

WEBS Training Limited

Not for profit organisation

Inspection dates		03 – 06 March 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Outstanding-1
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:

- trainers have high expectations of learners and apprentices who achieve high quality work
- a high proportion of learners studying functional skills, and learners and apprentices aged over 19, gain their qualifications
- trainers support learners' progress very well by regular checking of their progress against challenging targets
- learners benefit from the very close links that managers and trainers have with employers and other organisations who understand the requirements of training in furniture production
- learners receive good advice and guidance to further their careers
- managers design the range of provision to meet learners' and employers' needs well
- performance management arrangements are regular and rigorous so that learners and apprentices benefit from staff with up-to-date knowledge and training
- trainers and managers pay high attention to safe systems of work and safe procedures so that learners and apprentices feel safe, and know how to protect themselves in busy working environments.

This is not yet an outstanding provider because:

- not enough intermediate apprentices achieve their qualifications because they fail to complete their programme
- learners on the study programme arrive late to their classes too often
- the observation of teaching, learning and assessment is not sufficiently focused on learners and learning to enable managers to improve further the standard of teaching and learning
- not all directors of the board understand the questions they need to ask in order to challenge managers to improve performance.

Full report

What does the provider need to do to improve further?

- Ensure that more intermediate apprentices aged 16 to 18 complete their qualification by maintaining regular checks on their progress and by helping learners who are made redundant before the end of their programme to complete their qualification.
- Improve the attendance and punctuality of learners on the study programme by further reinforcing the importance of developing good timekeeping and attendance habits in order to help them keep their jobs when they gain employment.
- Ensure the process for monitoring and improving the quality of teaching, learning and assessment helps observers focus on what learners learn in each session, the progress they make, the extent to which they are challenged to reach their potential and how well their learning is checked and reinforced.
- Train the board of directors so that they are better able to provide strong support and challenge to managers to further improve provision and that they develop a clear strategic direction based on a good understanding of the nature of vocational training.

Inspection judgements

Outcomes for learners	Good
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- WEBS Training Limited (WEBS) provides training for furniture production through: apprenticeships for learners aged 16 to 18 which make up around half the provision; apprenticeships for adults and the study programme for learners aged 16 to 18 which each make up just under a quarter of WEBS learners; and workplace learning for a small number of adults. Training for apprentices takes place in the workplace, and through either day-release or block-release sessions in the training centre. Study programmes are delivered in the training centre, and a few employers who have apprentices offer work experience to learners on the study programme.
- Success rates for apprentices over 19 are consistently high. Success rates for functional skills are high except for learners taking mathematics at entry level 3 where rates are low. Pass rates are very high for all functional skills. The proportion of intermediate apprentices aged 16 to 18 that complete the framework successfully within the planned time is higher than in similar providers although overall success rates for this group were low in 2013/14. Current apprentices are making good progress.
- Learners and apprentices produce work of a professional standard and learn to use high quality materials. Most apprentices progress into full-time and sustainable employment, often at the place where they complete their apprenticeship. As a result of their training, they gain promotion, more responsibility at work, or work on a wider range of tasks.
- Trainers develop the personal, social and employability skills of learners well. For example, learners communicate confidently and are proud of the high quality work they produce. Learners work well in teams, and are confident to compete against each other. For example, apprentices in a mathematics lesson competed in a game to solve problems based on percentages, and the trainer helped them to use their mistakes to identify how to improve. Learners on the study programme attend work placements punctually and properly equipped, showing that they have learnt these employment skills well even though they do not always exhibit them at the training centre.
- Trainers develop functional mathematics and English well in discrete classes. Staff identify areas where learners need further development at the start of the programme, and offer individual

and group support to help learners make good progress. On the study programme, the vast majority achieve at least one level above their entry point in both functional skills. The majority of apprentices currently on the programmes have progressed to level 2 English, and a large minority to level 2 mathematics. This is above the level required by their framework. Learners are motivated by mathematical problems and English exercises that are relevant to their life and work.

- Attendance on apprenticeships is good. It is improving on the study programme following the awarding of a bursary that is only paid when learners attend, but it remains an area for improvement. Punctuality on this programme also requires improvement.
- Managers analyse data to identify gaps in achievement of different groups well, although the small number of learners who are female or from minority ethnic groups are too small to make meaningful judgements about this. Learners with disabilities are as likely to succeed as other learners.

The quality of teaching, learning and assessment

Good

- The good quality teaching, learning and assessment reflect the outcomes that are also good. Learners acquire a very good range of vocational skills to a high standard while at the training centre and during their apprenticeships. For example, they produce upholstered sofas and chairs for high-end markets and kitchen furniture cabinets to a very high specification and finish for export. Employers benefit from apprentices' increased self-confidence, independence and team-working skills.
- In theory lessons, trainers use their wide-ranging vocational skills and knowledge very well to inspire and challenge all learners. They make good use of individual whiteboards to check each learner's understanding. Learners make good use of the well-equipped information and technology resources to research and write their individual projects. For example, they give well-illustrated electronic presentations of their initial design ideas for individual and final upholstery projects.
- Trainers create good links between theory and practical sessions. For example, they reinforce learning in a morning theory session about working with laminate surfaces through an afternoon workshop where learners confidently bond the laminate on to a base. Trainers use electronic presentations well to develop learning, but do not always check learners' understanding of the many abbreviations they use. They give very effective demonstrations in practical sessions to show learners the correct method of using hand tools, for example, when they make mortise and tenon joints and place piping around footstool upholstery.
- Trainers successfully encourage learners to produce work above the level of their qualification. Most learners confidently work on practical tasks that stretch their skills to higher levels. All current advanced apprentices benefit from individualised programmes that meet their needs and those of their employers and enhance their independent study skills.
- Trainers and managers monitor learners' progress well. Most learners set themselves relevant and often challenging targets to complete during each session and they evaluate their progress with their trainer at the end of the day. Trainers keep detailed records of learners' progress in all aspects of their qualification and, since the introduction of this system, learners make good progress and almost all complete by their planned end date.
- Trainers' assessment practice is thorough in workplaces and at the training centre. Learners and apprentices make good use of a wide range of diverse evidence including photographic, job knowledge, write-ups and discussions as well as direct observation. For example, an apprentice showed a trainer that he was very competent at setting and operating a computerised planning machine. Most learners produce a high standard of evidence in their portfolios.

- Learners use functional mathematics well in their work, especially in relation to measurement and shape. Trainers have lists of correctly spelt, vocationally relevant words in their training areas but neither they nor learners use these sufficiently. When learners write their individual targets, trainers do not correct their spelling, punctuation and grammar sufficiently. For example, learners' produce multiple spellings of 'mortise' and 'tenon'. However, they speak confidently and are articulate when talking about their work and read complex instructions accurately.
- Learners and trainers benefit from the very good resources at the new purpose-built training centre equipped with industry-standard machinery. All current trainers have full teaching and assessor qualifications and the two newly appointed staff are enrolled on programmes to gain these qualifications. All staff have relevant, high-quality occupational qualifications, skills and experience.
- Equality and diversity are not sufficiently reinforced in reviews and vocational training for apprentices. Staff recognise this and have recently introduced questions to use at reviews that are well designed to promote meaningful discussion of a range of equalities issues. Trainers introduce concepts related to equality and diversity during the induction for all learners, and promote it well in discrete personal skills lessons for learners on the study programme.
- Trainers give good information, advice and guidance for progression opportunities within the furniture trade. They help learners who decide their future is not in furniture production to obtain apprenticeships in other areas that interest them, for example catering and administration.

The effectiveness of leadership and management

Good

- The new management team, including new board members, have very good links with other providers with whom they share good practice. They have instigated several improvements that have benefited learners. For example, over the last year they reduced the number of apprentices completing after their planned end date from over 30 to one. They identified the impact of redundancies on success rates, and promptly put in place strategies to ensure apprentices faced with redundancy completed their qualifications.
- Self-assessment is good. Managers evaluate accurate data effectively, and use these and other evidence to self-assess honestly, so that they improve the quality of provision for all learners. Managers have halted the downward trend of success rates for intermediate apprentices and success rates are now rising. The board of directors receives accurate and well-summarised data by which to monitor outcomes. However, although new board members are familiar with how to use this data, and use it to challenge managers appropriately, other members need further training on how to ask the right questions to challenge managers to further improve provision.
- Managers manage the performance of staff well. They record the progress learners make with each trainer on a monthly basis, and use this to set challenging but realistic targets for all trainers at bi-monthly performance review meetings. These meetings use information gleaned from observation and learner feedback to identify staff development and training opportunities to improve teaching, learning and assessment practice and update vocational skills. For example, all staff have achieved or are working towards functional skills at level 2, and one trainer is updating his understanding of computerised woodcutting with a local employer.
- Managers design the range of programmes offered well to focus on the needs of learners and of furniture manufacturers and restorers in the local area, and nationally. All trainers are involved in developing the new national occupational standards, and to this end meet with employers to identify exactly what skills they need their employees to develop. Managers and board members have good links with the local enterprise partnership and other training providers and so ensure that provision meets the needs of learners and the industry. This benefits learners who have

wider opportunities for work experience, and apprentices as they gain good skills which are valuable to a wider range of employers.

- The study programme is well managed. In response to the needs of learners, managers extended it from 16 to 30 weeks so that they could prepare learners better for the social and employment skills needed for successful transition to apprenticeships. Managers and the board have very good, long established links with more than 60 local companies that have apprentices. Many of these companies provide work experience opportunities for learners on the study programme.
- Trainers develop English and mathematics on the study programme well in discrete lessons through real situations that learners encounter in their lives and studies. They enliven lessons through excellent resources including competitive games that challenge learners to make good progress. Learners have work experience that they enjoy.
- Managers analyse data well to identify the success of different groups. They ensure that publicity material shows learners from several minority ethnic groups, but until very recently have not used sufficient images to promote their programmes to females. They take prompt and effective action to address bullying and harassment, including cyber-bullying.
- Trainers on the study programme promote diversity very well, for example showing how important tolerance is to raising learners' self-esteem. One trainer works with learners with a range of specific learning needs to create a presentation of what their needs are and strategies that help them learn effectively. This is used very effectively to train other staff in new ways of delivering training to meet individual needs.
- Safeguarding arrangements are good. They are fully compliant with legislative requirements. Managers monitor hotels at which apprentices stay when they are on block release training to ensure, for example, that bedrooms are not shared and full checks are carried out to avoid underage drinking. They have good knowledge of vulnerable learners, including those in care and leaving care, and monitor their progress and welfare diligently. Managers and trainers are very careful to ensure that learners use safe working practices in a safe environment.

Record of Main Findings (RMF)

WEBS Training Limited

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
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
Manufacturing Technologies	2

Provider details

Type of provider	Not for profit organisation							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	370							
Principal/CEO	Mrs Samantha Jones							
Date of previous inspection	November 2010							
Website address	www.webstraining.com							
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+
	13	0	0	1	0	0	0	0
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	56	20	1	9	0	0		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16	N/A							
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ N/A. 							

Contextual information

WEBS was founded in 1968 to provide training to the furniture industry. Its training centre is in Beeston near Nottingham and it has apprentices across the country, but mostly in the East Midlands. It also has a small but growing study programme for learners aged 16 to 18. At the beginning of 2014, it had a major restructure, with the appointment of many new people, including a managing director, senior managers and several staff. The company also appointed a new chair of the board, as well as additional board members.

Information about this inspection

Lead inspector

Pauline Hawkesford AI

Three additional inspectors, assisted by the Business and Quality 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 area 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:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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