

# Inspection of Woodspeen Training Limited

Inspection dates: 10–13 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Adult learning programmes	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Information about this provider

Woodspeen Training is based in Huddersfield and has additional training centres in Bradford, Halifax and Wakefield. At the time of the inspection, 515 apprentices were enrolled on standards-based apprenticeships and apprenticeship frameworks. The vast majority follow apprenticeships in hairdressing, barbering, health and social care, children and young people’s workforce, business and administration, and information and communication technologies (ICT). Training for apprentices takes place through a combination of attendance at training centres and training delivered on employers’ premises. Around 300 adult learners were on courses at the time of the inspection. Most were working towards qualifications at level 2 or level 3 in hairdressing, barbering or health and social care. Woodspeen Training also delivers programmes for adult learners in English, mathematics, ICT and English for speakers of other languages (ESOL). Most of these learners are Jobcentre Plus customers. Training for adult learners takes place in Woodspeen Training’s centres and in a range of community venues in West Yorkshire. The provider uses one subcontractor for aspects of its hairdressing provision.

## **What is it like to be a learner with this provider?**

Learners and apprentices engage enthusiastically in their learning programmes. They value greatly the new knowledge and skills that they gain and the positive behaviours that they develop through a well-planned curriculum. Programmes prepare learners and apprentices well to achieve their qualifications and goals and to progress to their next steps in learning and employment.

Adult learners who take vocational qualifications experience a well-designed and challenging curriculum. This enables them to gain in confidence and develop vocational and commercial knowledge and skills, which enables a high proportion to obtain secure employment. The curriculum helps adult learners to develop valuable entrepreneurial skills and provides good preparation for those who want to establish their own businesses.

Apprentices quickly develop new knowledge, skills and behaviours through well-planned programmes that staff design in close collaboration with employers. Apprentices gain in confidence to practise, improve and apply their skills in their workplaces. Employers value the contribution that apprentices make to their business as a result.

Learners and apprentices enjoy their time at Woodspeen Training. They feel safe, behave well and are conscientious. Because of their positive attitudes to learning and the support that they receive from staff, their confidence and resilience improves. Many learners and apprentices join programmes from disadvantaged backgrounds. Their experience and achievements empower them to improve their lives and job prospects and enable them to overcome social disadvantage.

## **What does the provider do well and what does it need to do better?**

Managers and teaching staff work well with an extensive range of employers and partners, such as Jobcentre Plus and charities. Through these partnerships, they design and deliver programmes that meet partners' objectives and enable learners and apprentices to make significant improvements to their knowledge and skills over time. A high proportion of learners on most courses and most apprentices move into sustained jobs, empowering them socially and economically.

Staff provide well-sequenced and carefully considered learning activities that enable learners and apprentices to gain knowledge and skills in sought-after fashion treatments. For example, in nail technologies, learners and apprentices master aspects of four-dimensional design and, in hairdressing, they competently style hair in the balayage style.

Managers and teaching staff continually review the content, quality and impact of the curriculum that they deliver. They make well-considered changes to ensure that programmes meet current industry requirements and enable learners and apprentices to develop the knowledge and skills that they need to be successful. For

example, they have implemented seamlessly the curriculum changes necessary for the transition from apprenticeship frameworks to standards.

Teaching staff plan and deliver an ambitious curriculum for adult learners on courses in health and social care, hairdressing, barbering and beauty therapy. They use their good subject expertise to help learners build and consolidate their knowledge and skills through increasingly complex tasks. As a result, adult learners develop their confidence significantly and use their new knowledge and skills to progress to their next steps in learning and work. Learning takes place in high-quality and well-resourced salons and teaching rooms.

Managers and staff work closely with employers to design apprenticeships that meet employers' needs. Through well-sequenced learning activities, apprentices progressively develop new knowledge and skills. Staff and employers encourage and support apprentices well to apply their knowledge in practical situations with customers and service users, which enables apprentices to become more confident and increasingly competent. For example, health and social care apprentices demonstrate empathy with service users and understand the need to respect their rights, preferences and needs. Almost all apprentices who complete their programme remain in work with their employer, with a high proportion gaining promotion.

Leaders and governors articulate very well their high expectations about what learners can achieve. They provide high levels of support and guidance for staff to enable them to plan and implement apprenticeships and adult learning courses that meet the needs of employers and members of the communities that the provider serves. Directors have a good understanding of the many strengths and few remaining weaknesses of the provision. They provide a good level of support and challenge for senior leaders.

Staff consult with learners and apprentices regularly and take account of their views when planning any changes to the curriculum. They carefully plan activities that promote active citizenship and enable learners and apprentices to develop their awareness of social responsibility. Learners and apprentices willingly organise and engage in fundraising activities for charities.

Staff and employers set clear and high standards about the appropriate behaviours that they expect. Learners and apprentices respond to these well. Their attendance at training sessions is good. Apprentices understand the importance of good attendance and punctuality at work.

Staff provide clear and helpful careers advice and guidance to learners and apprentices. They use their substantial commercial and vocational knowledge well when providing advice. Staff ensure that learners have access to activities that complement the knowledge that they gain from their courses, which helps learners to develop the skills that they need to be successful in their planned careers.

Staff who teach courses for adult learners in English, mathematics and ESOL do not

use assessment well enough to identify quickly misconceptions and gaps in learners' knowledge. As a result, a few learners do not get the help that they need to make good progress. In addition, staff lack the information that they need to make improvements to the planning and sequencing of courses in these subjects.

Managers and staff do not collect sufficiently comprehensive information about the next steps in education and employment made by adult learners who take programmes designed to increase their chances of gaining employment. This means that they are unable to evaluate fully the effectiveness of these programmes in preparing learners for work.

Managers have not ensured that teaching staff use consistently well the procedures in place for providing additional support for the small number of learners and apprentices who need it.

Managers have evaluated fully the reasons why, on a small number of apprenticeships, particularly at level 2, too many apprentices do not complete their programmes successfully. They have identified accurately the weaker aspects of curriculum planning and delivery that led to this and are implementing actions to bring about improvements. However, these are yet to have sufficient impact on increasing the proportion of apprentices on these programmes who achieve.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff ensure that safeguarding has a high profile. Designated lead staff are appropriately trained. They ensure that staff have been through appropriate checks and have undertaken required safeguarding training. Any safeguarding concerns are dealt with thoroughly. Learners and apprentices feel safe and know how to report any concerns. As a result of the activities that they undertake as part of their curriculum, they develop a secure understanding of potential risks to their and others' safety, including the signs that someone may be becoming radicalised.

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

- Leaders and managers need to ensure that teaching staff on courses in English, mathematics and ESOL use assessment more effectively to identify accurately gaps in learners' knowledge. Teaching staff should then support learners to address misconceptions and gaps in their knowledge. They should also use this information to improve the planning and sequencing of the curriculum.
- Leaders and managers should collect comprehensive information about the next steps in education and employment made by adult learners who take programmes designed to increase their chances of gaining employment, so that they can evaluate fully the appropriateness of the curriculum and introduce any necessary changes.
- Leaders and managers need to ensure that staff are implementing consistently

actions that enable learners and apprentices who need additional support to make good progress and achieve.

- Leaders and managers should implement the necessary changes that they have identified to the planning and delivery of a small number of apprenticeships so that the proportion of apprentices who achieve improves.

## Provider details

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<b>Website</b>	<a href="http://www.woodspeen.co.uk">www.woodspeen.co.uk</a>
<b>Principal/CEO</b>	John Deaville
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	21–24 August 2017
<b>Main subcontractors</b>	The Link Training Academy Limited

## Information about this inspection

The inspection team was assisted by the director of operations, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

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