

# Waverley Training Services

## Inspection report

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Unique reference number: 55287

Name of lead inspector: Maria Barker HMI

Last day of inspection: 6 August 2010

Type of provider: Local Authority

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## Information about the provider

1. Waverley Training Services (WTS) was established in 1983 as a not-for-profit unit of Waverley Borough Council (WBC) whose offices are in Godalming. It contracts with the Skills Funding Agency (SFA) to provide apprenticeships in horticulture and forestry, transportation operations and maintenance, information and communication technology, retailing and wholesaling, business, administration and law. WTS receives funding from the Young People's Learning Agency (YPLA) for Entry to Employment (E2E) provision. Most apprenticeship programmes have fewer than 10 learners. This inspection graded provision in business, administration and law apprenticeships and the E2E programme. In addition to contracts with SFA, WTS offers a range of training opportunities to local secondary schools and pupil referral units and some privately funded provision. It is part of a consortium delivering two European Social Fund projects on behalf of Association of Learning Providers, Surrey. WTS has recently become a subcontractor for Guildford College to provide Train to Gain programmes.
2. WTS is situated in Farnham, on the borders of Surrey and Hampshire, and attracts learners from both counties. The training centre has training rooms and computer suites for learners, although most of the apprenticeship training takes place in learners' workplaces. Training for E2E takes place in a separate annex and in a new centre in Godalming. WBC is a prosperous local authority area, with a large proportion of school leavers staying on in full-time education or training. WTS has an open door policy for E2E provision which prioritises working with disaffected young people with diverse social and learning needs.
3. WTS provides training on behalf of the following providers:
  - Association of Learning Providers, Surrey
  - Guildford College.
4. The following organisation provides training on behalf of WTS:
  - Professional Training Solutions.

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners:	
Entry to Employment	79 learners
Employer provision:	
Apprenticeships	154 apprentices

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	2
Equality and diversity	3
Subject Areas	
Employability training	2
Business, administration and law	3

## Overall effectiveness

- The overall effectiveness of WTS' provision is satisfactory. WTS has satisfactory capacity to improve overall, and has maintained good provision for E2E learners since the previous inspection. E2E learners make good progress and develop in confidence and skills. Apprentices develop a good range of vocational and personal skills. Until recently too few completed their apprenticeship. This year, a higher proportion of apprentices have successfully finished their programme. Teaching and learning in E2E are good overall and the programme includes good opportunities for community work. However, other opportunities for work experience are limited. Apprenticeship programmes are satisfactory. Assessment is thorough, but the learners have insufficiently challenging targets. The programmes offered meet the needs and interests of learners appropriately. WTS has satisfactory leadership and management. Strategic leadership is good. WTS manages programmes appropriately, but it does not keep good records of actions taken. Arrangements to safeguard learners are good, and learners feel safe and protected from bullying. WTS promotes equality and diversity satisfactorily. WTS has appropriate self-assessment arrangements. However, quality assurance arrangements are not fully effective in improving provision.

## Main findings

- Learners develop good levels of confidence and skills. In E2E provision they gain good practical, social and personal skills and clarify their future career goals. Apprentices develop good vocational knowledge and skills.
- WTS has satisfactory outcomes for learners overall. Outcomes for E2E learners are good with progression rates of 65%. E2E learners have good achievements in the recently introduced art and design qualification. They achieve key skills qualifications satisfactorily. Success rates on apprenticeships have been below national figures since 2007/08. However, data for 2009/10 indicate improved success rates which are satisfactory.
- Learners feel safe. E2E learners feel well protected from bullying or harassment at the WTS centres. They are clear and confident about the actions to take should they have concerns about their well-being. Apprentices demonstrate appropriate health and safety practice in the workplace.
- WTS uses the results of initial assessment insufficiently to plan programmes to meet individual learners' needs, for example when planning the length and content of apprenticeship programmes. WTS does not ensure appropriate individualised support for all learners to meet identified needs. Staff do not use information about learning styles effectively to plan learning.
- Progress reviews do not support learners' progress effectively. In E2E provision, reviews do not set specific targets for soft skills development and staff do not measure effectively learners' progress in developing such skills. Assessors set insufficiently challenging targets for apprentices and they do not always involve employers in the review process. Not all employers participate effectively in training or assessment processes.
- WTS uses partnerships with schools, the Connexions service and local providers effectively to develop its provision and meet learners' needs. It has a very good working relationship with one employer, which employs the majority of apprentices in business, administration and law. This provision is well coordinated. WTS has less well developed partnerships with other employers, particularly in E2E provision.
- Strategic leadership is good. WTS has prepared well to meet key government initiatives such as Foundation Learning, Functional Skills and the Qualification Credit Framework. However, WTS has not yet introduced planned initiatives such as e-portfolios and a virtual learning environment. WTS has good partnership links with the local provider network. WTS provides effective support to improve provision.
- WTS does not sufficiently record and monitor the progress of individual learners throughout their programme. Although informal discussions of individual learners' progress take place, WTS does not systematically record the outcomes of these discussions. WTS has not developed formal processes to monitor effectively each learner's progress or trends in cohort performance overall.
- WTS has appropriate arrangements for staff development; staff are in the process of gaining relevant teaching qualifications. However, the appraisal

process used throughout WBC is not fully appropriate for the effective performance management of WTS staff. WTS sets insufficient targets for staff to ensure their performance improves the learners' experience and outcomes.

- WTS has good arrangements for safeguarding learners. A strong focus on staff training has ensured that all staff are confident about identifying and reporting concerns about learners.
- The promotion of equality and diversity is satisfactory. WTS has introduced good workbooks on equality and diversity matters which learners work through during their induction. However, WTS does not use progress reviews effectively to extend learners' understanding of equality and diversity matters. WTS does not systematically action plan to reduce achievement gaps between different groups of learners.
- WTS has insufficient arrangements to improve the quality of provision. It focuses on audit activity rather than processes designed to improve the quality of staff performance. For example, observations of key activities such as teaching and learning and progress reviews do not provide sufficient feedback to action plan for effective improvement in practice.

### What does WTS need to do to improve further?

- Improve the use of the results of initial assessment to plan programmes for individual learners and ensure appropriate arrangements are in place for providing additional support for learners with identified needs.
- Improve the monitoring and recording of learners' progress by ensuring that specific, measurable and time-bound targets are set in progress reviews which challenge learners and help them to achieve their potential.
- Develop partnerships with employers to extend work-based activities on E2E programmes and to fully involve employers in the apprenticeship provision.
- Introduce e-portfolios and the virtual learning environment, as planned, in order to improve the learners' experience of assessment activity and learning resources.
- Improve the management of learners' progress through comprehensive recording of key information, for example in individual learning plans, progress reviews and minutes of meetings. Introduce a formalised process of collating such information in order to monitor trends in learners' performance overall.
- Further develop performance management of staff by setting more specific targets to improve the provision.
- Promote equality and diversity more effectively with learners, and focus more on taking specific actions to reduce achievement gaps between different groups of learners.
- Develop processes to improve the quality of provision, for example observations of key activities which focus on how to improve further.

## Summary of the views of users as confirmed by inspectors

### What learners like:

- the flexibility of staff to meet learners' needs
- the safe environment with a focus on mutual respect
- friendly and approachable staff
- the focus on confidence building and team building
- the development of good vocational and practical skills
- their improved understanding of mathematics.

### What learners would like to see improved:

- the frequency of assessors' visits to apprentices
- the range of outside speakers on the E2E programme.

## Summary of the views of employers as confirmed by inspectors

### What employers like:

- the good level of ongoing communication
- the flexible approach to assessment, including out of normal working hours.

### What employers would like to see improved:

- the opportunity to provide their views on the programme.

## Main inspection report

### Capacity to make and sustain improvement

Grade 3

6. WTS demonstrates satisfactory capacity to make and sustain improvement. The recent appointment of a quality assurance coordinator demonstrates the company's commitment to sustaining improvement. WTS has maintained the good quality of E2E provision since the previous inspection and introduced further improvements such as the art and design course at Godalming and community work near Farnham. Outcomes on E2E provision have improved since the previous inspection. Following the previous inspection in 2005, when success rates for apprenticeships were good, overall success rates on apprenticeships fell below national figures. WTS recognised the need to take appropriate action and overall success rates have improved in 2009/10. WTS has prepared well to meet key government priorities such as Foundation Learning and Functional Skills. However, it is too early to identify the impact of this activity.
7. WTS has a good commitment to self-assessment as a quality improvement mechanism. WTS completed the current self-assessment report before the introduction of the new common inspection framework and did not award grades in line with the new structure. Inspectors broadly agreed with the subject area reports and grades, but found other aspects of the report insufficiently self-critical. WTS regularly reviews and updates the resulting quality improvement plan. WTS has significantly improved internal verification processes to assure the quality of assessment practice. Other quality improvement processes are under review, for example, observations of key processes.

### Outcomes for learners

Grade 3

8. Outcomes for learners are satisfactory overall, but good for E2E learners. Progression from E2E is 65% to date this year, well above national figures. However, many learners progress into employment without training. To date, achievement on the newly introduced qualification in art and design is good. Achievement of key skills qualifications is satisfactory. At the previous inspection in 2005, success rates on apprenticeship programmes were good. They were also above national figures in 2006/07. Since then they have been below national figures. WTS has recognised this and taken a range of actions to improve success rates. As yet, unpublished data indicate that both overall and timely success rates for 2009/10 have improved by 16 percentage points since the previous year and these are currently satisfactory. Numbers of learners completing apprenticeships in the subject areas not graded during inspection are too low for meaningful analysis. However, current learners are making appropriate progress.
9. Learners across all programmes develop good skills. They enjoy their learning, make good progress and increase their employability skills. They improve their

personal and social skills and increase in confidence. E2E learners based at Farnham benefit from community work one day a week which develops practical and team working skills. E2E learners at Godalming develop practical skills through a newly introduced art and design course. Apprentices develop good vocational skills and knowledge and increase in confidence in the workplace as they develop relevant vocational skills.

10. Learners feel safe, both in the workplace and at WTS. E2E learners feel well protected from bullying or harassment while at the WTS centres in Farnham and Godalming. Staff place a strong focus on health and safety and rights and responsibilities in the workplace during induction which ensures that all learners have a good understanding of these matters. Apprentices demonstrate safe working practices and an appropriate understanding of health and safety matters.

## The quality of provision

Grade 3

11. The quality of provision is satisfactory overall. Teaching and learning on E2E provision are good overall. Staff use a variety of interesting teaching methods to engage learners well. Training on apprenticeship programmes is satisfactory. Employers provide appropriate training in the workplace and assessors provide additional coaching as required. Motor vehicle learners attend the training centre regularly and work through an electronic programme at their own pace in order to cover the knowledge content of the programme. The trainer keeps a watchful eye on each individual learner's progress and provides additional support as appropriate. Experienced staff provide key skills tuition for motor vehicle and horticulture apprentices during off-the-job sessions at the training centre. On other apprenticeship programmes, assessors provide such support during their visits to the workplace. WTS arranges literacy or numeracy support from experienced staff where individual learners require additional learning support. However, WTS does not keep systematic records of the support provided.
12. Initial assessment appropriately identifies literacy and numeracy skills needs, preferred learning styles, prior knowledge and experience and, for apprentices, training opportunities in the workplace. WTS does not use the results sufficiently to plan programmes to meet individual needs. For example, WTS does not sufficiently plan social and personal skills development to meet the needs of individual E2E learners. Staff do not refer sufficiently to preferred learning styles in planning individualised content to programmes. The planned length of apprenticeship programmes is often greater than that required by learners. Intervals between assessment visits are often too long for individual learners to maintain motivation and make good progress.
13. Assessment practice is satisfactory. Assessment is thorough and well planned. However, much assessment takes place through question and answer activity during assessment visits and insufficient use of other assessment activities impedes learners' progress through their programme. Progress reviews are satisfactory, but do not set sufficiently challenging and specific targets, for



example E2E learners do not routinely have specific targets to develop their social and personal skills. WTS has developed good internal verification processes and regular standardisation meetings for assessors.

14. The range of provision meets the needs and interests of learners appropriately. The community work engaged in by E2E learners supports their employability skills well. However, WTS provides too few opportunities for work experience or tasters. WTS meets the needs of apprentices and employers appropriately. However, employers in horticulture are not always sufficiently aware of the requirements of an apprenticeship programme or of their role in providing training.
15. WTS uses partnerships with schools, the Connexions service and local providers effectively to develop the E2E provision. For example, in response to some learners expressing an interest in following a child care option, WTS has recently subcontracted provision from a local provider. However, WTS has insufficient partnerships with employers for E2E learners to gain sufficient work-related experience. WTS has developed a good partnership with one local employer who employs the majority of learners on business, administration and law apprenticeships. Employers in motor vehicle provision work well in partnership with WTS, but currently there are very few motor vehicle employers working with WTS. WTS recognises the need to develop stronger partnerships with local employers.
16. Care, guidance and support for learners are satisfactory overall. Individual support for learners is good in E2E provision, with appropriate referral to specialist support agencies as required. WTS pays learners' travel costs to support their regular on-programme attendance. Staff work alongside learners and promote an ethos of mutual respect which supports an increase in self-esteem. WTS provides appropriate support for apprentices. Apprentices are given contact details of their assessors should they require additional support before their next planned assessment visit. Staff provide apprentices with appropriate information on progression opportunities.

## Leadership and management

Grade 3

17. Leadership and management are satisfactory overall. WTS has good strategic leadership. WTS engages well in meeting government priorities, for example Foundation Learning, Functional Skills and the Qualification Credit Framework. It has prepared well for these initiatives and is ready to implement them. However, WTS is not ready yet to implement other planned initiatives, such as the introduction of e-portfolios and a virtual learning environment. WTS is an active partner in the local provider network and contributes well in sharing practice and working in cooperation with other providers. The network holds contracts for European Social Fund projects. WTS currently contributes to two of these projects. The management of WTS provision benefits from WTS being part of WBC. The council takes a strong interest in the work of WTS and has been instrumental in two recent improvements, the opening of the centre at Godalming for E2E provision and an agreement for WBC to employ 12

apprentices in the next few months. Both developments have significant potential for the further development of provision, although it is too early to identify the impact of the latter.

18. WTS has satisfactory operational management. The centre and contract manager oversees all provision. The appointment of a quality assurance coordinator is too recent for full impact to have been made. Communications between staff are largely informal. In addition, staff meetings take place regularly and an annual away-day brings all staff together for the first stage of the self-assessment process. WTS does not record the outcomes of informal decision making and keeps insufficient records of staff meetings. Although the use of data has improved, WTS has not developed a systematic and coherent process for monitoring learners' progress. Staff discuss individual learners and agree actions if concerns are identified. However, WTS does not have formal processes to monitor effectively each learner's progress or trends in performance overall.
19. WTS has appropriate staff development arrangements. Most staff are in the process of taking relevant teaching qualifications. WTS monitors continuing professional development activity closely. WTS staff have access to all WBC training opportunities, and have recently benefited from training on safeguarding and equality and diversity. WTS uses WBC's appraisal process, although this is not fully appropriate to the staff performance requirements of a training provider. Staff targets agreed at appraisal do not sufficiently focus on improving the learners' experiences or their outcomes.
20. WTS has good arrangements for safeguarding learners. All staff have completed an enhanced Criminal Records Bureau check. The centre and contract manager is the designated safeguarding officer and is a member of WBC safeguarding committee. Learners are aware of who to contact should they have any concerns, and staff are familiar with procedures relating to safeguarding matters. WTS follows up all reported incidents assiduously and according to agreed procedures. All staff have received appropriate training through WBC and on-line training available nationally. In addition, further customised training has ensured that staff are confident about identifying and reporting concerns. Staff meetings routinely include discussion of safeguarding matters to reinforce and extend staff awareness.
21. The promotion of equality and diversity is satisfactory. WTS has an open door policy regarding recruitment onto E2E provision. Many learners recruited have had poor educational experiences to date and recognise that WTS provides them with a genuine opportunity to achieve their potential. At induction, WTS uses a comprehensive workbook on equality and diversity matters to ensure that learners understand key aspects of equality and diversity. However, WTS does not follow this up effectively in progress reviews to reinforce and extend learners' awareness of equality and diversity matters. Each review includes one of a bank of questions with the expectation that the answer will derive from the content of the workbook. WTS does not take sufficient action to recruit learners from under-represented groups to its apprenticeship programmes. Through

analysis of performance data, WTS has identified that male apprentices achieve lower success rates than females. Although the numbers are small, apprentices with identified learning difficulties and/or disabilities also achieve less well than the rest of the learner cohort. WTS has not taken specific actions to reduce these differences.

22. WTS takes appropriate actions to collect the views of learners and employers. It uses the information gathered to inform the self-assessment process. Self-assessment is effective in generating a quality improvement action plan that is regularly monitored and updated. However, the most recent self-assessment report was not sufficiently self-critical. WTS has insufficient arrangements to improve the quality of provision effectively. It has good arrangements for internal verification and auditing of documentation and learners' files. However, key processes for learners are not sufficiently monitored and evaluated to identify areas where staff performance could improve. For example, observations of teaching and progress reviews do not provide comprehensive feedback to inform action planning for improvement in practice.

## Subject areas

### Employability training

Grade 2

#### Context

23. WTS offers the E2E programme at two sites and subcontracts provision for learners who wish to follow a vocational option in child care. Currently WTS has 20 learners on programme. The learners at the new site in Godalming follow a course in art and design; the remainder do not specialise in any vocational area. The majority of staff work part-time.

#### Key findings

- Learners achieve a good range of practical, personal and social skills. They develop their confidence and self-esteem well through working cooperatively together on projects. They improve their ability to job search through taking part in relevant activities relating to employability. Achievements in art and design are good. The achievement of key skills is satisfactory.
- Progression into employment or further education is good and shows an improving trend. In the current year, 65% of learners have progressed to a positive outcome. However, the number moving into employment with training is low. The majority of learners gain a better understanding of their potential career options whilst on the programme.
- The majority of learners undertake useful community work one day a week, providing them with very good work experience opportunities. They work well on practical tasks ranging from clearing weeds to painting a community building. They can see the value of the work they carry out and some would like permanent employment based on their community work experience.
- Learners feel safe. They are clear about their rights and responsibilities and they have a good understanding of the need to respect one another. Many learners have had previous negative experiences at school and value the supportive and inclusive atmosphere at the centres.
- Staff help learners to become more confident in their ability to succeed by offering a positive attitude towards work. Learners thrive in an environment in which everyone's particular abilities are valued. Training in art techniques is good. Staff provide useful employability exercises that encourage learners to reflect on their ability to job search and market themselves effectively.
- Provision to meet the literacy and numeracy needs of all the learners is insufficiently comprehensive. Learners receive a thorough assessment of their literacy and numeracy abilities and those at entry level benefit from targeted support. However, there are no opportunities for learners working at entry level to gain accreditation.
- The planning and recording of individual skills development is not sufficiently detailed. Staff do not plan, monitor and record the skills learners need to

improve to enable effective measurement of their progress. Target setting for personal and social skills development does not involve learners enough and WTS does not record these targets on the learners' E2E passport.

- The provision meets the needs of the majority of the learners well. WTS implements a well-structured induction period followed by a flexible programme dependent on the needs of individual learners. A new centre offers opportunities for learners in the Godalming area to benefit from E2E. However, WTS provides insufficient opportunities for learners to work with employers to extend their skills and experience.
- Partnerships with other providers are satisfactory. WTS has good and frequent links with the Connexions service. Personal advisers attend the programme regularly to help learners with job search activities. A satisfactory programme of outside speakers takes place. Enrichment activities are satisfactory.
- Staff provide a good level of support to learners, both whilst on the programme and when they have progressed. They send out a useful letter encouraging leavers to keep in touch through a social networking site. They work alongside learners on projects and provide coaching on personal and social development in an unobtrusive and relaxed manner.
- Leadership and management are satisfactory. WTS is working well to implement Foundation Learning and to improve links to vocational areas. A programme of regular observations of teaching and learning does not include action planning to sufficiently address areas for improvement. Staff performance targets do not relate to successful outcomes for learners. The promotion of equality and diversity is satisfactory.

What does WTS need to do to improve further?

- Improve the number of learners progressing into employment with training, by strengthening links to employers and external providers of vocational training.
- Improve the planning and recording of individual skills development by involving learners more in setting targets for personal and social skills development and using these targets in lesson planning.
- Ensure that all learners have the opportunity to gain qualifications in literacy and numeracy.

## Business, administration and law

## Grade 3

### Context

24. WTS has 58 learners working towards apprenticeships, 29 on apprenticeships and 29 on advanced apprenticeships. Of these, 44 are working towards administration qualifications, five towards customer service qualifications, five towards management qualifications and four towards qualifications in team leading. WTS assessors visit learners in the workplace approximately every four weeks to carry out assessments. They carry out progress reviews during alternate visits. Workplace managers provide most of the on-the-job training and WTS provides training towards key skills and the essential knowledge components of the apprenticeship.

### Key findings

- Learners develop a good range of vocational and personal skills. They take on additional workplace responsibilities and become more able to resolve complex situations. Learners benefit from significant increases in self-confidence, particularly in the development of their telephone skills. Older learners value the improvement in their information technology skills, such as representing numerical information using graphs and charts.
- Success rates are satisfactory. Overall success rates have been below national figures for the past three years. However, as yet unpublished, data for 2009/10 shows an improvement of 12 percentage points since 2008/09. Some learners, who had agreed end dates for their qualification in 2010/11, have completed their programmes early.
- Learners feel safe. All are employees in companies with an appropriate range of employment policies. Learners adopt safe working practices and they demonstrate an appropriate understanding of their rights and responsibilities in the workplace. WTS does not sufficiently reinforce and extend this understanding in progress reviews.
- WTS carries out appropriate initial assessment of learners. However, it does not use the results of initial assessments of literacy and numeracy skills, learning styles, prior experience and qualifications sufficiently well to plan individual learning. Agreed timescales for completing apprenticeships are too long for most learners.
- The coordination of on- and off-the-job training is good overall. Learners keep records of the training provided by their employers in their portfolios of evidence. Assessors review the effectiveness of this training and take good account of it in planning assessment and further training.
- Assessment practice is satisfactory. It is clearly planned and recorded, and builds on previous assessment activity and training provided in the workplace. Assessors make planned visits every four weeks, and more frequent visits if required. Assessors, however, place too much emphasis on question and

answer activities and learners collect little evidence of their competencies at work for inclusion in their portfolios.

- WTS sets insufficiently challenging targets for learners throughout learning. Individual learning plans include target dates for the completion of qualification units. However, the time frame for these is too long, sometimes up to seven months for a single unit. Where learners do not meet their agreed assessment targets, assessors carry these targets forward to future visits.
- Progress reviews are generally satisfactory but do not involve employers sufficiently. Employers do not routinely attend progress reviews. Assessors meet with employers after reviews to summarise the progress made by learners, but do not engage them in planning future assessment.
- WTS offers an appropriate range of qualifications to meet the needs of learners. Assessors complete an analysis of job roles and discuss these with employers to ensure that learners follow an appropriate qualification. Programmes meet the needs of employers, who value the additional development of their staff.
- WTS has good partnership arrangements with one employer, affecting the majority of learners. Regular communication with the employer ensures a clear schedule of assessment visits and the availability of private work space when required. New employees find out about the apprenticeship programme during their induction and are encouraged to enrol. Workplace managers celebrate the success of their learners.
- Support for learners is satisfactory. Assessors provide learners with contact details and make rapid responses to learner queries. WTS provides learners with timely information on opportunities for progression to other qualifications. Employers support learners by agreeing appropriate time away from their job role to work on their portfolios.
- WTS manages the programmes satisfactorily. Managers and staff have better access to data to monitor the provision, although this focuses on verification processes rather than the progress of individual learners. Staff development is good. Good communication between staff includes frequent meetings to share practice. Some quality improvement processes, such as observations of training, are not yet fully developed.
- WTS promotes equality and diversity well through the use of detailed workbooks and training on employee rights and responsibilities. However, assessors do not use progress reviews sufficiently well to reinforce learners' understanding of these matters. Staff use a bank of questions on equality and diversity topics effectively, but do not take the opportunity to explore these topics further.

What does WTS need to do to improve further?

- Make better use of the information gathered through initial assessments to plan learning programmes that meet the needs of individual learners.
- Ensure that staff set and monitor specific, challenging targets for their learners so that all learners achieve their potential.

- Continue to improve success rates by developing processes to review and improve provision to ensure that learners make good progress, and complete their apprenticeships.



## Information about the inspection

25. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's centre and contract manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local Learning and Skills Council (LSC) or other funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
26. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

## Record of Main Findings (RMF)

## Waverley Training Services

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners			
Full-time learners	20	20	
Part-time learners	72		72
Overall effectiveness	3		
Capacity to improve	3		
Outcomes for learners	3	2	3
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	3		
How well do learners progress?	3		
How well do learners improve their economic and social well-being through learning and development?	3		
How safe do learners feel?	2		
Are learners able to make informed choices about their own health and well being?*	na		
How well do learners make a positive contribution to the community?*	na		
Quality of provision	3	2	3
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	3		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3		
How effective are the care, guidance and support learners receive in helping them to achieve?	3		
Leadership and management	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3		
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	na		
How effectively does the provider promote the safeguarding of learners?	2		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
How effectively does the provider engage with users to support and promote improvement?	3		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3		
How efficiently and effectively does the provider use its available resources to secure value for money?	3		

\*where applicable to the type of provision

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