learners' success rates have increased substantially, the standard of learners' work is high and the quality of learning and the support they receive are good. Quality assurance arrangements are in place and provision is improving. The provider uses feedback from learners well to monitor and assure the quality of the learners' experiences. Observations of teaching and learning within the training centre do not sufficiently drive improvement in the quality of teaching.
10. Self-assessment is thorough and includes the views of staff but does not take sufficient account of the views of employers or learners. The self-assessment report accurately identifies most strengths and weaknesses. Inspection findings confirmed the grades awarded in the self-assessment report. However, it overstated some strengths. Doncaster GTA has taken appropriate action to deal with most weaknesses identified at the previous inspection.

Key strengths

- Good and improving success rates

- Very good development of personal and social skills
- Good teaching and learning in business administration
- Good support for learners
- Effective external links, particularly with employers

Key areas for improvement

- Success rates, particularly at level 2
- Timely achievement rates for learners
- Teaching in the training centre for motor vehicle engineering
- Effectiveness of teaching observations

Main findings

Achievement and standards

Good: Grade 2

11. Achievement and standards are good. Success rates on advanced apprenticeships were very good. Success rates more than doubled from 30% in 2004-05 to 69% in 2005-06. Success rates for advanced apprentices have further increased to 76%, which is well above the national average. Success rates on apprenticeship programmes are satisfactory. They increased from 48% in 2004-05 to 66% in 2005-06. In 2006-07 success rates for apprentices have slightly decreased to 61%, remaining slightly above the national average. Timely success rates for advanced apprentices in 2006-07 are 43%, slightly above the timely national average. Timely success rates for apprentices in 2006-07 are 34%, slightly below the national average. Most learners who complete their national vocational qualifications (NVQ) go on to complete their frameworks.
12. All learners become more self-confident and achieve very high standards of work. All learners develop good practical skills and knowledge. All business administration learners develop very good personal and social skills.
13. All learners achieve additional qualifications. A few learners achieve key skills at a higher level than the framework requirement. Most current learners make effective progress. However, the progress of a minority of apprentices' is slow. Retention on a minority of motor vehicle programmes, particularly at level 2 is low.

Quality of provision

Good: Grade 2

14. Quality of provision is good. Learning in the workplace is good. Teaching and learning are good in business administration and satisfactory in motor vehicle engineering. The better training sessions are well planned. Good use is made of learners' experiences to reinforce and promote learning. In motor vehicle engineering, a few staff rely on too narrow a range of teaching styles.
15. Workplace supervisors provide good learning opportunities for learners to develop their skills. Some local main motor vehicle dealerships prefer to place learners with Doncaster GTA in preference to manufacturers' own in-house training schemes.
16. Working relationships between trainers and learners are very good. Trainers use good quality learning materials in business administration where co-ordination of training is good. However, co-ordination of training is weaker in motor vehicle engineering.
17. Assessors demonstrate good coaching skills. Employers reinforce learners' good skills development and most are fully involved in progress reviews. However, focus on short term target-setting is insufficient. Targets often contain insufficient detail for learners to plan their work or plan actions to improve.
18. Doncaster GTA has well developed links with local employers who provide very good placement opportunities for learners. In motor vehicle, learners are well matched to

placement opportunities where they further develop their skills and employability. Larger employers allocate experienced mentors who take a keen interest in learners' skills development.

19. Learners receive comprehensive advice and guidance. Staff are particularly helpful and supportive. Learners are comfortable about discussing confidential issues with staff. Individual support is very good throughout every stage of training. All learners' are assessed accurately for their literacy, numeracy and language needs and have access to effective additional support throughout their programme, either individually or in group sessions, as well as access to specialist support services such as counselling.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

20. Doncaster GTA's strategic plan and development plan clearly focus on improving provision. Progress against strategic targets is reviewed and shared with staff. New staff start teaching qualifications soon after starting employment. Three staff have been involved in developing teaching materials for the Quality Improvement Agency. Staff involved in training for learners aged 14-16 have received instruction in child protection issues.
21. Links with external organisations are good. Major international car manufacturers have donated up-to-date motor vehicles and equipment for use in teaching and learning. Staff use their knowledge and contacts well in developing programmes to meet local needs. Links with schools are good. Doncaster GTA links with 15 schools, training 183 school pupils.
22. Doncaster GTA makes effective use of feedback from learners. The company collects detailed feedback from learners during teaching observations, at three points during the learners' programme and at pastoral reviews. Analysis of feedback leads to clear actions to improve provision. Doncaster GTA attempts to collect employer feedback through questionnaires but response rates are low.
23. The promotion of equality of opportunity is good. A detailed equal opportunity plan is in place. Discussion of equal opportunities takes place at most meetings. Doncaster GTA has recently introduced a stimulating equality and diversity workshop comprising a theatre presentation by local performing arts students followed by discussion groups. The provider uses CD-ROM material to reinforce equality and diversity. Equal opportunities' notice boards prominently display informative and stimulating posters. Learners have a good understanding of equality and diversity. Course leaflets contain suitable photographs and images which promote equality of opportunity.
24. Communications are satisfactory. The provider has a range of appropriately minuted meetings at all levels but a high proportion of actions are 'ongoing' with insufficient detail on actual progress.

25. Doncaster GTA has suitable systems to monitor the quality of provision. The effective development plan monitors the response to weaknesses in the previous inspection report. A quality assurance calendar ensures that observations of key learner processes take place throughout the year. However, observations of teaching and learning are not effective in measuring improvement. Observations result in detailed reports which contain actions to improve but the provider does not monitor these sufficiently. Observation documents contain too many areas to grade, all inappropriately given equal value. The company does not systematically analyse grade profiles or differences between grades to identify improvements in teaching and learning.
26. Staff appraisal is slow. The company has only appraised six staff this year. Appraisals do not result in targets for improving learning or success rates but focus on personal development.
27. Doncaster GTA's strategies to attract under-represented groups are less than effective in engineering. Currently only four women are enrolled on engineering programmes. School link programmes have recently been successful in increasing the number of women learners and learners from minority ethnic communities. The company records ethnicity, disability and gender of all applicants but this is not used sufficiently to determine different levels of performance between groups.

What learners like:

- ‘Very supportive and friendly staff who know their stuff’
- Being treated as an adult
- Get a word processing qualification
- ‘I can work and study at the same time’
- ‘Assessor gives me a lift back to work’
- ‘I love being at college and making new friends’
- Gaining confidence and learning a lot more
- Well organised course
- ‘Good help from my mentor in the workplace’
- Lots of practical work in the workplace
- Assessment always available
- ‘The anti-discrimination workshop made me think’

What learners think could improve:

- Less reading through the induction book questions
- More time within the training centre
- ‘Less boring theory classes’
- Less time waiting for other apprentices to catch up
- Less writing in class
- More modern cars
- More practical work in the centre
- An on-site canteen

Sector subject areas

Motor vehicle

Good: Grade 2

Context

28. Doncaster GTA offers training for 196 learners in motor vehicle engineering, of whom 68 are advanced apprentices and 128 are apprentices. Learners study for NVQs and technical certificates at level 2 and 3 in vehicle maintenance and repair, body repair and refinishing, motor cycle training and auto electrical. Work placements range from main dealerships to small garages. Doncaster GTA recruits learners through a variety of methods, including referrals from employers, Connexions and through its own promotional activities. The company currently employs 17 full-time motor vehicle staff all of whom have relevant industry experience and qualifications. All learners receive regular pastoral review visits in the workplace. NVQ progress is monitored and assessed in the workplace at least every eight to ten weeks.

Strengths

- Good success rates for advanced apprentices
- Very good practical skills development
- Good on-the-job training
- Particularly good support for learners
- Highly effective employer links

Areas for improvement

- Slow progress for a minority of learners on level 2 programmes
- Low retention on some programmes
- Weak co-ordination of training

Achievement and standards

29. Achievements and standards are good. Success rates on advanced apprenticeship frameworks are high. Success rates over the last three years have risen from significantly below national averages to well above. In 2004-05, the success rate was 39% compared with a national average of 47%. In 2005-06, the success rate increased to 64% compared with a national average of 49%. The success rate in 2006-07 increased again markedly to 82%.

30. Learners demonstrate high levels of confidence in using tools and specialist equipment. As learners' skills develop they work on a variety of more complex tasks to extend their practical skills development. In the company's training centre learners demonstrate a high level of practical competence during workshop activities. Some employers support learners through sponsoring them on a range of manufacturers' training programmes to broaden their skills and abilities. Many learners quickly develop high levels of confidence and take increasing responsibility to work on customers' vehicles.

31. A minority of learners on level 2 programmes make slow progress and have passed the planned completion date. Doncaster GTA does not sufficiently analyse individual learners' progress or adequately focus on action plans during planned reviews to improve learners' progress.
32. On a minority of programmes, particularly at level 2, retention is low. For example on one programme that has only been running for 12 weeks, only 5 learners remain from a class of 13. In addition, out of 57 learners that started during 2006-07, 10 have already left. Doncaster GTA are not aware of the destination of seven of these early leavers. Over the last three years, 23% of learners have left early. Doncaster GTA is unaware of their destinations.

Quality of provision

33. The quality of provision is good. Employers provide excellent opportunities for learning to assist learners in developing strong vocational skills. The provider matches learners well to placement opportunities with employers. Larger employers allow job-rotation of learners around their organisation to improve the range and breadth of vocational skills development. Learners are often allocated experienced mentors who take a keen interest in learners' skills development. Knowledgeable, highly experienced staff work closely with learners in the workplace and actively contribute to the learning process through the provision of witness statements for assessment and through direct supervision.
34. The quality of teaching is satisfactory. In better sessions, tutors make good use of learners' workplace experiences to reinforce key engineering aspects. However, some staff rely on a narrow range of teaching styles that do not sufficiently engage all learners. The provider has recognised this aspect and has made arrangements for vocational tutors to undertake a recognised teaching qualification.
35. Employers' consistently report very high levels of satisfaction with the responsiveness of Doncaster GTA in meeting their skills training needs including the provision of specialist short courses. Doncaster GTA has well developed links with local employers and through this is able to access very good placement opportunities for learners. Some local main dealerships prefer to place learners with the Doncaster GTA in preference to manufacturers own in-house training schemes.
36. Support for learners is good. Learners receive good support from Doncaster GTA and employers throughout their training. For example, transport is provided where necessary for learners who live at some considerable distance from the training centre. Learners are comfortable about discussing confidential issues with Doncaster GTA staff who provide prompt action in following up problems and concerns. Some employers provide direct financial support for the purchase of personal tools and specialist equipment that become the property of the learner.
37. Initial assessment is satisfactory and any learner with identified support needs is promptly referred to a specialist tutor for support. Learners' review visits are effective and carried out on a regular basis. If a learner requires further support, additional reviews are arranged. Employers are appropriately involved in the review process. Target-setting for some learners is ineffective.

38. Co-ordination of training is weak. Employers are not given copies of learners' schemes of work during progress reviews. Learners are not provided with individual learning plans. They are unable to effectively co-ordinate training in the workplace to reinforce that occurring in the training centre. Doncaster GTA uses monitoring charts that employers do not clearly understand.

Leadership and management

39. Leadership and management are good. Success rates are improving, learners' work is of a high standard and learning and support for learners are good. Staff attend relevant continuing professional development training courses to update their knowledge and teaching skills. Internal verification is effective and undertaken through the year. The monitoring of some equality of opportunity is weak. In a few workshops, materials are displayed that reinforce inappropriate attitudes towards women.

Business, administration and law

Good: Grade 2

Context

40. Of the 30 apprentices on business administration programmes 21 are following apprenticeships and nine are advanced apprentices. Nearly all learners are employed. Learners are located in public and small to medium private sector offices. Learners receive most of their training and assessment in the workplace. Most learners attend training at the providers' training centre one day per week.

Strengths

- Good success rates
- Very good development of personal and social skills
- Good teaching and learning
- Good individual support
- Good promotion of equality and diversity

Areas for improvement

- Insufficiently clear short-term learning targets
- Slow progress for a minority of learners.

Achievement and standards

41. Achievement and standards are good. Success rates are good for business administration learners. Overall success rates for apprentices have increased from 54% in 2004-05 to 80% in 2005-06, which was well above the national average. Success rates declined slightly to 73% in 2006-07 but remain good. NVQ success rates are good. Timely success rates for apprentices and advanced apprentices are good. Most apprentices and advanced apprentices are making satisfactory or better progress towards achieving the goals in their individual learning plans. However, progress for a minority of apprentices is slow. Some apprentices progress to the advanced programme. All learners achieve additional word processing qualifications. A few learners achieve key skills at a higher level than the framework requirement.
42. All learners develop very good personal and social skills. Many develop good time management skills and are able to organise and meet work deadlines. Individual support from assessors is good. Learners develop good self-confidence in their ability to carry out duties in their workplace. Most learners achieve excellent standards of work. All learners develop good practical skills and knowledge that enable them to work well within a range of administration environments. They have good records of attendance and timekeeping in the workplace.

Quality of provision

43. The quality of provision is good. Teaching and learning are good. Trainers plan training sessions well with objectives which they clearly explain to learners. Learners show high levels of interest and motivation throughout training sessions. Trainers develop learners' administration skills and understanding well. Trainers are enthusiastic and make good use of learners' work-place experience to illustrate professional administrative practice. Working relationships between trainers and learners are very good, with a purposeful emphasis on learners using their time productively to meet their learning objectives. Trainers use good quality learning materials. The provider co-ordinates technical certificates, key skills qualifications, and NVQ training and assessment well. In a technical certificate lesson, the trainer used an excellent range of teaching and learning activities. Learners used their time effectively, contributing well to discussions on revision questions. All learners demonstrated good knowledge and understanding of the technical certificate modules they were studying.
44. Assessors demonstrate good coaching skills in developing learners for the assessed parts of the framework in the workplace. Employers reinforce good skills development and many are fully involved in progress reviews. However, focus on short-term target-setting is insufficient. Targets are too general with insufficient detail for learners to plan their work or improve their performance.
45. Programmes meet learners' and employers' needs. Workplace supervisors understand what they need to do to help learners complete their programmes successfully. They provide good opportunities for learners to develop their skills. Most employers make flexible arrangements to allow learners to work on their portfolios during the day. Doncaster GTA delivers well structured and purposeful training workshops incorporating revision sessions for external examinations at a large employers' office.
46. Learners receive comprehensive advice and guidance before they enrol. Doncaster GTA staff are particularly helpful and supportive. Learners appreciate the help and guidance provided by staff. Individual support is good for learners. Assessors provide effective individual advice and guidance during workplace visits and training sessions. All learners' are assessed accurately for their literacy, numeracy and language needs. They have access to effective additional support throughout their programme either through group support sessions or individually. Learners have good personal support to help them complete their programme, including access to specialist support services such as counselling.

Leadership and management

47. Leadership and management of business administration are good. Both, formal and informal communications are effective. Assessors and trainers are appropriately qualified with wide commercial experience. Staff meetings are held frequently and minuted actions are carefully monitored. The provider keeps staff well informed of programme changes. Doncaster GTA has good accommodation and resources for the teaching of business administration. Staff make particularly good use of the up-to-date information learning technology in training sessions to interest and motivate learners. The internal verification process is good. Teaching materials are good quality. The internal verifier reports on assessor performance outlining clear action points. The self-assessment report is adequate in identifying some of the main key strengths and weaknesses. All learners have a high level of awareness of equality of opportunity. Learner progress reviews effectively

monitor and promote equality and diversity in the workplace. Business administration programmes provides good value for money.

Annex

Learners' achievements

Success rates on **motor vehicle work-based learning apprenticeship programmes** managed by the provider 2004-05 to 2006-07

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	04-05	overall	18	61%	54%	39%	42%
		timely	18	39%	39%	22%	31%
	05-06	overall	25	72%	52%	64%	46%
		timely	20	65%	39%	55%	34%
	06-07	overall	34	82%	N/A	82%	N/A
		timely	48	48%	N/A	46%	N/A
Apprenticeships	04-05	overall	88	55%	45%	48%	37%
		timely	79	10%	18%	6%	15%
	05-06	overall	80	63%	54%	63%	50%
		timely	61	21%	29%	20%	26%
	06-07	overall	59	66%	N/A	59%	N/A
		timely	65	35%	N/A	29%	N/A

Note 'At the time of the inspection - LSC data for 2006-07 had yet to be fully validated'

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** Provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Success rates on **business, administration and law work-based learning apprenticeship programmes** managed by the provider 2004-05 to 2006-07

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	04-05	overall	5	40%	51%	0%	34%
		timely	4	25%	34%	0%	22%
	05-06	overall	4	100%	62%	100%	54%
		timely	N/A	N/A	N/A	N/A	N/A
	06-07	overall	N/A	N/A	N/A	N/A	N/A
		timely	N/A	N/A	N/A	N/A	N/A
Apprenticeships	04-05	overall	13	62%	57%	54%	48%
		timely	14	7%	32%	0%	28%
	05-06	overall	15	80%	63%	80%	58%
		timely	13	69%	41%	69%	38%
	06-07	overall	26	73%	N/A	73%	N/A
		timely	26	50%	N/A	50%	N/A

Note 'At the time of the inspection - LSC data for 2006-07 had yet to be fully validated'

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** Provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'