

# North London Garages GTA

Monitoring visit report

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**Unique reference number:** 53591

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**Type of provider:** Independent learning provider

**Address:** Redburn Industrial Estate  
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## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

North London Garages GTA (NLGGTA) was awarded a contract to deliver apprenticeships in December 2017 and enrolled its first apprentices in January 2018. At the time of the monitoring visit, 117 apprentices were on programme. The majority are on a level 2 vehicle maintenance and repair framework. In addition, the provider offers level 3 standards at technician level in motor vehicle service and maintenance, as well as bus and coach engineering. Nearly all apprentices are on non-levy contracts and over half are between 16 and 18 years of age. Apprentices work in garages across London and the Home Counties. NLGGTA has 12 learners on traineeships, but these are on subcontracted provision and are not included in this monitoring activity.

### How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

### Reasonable progress

The leader and managers have a clear rationale for the provision: to meet the demand for trained motor mechanics. Once qualified, apprentices have good permanent job opportunities, either with their current employer or elsewhere. The level 3 qualification provides a valuable progression route for those who want to become managers and/or move into more complex work. The leader has recently introduced hybrid car training for all apprentices as an important additional component. Employers and apprentices are right to value the additional skills and health and safety awareness that this training brings.

The provision meets apprenticeship requirements. Staff carry out appropriate checks that the programme is suitable for new apprentices before they join the programme. A one-week trial provides a good opportunity for apprentices to find out if work as a car mechanic suits them. Nearly all apprentices stay after the first six weeks on programme and those who do leave move to other jobs and employer apprenticeships. While the leader is taking steps to improve this, the dropout rate within the first six weeks of the programme is too high.

Staff use recently improved software effectively to track apprentices' progress from their starting points. The leader and managers make sure that apprentices meet the off-the-job training requirement. However, the leader and managers do not make sufficient use of the information gathered to monitor the quality of delivery and to make improvements to the programme.

All apprentices who need to develop their English and mathematical skills achieve their English and mathematics qualifications at level 2. This is above the minimum requirement for the level 2 framework and prepares apprentices well for their next stage of training and employment. However, recent staff changes have led to a drop in the quality of teaching, and progress in the development of current apprentices' English and mathematical skills is too slow.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress**

Most apprentices have no prior motor vehicle experience on entry to the programme. They are taught and develop relevant new knowledge, skills and behaviours, such as how to service engines and identify faulty tyres. They grow in confidence as they learn.

Assessors provide good support in the workplace. As a result, apprentices gain new knowledge and skills that are relevant to the workplace and they gradually take on more challenging tasks. Assessors plan assessment activities well and meet their apprentices frequently. They make good use of opportunities as they arise in the workplace to assess apprentices' progress. Assessors manage relationships with employers well. This includes regular reviews with employers and action plans to support apprentices, for example if they fall behind with their work. Employer mentors provide appropriate opportunities for on-the-job learning. In a few garages this includes opportunities for apprentices to observe 'a master at work'.

Tutors use an appropriate range of workshop resources, handouts and quizzes to practise and check learning. The off-the-job training garage facilities provide a good environment for the apprentices to apply their knowledge of theory to practical work. Tutors relate mathematical concepts effectively to the apprenticeship programme and the workplace. This enables apprentices to understand how and when to use mathematics, such as in the use of ratios when measuring liquids and cylinders.

The level 2 framework is taught well and most complete their training on time. However, a minority of level 3 standards apprentices, their mentors and line managers are not clear about apprentices' progress or on what they need to do to meet the practical requirements for their end-point assessment. The quality of feedback on the standards apprentices' work is not good enough. As a result, there

are too many examples when apprentices are not sure about what they need to do to improve their knowledge and skills.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Leaders and managers have put in place effective processes to make sure that apprentices are safe. Over half of the apprentices are aged between 16 and 18 and a significant minority face major difficulties, such as depression and homelessness. Staff provide good safeguarding and pastoral support, which enables apprentices to complete their training.

The safeguarding lead ensures that staff are safe to work with apprentices. Staff identify safeguarding and 'Prevent' issues well. Managers take prompt action and liaise effectively with external organisations, such as the local safeguarding board and the police. Managers have made good use of their experiences to strengthen staff training.

Apprentices feel safe and know who to contact if they have concerns. They have a basic understanding of safeguarding and the dangers of radicalisation. However, they do not have sufficient understanding of risk and how to keep themselves safe in their personal lives and the local environment. Their understanding of health and safety in the workplace is good.

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