

Waverley Training Services

Local Authority

Inspection dates

18–21 October 2016

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	16 to 19 study programmes	Requires improvement
Quality of teaching, learning and assessment	Requires improvement	Apprenticeships	Good
Personal development, behaviour and welfare	Good		
Outcomes for learners	Requires improvement		
Overall effectiveness at previous inspection		Requires improvement	

Summary of key findings

This is a provider that requires improvement

- Managers and teachers have not yet succeeded in achieving consistently high-quality teaching, learning and assessment on study programmes.
- For learners on study programmes, teachers do not place all learners on the most appropriate level of course relative to their ability at the beginning of their course; they do not always set sufficiently challenging targets, or provide enough detailed feedback to enable learners to achieve their full potential.
- Staff have not focused sufficiently on raising learners' awareness of the importance of gaining GCSE English and mathematics; virtually no learners on study programmes have successfully achieved A* to C grades in these subjects.
- Managers and governors do not use data, self-assessment or quality improvement processes well enough to improve all aspects of provision.

The provider has the following strengths

- Leaders and managers have successfully raised standards since the last inspection, leading to improved achievement rates in most vocational qualifications, and a significant improvement in the quality of apprenticeships, personal development, behaviour and welfare, which are now good.
- Staff provide a caring and supportive environment for learners, enabling them to overcome barriers to learning, raising their aspirations and life chances.
- Most apprentices make good progress, gaining additional responsibility, promotion or progressing to higher levels of study.
- Staff actively promote learners' understanding of British values and raise their awareness of equality and diversity.
- Well-planned on- and off-the-job training for apprentices and work experience for learners on study programmes help them develop their practical skills and attitude to work, and gain the knowledge and experience they need to succeed and progress in their careers.
- Learners feel safe and all staff assiduously promote the safety and well-being of learners.

Full report

Information about the provider

- Waverley Training Services (WTS) is a division of Waverley Borough Council and has been delivering training since 1981. The organisation operates from its main training centre in Farnham, Surrey, and has an additional training centre in Godalming. The significant majority of the provision is subcontracted to three companies that provide training throughout Surrey and the surrounding borders of Hampshire, Berkshire and Sussex. At the time of inspection there were around 360 learners enrolled with WTS.
- The provision comprises study programmes and apprenticeships, covering a range of subjects including preparation for work, horticulture, sport and business administration.

What does the provider need to do to improve further?

- Leaders and managers should refocus their efforts on quality improvement, with particular attention to those weaknesses identified through inspection. In particular they should:
 - identify the starting points of all learners on study programmes more accurately, and place them on a course suitable for their prior abilities
 - work with teachers delivering study programmes to ensure they design and deliver courses that address the particular needs and abilities of all learners
 - train teachers to ensure they all set more challenging targets and provide more detailed and developmental feedback to learners
 - devise suitable strategies to help improve the literacy and numeracy of all learners
 - reinforce to learners, where appropriate, the importance of working to gain a suitable qualification at level 2 in English and mathematics.
- Leaders and governors should review the effectiveness and objectivity of their self-assessment process, quality improvement action planning, and their use of data to ensure they develop a more analytical and self-critical perspective on quality improvement.
- Managers should review the lesson observation scheme, and identify how they can make best use of the information gained from the scheme to inform the staff development priorities of the organisation.
- Governors should consider how they can provide greater support and challenge to the leadership team.
- Managers should also work closely with subcontractors to ensure that their learners and apprentices gain a greater insight into the risks associated with extremism and radicalisation.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and managers have not yet secured sufficient improvement or consistency in the quality of provision to ensure that all learners and apprentices receive high-quality education and training. While the quality of provision for apprentices has improved since the previous inspection, not all learners on study programmes are making sufficient progress. Managers have yet to secure good-quality teaching and learning to help learners and apprentices gain appropriate qualifications in English and mathematics, particularly at GCSE.
- Councillors, senior leaders and managers have a clear vision and purpose for WTS and they recognise the benefits that education and training provide for young people in the borough who have not previously been successful in education. Their plans to relocate the provision to the centre of Farnham to raise the profile of the service and increase access are at a very advanced stage.
- The range of courses and subject offered by WTS is appropriate for the local area and managers have increased the range in response to employer demand. For example, apprentices are now able to move on to level 4 qualifications in several subjects, once they have achieved at level 3. Business development staff have developed good links with other local training providers and key employers in the area to provide great opportunities for potential apprentices and work experience placements for learners on study programmes.
- WTS use subcontractors well to offer training in different parts of the region and to widen the range of subjects available. The new centre manager has worked effectively in a short period of time to improve the monitoring of the subcontractors and hold them to account for their performance more effectively. Since the previous inspection, managers have ceased working with underperforming subcontractors; however, they have been careful to ensure continuity for those apprentices affected. Managers undertake comprehensive due diligence activities when appointing new partners.
- Managers have improved their use of data to monitor the effectiveness of the provision and set improvement targets, but they do not yet use all of the relevant data to evaluate the effectiveness of their improvement actions. For example, managers have not analysed the functional skills qualification achievements of learners or apprentices to enable them to identify any trends in achievement of different groups or levels. Managers struggle to produce data reports that enable them to make evaluations of learners' progress and achievements, particularly in relation to prior attainment.
- Managers have overseen significant improvement since the previous inspection in the proportion of apprentices who achieve their qualification, and a higher proportion of learners on study programmes now achieve their main employability qualifications. However, managers' self-assessment of the provision is not sufficiently wide-ranging and has not identified all of the key areas for improvement. As a consequence, their quality improvement plan does not target the required improvements in areas such as GCSE English and mathematics qualifications or target setting for learners.
- Managers' assessment of the quality of teaching, learning and assessment does not focus sufficiently on the progress that learners and apprentices make in lessons or training. As a

result, the actions for improvement that managers set teachers do not target all of the improvements that teachers need to make in order to improve the quality of teaching, learning and assessment. Although a wide range of staff training has taken place, including the sharing of good practice, the impact of this has not yet improved outcomes for all learners, especially for those on study programmes and those studying English and mathematics qualifications.

The governance of the provider

- Local councillors have a good understanding of the purpose of the provision, but they have not monitored the quality of provision sufficiently closely to enable them to identify that a number of important improvements have yet to be achieved.
- WTS senior managers report key issues of performance to the council's corporate management team quarterly. Council managers note the key areas for improvement and ask for further information or clarification, but they do not yet ask sufficiently challenging or searching questions to hold WTS managers to account for the improvement of the provision.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and managers adhere closely to recruitment processes when appointing new staff, with appropriate checks in place to ensure that they are suitable to work with young people and vulnerable learners.
- Managers ensure that staff receive effective training in their responsibilities for safeguarding learners, and they update training at appropriate intervals to ensure they are aware of current issues that may affect their learners.
- Staff are assiduous in their investigation of safeguarding issues that learners bring to their attention. Staff use their very good links with local support agencies to get extra help for learners who may need it.

Not all apprentices linked to subcontractors receive sufficiently detailed insight into issues associated with the dangers of radicalisation and extremism. However, the majority of other learners are able to identify accurately the potential risks and what they would do if they encountered any of these themselves, or if they suspect a friend or colleague was at risk.

Quality of teaching, learning and assessment

Requires improvement

- Although leaders and managers have made significant improvements to the quality of teaching, learning and assessment on apprenticeship provision, the quality on study programmes remains inconsistent and teachers' practice is too variable.
- Teachers and assessors effectively complete initial and diagnostics tests on the skills and knowledge of their learners and apprentices. Apprentices benefit from challenging and effective tasks and make good progress. However, too few teachers on study programmes use the information from initial assessment to plan for individuals, according

to their abilities. As a result, a minority of learners make slower progress in lessons.

- Not all teachers on study programmes have sufficiently high expectations of what learners are able to achieve. As a result teachers miss opportunities to extend and broaden learners' knowledge and skills. In contrast, apprentices gain a broad range of skills at a higher level. As a result, they often achieve their qualification well within the allocated timeframe.
- Teachers on study programmes do not provide enough detailed feedback to learners on the skills and knowledge that they have acquired and the sequential steps they must take to improve the standards of their work. As a result learners do not always know what to do to build on their skills further. Teachers' written feedback does not provide sufficient guidance on how learners can rectify any errors.
- On study programmes, learners on subcontracted provision develop good skills in English, such as the use of key anatomical terminology in sports, in both their oral and written work. These learners demonstrate good literacy and communication skills, for example by extracting key information from complex texts to create good-quality presentations which they skilfully present to their teachers and peers.
- In contrast, on study programmes directly delivered by the provider, teachers do not gather a sufficient range of information at the beginning of the course on learners' prior skills and knowledge in English and mathematics. Too often learners work at too low a level, relative to their abilities, and as a result they make slower progress.
- On study programmes teachers actively promote to learners the concept of healthy living and self-confidence. Learners regularly review their healthy eating plans and their understanding of current affairs.
- Teachers do not always review learners' vocational progress thoroughly enough, and individual learning plans to record learners' progress often lack detail.
- The majority of learners make good progress on their vocational courses. Assessors and teachers ably set tasks and ask questions that challenge and deepen learners' thinking. As a result learners value the work they are set, and are motivated to complete it to a high standard.
- Teachers and assessors focus thoroughly on the development of learners' employability skills to help them gain effective work experience, and also to prepare for, and sustain, employment. The majority of learners on study programmes benefit from work experience related to their course and their long-term goals. For example, a business administration apprentice has gained full-time employment at a local government office and will progress onto a higher-level apprenticeship programme.
- Teachers and assessors encourage learners to respect one another. Teachers quickly tackle inappropriate behaviours and comments. As a result learners work well in teams and support one another well. For example, in a sports lesson learners supported one another in developing a broader understanding of complex anatomical terms and tested their knowledge well by posing questions to challenge each other further.
- The majority of teachers and assessors extend learners' understanding of British values and teach them how to keep themselves safe both in learning and at their training. Teachers work closely with learners to make them aware of how to keep themselves safe

online, and the importance of mutual respect.

Personal development, behaviour and welfare

Good

- Many of the learners recruited by WTS have significant personal and social barriers, which have hampered their educational progress in the past. Staff are particularly good at providing a caring and supportive environment for learners and raising their aspirations. This enables learners to develop their confidence, both in work and life, as well as helping them acquire the skills they need to succeed. Learners recognise and appreciate the positive and encouraging support they receive to help them improve their life chances.
- Staff foster in most learners a positive attitude and approach to their learning and development. As a result, the majority of learners are enthusiastic; they grow in confidence and are actively involved in shaping their futures.
- Learners' attendance and punctuality is good.
- Apprentices develop appropriate industry skills and behaviours, through well-planned on- and off-the-job training. This helps them improve their employability skills and provides the opportunity for them to gain promotion and to move on to higher-level study where appropriate. Learners appreciate the importance of gaining these skills.
- Learners on study programmes have good opportunities to undertake meaningful work-related activities, such as participating in conferencing and hospitality activities at sports events, developing horticultural skills and working in shops to gain retail experience and customer services skills. Teachers help to ensure that learners appreciate the relevance of acquiring these transferable skills. This helps learners develop their understanding of work, and helps improve their chances of progressing successfully on completion of their programme.
- Learners on study programmes develop valuable and beneficial practical skills, particularly in sport, where they develop suitable fitness coaching and training skills as part of their programme. However, not all learners on study programmes develop their literacy and numeracy skills fully to enable them to maximise their progress.
- Learners feel safe and know what actions to take to keep themselves safe. They are aware of the actions they should take in the event of feeling threatened or vulnerable.
- Most learners have a sound understanding of British values, and of the risks associated with extremism and radicalisation. In particular, learners on study programmes receive a thorough induction, they frequently explore in lessons subjects such as understanding their rights and responsibilities as British citizens, and they have regular opportunities to discuss, reinforce and extend their knowledge of these subjects. The knowledge and insight of apprentices is less consistent, particularly on subcontracted provision. Assessors do not find enough opportunities for apprentices to extend their understanding of issues associated with the 'Prevent' duty through the review process.

Outcomes for learners

Requires improvement

- Achievement rates for learners aged 16 to 19 on study programmes, and for apprentices, have improved over the last two years and are now generally good.
- The key exception to this is for learners undertaking GCSE English and mathematics as part of their study programme, where achievement rates are inadequate. Teachers have failed to impress on learners the importance of trying to achieve these qualifications, and around 60% of learners did not bother attending the examinations. Of the 136 learners who undertook GCSE in mathematics or English in 2016, only one learner gained a C grade or above.
- Achievement rates on functional skills English and mathematics have continued to improve at entry level and level 1 and are good; however, at level 2 they have declined and require improvement. Development of literacy, numeracy and communication skills is good for apprentices, but requires improvement for learners on study programmes.
- Over the past two years there has been a significant variation in the performance of different groups of learners. Most notably, in 2014/15 female learners under-performed relative to male learners. In 2015/16 this situation was reversed, and male learners significantly under-performed relative to their female counterparts. Managers do not yet have a clear strategy in place to address this significant fluctuation in the performance of different groups.
- Learners on apprenticeship programmes make good progress and acquire a suitable range of knowledge and skills that enable them to develop and make an increasingly positive contribution to the companies with which they work. For example, many of the sport apprentices gain the knowledge, skills and confidence they require to run after-school sports activities and clubs for children.
- Many of the learners undertaking study programmes have a range of personal and social barriers to learning. Staff support these learners well to develop new skills and overcome these barriers. Learners grow in confidence, increasing their ability to work autonomously, to improve their personal and social skills and gain a greater level of insight and awareness of others. This enables them to play a more positive and proactive role in the communities in which they live.
- In a few instances, staff place learners on a programme that is not sufficiently challenging for them, relative to their ability at the beginning of their course. Staff do not always set suitably challenging targets for them, and as a result not all learners achieve their full potential.
- Managers do not produce any data that enables them to assess the progress of learners undertaking level 3 qualifications relative to their prior attainment. They do, however, assess more generally the progress of learners, to track their development and improvement over the course of their programme. This analysis indicates that learners are generally making adequate progress.
- Apprentices develop significantly increased opportunities in their workplaces as a result of successfully achieving their qualification. For example, the majority of apprentices placed with an employer to undertake their apprenticeship gain permanent positions on successful completion of their programmes. A high proportion of other apprentices successfully gain promotions or progress on to a higher level of study within a year of completing their programme.
- On study programmes, learners' newfound self-confidence helps provide them with the

skills they need, and a high proportion successfully progress to employment, further suitable education, or an apprenticeship.

Types of provision

16 to 19 study programmes

Requires improvement

- Waverley Training Services has around 150 learners undertaking 16 to 19 study programmes, with the majority participating in vocational sports programmes delivered by a subcontractor. The other learners attend courses in employability skills, English, mathematics and horticulture, delivered directly by WTS.
- Target setting and assessment are not always sufficiently challenging or demanding. Learning goals are often too broad and lack focus. While most teachers provide detailed verbal feedback that is positive and praises learners, helping to raise their confidence and self-esteem, they do not always provide suitably constructive written feedback. In addition, they do not always highlight spelling and grammatical errors to reinforce the correct use of English. As a result, learners are often unclear what they need to do to improve, and the standard of their written work is sometimes poor.
- Teachers do not integrate the development of literacy or numeracy skills consistently in lessons. For example, in sports lessons learners develop valuable skills such as quantitative and qualitative analysis, which enables them to scrutinise performance and predict performance. However, in horticulture, teachers create too few opportunities to enable learners to develop these types of skills.
- Teachers place insufficient emphasis on the importance of learners attempting to gain suitable qualifications in English and mathematics. Few of the learners attended the GCSE English or mathematics examinations, and virtually none of those that sat the exams succeeded in gaining a C grade or above.
- Teachers are adept at re-engaging learners, many of whom have complex personal and social issues, and may otherwise not be in employment, education or training. Teachers create a supportive and safe learning environment through establishing clear boundaries. Learners' behaviour is generally good and they demonstrate positive attitudes to learning.
- Teachers accurately assess most learners' interests, knowledge and experience when commencing their course; they design suitable programmes that help learners develop and make progress. For example, on the sports course, teachers carefully plan and deliver activities that enable learners to develop their practical skills and to understand the application of these skills beyond the classroom.
- For a minority of learners who are less clear about their interests, staff do not always assess their prior learning and experience accurately enough and place learners on a programme at too low a level. Learners with a wide range of abilities end up working on the same tasks and activities, which do not provide sufficient challenge for the whole group. As a result too many learners make slower progress.
- Staff work closely with learners to develop a culture of respect and tolerance that enables

learners to explore and embrace themes related to equality and diversity and British values. Learners confidently express differing opinions during discussions and respect the views of their peers.

- Learners feel safe, and know how to keep themselves safe. They work well individually, in pairs and in small groups. They progress particularly well when supporting and evaluating each other's work.
- Learners develop a good understanding of the expectations associated with employment. In particular, teachers ensure that learners understand and demonstrate the work ethic expected of employees, including good timekeeping, teamwork and showing respect for others. Learners develop confidence and become increasingly willing to contribute in lessons and share their views with others.
- Most learners develop valuable practical skills through high-quality work placements, which help enhance learners' longer-term progression and career options. These placements also enable learners to make a positive contribution to their communities. For example in sports, learners develop skills in coaching and fitness training working with local children's sports groups. Similarly in horticulture, learners support residents at local care homes and gain valuable gardening skills.

Apprenticeships

Good

- WTS offers apprenticeships in business administration, customer services, management, and PE in school sport. There are approximately 200 apprentices, with the great majority on advanced level programmes. WTS subcontracts around a third of its apprenticeship provision to other providers.
- Leaders have successfully raised the quality of apprenticeship provision since the previous inspection. The great majority of apprentices complete and achieve their qualification within planned timeframes.
- Arrangements for the recruitment and selection of apprentices are very effective. Apprentices use the information, advice and guidance they receive well to make informed decisions on the apprenticeship they choose and future careers.
- Leaders, assessors and employers plan and develop effective and individual apprenticeship programmes that meet the principles and requirements of an apprenticeship, respond to the needs of local employers and enable apprentices to develop relevant industry skills. For example, a technology employer experiencing skills shortages worked closely with managers from WTS to identify four new apprentices, thereby reducing an identified skills gap within the company and providing valuable development for the apprentices.
- Teachers and assessors possess a sound insight into the industries in which they are assessing. They work closely with employers to ensure that apprentices are able to develop the appropriate knowledge and behaviours that support their progression into sustained employment. For example, a business administration apprentice developed a career map to help identify clearly how he might benefit from his course and how it would aid future promotion opportunities within the company.

- Assessors closely monitor the progress of apprentices and set suitable individual targets for the majority of apprentices. Apprentices generally receive very effective advice and support from assessors, including constructive feedback and clear guidance on how to improve errors in spelling, punctuation and grammar.
- In a very small minority of sessions, assessors do not always plan effectively or check apprentices' prior knowledge or current understanding sufficiently well, and do not challenge apprentices to develop their understanding of work-related topics. In these sessions apprentices make slower progress.
- Apprentices quickly develop good industry skills through well-planned and flexible on- and off-the-job training. This helps them make very good progress. Apprentices develop high levels of confidence in their ability, display professional behaviours, are courteous and use online resources well to complete their studies. The small minority of apprentices who occasionally struggle receive high-quality additional support which helps maximise their chances of successfully completing their programme.
- Apprentices have good opportunities to acquire additional qualifications and experience as part of their programme. For example at a car rental company, all apprentices are able to access high-quality internal training, including a leadership programme, thereby enhancing their opportunities for progression and promotion.
- Apprentices say they feel safe and they demonstrate an appropriate understanding of how to keep themselves safe. Apprentices develop a good understanding of equality and diversity in the workplace through employers' high expectations and through assessors' effective use of a variety of discussion topics as part of assessment, which relate current affairs to equality and diversity issues.
- Virtually all apprentices complete their training with their employer and successfully achieve their qualification, with the large majority progressing to sustained employment, gaining additional responsibilities or progressing to a higher level of study.
- Leaders have not yet ensured that all subcontractors make apprentices aware of the 'Prevent' duty and the risks associated with radicalisation and extremism. As a result, apprentices' knowledge and understanding of this topic was relatively superficial.

Provider details

Unique reference number	55287
Type of provider	Local Authority
Age range of learners	16+
Approximate number of all learners over the previous full contract year	818
Principal/CEO	Kelvin Mills
Telephone number	01252 725 872
Website	www.waverley.gov.uk/mts

Provider information at the time of the inspection

Main course or learning programme level Total number of learners (excluding apprenticeships)	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	19	1	15	5	118	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	26	28	49	91	-	13		
Number of traineeships	16–19		19+		Total			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	SCL Education and Training Inclusion Hampshire Reach for Skills							

Information about this inspection

The inspection team was assisted by the work-based learning manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

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