

Inspection of TTE Training Limited

Inspection dates: 16 to 19 May 2023

Overall effectiveness **Outstanding**

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Outstanding
Education programmes for young people	Outstanding
Apprenticeships	Outstanding
Overall effectiveness at previous inspection	Outstanding

Information about this provider

TTE training limited (TTE) is an independent training provider based in Ellesmere Port, Cheshire. TTE specialises in engineering training. It provides apprenticeships and education programmes for young people. TTE subcontracts a very small part of the provision for a few learners and apprentices.

At the time of the inspection, there were 20 learners enrolled on an engineering study programme following either a mechanical or electrical engineering pathway. There were 163 apprentices enrolled on apprenticeship standards. Most apprentices study at level 3, with over three quarters of apprentices on science industry maintenance technician and science manufacturing technician apprenticeships. The remainder study on maintenance and operations engineering technician, customer service specialist, engineering fitter and laboratory technician apprenticeships.

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

Apprentices and learners are highly motivated to achieve and are committed to their studies. They demonstrate exceptionally positive attitudes to their learning and attend well. Apprentices and learners are proud to attend TTE.

Most apprentices take an active role in the community. They arrange events to raise money for local charities, such as a health and safety league and sports days. Apprentices are passionate about the engineering sector. They organise visits to local schools to raise awareness of engineering and encourage participation in engineering related activities.

Apprentices and learners improve their confidence and develop their communication skills because of the training they receive. Apprentices work closely with their employers to select and complete business improvement projects. They identify several solutions and complete feasibility studies, which they present to their employers and mentors. Employers highly value the contributions that apprentices make to their businesses.

Most apprentices access a range of activities that extend beyond their apprenticeship. Apprentices take part in outward bound courses to develop their leadership, resilience and team working skills. Learners complete young leadership qualifications, improving their confidence and communication skills. However, learners on study programmes and maintenance and operations engineering technician apprentices do not have the same opportunities to access the full range of activities on offer.

Apprentices and learners are prepared exceptionally well for working in a highly regulated industry. Apprentices chair the TTE health and safety committee and take a lead role in facilitating 'job freezes' during practical workshops. They carry out the team leader role and use QR codes in workshops to question their peers on health and safety knowledge. They ensure that health and safety practices are always adhered to. Apprentices and learners embody the TTE mantra that 'if it is not safe, it does not happen.'

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

Leaders develop a highly ambitious curriculum, which meets the needs of employers, apprentices and learners. Apprentices develop substantial new knowledge and skills beyond the apprenticeship standard. Apprentices on the mechanical pathway develop additional skills in electrical engineering. They use this knowledge to competently carry out electrical lockout on equipment before commencing mechanical maintenance. Consequently, apprentices become multiskilled engineers, which allows their employers to deploy them on a range of activities beyond their core apprenticeship.

Leaders create a well-structured curriculum from which apprentices and learners incrementally build their knowledge, skills and behaviours over time. For example, learners on the electrical study programme learn how to follow basic technical drawings and use regulation guides to work out heights to install electrical components. Following this training, they move on to interpreting more complex wiring diagrams. Learners are prepared well for successful careers in the engineering sector.

Tutors and training officers use questioning and demonstration skilfully to develop apprentices' and learners' knowledge and skills. Apprentices and learners receive individual support and regular reviews in workshops while they refine their skills. As a result, they complete tasks accurately to industry standards. Tutors use assessments at the start of the apprenticeship to identify gaps in mathematical knowledge. Apprentices benefit from additional mathematics lessons to develop their understanding of algebra, trigonometry and calculus. Apprentices develop a secure foundation in engineering mathematical skills.

Training staff carefully monitor learners' and apprentices' progress. They hold monthly progress reviews and mentor sessions to discuss their learning with their employers. Training staff swiftly put in place targeted support for those learners and apprentices who fall behind. Almost all apprentices and learners complete their training and achieve their qualification or apprenticeship.

Tutors and training officers provide highly effective feedback to apprentices and learners. Apprentices and learners know what they have done well and what they need to do to improve their written and practical work. They increasingly improve the accuracy of their practical hand skills and use highly technical vocabulary in their written work. However, in a few instances, tutors do not correct spelling errors. In these cases, a few apprentices and learners continue to make the same errors.

Training officers have extensive industry experience, which they use exceptionally well to explain key engineering concepts. For example, they discuss chemistry principles when completing process engineering and explain current process engineering systems and practice. This helps learners and apprentices to put theory into practice and prepares them well for future study and employment.

Apprentices and learners benefit from ongoing careers advice from their mentors. They are aware of the range of opportunities open to them and make informed decisions about their next steps. Learners on study programmes benefit from meaningful work experience, with many securing an apprenticeship. Most apprentices and learners move into sustained employment or further study.

Leaders use a range of information to monitor and improve the quality of education that apprentices and learners receive. Leaders and board members have an accurate understanding of the strengths and the very few areas of improvement. They put in place quality improvement actions, which rapidly improves the weaknesses they identify. Board members are suitably experienced to carry out their roles. They use

their extensive knowledge of and experience in the engineering sector to provide support and challenge to senior leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place a very high priority on the safeguarding and well-being of their learners and apprentices. They are relentless in their pursuit of safe working practices and instil a culture of health and safety and safeguarding at all levels. They respond swiftly to increasing concerns around the mental health and well-being of their apprentices and learners. Consequently, apprentices and learners are supported and continue with their studies.

The designated safeguarding lead and their deputies are appropriately trained and qualified to carry out their roles. Staff receive regular training on topics such as mental health awareness, the importance of sexual consent and the risks of sexual abuse. Apprentices and learners are confident that issues raised are taken seriously and dealt with swiftly.

Provider details

Unique reference number	55113
Address	New Horizons House, New Bridge Road Ellesmere Port Cheshire CH65 4LT
Contact number	01513576100
Website	www.ttelttd.co.uk
CEO	Nick Smith
Provider type	Independent Learning Provider
Date of previous inspection	12 to 14 July 2017
Main subcontractors	Cheshire College - South & West Wirral Metropolitan College St Helens College

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

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