

# Waverley Training Services

## Local authority

<b>Inspection dates</b>		6–10 October 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement-3</b>
	Previous inspection:	Requires improvement-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

## Summary of key findings for learners

### This provider requires improvement because:

- Apprentices' achievement has declined slightly and requires improvement; business management and early years and playwork learners achieve too slowly.
- Too few adult employability learners gain jobs at the end of their course.
- A small number of study programmes learners at level 1 have insufficient, relevant work experience to prepare them for the world of work.
- Learners do not have clear targets or written feedback from tutors and assessors to aid their learning and ensure they make good progress.
- Managers do not analyse data effectively when identifying what needs to improve or check that actions taken are successful.
- Managers do not identify areas for improvement in the self-assessment report sufficiently clearly.

### This provider has the following strengths:

- Most study programmes learners, at all levels, achieve well and progress into further education, training or employment. They thrive in the nurturing and caring environment created by tutors.
- Learners develop good practical and vocational skills that they use well at work.
- Sports learners receive good teaching and coaching from inspirational tutors.
- Tutors and assessors use a good range of activities to stimulate learning.
- The courses meet the needs of employers and learners well because managers work productively with partners to ensure the relevance and coherence of the provision.
- Managers and tutors value learners' and employers' feedback which they use to improve courses, the quality of support and resources in training centres.

## Full report

### What does the provider need to do to improve further?

- Raise achievement rates by:
  - analysing why some groups achieve less well and using this information to improve teaching and assessment to ensure all learners succeed
  - taking more effective action to improve under-performing subcontractors
  - evaluating the impact of actions taken for improvement and taking remedial steps more swiftly where necessary.
- Devise mechanisms for collecting learners' destination data and analysing trends to judge more reliably the impact of employability courses.
- Fully implement the revised system for work experience for Waverley Training Services direct delivery study programmes learners and:
  - develop further the bank of employers who provide work experience
  - establish each learner's learning aims for their work placement and how these will be assessed
  - track and record the impact of work experience.
- Monitor tutors' and assessors' written feedback to learners and the targets they set more closely to ensure they place a greater emphasis on learning, progress and skills development. Where required, provide tutors and assessors with training and share examples of the better practice.
- Self-assess the provision and subcontractors' delivery more thoroughly and use data more incisively to set targets for improvement.

### Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> <li>▪ Outcomes for learners require improvement. Achievement by apprentices and workplace learners, who account for two-thirds of all learners, and progression into further education, training and employment by adult employability learners, which is a very small minority of learners, are not yet good and require improvement. Study programmes learners, who are just under one-thirds of all learners, achieve well and most go into work or on to other courses.</li> <li>▪ Achievement by apprentices and workplace learners requires improvement. Too many business management and early years and playwork apprentices achieve their qualification outside the expected time. Sports apprentices achieve their qualifications well and make good progress. The few apprentices studying training to provide learning support have inadequate achievement of qualifications.</li> <li>▪ Study programmes and employability learners' achievement of qualifications at all levels, and particularly in sport, is good. Almost all these learners who reach the end of their course, many having overcome significant barriers to learning, achieve their intended qualifications. Retention rates by study programmes learners significantly increased this year and learners attend well.</li> <li>▪ Most groups of learners achieve at similar rates. In particular, men now achieve as well as women and success rates by study programmes learners at all levels are similar. The few study programmes learners declaring a disability or learning difficulty have lower achievement than their peers.</li> <li>▪ Learners' development of mathematics functional skills is good but in English this requires improvement. Learners achieve mathematics and information and communication technology (ICT) functional skills tests well, but pass rates in English are much lower. Most learners improve</li> </ul>	

their English and mathematics skills sufficiently to increase their effectiveness and communication, and in sport this is good.

- Learners develop good practical skills which help improve their performance at work. Horticulture learners develop good customer service skills that they use well when dealing with clients. Most learners produce high-quality written work, although a few apprentices do not strive to exceed the minimum requirements of their qualification.
- A good proportion of study programmes learners progress into jobs or further education and training. These learners develop good team-building and time management skills and the resilience and confidence they need for work. Many learners gain additional part-time jobs; some in highly relevant roles for example as workers in holiday camps and after-school clubs.
- The number of adult employability learners who do not gain jobs or go into further education or training on completion of their course requires improvement. . A minority of learners, such as those taking programmes run in partnership with specific employers, such as large hotel chains, or as teaching assistants in schools, gain employment successfully.

### **The quality of teaching, learning and assessment**

Requires improvement

- Teaching, learning and assessment require improvement which corresponds with outcomes for learners which also require improvement. The subject areas reported on represent a sample of the most significant provision, accounting for 96% of all current learners. The quality of learning varies too much in its effectiveness, with not enough being good. However, in sport, which accounts for around a third of the provision, learners' outcomes and the quality of teaching, learning and assessment are good.
- Most tutors and assessors set learners a good range of activities that stimulates learning. Most balance, very carefully, classroom and individual teaching with independent study and homework. Too many business management and health and social care learners receive insufficient tuition to help them acquire the knowledge they need for their qualification, which slows their progress towards achievement.
- Not all business management and health and social care learners, which is around 10% of all learners, receive good quality teaching and learning. A small number of health and social care assessors visit learners infrequently and use dull activities that do not inspire learners or build on the learning their employers provide. Business management learners do not receive sufficient tuition to broaden their knowledge about management concepts beyond those used within their own organisation.
- In the better learning sessions, tutors and assessors plan learning effectively to ensure a brisk pace that maintains learners' interest. Tutors and assessors question learners' understanding skilfully and frequently. They use their occupational and subject knowledge productively to make topics relevant and timely. For example, a study programmes tutor brought forward a session on interview techniques to support two learners who had recently secured interviews for employment. A minority of tutors and assessors set learners stand-alone activities to develop their knowledge, without giving them sufficient opportunity to practise and gain confidence in their skills.
- Learners benefit from good pastoral and personal support. Tutors and assessors make good use of their knowledge about learners' complex learning and social needs, particularly on study programmes, to motivate them to stay in learning. Assessors work very flexibly around learners' work commitments, visit them frequently, including at weekends, and provide readily available help by telephone and email where needed.
- Too few Waverley Training Services' direct delivery study programmes learners, which is a very small minority of the current learners, take part in work experience of sufficient duration to prepare them for the pressures and demands of work. In lessons, tutors help learners develop employability skills, such as good punctuality and suitably professional attitudes but they do not encourage them to apply for placements until they have been on their course for several

months. Once on a work placement, tutors do not identify clearly what learners will learn, gain or develop from this key part of their course.

- Tutors and assessors use initial assessment well to place learners on appropriate programmes given their starting point and individual needs. Most use this information to good effect when planning learning. A small number of early years and playwork learners complete mathematics and English diagnostic tests relatively late in their programme, which delays the help they need to complete functional skills learning.
- Tutors' and assessors' target setting and monitoring of learners' progress require improvement. Not all set sufficiently specific targets for learners to help them know what they need to achieve and make good progress. Too often, assessors working with apprentices set and monitor targets that focus purely on the requirements of the qualification rather than broadening and deepening their knowledge and understanding.
- Learners receive good oral feedback, but very little is written down to help them reflect on how they can further improve their skills and knowledge. Not all tutors and assessors correct learners' written work sufficiently to improve grammar and punctuation.
- The teaching and learning of English, mathematics and functional skills are good. Tutors and assessors develop learners' mathematics and English skills through a wide range of interactive, relevant topics that link well to their work environment. Most learners apply these skills well, particularly in sport where they use mathematics to good effect when planning coaching sessions.
- The quality of information, advice and guidance for learners requires improvement, apart from on sports programmes where this is good.. Tutors and assessors hold thorough discussions with study programmes and sport learners to explore their background and aspirations and help them make a decision on the best route for their future. Health and social care and early years and playwork learners receive insufficient advice and guidance when finishing their programme, about the available further options.
- Tutors' and assessors' promotion of equality and diversity is good in most subjects. Sports assessors and tutors challenge learners' awareness frequently so they have a good appreciation of current debates in the sporting world. They explore with learners the impact of the 'kick it out of football' campaign to combat racism. Study programmes tutors effectively reinforce good behaviour and language among learners, challenging assertively where these are absent.

## Health and social care and early years and playwork

Requires improvement

### Apprenticeships

- The quality of teaching, learning and assessment requires improvement, as reflected in early years and playwork learners' achievement and rate of progress which also require improvement. However, most learners develop good practical skills and many gain promotion, permanent employment or take on extra responsibility at work during their course.
- Assessors set learners targets that lack sufficient depth to help learners study independently. Such targets focus too much on what learners need to complete for each unit assessment rather than improving their employability skills and wider knowledge.
- Not all health and social care learners, who account for less than a tenth of all learners, receive good quality teaching and learning. Health and social care assessors use dull activities that do not inspire learners or build on the learning provided by employers. These learners also have insufficient learning and assessment sessions because their assessors visit them infrequently.
- The majority of early years and playwork employers provide learners with good on-the-job training. Employers hold frequent relevant training sessions where learners explore procedures, such as those for whistleblowing, in a safe and supportive environment. Many learners gain

additional qualifications including paediatric first aid and food hygiene at an early stage, which makes them more effective at work.

- Most assessors use a wide variety of learning activities, often developed with employers, to help learners apply and practise their skills. They skilfully question learners to check and deepen understanding of extended topics. Assessors provide good and very flexible coaching and support for learners.
- Most learners have a very good understanding of their role in safeguarding the children and adults with whom they work. Learners receive good tuition about health and safety that helps them apply safe working practices, such as when signing visitors in and out of childcare settings. They develop an extensive understanding of the procedures used to report safeguarding incidents and concerns should they need to use them.
- Assessors carry out effective initial assessment of learners' skills which they use to deliver learning sessions and support, particularly for functional skills. However, a minority of early years and playwork learners complete diagnostic assessments too late in their programme; they subsequently receive English and mathematics tuition after completing their vocational qualification and do not achieve on time.
- English and mathematics functional skills teaching and learning are good for the majority of learners. Most tutors and assessors plan English and mathematics tuition to be an integral part of learning sessions and link these very effectively with workplace experiences. Learners develop good skills, which they apply at work. However, a minority of assessors do not encourage learners to apply their knowledge, and not all correct learners' spelling and grammatical errors.
- Assessment requires improvement. Learners, particularly those using electronic portfolios, know what they have achieved and increase their motivation by tracking their own progress. However, too few assessors give learners detailed written comments on their work and progress so learners do not always know what they could do to improve their work.
- Information, advice and guidance to learners requires improvement. Learners attend a thorough induction and much of the on-course advice and guidance is good. However, assessors do not provide enough detail for learners about suitable progression routes beyond their courses.
- Assessors promote equality and diversity well within learning sessions. They make the subject relevant to learners' work role. During one learning session, learners made a 'culture bag' to use with children in their nursery where they work, developing the children's and their own knowledge of the diverse cultures within which they work.

## Sport

### 16-19 study programmes Apprenticeships

Good

- Teaching, learning and assessment are good, which is reflected in the high proportion of learners who complete their qualifications and progress on to further study or into employment. Learners develop good employability skills including personal organisation and time management.
- Learners attend good quality teaching and coaching sessions. These help them develop good standards of performance in playing and coaching sport. When planning coaching, learners demonstrate that they understand how to organise groups and resources to deliver very effective physical activity sessions. Most learners attend well, develop good standards of behaviour and work hard on practical and written work.
- Learners benefit from working with inspirational tutors and assessors who have high expectations of learners and are exemplary role models. Tutors and assessors use their subject knowledge, playing, and coaching experience well to develop a range of interesting activities that give learners good opportunities to practise and improve. As a result, learners increase their

skills, for example when controlling and passing a football, and they are able to use such skills when working as coaches or playing for their teams.

- Study programmes learners have highly relevant work experience in holiday camps, after-school clubs and supporting physical education teachers in schools to deliver sport lessons. Many gain part-time work as a result. Learners are well motivated through their placements to achieve and develop skills to the best of their ability.
- Assessment during classroom learning sessions is insufficient to enable learners to understand what they have to do to improve. Too often, tutors and assessors use oral question and answer activities without highlighting or recording what learners can do to improve. As a result, learners sometimes repeat mistakes and do not have a clear view of the improvements needed for future work. Tutors and assessors do not always correct learners' grammatical errors.
- Learners complete thorough initial and diagnostic assessments that tutors and assessors use well to direct them to suitable learning programmes. Soccer Coaching Limited offers apprenticeships and study programmes at three levels, which enable learners to start at the right level for them and progress on to different programmes.
- The teaching of English and mathematics skills is good and learners appreciate the importance of improving these skills. Tutors and assessors make spelling and the use of unfamiliar and demanding words and phrases a strong feature in learning sessions. In a particularly effective learning session on homonyms, learners completed relevant activities that improved their understanding and use of words with the same spelling in everyday sentences. Tutors and assessors make mathematics particularly relevant to football. Learners calculate accurately aspects such as ratios of players to playing areas, amounts of equipment needed and the timing of activities in order to deliver effective coaching.
- Provision for study programmes learners who need to extend their English and mathematics skills beyond functional skills at level 2 requires improvement. Learners do not have enough opportunities to improve their GCSE grades.
- Learners receive good advice and guidance before and during their courses, which supports them to make informed decisions about their next career steps. Progression by study programmes learners on to apprenticeships is good.
- Tutors and assessors hold very effective safeguarding, equality and diversity learning sessions. As a result, learners understand that racism and abuse are unacceptable when coaching and playing and can explain clearly how they would deal with these should they encounter them. During one highly effective learning session, for example, learners participated in an excellent discussion about the impact of verbal abuse on players and coaches during matches.

## Employability training

### 16-19 study programmes Employability

Requires improvement

- Teaching, learning and assessment require improvement because of the low number of adult employability learners, which is around a third of all employability training learners, who gain employment or progress to further education. The very large majority of learners do achieve qualifications, produce high standards of work and develop good personal and social skills. Most study programmes learners move on to another course when they finish, rather than into employment.
- Most tutors plan learning activities well to interest and motivate learners according to their individual needs. They maintain a brisk pace, whilst ensuring learners can absorb and apply knowledge. Tutors use a good range of interesting activities that challenge learners to learn by doing, thinking and checking.
- In a minority of learning sessions, tutors do not communicate their expectations clearly which results in learners being confused about what is required of them and this slows learning. Tutors



do not always consider individual learners' ability and the broader dynamics of the group sufficiently when planning paired or group activities to ensure all learners benefit from a good learning experience.

- Too few study programmes learners have work experience that is relevant to their career aspirations. Many learners use part-time jobs they held before starting their course as their work experience, which does not develop their skills and knowledge adequately or broaden their career aspirations and opportunities. Other learners attend short-duration work experience placements, and the learning outcomes from these are often unclear. Managers and tutors have yet to monitor the impact of work experience and it is too soon to judge whether the revised arrangements for learners starting their courses in the past two months are more effective.
- Learners benefit from well-established links with local employers who provide a useful insight into the world of work by jointly delivering lessons or giving presentations. For example, employers participate in mock interview panels to replicate the pressures that learners will face when applying for jobs.
- Assessment for adult employability learners is good. A group of adult employability learners who volunteer as teaching assistants or in playgroups receive frequent and good quality assessment of their skills in the workplace. As a result, they know what they have done well and what they need to improve.
- The assessment of study programmes learners' work and their progress is insufficient and requires improvement. Too often, learners receive oral rather than written feedback that leaves them without a permanent record to reflect upon, and unsure about what they need to do to complete their qualifications.
- Tutors and assessors use initial assessment tests and in-depth interviews effectively to identify the most suitable course and level for each learner. They tackle learners' resistance to parts of the study programme well, for example, convincing one learner who could not see the relevance of English and mathematics that they were essential in pursuing a career in fashion design.
- Learners develop good mathematics and English skills through highly relevant and effective learning sessions. In an appropriate project, a group of horticulture learners calculated accurately the quantities and costs of seeds, fertilisers and chemicals they required. Tutors and assessors routinely correct learners' spelling and grammar, which helps them produce high quality written work. The small number of learners who currently have functional skills at level 2 have insufficient opportunity to take a GCSE qualification in mathematics and/or English.
- Information, advice and guidance require improvement. Tutors and assessors provide learners with good information about local job opportunities and about the barriers they may face when returning to work, such as with travel. However, they do not refer the few learners who would benefit from taking GCSEs to external training providers or colleges.
- Support for learners is good. Tutors and assessors foster good working and social relationships in learning sessions. They know their learners and their personal barriers well, and are very good at tackling the tough problems experienced by learners in their everyday lives. Learners with learning difficulties receive suitable support and have access to technology, such as software to help those with dyslexia.
- Tutors and assessors help learners develop a good awareness of equality, diversity and respect for others. They provide good opportunities for learners to discuss and challenge stereotypical views of working with specific groups, for instance older citizens. Assessors hold very effective discussions to help adult employability learners work more effectively with school pupils with learning difficulties or who speak English as an additional language.

## Administration and business management

### Apprenticeships

Requires improvement

- The quality of teaching, learning and assessment requires improvement as does learners' achievement. Administration learners, who make up the very large majority of learners, make good progress with their courses, but too many business management learners achieve slowly and exceed their expected end date. Learners develop good skills, which they use well at work.
- Not all assessors plan vocational coaching and teaching sufficiently. As a result, a few learners, mainly on business management programmes and higher-level apprenticeships, gain knowledge that is too narrowly focused on the organisation that employs them rather than on a broad appreciation of different management styles, procedures and techniques. Too often, learners are given insufficient opportunities to practice, reflect on, and apply learning before facing assessment tasks.
- Many learners receive good quality on-the-job training from their employers. Employers often plan useful learning activities in areas where learners lack confidence. For example, learners working in a call centre improve their customer service skills by listening to how more experienced colleagues deal with angry customers. Many employers give learners time away from the pressures of their jobs, so they can study and research independently.
- Assessors set apprentices good quality learning activities to develop their knowledge and promote independent learning skills. The learners acquire good research skills and produce work to a high standard. Business management learners work through well-devised scenarios that increase their project management skills and help them to apply critical step analysis tools at work.
- Assessment practice requires improvement. Assessors routinely mark learners' work, providing learners with constructive oral feedback which helps develop their confidence. Learners also receive very useful help from their assessors in linking their work more closely to the requirements of the qualification. However, learners are not always able to reflect upon what they need to improve because assessors do not record this feedback sufficiently.
- English and mathematics functional skills teaching and learning are good. Most assessors make mathematics and English relevant to the learners' work or lifestyle. They motivate learners to use technology to check their answers, such as affirming their calculations of areas, ratios and perimeters by means of on-line applications. A minority of assessors place too much emphasis on passing the functional skills test rather than developing sustainable skills, including the use of correct spelling, punctuation and grammar.
- Assessors use the results of initial assessment effectively to place learners on appropriate programmes, but their planning of learners' target dates across the whole programme requires improvement. As a result, several learners are close to the end of their programme and still have a significant amount to achieve.
- The quality of information, advice and guidance for learners requires improvement. Learners receive clear guidance at the start of their programme about how they will be assessed, but insufficient detail about the skills they will gain during the programme. Assessors and employers provide intermediate-level learners with good progression information that results in a good proportion progressing to advanced-level courses.
- Assessors do not promote equality and diversity effectively. During progress reviews, they question learners' understanding of equality and diversity concepts, but they do not make sufficient links to learners' work environments or personal circumstances. For example, an assessor did not explore how the relocation of a learner's employer to a rural location might affect them, their team, or their work.

### The effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because actions taken by leaders and managers to strengthen management capacity and improve systems since the last inspection have not yet resulted in good apprenticeship success rates or consistently good quality learning



sessions. However, actions to improve achievement by study programmes and adult employability learners have been very effective.

- Managers do not use data effectively to check if actions they take are successful. Their collection and analysis of study programmes and employability learners' destinations are weak, which restrict how effectively managers evaluate the impact of these programmes. Although managers set subcontractors very challenging success rate targets, they do not base these sufficiently on previous performance, and one subcontractor has unachievable targets. However, they analyse data at headline level frequently and can demonstrate improvement, such as on study programmes achievement.
- Managers, tutors and assessors monitor closely the reasons why some learners leave before completing their programme. They took effective action to strengthen learner recruitment and selection. This has contributed to fewer learners leaving within the first few months of their programme this year than previously.
- Leaders support managers well and since the previous inspection increased the number of managers and physical resources. Despite leaders challenging frequently the pace of improvement, this has been slow at times. Much of this is because of the poor achievement by two subcontractors with whom the organisation has not contracted with for over a year. Leaders and managers monitor one subcontractor to good effect, but their monitoring of Professional Training Solutions is not leading to sufficient change and success rates declined last year.
- Waverley Training Service's provision meets employers', partners' and learners' needs particularly well. Managers liaise closely with organisations, such as Jobcentre Plus, to ensure the provision is relevant and meets skills gaps identified by employers. They broadened the range of courses offered to include higher-level apprenticeships and courses in debt recovery following feedback from employers and the Local Enterprise Partnership.
- Arrangements to improve the quality of teaching, learning and assessment require improvement. Managers observe tutors' and assessors' delivery frequently, including those in subcontractors, using much improved and comprehensive systems. Actions taken to improve tutors' and assessors' skills and strengthen appraisal have improved some aspects of learning sessions but not fully rectified the variation in quality, some of which requires improvement, by a number of tutors and assessors.
- Management of the study programmes, mainly at level 1, requires improvement. Managers planned the vocational and functional skills aspects of study programmes carefully to ensure learners have a good range of subjects across different levels, small group tuition and very individualised programmes. They have yet to make arrangements for the small number of learners with English and mathematics functional skills qualifications at level 2 to take GCSEs. They revised the work experience programme this year, but it is too early to judge its effectiveness because Waverley Training Services' small number of current learners have yet to start work experience.
- Managers, tutors and assessors use learners' feedback well to adapt programmes and introduce change. Study programmes learners use particularly good mechanisms to share their views through learner forums. These have resulted in managers making changes to lunchtimes, printing facilities, increasing the number of lessons dedicated to interview practice and launching a learner newsletter.
- Self-assessment requires improvement, as it did at the last inspection. Managers do not use data, such as up-to-date success rate trends and progression statistics, well enough to make reliable judgements in the self-assessment report. However, managers involve subcontractors more closely in self-assessment which is helping them identify appropriate areas for improvement within teaching, learning and assessment.
- The promotion of equality and diversity with learners by managers, tutors and assessors is good. They create a nurturing and welcoming environment where learners with significant barriers to learning thrive, and bullying and harassment are not tolerated. However, managers do not identify the reasons why some groups have had lower attendance, retention, achievement or progression. Although men now achieve similarly to women, this is largely

because the organisation started offering subject areas that attracted large numbers of male learners, such as football.

- Waverley Training Service has good arrangements for safeguarding. Subcontractors, managers, tutors and assessors place a high emphasis on ensuring learners' safety. Staff receive good safeguarding training, which they use well to identify and deal with safeguarding incidents. They maintain comprehensive records of actions taken and refer cases appropriately to partner organisations, mental health specialists and safeguarding boards. Many tutors and trainers include safeguarding within learning sessions and learners demonstrate a good understanding of the subject and their responsibilities for children and adults in their care or for whom they have responsibility.

## 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	<b>Overall</b>	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	<b>3</b>	-	-	3	-	-	3	3	-
Outcomes for learners	<b>3</b>	-	-	2	-	-	3	3	-
The quality of teaching, learning and assessment	<b>3</b>	-	-	3	-	-	3	3	-
The effectiveness of leadership and management	<b>3</b>	-	-	3	-	-	3	3	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and social care</b>	<b>3</b>
<b>Early years and playwork</b>	<b>3</b>
<b>Sport</b>	<b>2</b>
<b>Employability training</b>	<b>3</b>
<b>Administration</b>	<b>3</b>
<b>Business management</b>	<b>3</b>

<b>Type of provider</b>	Local authority								
<b>Age range of learners</b>	16+								
<b>Approximate number of all learners over the previous full contract year</b>	1,373								
<b>Principal/CEO</b>	Damian Roberts								
<b>Date of previous inspection</b>	April 2013								
<b>Website address</b>	www.waverley.gov.uk/WBC								
<b>Provider information at the time of the inspection</b>									
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>		
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
	29	19	44	13	69	11	-	-	
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>				
	16-18	19+	16-18	19+	16-18		19+		
	24	42	66	169	-		9		
<b>Number of traineeships</b>	16-19		19+		Total				
	-		-		-				
<b>Number of learners aged 14-16</b>									
<b>Full-time</b>	N/A								
<b>Part-time</b>	N/A								
<b>Number of community learners</b>	N/A								
<b>Number of employability learners</b>	23								
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency								
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Inclusion Hampshire</li> <li>■ Professional Training Solutions Limited</li> <li>■ Soccer Coaching Limited</li> </ul>								

## Contextual information

Waverley Training Services is the trading name of Waverley Borough Council's government-funded training division. The organisation operates from its main training centre in Farnham, Surrey, and has an additional training centre in Godalming. Waverley Training Services' tutors and assessors deliver apprenticeships, workplace learning, adult employability training and/or study programmes in horticulture, ICT, preparation for work, accounting, administration, business management and customer service to the organisation's direct delivery learners. Waverley Training Services subcontracts its sport apprenticeships and study programmes to Soccer Coaching Limited and its apprenticeships, workplace learning and adult employability training in: health and social care; early years and playwork; and training to provide learning support to Professional Training Solutions Limited. A small number of administration apprentices are subcontracted to Inclusion Hampshire. Learners attend the training centres in Surrey or work for employers across London and the south east of England.

## Information about this inspection

<b>Lead inspector</b>	Janet Rodgers HMI
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One of Her Majesty's Inspectors (HMI), one associate inspector and four additional inspectors, assisted by the centre and contracts 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 relevant 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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