

# Waverley Training Services

Monitoring visit report

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<b>Unique reference number:</b>	55287
<b>Name of lead inspector:</b>	Emma Barrett-Peel, Her Majesty's Inspector
<b>Inspection dates:</b>	18–19 May 2021
<b>Type of provider:</b>	Local authority
<b>Address:</b>	Memorial Hall Babbs Mead West Street Farnham GU9 7EE

## Monitoring visit: main findings

### Context and focus of visit

This monitoring visit focused on safeguarding arrangements and was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

Waverley Training Services (WTS) is a division of Waverley Borough Council and has been providing training services since 1981. The organisation operates from its training centre in Farnham, Surrey. WTS has provision in education programmes for young people, adult education and apprenticeships, covering a range of subjects, including employability, business management, adult and childcare.

WTS works with two subcontractors, Reach4skills Training Limited and 144 Consultancy Limited, to provide almost all the adult learning programmes, as well as apprenticeships.

At the time of the monitoring visit, there were around 138 apprentices. Most apprentices study at level 3 or above. There were 15 learners on a study programme. Learners undertake employability qualifications and, if required, functional skills qualifications in English and mathematics. There were around 93 adults on programmes. WTS offer a wide range of courses through their subcontractors, including functional skills, creative crafts, adult and childcare.

WTS was previously inspected in 2018, at which time inspectors judged overall effectiveness to be good.

This was an unannounced safeguarding monitoring visit, following concerns identified during a methodology pilot inspection of the provider. The purpose of the visit was to assess whether the safeguarding arrangements at the provider are effective.

Ofsted is aware of the challenges that COVID-19 (coronavirus) is currently posing to those we inspect. The impact of COVID-19 has been taken into account in the findings and progress judgements below.

## Themes

**How much progress have governors, leaders and managers made to ensure that they comply with the relevant safeguarding requirements, and how effectively do they apply safeguarding policies and procedures to ensure all learners and apprentices are kept safe?**

**Reasonable progress**

Leaders and managers have recently updated their safeguarding processes and the information they provide to staff. For example, leaders have created flow charts to help staff identify the process they should follow if they have a concern. Leaders have made improvements to learners' individual information profiles to make sure teachers have far more comprehensive information. This information helps teachers identify quickly any issues that may impact on their learners' safety. Leaders recognise there are still further improvements they need to make to assure themselves they have an accurate view of concerns, issues and how staff are reviewing referrals.

Governors recognise they need to improve their monitoring of leaders' and managers' safeguarding practices. They have improved their ability to challenge and support leaders. For example, making sure there are better links with the borough council safeguarding team. Governors have taken immediate actions to assure themselves of the safety and well-being of learners. They are in the process of implementing an action plan with measurable and time-bound actions to make sure improvements are swift and effective. For example, enhanced training for several staff to make sure there is an increase in the number of staff trained to be the designated person if required.

Leaders monitor subcontractors safeguarding practices well. They meet monthly and use meetings effectively to review safeguarding information, concerns and actions taken to make sure they are keeping learners safe. Adult learners are supported well by staff at the subcontractor. Learners recall safeguarding training and are aware of the risks locally.

Staff complete appropriate safeguarding training. They have a good understanding of the local risks their learners may face and use these topics well to raise learners' awareness and understanding through daily roundtable discussions. Staff raise any concerns with the safeguarding lead. However, the process for recording initial concerns has been too informal and leaders have implemented a more rigorous process to make sure there is consistent recording of information.

Apprentices receive useful safeguarding training at the start of their apprenticeship. Staff use progress reviews effectively to discuss current media topics related to safeguarding with apprentices. As a result, they have current knowledge of issues

and they are confident to discuss concerns. Apprentices who have previously raised concerns felt very well supported by staff. Staff support employers promptly when they raise a concern about their apprentices. They work closely with apprentices' managers to put a support plan in place. For example, daily well-being calls through the start of the pandemic.

Learners are well supported by teachers. Learners trust their teachers and feel able to confide in them if they have any concerns. Learners have good knowledge of the local risks and how to keep themselves safe when they are not at the providers premises. They have a good understanding of the behaviour policy and how following this helps them to keep safe together. Classrooms are very calm places and teachers deal with any unsettled behaviour quickly and effectively. As a result, learners on study programmes feel safe and are safe when they attend lessons.

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