

Wiltshire Transport Training and Development Ltd

Independent learning provider

Inspection dates		10–13 December 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- The proportion of all learners who successfully complete their programmes is significantly above national averages, and progression into employment is good for those previously unemployed.
- Good development of social and personal skills takes place alongside the development of trainees' self-esteem and confidence.
- Teaching, learning and assessment are good. Assessors set high expectations and provide good support and motivation for learners, who develop their skills and confidence well.
- Trainers with very sound occupational experience provide good practical training, including very effective demonstration and coaching.
- Good resources are provided, including an excellent range of modern vehicles and outside areas which simulate driving test conditions particularly well.
- Managers promote a well-articulated and shared vision to provide high quality logistics and driving training, and include staff effectively in the development and scrutiny of this vision.
- Managers link very productively with industry leaders and other partners, ensuring that education programmes are high quality, sustainable, and meet the needs of learners and local and national employers.
- Inclusive and comprehensive self-assessment correctly identifies key strengths and many of the key areas for improvement.

This is not yet an outstanding provider because:

- Too much variability in the success rates, particularly with regard to achievement within planned timescales.
- Teachers do not plan their teaching and learning well enough to ensure that sessions meet apprentices' individual learning needs; and technology is not used sufficiently in learning.

- Observation of teaching and learning is not currently taking place, and the findings from the observation of assessment are not used sufficiently well to improve learners' experience on their programmes.
- Equality and diversity themes are not sufficiently promoted throughout the programme.

Full report

What does the provider need to do to improve further?

- Further improve outcomes, particularly success rates within planned timescales, to remain consistently well above national averages.
- Make better use of industry-relevant information and communication technology in learning and assessment, to replicate more effectively a realistic modern working warehouse environment.
- Develop the planning of learning programmes to ensure that they take into account the result of initial assessments and learners' prior attainment, in order to meet the needs of all learners better and increase the variety of learning activities.
- Extend and strengthen arrangements to assure the quality of teaching, learning and assessment, including the use of observation, in order to ensure that all instructors and trainers adopt best practice in improving learning.
- Better promote equality and diversity during teaching, learning and assessment, by the use of professional discussion and case studies, thus extending learners' confidence and understanding.

Inspection judgements

Outcomes for learners	Good
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- Overall, the proportion of learners who successfully complete both apprenticeships and classroom-based courses are high, and above the relevant national averages. For apprenticeships, however, success rates declined to the national average in 2011/12. In workplace learning the rates are more variable and dipped below the national average in 2011/12.
- Success rates and completion within planned timescales are significantly above the national rate for apprenticeships, which now almost comprise the largest group of learners. In workplace learning the rates for successful completions within the planned timescales are below the national rate.
- Few female learners take part in training, or learners from minority ethnic groups. Success rates for male and female learners are similar; however, learners of minority ethnic heritage achieve less well than their White British counterparts.
- Most apprentices are successful at achieving their functional skills qualifications in English and mathematics early in their programme, and first-time pass rates are high. Apprentices have a good understanding of how these skills have a positive impact on their life beyond the requirements of the qualification. Very few learners are identified as requiring additional support.
- There is effective development of social and personal skills, with good attention to employability skills including attendance and punctuality. Progression into employment for those previously unemployed is very good.
- A strong feature of all the programmes is the development of safe working practices. Learners can articulate well the need for and use of safe driving practices, precautionary practices in

warehouse environments and the need for appropriate personal protective equipment. Many learners achieve additional qualifications in first aid, health and safety and manual handling.

The quality of teaching, learning and assessment

Good

- Assessors provide good encouragement for learners throughout their learning programmes, setting high expectations for learners to achieve their qualifications and progress well in the development of their skills and knowledge. Learners enjoy their learning programmes, and the good support from assessors and employers results in learners achieving well, improving their motivation and becoming more confident in their job roles.
- Learners receive a good variety of well-planned practical and classroom-based training that is interesting and enjoyable. Trainers have sound occupational experience that they use well to enhance learning. In practical sessions, trainers provide helpful demonstrations and very effective training to develop learners' skills. Trainers provide good driving training, continually coaching and encouraging, ensuring the learners maintain high standards. Trainers also effectively encourage learners to reflect on their own performance and how they can improve.
- Classroom-based learning is very effective in developing knowledge. For example, learners develop a very good understanding of health and safety related to their workplace. An atmosphere conducive to learning exists in lessons, with trainers engaging learners in productive discussions. Learners are attentive and interested in the subject. However, the use of questioning to assess learning is sometimes insufficiently thorough.
- Learners who complete a short-course National Vocational Qualification (NVQ) programme in simulated environments develop good vocational and employability skills from effective small group teaching and coaching. They learn specific skills such as the use of pump-trucks and lift trucks. However, the subcontractor's warehousing environment does not sufficiently replicate the commercial sector, and the short timescale restricts the opportunity to consolidate experience. Learners on driving goods vehicles (DGV) NVQs only undertake a small amount of individual practical driving experience during their four-week programme.
- Resources are generally good, with suitable trucks, trailers and horse boxes, as well as off-road training areas that reflect test standards, to practise vehicle and lift truck-driving skills. Classrooms offer a good learning environment with suitable learning resources. However, the use of technology in learning is insufficient, and most teaching relies on paper-based activities. Information and communication technology (ICT) equipment is not available in the simulated warehousing environments to allow learners to develop these skills.
- The planning to meet individual learning and support needs is insufficient. Initial assessment does not currently provide an effective diagnostic of learners' development needs in mathematics and English skills. Trainers do not sufficiently use learners' existing skills and experience to plan for individual training requirements and set appropriate target dates. All learners attend identical training and have the same length of programme regardless of previous experience and qualifications. Some learners have insufficient challenge within lessons for topics in which they already have good knowledge and competence.
- Assessment practice is thorough and meets awarding body requirements, with a sufficient variety of assessment methods and generally good quality learner work. Trainers and assessors provide very good verbal feedback to explain what the learner has done well, and also how they need to improve. However, they do not always provide sufficiently detailed written feedback to which learners can refer. Learners do not always have a sufficient understanding of their learning targets, for example when assessments are planned.
- The development of English and mathematics is adequate, although its focus is on meeting qualification requirements, rather than a broader development of skills. Learners attend useful workshops for training and preparation for tests. In a good example, the trainer made sure that the learner had a sound understanding of safe working loads for the truck, and was aware of

the correct mixture of imperial and metric measures, replicating real working situations. Most learners pass tests at the first attempt, and those who fail receive additional workshop support to prepare for re-sits. Assessors do not always routinely correct learners work for spelling and grammatical errors, or help learners improve these skills.

- Information and advice provided for learners at the start of their course are good. They have an effective induction to the programme and gain a helpful understanding of how their long-term employability can improve via the training programmes. Most learners achieve their aims, including employment, and have a good awareness of progression routes within their employment. On short courses, learners do not always receive clear information and advice at the end of programme, to plan their next steps in learning and development.
- The promotion of equality and diversity is insufficient. Learners' understanding is very basic and, although learners have some recollection of issues such as bullying and harassment being mentioned at induction, they do not have a sufficient understanding of the broader aspects of equality and its relevance to the workplace. In best practice, a trainer challenged a learner's comment to instigate a detailed discussion about stereotyping. However, trainers often miss opportunities to embed aspects of equality in lessons, and do not routinely check learners' understanding at progress reviews.

The effectiveness of leadership and management

Good

- The managers of Wiltshire Transport Training and Development Ltd are ambitious for the organisation and have a good knowledge of it. Their vision is to provide excellence in logistics and driver training, to an employment sector which they know well. These aspirations are clearly communicated throughout the organisation and shared by all staff, who contribute to the development and scrutiny of this strategic vision. These aspirations are effectively promoted through the strategic and business plans.
- Senior leaders and managers provide strong leadership to the organisation, and have successfully managed the transition from offering NVQ-only workplace learning to the provision of longer-term apprenticeship qualifications. In doing so, they have maintained the quality of learning in driving goods vehicles, logistics operations and warehouse and distribution, ensuring these subjects are still at the centre as core business. Success rates are high in apprenticeships and above national averages for classroom-based learning. Success rates within planned timescales are lower, and have fallen below the national average in workplace learning.
- Although teaching, learning and assessment are good, the management of teaching and learning requires some further improvement. Robust practices are in place for the observation of assessment and for improving the performance of assessors; however, similar practices are not currently employed for the observation of teaching and learning, although suitably qualified staff exist within the organisation. Information from observations informs the management of staff performance, and professional development. The findings from the organisation's observations closely match those of inspectors, with the majority being good or better.
- The resources to support learning are generally good and provide an appropriate professional learning environment. Teaching accommodation within the training centre is good, and learners are provided with professional folders and comprehensive learning materials. However, there is insufficient access to vocationally relevant information and communication technology (ICT) resources. Relaxation areas are good and include free access to hot and cold drinks. All staff are passionate and enthusiastic about their disciplines, have very high levels of vocational skill and many are highly experienced. Staff are excellent role models and inspirational for learners.
- Self-assessment is very thorough and takes into account views from all staff, together with learners' views collected via questionnaires. Regular development days are effectively used to enable staff to review practice and share experiences; sessions which are highly valued by staff. The self-assessment report accurately reflects most of the judgements made by inspectors, and

leads to a quality improvement plan which is implemented and monitored through a well-developed sub-committee structure.

- Managers monitor provision thoroughly and make good use of data to manage performance, through monthly management meetings which focus on occupancy and success rates. However, the wider use of data is less well developed; currently, managers do not use data sufficiently well to monitor trends, make performance comparisons or review the impact of improvement actions. For example, the relatively recent introduction of an apprentice mentor is said to have improved success rates within planned timescales; however, data have not been used to confirm this.
- Wiltshire Transport Training and Development Ltd has very strong partnerships with leaders in the logistics industries and other agencies. For example, working with a local probationary service, managers have developed programmes especially tailored to the needs of these learners and linked to job outcomes. Progression into employment is high. Communication with subcontractors, employers and apprentices is good, making effective use of social media.
- The promotion of equality and diversity has improved since the last inspection, when it was identified as an area of concern; however, this aspect still requires improvement. Improvements to date have concentrated on external-facing activities of social inclusion and publicity. However, insufficient attention has been focused on developing the skills of trainers and assessors to challenge and extend learners' understanding. Staff do not make enough use of discussions, current experiences within learners' everyday lives, and contemporary news items, to promote awareness.
- Wiltshire Transport Training and Development Ltd has good safeguarding practices. The provider meets statutory requirements for safeguarding learners, and all staff have completed level 2 training in child protection. Wiltshire Transport Training and Development Ltd provides good information and contacts for learners, and has effective safeguarding procedures, which when, rarely, have been called into action have provided a good resolution for the issues raised.

Record of Main Findings (RMF)

Wiltshire Transport Training and Development Ltd (Wttl)

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Warehousing and distribution	2

Type of provider	Independent learning provider								
Age range of learners	19+								
Approximate number of all learners over the previous full contract year	Full-time: 431								
	Part-time: 478								
Managing Director	Nick Rees								
Date of previous inspection	January 2009								
Website address	http://www.wttl.co.uk								
Provider information at the time of the inspection									
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above		
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
Full-time	-	-	-	194	-	-	-	-	
Part-time	-	-	-	42	-	3	-	-	
Number of traineeships	16-19		19+		Total				
	-		-		-				
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18	19+			
	45	51	-	-	-	-			
Number of learners aged 14-16									
Full-time	N/A								
Part-time	N/A								
Number of community learners	N/A								
Number of employability learners	N/A								
Funding received from	Skills Funding Agency (SFA)								
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> Transport Training Academy 								

Contextual information

Wiltshire Transport Training and Development Ltd (Wttl), founded in 2003, provides training nationally in driving goods vehicles, logistics operations and warehousing and distribution, to a variety of both large and smaller employers throughout the country. It is a privately owned company with two directors. Wttl has a purpose-built training centre and headquarters just north of Devizes in Wiltshire, and also provides courses nationally on employers', or in rented, premises, or through a subcontractor in North West England. Training programmes are funded by the Skills Funding Agency.

Information about this inspection

Lead inspector

Barry Barrett-Mold

Four additional inspectors, assisted by the managing director 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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