

Wiltshire Transport Training & Development Limited

Address: Hopton Industrial Estate, London Road, SN10 2EX

Unique reference number (URN): 55451

Inspection report: 21 January 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- Met: The provider has an open and positive culture of safeguarding.
- Not met: The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

Strong standard



Expected standard



Strong standard

Inclusion

Strong standard 

Through their Skills Bootcamps, leaders provide driver training opportunities in an inclusive environment. They seek to improve employment opportunities to learners who are not in education, employment or training, including those who are disadvantaged, have learning difficulties or speak English as an additional language. Leaders work successfully with learners who face barriers to their learning, ensuring everyone can access support to complete their studies and gain a large goods vehicle (LGV) licence.

Staff quickly and accurately identify additional support needs at enrolment and during induction. They have a strong understanding of the challenges that learners face and adapt training accordingly, putting in place highly effective strategies that help learners achieve. Leaders use efficient systems to monitor progress closely and identify learners at risk of falling behind. They provide targeted support, including help with managing health conditions, so learners can meet the strict medical requirements for LGV licences.

Leaders invest in high-quality, professional training that strengthens instructors' ability to meet learners' diverse needs. Instructors apply a tapered and personalised approach, drawing on their expertise to provide the right level of support at the right time. For example, they gradually reduce support as learners approach their test.

Expected standard

Leadership and governance

Expected standard 

Leaders and those responsible for governance understand what the organisation does well and where further improvements can be made. They recognise that instructors do not receive enough tailored professional development to strengthen their teaching practice. Leaders and governors set a clear vision to ensure that learners develop into highly competent professionals who take pride in their driving and the equipment they use.

Those responsible for governance hold leaders to account and provide effective support to ensure instructors, in most instances, provide training of an appropriate standard. They attend lessons and generally provide instructors with constructive feedback to help them improve. However, leaders recognise the need to strengthen governance further so they can gain a more thorough understanding of the quality of teaching.

Leaders work closely with stakeholders and manufacturers to ensure that the equipment that learners use is up to modern industry standards. They make significant investments to ensure that lorries are fitted with the latest technology, such as camera systems that replace side mirrors. As a result, learners train in modern, up-to-date vehicles, which prepares them well for a career in the logistics industry.

Leaders foster a supportive staff culture and prioritise instructors' wellbeing. They use an effective planning system to monitor instructors' workloads and ensure their workloads are manageable. They make timely adjustments when needed, such as stepping in themselves to deliver training if necessary.

2. Adult learning programmes

Strong standard	●
Expected standard	● ●

Strong standard ●

Achievement

Strong standard ●

Learners make rapid progress and develop substantial new technical knowledge and professional driving skills. They apply these very well during on-road training and tests, consistently meeting regulatory driving expectations. Most learners pass their tests at the first attempt, and all achieve their large goods vehicle licences within the planned timeframe.

Learners develop the English, mathematical and digital skills required for work. Instructors reinforce practical mathematics through calculating drivers' hours and working time regulation activities. They develop learners' technical vocabulary through teaching key terminology, and learners use digital platforms confidently to learn theory and complete assessments.

Leaders and instructors prepare learners very effectively for employment. Learners gain a clear understanding of what to expect when working as lorry drivers. As a result, they rapidly gain jobs and continue to develop their wider skills and knowledge. Many improve their pay quickly and secure greater long-term job security.

Expected standard

Curriculum and teaching

Expected standard

Leaders have designed large goods vehicle (LGV) Skills Bootcamps with Wiltshire County Council to address the local and regional shortage of lorry drivers. They have a secure understanding of the quality of their training. They make effective use of progress tracking information, learner feedback and employer insight to evaluate their performance. Leaders identify appropriate priorities for improvement and act quickly to resolve them.

Leaders structure and sequence the curriculum well to develop learners' knowledge, skills and behaviours logically over time. Learners benefit from clear progression from induction and theoretical learning to increasingly complex practical driving tasks. This enables them to build their confidence before applying their skills in real situations.

Leaders design the curriculum to enable learners to gain the skills and knowledge required to obtain an LGV licence and move into employment. Instructors plan and adapt learning that reflects learners' starting points. Learners with varied levels of LGV driving experience benefit from flexible delivery, effective coaching and close monitoring of their progress.

Instructors have strong vocational expertise and use appropriate resources, including modern vehicles and online learning applications, to support learning. They explain technical concepts clearly, reinforce essential terminology and use effective strategies, such as demonstration, coaching and repetition, to help learners retain and apply new knowledge.

Instructors generally use assessment effectively to check learners' understanding. They provide timely, constructive feedback in theory and practical sessions, ensuring learners have sufficient opportunities to practise, improve and develop secure competence.

Participation and development

Expected standard

Leaders create a safe, respectful and well-managed environment. Learners are supported and treated fairly, including those new to the sector or those who face barriers to learning.

Leaders set high expectations for learners' behaviour and insist on high professional standards. Attendance is extremely high, with learners only having unavoidable absences. When absence occurs, leaders act quickly and supportively to reschedule training so learners can continue without any negative impact on their progress.

Leaders do not tolerate bullying, discrimination or harassment. Learners feel assured that instructors will take any concerns seriously. Learners have a clear understanding of safeguarding, fundamental British values and how to protect themselves from radicalisation. They apply this knowledge confidently in their personal safety and professional responsibilities, including managing risks associated with large vehicles. Leaders understand learners' wider development needs and prepare them effectively for employment and independent living. They develop learners' resilience by breaking complex tasks into manageable components.

Learners retain a solid understanding of healthy relationships and professional conduct. They also receive effective career guidance that helps them consider a range of logistics progression routes. Leaders recognise that increased focus on how learners can maintain their physical health and improve their diet would be valuable.

What it's like to be a learner and/or an apprentice at this provider

Learners, including those with a learning difficulty, those with health conditions and those who speak English as an additional language, make significant progress from their starting points and achieve their goals. They develop substantial new knowledge, skills and behaviours, such as driving safely and reversing large goods vehicles. Industry-expert instructors teach learners elements beyond the content of the driving tests, such as how to use exhaust braking systems and vehicle telematics systems. Learners are very well prepared for a new career or for progression within their current role in the logistics industry.

Instructors teach learners in appropriate learning environments and set high expectations for what learners can achieve. Training takes place in safe, clean, respectful and well-managed settings where learners' wellbeing is a priority. Disadvantaged learners and those with learning difficulties or health needs receive very effective support. For example, instructors help to reduce anxiety by scheduling practical tests early in the day. They provide additional driving practice under examination conditions with the support of a mentor.

Leaders ensure that instructors teach learners wider topics relevant to working as a lorry driver. For example, they teach learners how to avoid fatigue through safe working practices and how and where to secure the lorry when staying overnight. As a result, learners gain a clear understanding of how to manage risks and make safe decisions in both their professional and personal lives.

Learners enjoy their training and quickly become motivated to achieve. The well-designed, carefully sequenced curriculums help learners build knowledge and skills over time, thereby increasing their confidence. Instructors support the small number of learners who do not pass the theory or practical tests on their first attempt to retake these tests as soon as possible.

Next steps

- Leaders should strengthen governance further so they can gain a more thorough understanding of the quality of teaching.
 - Leaders should provide sufficient professional development opportunities to enable instructors to enhance their teaching skills further.
 - Leaders should increase their focus on supporting learners to develop and sustain good physical health, including making informed choices about diet.
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About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with learners, directors, leaders, instructors, other provider staff and employers during the inspection.

Wiltshire Transport Training & Development Limited is an independent learning provider based in Devizes, Wiltshire, specialising in commercial driver training, including minibus and trailer driving courses. At the time of the inspection, there were 21 learners on 3 different Skills Bootcamps large goods vehicle driving courses. Fifteen learners were on the car to articulated lorry Skills Bootcamp, and the remaining learners were on the car to rigid lorry and the rigid to articulated lorry Skills Bootcamps.

Managing Director : Nick Rees

Lead inspector:

Steve Battersby, His Majesty's Inspector

Team inspectors:

Tina Pagett, His Majesty's Inspector

Paul James, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 21 January 2026

Number of learners

Total learners

21

Adult learning programmes

21

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

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