

Waverley Borough Council

Local Authority

Inspection dates		22–26 April 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Learners studying for apprenticeships do not achieve as well as they should. Although success rates overall have increased and are just above the national average, learners in health and social care and horticulture do not achieve as well as learners in those subjects nationally.
- Learners on workplace learning programmes do not achieve as well as similar learners nationally.
- The provider has not improved quickly enough the achievements of male learners to match those of their female peers, or those of older learners to match those of their younger counterparts.
- Leaders failed to increase management capacity quickly enough to match the increases in the range and volume of the provision.
- Leaders do not focus sufficiently well on improvement. Although the provider has improved overall success rates and the quality of teaching, learning and assessment, it does not focus sufficiently on all relevant aspects.
- Quality improvement actions lack rigour. Most are neither sufficiently well detailed nor monitored closely enough.
- Self-assessment is not sufficiently rigorous. Leaders and managers do not identify areas for improvement sufficiently clearly.

This provider has the following strengths:

- Teaching, learning and assessment are much improved and now are good.
- Current learners are making good progress; they are working well towards their qualifications and develop good independent learning skills.
- Learners make good progress in developing their English and mathematical skills, owing to good reinforcement in the sessions.
- Learners develop good vocational skills; many progress to employment or gain promotion or extra responsibilities at work.

- Tutors make good use of questioning and discussion, to develop learners' knowledge and skills and check their understanding.

Full report

What does the Waverley Borough Council (WBC) need to do to improve further?

- Reduce differences in achievement between groups of learners more rapidly by:
 - ensuring the key components of learners' programmes are monitored in reviews of progress
 - monitoring learners' progress more regularly
 - identifying reasons for underperformance in detail
 - taking prompt action to support learners at risk of falling behind.
- Focus on improving learners' success rates by:
 - helping staff set and monitor better short- and long-term targets for students
 - using progress data more effectively to monitor trends in achievement.
- Improve the quality of Foundation Learning by:
 - reviewing the programme to ensure all learners cover all elements
 - using good relationships with employers to develop more work placement opportunities for learners.
- Increase the rigour of quality improvement for both direct provision and subcontracted provision by:
 - more detailed and accurate reporting in the self-assessment report
 - greater alignment between self-assessment, quality improvement and action planning
 - having clear, measurable targets in action plans.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Current learners enjoy their learning and most are making good progress, although a few are making slow progress. Learners' attitudes to learning are good and learners gain in confidence. Many learners progress into employment or gain promotion. For example, learners studying programmes to support teaching often end up gaining full-time employment with the schools where they started as a volunteer. ▪ The quality of learners' work in their portfolios is satisfactory overall. In some areas, such as horticulture, good use is made of photographs to show off learners' work. In business, administration and law, learners have a high level of ownership in the development of their portfolio, which means they are highly motivated, and develop good independent learning skills. Current learners are developing very good workplace skills. For example, one learner studying early years care planned and ran an excellent activity for two-year-olds on painting and texture. Other learners, such as foundation learners studying hairdressing and learners studying horticulture, also gain good vocational skills, for example a detailed knowledge of different weeds. ▪ Apprentices do not succeed as well as they should. Overall, the proportion of apprentices who achieve their full programme has risen year on year and is now around the national average. The rate at which apprentices achieve within the planned time has also increased to just above the national average. However, in some subject areas, such as horticulture, learners do less well, although the number of learners in this area is low. In business, administration and law, 	

the largest area, too many learners on administration programmes achieve less well than nationally.

- Learners on workplace learning programmes do less well than those on apprenticeships. Although improving, the proportion of those who successfully complete their programme is just below the national average and the proportion of learners who achieve within their planned time is well below the national average. For example, learners on programmes within health and social care, the second largest area, do not achieve sufficiently well.
- Because of good support, learners with learning difficulties and/or disabilities achieve as well as other learners within the provider, and better than this group nationally.
- Too many groups of learners do not do as well as others. In apprenticeships, women achieve much better than men. Older learners, who tend to be on advanced programmes, do less well than learners in the 16 to 24 age group. This gap is widening slightly, in contrast with the position nationally.
- Learners in most areas, such as business administration, develop good English and mathematical skills. They use these skills well in the workplace. However, in Foundation Learning, staff do not develop programmes of learning sufficiently well for learners to develop these skills.
- The development of learners' broader skills is adequate overall. Learners studying programmes to support teaching and learning often gain additional skills and qualifications to enhance their skills well. This is also true for a few learners in business, administration and law. Most learners gain confidence, team working and other skills expected of them in the workplace.

The quality of teaching, learning and assessment

Good

- Learners are developing good skills because of good teaching, learning and assessment across most of the provision. Current learners are making good progress because teaching has improved; much is now good or outstanding.
- Tutors use their vocational knowledge very well to inspire and challenge learners. Good use is made of contextual and employment references to motivate learners to develop the skills needed to follow their chosen path, for example learners training to support learning are fully aware of the skills needed to progress further in schools. Staff are successful at raising learners' expectations to a high level.
- Tutors use their experience well to develop learners' vocational skills, for example in hairdressing for learners on Foundation Learning programmes, and in working with young children on the early years programmes. Learners develop good independent learning skills.
- Learners are supported and cared for well. Tutors' contact with learners is very regular with many learners receiving visits far more frequently than their programme requires. Learners with learning difficulties and/or disabilities receive very good care and support which helps them achieve well. Foundation learners receive very good pastoral care.
- Initial assessment is good. Tutors identify learners' starting points well and, in most cases, use this information effectively to inform learning plans. Tutors usually record these in detail, with clear targets and learning aims. However, in a few cases, such as in business, administration and law, targets are not sufficiently detailed.
- Staff and learners make best use of resources with some excellent examples of innovative work. For example, in horticulture learners play a card game, which develops well their understanding of diversity, misconceptions, snobbery and stereotyping within their profession.
- Tutors and assessors have very good teaching qualifications and experience, which they use well to plan and provide interesting lessons. They use questioning extremely well to help learners develop their understanding and to check that understanding regularly. Staff regularly monitor learning in lessons and over time, which results in learners making good progress.

- Support for learners' additional needs is good. Staff identify these needs, and the support required to meet them, quickly and effectively. Tutors record this information in detail. Support arrangements have improved and are good. Short- and long-term target setting has improved and most targets are clear and detailed. However, in a few cases, learning targets are still insufficiently detailed.
- Tutors and learners use assessment well to extend learning. Staff and learners make good use of photographic evidence to assess learners' work in horticulture. Tutors have effectively broadened the range of assessment methods used, for example in business and administration. Learners develop well the skills to monitor their own learning using their electronic portfolios. They are very proficient at managing their own learning.
- Learners are well aware of their learning goals, and what they need to do to improve. They are clear about their targets and how they will achieve them. Tutors mark learners' work well and provide detailed feedback on their progress. The correction of English is much improved and for most learners very good, helping them develop these skills further.
- Most learners receive good teaching and support to develop English, mathematical and functional skills. Staff monitor learners' progress very well and learners understand well the importance of these skills in their future careers. However, the development of these skills is not sufficiently effective for learners on Foundation Learning programmes.
- Information, advice and guidance are good. Learners are well aware of the reasons for their programmes and are clear about their next steps. Induction is good and prepares learners well to get the most out of their learning programmes.
- Tutors promote equality and diversity well so that learners have a good understanding of these issues. They are very clear about their rights and responsibilities. Tutors make good use of workplace examples to reinforce these points and help learners understand them, although tutors do not always record these discussions in sufficient detail.

Training to provide learning support

Apprenticeships

Other work based learning

Good

- Very good individual coaching and group training sessions are effective in developing learners' skills. Achievement data are not available as the programme is relatively new. However, learners develop a clear understanding of how to respond to children's needs at various developmental stages, and are able to support this practice with sound theoretical knowledge. Good teaching enables learners to develop their skills and professional knowledge continuously. In addition, they gain additional qualifications including specialist courses such as awareness of Down's syndrome.
- Learners progress well in employment. All 30 learners on the advanced level programme were employed at the start of their programme and employers confirm that all will remain in their job role after completion. Around half of the learners on the intermediate level programme, have already gained a full-time job, moving successfully from voluntary positions.
- Learners benefit from very good support from their employers and tutors in the form of frequent formal and informal communications. The teachers for whom they are providing support give learners good opportunities to work on lesson plans for the whole class. Learners give very good support to each other, for example in sharing experiences of dealing with learners with a range of very severe physical and mental difficulties.

- Tutors have high expectations of learners, both in providing safe, attractive and well-resourced environments and meeting high standards of professional dress and behaviour. Tutors are good role models with regard to planning, punctuality and the respect afforded to their learners.
- Apprentices appreciate the wide, relevant experience of their tutors, many of whom also have high levels of academic and professional qualifications. Tutors bring their experience to bear particularly effectively in individual coaching sessions where anecdotal experience further develops learners' understanding.
- Initial assessment of learners' English, mathematics and social skills is good. Tutors ensure learners get their results quickly and use these results well to plan support and guidance. Reinforcement of skills is generally good. However, tutors do not always link the development of these skills with job-related activities sufficiently well.
- Feedback on learners' work is mainly very good, with effective question-and-answer techniques encouraging learners to reflect and to apply their knowledge. However, on occasion, feedback is too tutor led with insufficient involvement of learners in identifying the progress made. A few learners' targets recorded on review forms are vague. However, verbal discussion between the reviewer and learner confirms their understanding well.
- Information, advice and guidance for learners are very good. Learners receive a clear introduction to the programme, which builds on their existing knowledge and interests. Many learners have children in the schools they are working in and tutors work well with learners to use this local knowledge effectively to plan and integrate training with workplace activities.
- Learners are very clear about their opportunities for higher level qualifications and for career progression. In one particular case, staff changes are causing concerns at the learners' workplace and very timely guidance by staff has reassured the learners about their career security.
- Learners have a very good understanding of equality and diversity, which ensures that they plan for the individual development of the children they are working with. Learners ensure that their lessons are fully inclusive and encourage children to discuss and understand differences between people.

Foundation learning

Foundation Learning

Requires improvement

- Teaching, learning and assessment require improvement, as shown by the low rate at which learners progress to employment, further education or training. The achievement of learners' key objectives is satisfactory. Much practical training is good, resulting in the development of commercial skills for those learners on hairdressing programmes. Learners develop in personal confidence and feel well supported and cared for.
- Staff use their skills and expertise well to plan and provide interesting sessions. Learners appreciate teachers' industrial experience particularly that of the hairdressing and construction tutors. Staff plan individual learning well, with learners completing tasks that recognise and build on their existing skills and knowledge. However, in too many lessons, learners were unclear about the purpose of the session; activities were repetitive, the sessions lacked pace, and learners made slow progress.
- Resources are of good quality and staff use them appropriately to develop learners' workplace skills. Staff use information technology particularly well to develop learners' critical skills, for example by involving learners in session evaluation and by the use of video to analyse performance at mock interviews. An industry-standard salon for hairdressing training replicates a realistic working environment to develop learners' vocational skills well.

- Other than for learners on hairdressing programmes and about a third of foundation learners, WBC does not provide sufficient opportunities for learners to develop an appropriate range of employability skills. Few learners have the opportunity to participate in realistic work experience or work tasters. This limits the development of employability skills such as working with others, customer awareness and personal presentation. Assessment and reviews of progress towards the achievement of vocational qualifications are in the main good. In these, learners have a clear picture of their progress and receive good feedback; however, during general progress reviews tutors do not identify and record the development of functional skills sufficiently well. Learners are unclear about how they can improve in these areas.
- WBC does not focus sufficiently well on the development of learners' English and mathematical skills. Staff identify learners' starting points well. However, individual learning plans frequently make little reference to progress on English and mathematics, resulting in learners being unclear how they will achieve these skills. Tutors do not promote sufficiently well the importance of good literacy and do not correct spelling and grammar errors enough.
- WBC promotes equality and diversity adequately. Learners' understanding of relevant issues relating to equality and diversity is adequate. For example, in one session, learners discussed cultural differences and the importance of recognising this diversity in a commercial environment.
- Initial advice and guidance are adequate. Learners have a clear understanding of the main elements of their programme. They understand well the progression opportunities from one programme level to another, although a large minority do not take advantage of this opportunity.

Administration and business management

Apprenticeships

Other work based learning

Good

- The quality of teaching, learning and assessment in business administration is good, which reflects the steadily improving overall success rates and the good progress of current learners. However, success rates for advanced level learners are still too low.
- Assessors set high expectations, and the well-motivated apprentices aspire to achieve challenging targets and take effective ownership of their learning programme. Most apprentices develop functional skills at a higher level than required by their framework and achieve additional optional units, which enhance their skills and career prospects.
- Personal support and coaching are good. Tutors visit the workplace frequently and skilfully guide learners through their learning, and relate theory well to the learners' job role. Assessors use their own extensive commercial experience successfully to broaden learners' understanding. Apprentices make very effective use of the good on-line resources for researching background knowledge and practising papers for external tests.
- Learners develop good confidence and employment skills. They feel empowered as their assertiveness and professional judgement improve, quickly undertaking additional responsibilities such as recruiting staff, managing their employers' websites, and looking after specific customer accounts. Employers provide good job-specific training in, for example, health and safety aspects, manual handling, IT software and data protection.
- Assessment practice is effective, and assessment planning is particularly good. Assessors use a good range of assessment methods, although observations of performance are sometimes introduced too late in the programme, particularly for learners who already have well-developed job skills. Staff provide detailed verbal feedback to learners but, in a few cases, written feedback is too brief and does not show them how to improve.

- Periodic progress reviews are not sufficiently rigorous. Assessors do not sufficiently plan and review learning throughout the programme. Target setting at reviews is often too focused on assessment and not on general progress. However, detailed learning logs completed by learners at the end of each training session help them reflect on their learning. They are very clear about their progress, which staff track well.
- Initial assessment is effective in determining learners' starting points. However, staff do not always use the results of the vocational assessment to plan job-related learning in the workplace sufficiently well, particularly when learners are transferring from apprenticeships to advanced apprenticeships.
- Apprentices develop their English and mathematical skills well, with the effective support of their assessors, using the good online resources available. Adult learners particularly value the opportunity to improve their literacy and numeracy skills, which they use to good effect in their jobs for report writing, correspondence, and for analysing and interpreting business data. In a very few cases, staff do not deal with learners' weaker areas in functional skills early enough in the programme.
- Initial guidance and induction for learners is good. Staff prepare them well for progression to other jobs or education when they finish the programme. The range of programmes meets local business employment opportunities in administration, management and customer service well. Working relationships between assessors and employers are very productive. In some larger organisations, the assessors run events to promote apprenticeship recruitment in conjunction with the employer.
- Staff promote equality and diversity well at induction and throughout training, and some employers provide comprehensive training on equalities in the workplace. Learners have a good understanding of equality and diversity, which they discuss in detail at progress reviews, although staff do not always record this fully, to enable learners to review these discussions. Learners feel safe, and protected from bullying or harassment.

The effectiveness of leadership and management

Requires improvement

- Leaders have a clear vision of the service meeting the needs of local young people, and providing training for the council, its partners and the local area. However, the provision has grown, in both breadth and depth, at a faster rate than was originally planned. Leaders have increased the amount of subcontracted work without proper checks being in place. Leaders did not deal soon enough with the need for additional managers arising from this increase. Although this shortcoming has now been tackled, it led to some delays in raising standards further across the provision.
- Assessors have high expectations of their learners, and just over half the apprentices are working towards a few additional qualifications, beyond the requirements of their framework. Managers have raised achievement, particularly in apprenticeship programmes, but from a low starting point. The proportion of learners who achieve their qualification is now around the national average.
- Initiatives to improve the quality of teaching, learning and assessment have been effective and these are now good. The observation process is much more rigorous and managers know better the skills and abilities of staff. Staff development is now good and linked well to the findings from observations. However, the legacy of the satisfactory teaching found at the previous inspection is still showing in learners' historical outcomes.
- Leaders have improved performance management and it is now robust. Managers observe staff regularly, identify underperformance quickly, and put in place rigorous and effective actions to improve it. Other aspects of quality improvement are not sufficiently rigorous. Leaders have not yet effectively improved the variation in assessment practice and closed the gaps in achievement between different groups of learners.

- Self-assessment involves all staff and the views of learners and employers. However, the most recent report overstates strengths, fails to use data sufficiently well, and does not identify some of the persistent problems in learners' achievement. The quality improvement plan has more detail, but its targets lack rigour and it does not prioritise actions well.
- The council works well with local partners and uses its purchasing power as a contractor to ensure that training opportunities are included in all its contracts to meet local needs. For example, its waste management contract includes the requirement that the contractor will take on at least two apprentices. In its design of regeneration projects, the council includes the requirement that contractors introducing jobs to a local area will guarantee interviews for those jobs to local unemployed people.
- Managers and assessors have worked closely with one of the major employers in the area to ensure that the programmes offered match very closely with the employer's own training programme and requirements. They offer flexible assessment opportunities to ensure that learners working unsocial hours are not disadvantaged, and they are developing plans to support home workers, and allow them to study for a qualification.
- Trainers and assessors promote equality and diversity well through discussion of current topical issues wherever possible. In most of the programmes, such as in health and social care, equality and diversity are key subjects. Tutors build well on this and reinforce learners' understanding at every opportunity in the workplace.
- The focus on closing achievement gaps is insufficient. Leaders are aware of the achievement gaps between different groups, in terms of learners' gender, qualification level and age, and have implemented a few actions to close them. These include a revised induction and work tasters. However, they have not yet analysed the detailed reasons for these gaps and produced detailed actions to close them. As a result, these gaps persist, and the gap between learners under 24 and those over that age has slightly increased.
- Safeguarding arrangements meet government requirements for unemployed young learners under 18. The council has good arrangements for safeguarding, and staff have been well trained. WBC focuses well on safety in electronic media, with one of the learners writing informative and interesting articles about the possible negative impact on learners' employment opportunities because of content on social networking sites.

Record of Main Findings (RMF)

Waverley Training Services

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work- based learning	Foundation Learning
Overall effectiveness	3	3	3	3	3	3
Outcomes for learners	3	3	3	3	3	3
The quality of teaching, learning and assessment	2	2	2	2	2	2
The effectiveness of leadership and management	3	3	3	3	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Training to provide learning support	2
Foundation learning	3
Business, administration and law	2

[illegible]

Additional socio-economic information

The provider is a local authority. WBC was established in 1983 to manage the council's training provision and operates from a main site in Farnham, Surrey, and another one in Godalming. The range and depth of training provided increased and, in 2011, WBC subcontracted a significant minority of its provision to PTS. WBC then started working with another subcontractor, ABC. WBC provides training in a range of subject areas: business administration and law; customer services; horticulture; information and communication technology; retail; and hospitality. It also provides employability programmes. Most of the learners are in Surrey, Sussex or Hampshire.

Information about this inspection

Lead inspector

Derrick Baughan HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the contracts and centre manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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