

# Webs Training Ltd

## Inspection report

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**Unique reference number:** 55294

**Name of lead inspector:** Maxine Mayer HMI

**Last day of inspection:** 26 November 2010

**Type of provider:** Independent learning provider

**Address:** The Poplars  
Wollaton Road  
Beeston  
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**Telephone number:** 0115 9677771

## Information about the provider

1. Webs Training Ltd (Webs) was established in 1968 to provide training to the furniture industry. The provider has a contract with the Skills Funding Agency (SFA) East Midlands region for apprenticeship and Train to Gain provision in manufacturing technologies. Train to Gain learners are located throughout England and the majority of apprentices are in the East Midlands area. Approximately 90% of the work of Webs is government funded.
2. All learners are employed and work in the upholstery, wood machining, cabinet making and kitchen fitting industries, with the exception of a few Train to Gain learners who are completing custodial sentences in secure estates. At the time of inspection 123 learners are on Train to Gain programmes and 84 are apprentices of which 18 are at an advanced level.
3. Apprentices undertake their off-the-job training at the Webs training centre in Beeston in Nottingham. Assessors visit them in their workplaces at least on a monthly basis. All Train to Gain learners undertake their training and assessment in the work-place.
4. The percentage of the population in the East Midlands region that has a level to qualification or above is around the national average. Fifteen percent of the population work in manufacturing compared with 10% nationally.

Type of provision	Number of enrolled learners in 2009/10
<b>Employer provision:</b>	
Train to Gain	235 learners
Apprenticeships	120 apprentices

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<b>Overall effectiveness of provision</b>	<b>Grade 1</b>
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<b>Capacity to improve</b>	<b>Grade 1</b>
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	<b>Grade</b>
Outcomes for learners	1
Quality of provision	1
Leadership and management	1
Safeguarding	1
Equality and diversity	2

<b>Subject Areas</b>	<b>Grade</b>
Manufacturing technologies	1

## Overall effectiveness

5. The overall effectiveness of the provision is outstanding. Success rates at Webs are well above the manufacturing technologies national rate and the majority of learners complete their programme within planned timescales. Learners really enjoy their training and make very good progress in acquiring high-level manufacturing and personal skills. Apprentices produce excellent examples of work. Much attention is paid by Webs staff to ensuring learners are kept healthy and safe, particularly when working with high-risk machinery.
6. The teaching, training and assessment support are outstanding. Tutors are very experienced in the industry sector and are highly regarded by learners and employers. Resources are excellent. The training facilities at the centre in Beeston are extensive with dedicated facilities for each subject area. Tools and equipment are modern, up to date and of high industrial specification. Good use is made of information technology in apprenticeship training.
7. Webs have strong industrial and employer links and this ensures that programmes match the requirements of employers and learners very well. Learners receive good individualised support. However, the promotion of additional training in literacy and numeracy for adult learners who would benefit from this is not sufficient.

8. The board and senior managers provide outstanding leadership and management. They are strongly committed to learners achieving high standards in the furniture industry. All staff and learners at Webs have a high degree of respect for each other and understand their rights and responsibilities. All learners achieve as well as each other. However, equality and diversity are not promoted sufficiently well enough when staff visit learners in the workplace. Webs demonstrates outstanding capacity to improve. It listens to the views of its users and stakeholders, acts upon these quickly and continues to improve.

## Main findings

- Outcomes for learners are outstanding. Success rates are very high, well above national rates and show continuing and significant improvement over the last four years. The latest published data for 2009/10 identifies that 91% of apprentices and 96% of Train to Gain learners have already achieved with 91% and 83% respectively completing within planned timescales.
- The development of the learners' vocational and life skills is excellent. They quickly acquire high levels of vocational skill, producing work of exceptionally high quality. They enjoy their work and speak with pride and enthusiasm about the products they make.
- Safe working practices are promoted strongly both in the workplace and the training centre. Very close attention is given at all stages of the programmes to risks and hazards. Many learners work with large and powerful woodworking machinery and are very diligent in their working practices. All learners feel safe.
- Teaching and learning are very good. Teaching resources are excellent. Good use is made of stimulating and varied teaching techniques to promote peer working and reflection upon previous learnt content. Good attention is given to learner feedback regarding teaching. This is sought and acted upon on a regular basis.
- The assessment and review of progress are very good. Training officers are highly vocationally experienced and use this well to support assessment. Target setting during assessment is challenging but achievable and promotes the very good progress of learners towards their qualification completion.
- Programmes meet the needs of all users exceptionally well with strong partnership working. The programmes are matched closely to the learners' aspirations and ambitions. Training officers use learning plans well to support, challenge and encourage learners to reach their full potential. Employers engage well with the training and communication is very good.
- Learners receive good support. The needs of individual learners are prioritised by staff who are very well qualified and respected for their knowledge and expertise by employers and learners alike. However, too few learners on Train to Gain programmes undertake additional training to support their literacy and numeracy development and needs.
- The directors and board set very high standards and are ambitious for the high quality development of the programmes offered by Webs. Staff understand and contribute well to this vision. The focus of the provision is very closely aligned

to the needs of employers and the industry sector. Relationships with stakeholders are outstanding, this contributes significantly to improvement.

- Safeguarding arrangements for all learners are outstanding. Criminal record bureau checks are completed for all staff who have also undertaken safeguarding training. The two nominated safeguarding officers have received high-level training. Through risk assessment and detailed action planning, the provider identifies those who are its most vulnerable learners.
- Webs approach to equality and diversity is good. Webs has an excellent record of ensuring all learners achieve as well as each other including the high proportion of learners with additional needs and/or disabilities. Recruitment rates of traditionally under-represented groups matches that for the industry. However, the promotion of equality and diversity in the workplace is insufficient.
- The programmes have developed significantly and improved since the previous inspection. Webs is very responsive to improvement requests from stakeholders who are subsequently well informed of responses to requests. Managers set ambitious organisational targets which are met by very sound monitoring and use of management information systems.
- Programmes provide outstanding value for money. Significant investment is made in learning resources, staff development and building work is about to commence on a new purpose built facility. Self-assessment and development planning are sound. Wherever possible, materials are recycled and forestry sustainable products are used.

### **What does Webs need to do to improve further?**

- Improve the advice and guidance to encourage all adult learners to develop their literacy and numeracy by providing additional staff training to achieve this.
- Improve the quality of the review process in the workplace by ensuring equality and diversity are sufficiently promoted and reinforced.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- the very good training and support
- that confidence increases and that they get good advice and guidance
- that tutors are approachable
- that they feel very safe in the training centre and on residential activities
- the fact that they understand their targets
- the very good communication with their tutors
- the practical style of the training.

#### **What learners would like to see improved:**

- none identified.

### **Summary of the views of employers as confirmed by inspectors**

#### **What employers like:**

- that Webs provides specialised on-site training which is unavailable from other sources
- that Webs is very well organised and communicates well between user and their trainees
- the high quality service provided by Webs
- that Webs is very supportive of learners needs.

#### **What employers would like to see improved:**

- none identified.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 1**

9. Webs demonstrates outstanding capacity to improve. This was judged by inspectors as good at the previous inspection with sound improvement planning since that time. Success rates have continued to improve and have been consistently above national rates since the previous inspection. The overall rates are now very high across all of the provision and in some parts of the provision are 100%. Success is achieved by a very high number of learners within the planned duration of their programmes. Significant investment by Webs in further improving its resources and programme offer has ensured that learners have access to very high quality equipment. Materials and resources are outstanding. The views of all stakeholders, partners and users of Webs programmes are routinely sought and quickly acted upon. The board and senior managers set very high standards and targets for improvement. Achievement of these targets is closely monitored to ensure that standards are raised.
10. Self-assessment is very good and has improved since the previous inspection. The process is fully inclusive of learner, employer and stakeholder views and very well informed by data. The report is well written and is based on sound evidence. However, draft and final versions are not shared with external stakeholders in order to confirm views. Development planning is based on results of self-assessment and produces high quality improvements.

### Outcomes for learners

**Grade 1**

11. Outcomes for learners are outstanding. Success rates and completions within the planned durations of the programmes are high and significantly above the corresponding national averages. Apprenticeship framework completion rates have improved over recent years, and markedly in 2009/10 which are 91% compared to a national average of 71%. The success rates for advanced apprenticeships are 100%. Train to Gain rates are also very high. The programmes have been offered since 2008/09 and success rates have been consistently between 96% and 100%. In 2009/10, 89% of these learners have completed their programme on time. Webs has a large number of learners with additional learning needs and/or disabilities. The success rate for these learners is also significantly above the all sector national average and comparable with other groups of learners.
12. The development of the learners' vocational and life skills is excellent. They quickly acquire high levels of vocational skill and take on roles of responsibility in the workplace, often working in prestigious employers producing work of exceptionally high quality. They enjoy their work and speak with pride and enthusiasm about the products they produce. New learners gain skills quickly and employers are very positive about the improved confidence and morale of their workforce. A few learners enter national competitions and frequently do well in the final stages. Advanced furniture apprentices produce projects that

demonstrate high levels of design and manufacturing skills as part of their programme. All apprentices produce high quality masterpieces at the end of their training. These are funded by Webs but retained by the learners. The training provided for learners with both mental and physical disabilities, enables them to make very good progress, attain high levels of confidence and self-esteem and progress into sustainable employment.

13. Safe working practices are strongly promoted both in the workplace and the training centre. Staff and learners pay close attention at all stages of the programmes to risks and hazards. A few learners attend the centre on a block release residential basis and stay locally in hotel accommodation. The hotel provides a variety of activities to engage the young learners and to ensure their safety whilst not in the centre. Most learners work with large and powerful woodworking machinery and are very diligent in their working practices. Learners are able to make informed choices about their health and well-being and regularly use risk assessment to analyse hazards within the workplace. All learners feel safe.

## **The quality of provision**

## **Grade 1**

14. The quality of provision is outstanding. Teaching and learning are very good. Teaching resources are excellent with very good availability and use of information learning technologies (ILT) in the delivery of the programmes. Good use is made of stimulating and varied teaching techniques to promote peer working and reflection upon previous learnt content. Tutors plan sessions very well with clear strategies for differentiation and extension activities. Tutors use high level open questioning, together with ILT quizzes, to good effect to check learning. Good attention is given to learner feedback regarding teaching. This is sought and acted upon on a regular basis.
15. Very good assessment and review promotes good progress by the learners towards their framework completion. Training officers are very vocationally experienced and use their experience well to support assessment, most of which is by direct observation in the workplace. This is further reinforced by in-depth questions to check and extend learner understanding. Target setting during assessment is challenging but achievable and promotes the good progress. Assessments are regular, frequent and well planned. Learners receive immediate and supportive feedback and the employers are involved fully in the process. Internal verification is thorough, systematic and diverse.
16. Programmes meet the needs of all users exceptionally well. Strong partnership working is used well to support users with very specific and unusual industrial needs. The programmes are closely matched to learners' aspirations and ambitions. Training officers use learning plans well to support, challenge and encourage learners to reach their full potential. Employers engage well with the training and assessment and communication between them and the Webs staff is very good. Employers provide high quality materials for learners enabling them to complete their projects to a very high standard. Expensive and



sometimes exotic woods, fittings, leather and fabrics are used in these projects, and learners are able to retain the completed project items.

17. Support for learners is good and learners receive very good information advice and guidance in order to progress to higher levels of qualification and employment. Pastoral review is regular and effective, with good reinforcement of health and safety and safeguarding arrangements. However, the reinforcement of equality and diversity in the workplace is insufficient and less well understood or remembered by learners. Many learners on Train to Gain programmes could benefit from additional support to develop their literacy and numeracy skills. While this support is offered to all learners, the benefits are not sufficiently promoted and only a few learners take up this additional support on a formal basis.

## **Leadership and management**

## **Grade 1**

18. Leadership and management are outstanding. The directors and employer board make available outstanding resources, are ambitious and set very high standards for the high quality development of the programmes. Staff understand and contribute well to this ethos. The focus of the provision is very closely aligned to the needs of employers and the industry sector. For example, in conjunction with the trade body, Webs has successfully developed the new apprenticeship framework in kitchen fitting as a direct response to skills shortages. It is currently the only training provider that offers this framework. Relationships with other stakeholders are outstanding and this contributes significantly to improvement in professional industrial standards and the Webs training programmes.
19. Safeguarding arrangements for all learners are outstanding. Webs does not have a legislative requirement to have these arrangements in place for most of its learners. Criminal record bureau checks are completed for all staff who have also undertaken safeguarding training. The two nominated safeguarding officers have received high level training. Through risk assessment and detailed action planning, the provider identifies who are their most vulnerable learners. This has led to improvement, particularly in the residential aspect of the provision and employers' awareness.
20. The provider's approach to equality and diversity is good. Webs has an excellent record of ensuring all learners achieve as well as each other including the high proportion of learners with additional needs and/or disabilities. Recruitment rates of traditionally under-represented groups matches that of the industry, which is generally low. Webs is undertaking considerable promotion of their programmes particularly with school children. However, this work has not led to improved participation. The promotion of equality and diversity in the centre and during induction is very good and learners have a good understanding of their rights and responsibilities. They treat each other and their tutors with respect. However, this is not sufficiently reinforced by tutors when visiting the workplace.

21. The programmes have developed significantly and improved since the last inspection. All inspection grades are now higher. Webs is very responsive to improvement requests from stakeholders who are subsequently well informed of responses to requests. Directors set ambitious organisational targets that are met by very sound monitoring and use of management information systems. The quality of teaching and learning is frequently and accurately monitored and tutors receive good feedback to enable them to improve their practice. This has led to year on improvement in teaching standards.
  
22. Programmes provide outstanding value for money. Significant investment is made in learning resources and staff development and building work is about to commence on a new purpose built facility. Sound and improved inclusive self-assessment and development planning has ensured that success rates and the quality of the provision have reached high levels. Wherever possible, materials are recycled and forestry sustainable commission products used.

## Information about the inspection

23. One of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's training director, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the Sector Skills Council and other trade bodies, the previous inspection report and data on learners and their achievement over the period since the previous inspection.
24. Inspectors used group and individual interviews and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from all programmes that the provider offers.

**Record of Main Findings (RMF)**  
**Webs Training Ltd**  
**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	84	84
Part-time learners	123	123
<b>Overall effectiveness</b>	<b>1</b>	<b>1</b>
<b>Capacity to improve</b>	1	
<b>Outcomes for learners</b>	<b>1</b>	<b>1</b>
How well do learners achieve and enjoy their learning?	1	
How well do learners attain their learning goals? How well do learners progress?	1 1	
How well do learners improve their economic and social well-being through learning and development?	1	
How safe do learners feel?	1	
<i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
<b>Quality of provision</b>	<b>1</b>	
How effectively do teaching, training and assessment support learning and development?	1	
How effectively does the provision meet the needs and interests of users?	1	
How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	1	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
<b>Leadership and management</b>	<b>1</b>	<b>1</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
How effectively does the provider promote the safeguarding of learners?	1	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
How effectively does the provider engage with users to support and promote improvement?	1	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	1	

\*where applicable to the type of provision

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