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Mr Chris Clarke
Chief Executive
Engineering Trust Training Limited
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Dear Mr Clarke

Short inspection of Engineering Trust Training Limited (ETT)

Following the short inspection on 29 and 30 November 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The inspection was the first short inspection carried out since the provider was judged to be good in March 2010.

This provider continues to be good.

Since the previous inspection, ETT has continued to recruit young people aged 16 to 18 onto engineering apprenticeships. The vast majority are advanced apprentices. You continue to use colleges of further education in the Oxfordshire area to deliver practical training and technical certificates. Apprentices continue to achieve well on all programmes. They make very good progress towards achieving their learning goals. They become very confident in the workplace and many are promoted and given additional responsibilities at work. A large proportion progress to higher-level learning.

ETT assessors and internal verifiers are responsible for assessing and validating assessment in the workplace. Since the previous inspection, as a result of minimum contract value Skills Funding Agency funding arrangements, you have subcontracted engineering apprenticeship training to Group Training and Development (GTD) in Devon, and British Engineering Manufacturing Association (BEMA) in Bristol. There are currently around 300 apprentices with about one half with GTD and BEMA. BEMA has recently opened a new training centre in Yate to provide practical training and technical certificates for apprentices.

You and your leadership team have taken successful action to address most of the areas for improvement identified at the previous inspection. Managers have strengthened the monitoring of colleges and as a result colleges continue to meet

employers' and apprentices' needs well. Arrangements for managing trainers' and assessors' performance and observing teaching, learning and assessment have been enhanced across the whole provision. However, some of these are recent and it is too early to determine if they are successful.

You continue to work closely with excellent employers who provide apprenticeships in a wide range of engineering disciplines, such as aeronautical engineering, cryogenics, nano temperature measurement, tool making and welding, and fabrication of large construction equipment. These meet the national and local needs well.

Safeguarding is effective.

Leaders and managers ensure that safeguarding arrangements are fit for purpose and they take effective action to safeguard apprentices. You have ensured that all ETT and subcontractor staff have received recent safeguarding training. You also monitor safeguarding arrangements in the colleges, subcontractors and workplace effectively, and apprentices know who to go to if they have any safeguarding concerns. You have good links with local authority designated safeguarding leads and more training is planned to ensure that ETT and subcontractor staff are kept up to date. All staff have been trained in the 'Prevent' duty. Apprentices are given clear information about safeguarding and the 'Prevent' duty at induction. The large majority of apprentices have a good awareness and understanding of the dangers associated with radicalisation and extremism. However, a small minority of apprentices lack sufficient awareness.

Inspection findings

- Senior managers are clearly focused on providing a good range of engineering apprenticeship frameworks, which meet local employers' needs well. Employers state that they are very satisfied with the training ETT provides and the strong contribution it makes to their business.
- You continue to work well with further education colleges to provide additional training, such as in electrical and electronic engineering, to better meet employers' needs. Senior ETT staff have strengthened the management of subcontractors in Devon and Bristol and this is reflected in apprentices' continued high achievements. BEMA senior managers have successfully opened a new training centre and have taken over delivery of the practical training and technical certificates from a local college, which did not provide a sufficiently high-quality programme. Experienced and well-qualified trainers and assessors at BEMA ensure that apprentices achieve well.
- Senior leaders monitor and evaluate the effectiveness of the provision thoroughly. They are clear about how apprentices are progressing and are ambitious to further improve achievement. Managers have continued to improve the collection and analysis of data, particularly the reasons for leaving and the destinations when apprentices leave employers. Managers use this information well to target improvements in retention. They collect the views of employers and apprentices frequently and use them as part of their self-assessment process to

help identify strengths and areas for improvement. For example, as a result of feedback ETT managers have implemented changes to some of the qualification frameworks including the addition of new units.

- ETT staff use the results of initial discussions with apprentices well to select the most appropriate employer. Staff develop clear and well-thought-out training plans in consultation with employers and apprentices. Staff support apprentices with specific learning needs well and there are no significant gaps in the achievement of those with or without specific learning needs. ETT managers do not, however, collect data for disadvantaged groups such as children looked after or those who previously received free school meals.
- Trainers link practical and theory training with workplace activities very effectively. ETT staff have trained a number of highly skilled and experienced workplace employees as mentors to apprentices. These mentors help apprentices extremely well to learn new skills, complete tasks and gather evidence for their qualification. ETT staff visit employers frequently and carry out assessments and reviews of apprentices' progress. Assessors review apprentices' progress towards their qualifications effectively and the majority of employers are fully involved. Targets are detailed and apprentices are aware of what they need to do to achieve their qualification. However, a minority of employers and apprentices are not always aware of the skills apprentices need to improve or develop before the next assessment or review.
- Apprentices receive good careers advice and guidance during their time on their apprenticeship programme. Many spend time in different departments in the workplace and as a result they develop good practical skills in a wide range of environments. Apprentices are confident and motivated and make informed decisions about their future career development.
- Overall achievements on engineering programmes continue to be high and above national rates and those of similar providers. Apprentices' mathematical skills are very good and many achieve additional mathematics units during their apprenticeship. Many go on to achieve higher level qualifications. However, the development of apprentices' English skills is less effective. Assessors do not give sufficient feedback to apprentices after assessments to help them improve their English skills, such as punctuation, grammar and spelling.

Next steps for the provider

Leaders and those responsible for governance should ensure that:

- they identify all relevant groups of learners, including those from a disadvantaged background, as a routine part of their analysis of participation and achievement by different groups to identify and reduce achievement gaps
- all staff are confident to help apprentices understand how to stay safe from the dangers associated with radicalisation and extremism
- assessors and trainers help apprentices to further improve their English skills and ensure that they produce a high standard of written work

- assessors make sure that apprentices and employers are fully aware of what skills apprentices need to reinforce or develop between assessment and reviews.

I am copying this letter to the Skills Funding Agency and the Education Funding Agency. This letter will be published on the Ofsted website.

Yours sincerely

Bob Cowdrey
Her Majesty's Inspector

Information about the inspection

Two of Her Majesty's Inspectors and three Ofsted Inspectors assisted by the chief executive, as nominee, carried out the inspection. Inspectors met with managers, ETT staff, subcontractor staff, employers and apprentices. They observed training sessions and apprentices' progress reviews. Inspectors reviewed key documents, including those related to self-assessment, quality improvement plans, apprentices' achievements and safeguarding.