

Woodspeen Training Limited

Independent learning provider

Inspection dates		13–17 October 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- outcomes for learners have improved steadily over the last three years and are now good. Success rates are now above the national rate and the large majority of learners achieve well
- progression into full-time employment is good. Most learners develop good, relevant, vocational and personal skills and expertise which are recognised and valued by employers
- the quality of teaching, learning and assessment is now good. Learners receive highly effective support from experienced tutors resulting in increasing numbers of learners making good progress
- tutors promote equality and diversity well in learning sessions. Staff confidently link current topics and celebratory days within assessment and coaching
- safeguarding arrangements are very effective and protect learners well
- governance and management at all levels are effective and focus strongly on improving teaching and learning and meeting the priorities of three local enterprise partnerships. Leaders and managers have improved most areas of the organisation.

This is not yet an outstanding provider because:

- progress reviews have improved since the last inspection; however, target-setting is insufficiently focused on learners' personal development
- written feedback varies in consistency. Learners are not always clear on how their work could be improved
- planning for the needs of individual learners, particularly the more capable learners requires improvement
- not all of the areas for improvement identified at the previous inspection have been fully addressed. The standards and performance in business administration have declined
- managers do not use employer feedback sufficiently well to inform self-assessment.

Full report

What does the provider need to do to improve further?

- Improve the quality of learning sessions by careful planning to engage all learners in meaningful activities which challenge their understanding and make better use of interactive resources. Develop challenging questioning techniques to meet the needs and abilities of all learners. Ensure all learners develop personal learning and thinking skills to extend and develop independent learning.
- Improve the written feedback on learners' work and target-setting at progress reviews by careful monitoring of tutors' written records and sharing of good practice across different sector subject areas and geographic regions. Ensure that all documents written by tutors for their learners are free from errors and use good English. Systematically check learners' spelling, punctuation and grammar. Ensure that targets are sufficiently specific to help learners to plan what they have to do further to succeed.
- Ensure that the few actions not fully addressed arising from the previous inspection report and those that have arisen since the previous inspection are fully addressed.
- Improve the management of the provision in business administration so that it is of the same standard as other delivery areas.
- Ensure that the judgements in the self-assessment report are more evaluative, include employer views and that reporting of standards of teaching and learning at a subject sector level is given more prominence.

Inspection judgements

Outcomes for learners	Good
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- Outcomes for learners have improved steadily over the last three years and are now good. Success rates rose markedly in 2012/13 and rose again in 2013/14 to be above the national rate. In most sector areas, outcomes exhibit a rising trend and success rates are high. Woodspeen provides mainly apprenticeships and short employability programmes to learners aged 16 and over from foundation level to higher level. Apprenticeships make up around two thirds of provision, mainly in health and social care. A small number of employability programmes is provided for adult learners.
- A large majority of learners achieve well and make good progress, completing their studies within planned timescales. The proportion of learners completing their frameworks within planned timescales has improved significantly since the last inspection and is now well above the national rate. Woodspeen Training Limited (Woodspeen) has introduced successful initiatives to reduce the number of learners who have exceeded their planned end date from 192 at the time of the last inspection to only seven currently. Managers and staff now closely monitor learners' progress as they approach their expected end date and arrange good support where necessary.
- Managers and leaders have introduced successful initiatives to address differences in the progress and achievements of different groups of learners. Managers have approved and closely monitor an action plan to identify and address achievement gaps. As a result, variations in the achievement of different groups of learners have reduced. For example, gaps in achievement rates between adults and younger learners are closing. However, there are small variations in the achievement of learners across sector subject areas and across geographic regions. Those learners who have declared a learning difficulty or disability achieve less well than their peers and men generally succeed better than women, particularly at intermediate level.
- Progression into full-time employment is good but progression into further or higher education is low. Woodspeen has very recently approved a learner progression strategy for 2014/15 building

on benchmark data collected in 2013/14 to inform company-wide performance measures to drive improvements in learner progression. The strategy contains clear targets for progression between levels in each sector subject area or into employment. It is too early to judge the impact of the introduction of this strategy.

- Most learners develop good, relevant, vocational skills and expertise which are recognised and valued by employers. Many learners attain promotion or are given more responsible tasks in the workplace commensurate with their new skills. Most learners gain in confidence and self-esteem and good levels of skills in English and mathematics. Most learners can apply their new skills to the workplace. For example, following training and support they had received from Woodspeen, childcare learners were able to produce better quality observation reports and hairdressing learners communicate better with clients.
- Success rates for learners following employability programmes are consistently high. Woodspeen works well with partners to ensure that learners gain good employability skills. Learners value their improved personal and social skills and recognise that they are improving their employment opportunities. They work well with tutors and assessors to show what they have learned. However, Woodspeen does not hold robust data on progression into work from employability programmes. The destinations of too many learners remain unknown.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good, reflecting the development of learners' good work skills and the good levels of confidence they develop. Employers highly appreciate the added value learners bring to the workplace. Learners take on extra responsibilities as a result of their training and often take up opportunities to progress to higher levels. Attendance of learners is very good.
- Learners enjoy their classroom sessions and are highly engaged and motivated by a mix of well-planned, creatively designed activities. In an early years theory session on communication, learners completed a variety of fun activities in order to convey information without talking and helping them to identify the importance of body language in the work setting. The expertise and subject knowledge of tutors help to inspire learners and achieve their full potential. A great deal of good individual coaching in and outside the workplace ensures learners make good progress.
- In weaker classroom sessions tutors do not plan sufficiently well to meet all learners' needs so some progress less well. Tutors do not always sufficiently challenge and stretch learners or give them enough time to consolidate and reflect on their learning. Many of the pre-prepared presentations do not make best use of interactive technology so learners have fewer opportunities to engage or discover different ways to learn.
- Tutors and assessors plan sessions well, and prepare resources to encourage independent learning. In an information technology (IT) for practitioners coaching session a pre-prepared disk with references and resources allowed the learner to do his own preferred independent research. English, mathematics and IT learning materials are vocationally relevant so the learner improves their appreciation of the importance of these skills in the workplace.
- Assessors make good use of the initial assessment of a learner's prior skills and experience to plan learning. Employers are included in this process and support learners to make choices about their learning that complement the requirements of their work role. Tutors use initial assessment of English, mathematics and ICT very well to plan extra support. This includes good use of additional assessment for those learners who have learning difficulties. As a result, learners improve their English and mathematics skills and achieve qualifications in a manner and pace to suit their needs.
- Assessors and tutors are highly committed and focused on the needs of learners, supporting them very well to achieve their qualification. Assessors work around learners' work shifts. There are flexible attendance arrangements for English, mathematics and IT training so learners have a choice of the day, time and frequency at which they attend. Assessors support learners

extremely well in the workplace and in the classroom, helping them to successfully apply theory to practice.

- Progress reviews are much improved and are now satisfactory in capturing and planning learning with the support of their employer. Employer involvement in reviews has greatly improved since the previous inspection. However, target-setting requires further improvement to ensure they are sufficiently specific and measurable to drive progress and also challenge and inspire learners. Most targets relate to completion of set work or attendance of sessions and do not capture learners' overall personal development.
- Assessment of learning in the workplace is predominantly good with the exception of business administration and customer service. Learners understand how well they are doing and what they need to improve. Learners present a good range of evidence and some choose to use the electronic portfolio. Tutors' oral feedback is clear and constructive. In sessions tutors use techniques to very effectively assess learning such as in a childcare session where learners write on sticky notes at regular intervals to reflect on their learning; these are displayed on the wall and referred to as the 'yellow brick road'.
- Written feedback is inconsistent and requires improvement. Tutors and assessors do not consistently check and follow through spelling and grammatical errors. Assessors also make spelling and grammatical errors which results in promotion of inaccurate English to learners.
- Information, advice and guidance are good. Assessors and tutors ensure learners know enough about their programme and progression routes. There is good ongoing advice and guidance during planning and reviews for learners. All documentation used for planning and learner progress reflects the clear and comprehensive guidelines for information, advice and guidance.
- There is good promotion of equality and diversity. Tutors plan sessions to include additional resources to stimulate learner discussion around equality and diversity. Tutors and assessors confidently link current topics and celebratory days for diverse groups within their assessment and coaching. During an IT practitioner session the tutor guided the learner to look at a website showing accessible computers for disabled children and adults. In childcare progress reviews, learners skilfully relate their job role to inclusion and equality of opportunity.

Health and social care

Good

Apprenticeships

- Teaching, learning and assessment are good as reflected in the improved and now good outcomes for learners and those working towards QCF diplomas. The majority of learners progress to the next level of study. The majority of those in management roles progress to a management qualification. A minority progress to higher education to study nursing, teaching or social work.
- The majority of learners make good progress providing a very good standard of work. Inspectors agree with employers on learners' increased confidence, improved understanding and skill enabling them to improve their professional practice, for example, sensitivity and understanding of the needs of those with dementia and those reaching the end of their life. Many employers give additional responsibility to learners on completion of their advanced programme such as responsibility for care plans.
- Session planning for both classroom and one-to-one coaching sessions is good. In better sessions, assessors plan a variety of appropriate teaching and learning activities. These meet individual needs well enabling learners to enjoy their studies and extend their understanding. In the few less effective sessions little time and encouragement is planned for learners to fully reflect and consolidate learning. Too often questions confirm basic understanding and do not adequately encourage learners to justify their answers or explain how this knowledge will improve their practice.

- Initial assessment is thorough enabling assessors to provide detailed individual assessment plans and regular progress reviews. In better reviews, employer involvement supports effective skills development in the workplace. Monitoring of learner progress through either paper or the electronic portfolio is good. Learners are aware of how they are progressing towards achievement of the qualification. Assessors rather than learners set short- and long-term targets for completion of the programme by the planned end date.
- Assessment is regular and thorough. Learners value the verbal and written comment on their work. Learners understand why their work is good and what they need to do to improve. A wide range of evidence includes witness testimonies on learner practice and the use of digital recorders to record professional discussions allowing learners to demonstrate their understanding of the theory to underpin and improve their practice. For example, learners clearly understand the importance of maintaining confidentiality and the importance of conforming to legislative requirements.
- Academic and personal support is very good. Assessors are valued by learners and employers, for their responsiveness and flexibility to meet learner need and those of the setting. Employers provide a good range of additional qualifications for learners that improve their skills and employability.
- The development of English and mathematics skills by specialist teachers and throughout the main programme is good enabling learners to develop skills and confidence, for example the importance of accurate and well-written care plans. Learners recognise the importance of these skills for the health and care sector. Learners are encouraged to research widely and check spelling and grammar by building a booklet of key terminology.
- Initial advice and guidance are very good. Advice and guidance throughout the programme are key features supporting learners to explore possible career pathways. Useful handbooks and induction provide sufficient information to inform learners of the requirements and timescale of their programme.
- Resources to support learning and progress are sufficient. The use of ILT, although improved, is still not fully developed to enhance further study. Good quality paper-based materials are informative and further supplemented by assessors referring learners to on-line information such as social care TV certificated short courses. Resources and learning materials reflect a diverse society.
- The promotion of equality is good. Teaching and learning sessions develop and challenge learners' understanding of a diverse society and the importance of valuing individual differences. Reviews encourage learners to reflect and make best use of opportunities and inform their practice. For example, explain how to embed their Duty of Care standards relating to Equality and Diversity.
- Learners demonstrate a good understanding of safeguarding and relate this to their work with vulnerable service users. Learners understand who to approach if there are any safeguarding issues in the workplace. Learners have a good understanding of their role and responsibility to maintain their own and their service users' safety and well-being.

Hairdressing	Good
Apprenticeships	

- The quality of teaching, learning and assessment is good and reflected in the increase of learners completing within their timescale and the high success rates of advanced apprentices. Learners benefit from good one-to-one guidance that supports the development of employability skills. Learners enjoy their training in the workplace and academy. Some learners receive additional support from their employers, which enables them to achieve assessments sooner. Progression into sustained employment is high.

- Well-planned practical sessions encourage learners to share their skills with their peers. An apprentice on advanced barbering demonstrated a creative cutting technique with electric clippers which inspired intermediate apprentices to be adventurous with their own work. In practical sessions the use of head-blocks effectively enables apprentices to practice new skills and improve speed before carrying out treatments on clients. Tutors strongly promote 'safe working practices' at the start of lessons which learners adhere to at all times.
- Theory teaching requires improvement. Explanation of technical aspects of hairdressing and complex terminology lack detail, and questioning does not sufficiently check apprentices' learning. The quality of teaching resources such as handouts, diagrams and interactive resources are now much improved but in a minority of lessons they are not used to best effect to support and promote learning. Tutors do not sufficiently emphasise the development of broader personal learning and thinking skills which limits the development of independent learning.
- Support for learners is good. Tutors plan lessons effectively using a differentiated register meeting learners' needs well. Barriers to learning quickly identify the required support tailored to their needs. All learners and particularly those 'at risk' have their progress regularly monitored. Learners and employers are able to request additional salon training if required. Training takes place in good quality salons with employers who support the apprentices' development very effectively.
- Assessment of learning is good. Assessors ensure that apprentices are fully aware of the assessment criteria before they start their client treatments and understanding of the appeals procedure is checked. Feedback on learners' practical assessment is constructive and useful. Most of Woodspeen's learners benefit from using e-portfolios. They upload coursework and photo images of their hairstyles as good evidence of competence. Learners who do not have access to computers are able to use paper-based log books.
- Progress reviews are now improved and good. Employers engage in good professional discussion and target-setting. Learners receive motivational oral feedback that encourages them to progress. Tutors and in-salon trainers liaise well with each other in planning training. However, the targets identified on the written feedback form are often not sufficiently clear or focused. Review questions confirming learners' understanding of health and safety and equality and diversity do not always challenge learners at advanced level.
- Written feedback requires improvement. Too much written work at intermediate level in hairdressing is poor. Over-positive comments do not address inaccurate answers, spelling and punctuation to help learners improve their knowledge. Internal verification has not systematically identified a minority of incorrect spellings of tutors' written comments in learners' work.
- Woodspeen now acknowledges learners' prior skills and experience and provides individual learning plans for more able learners. Learners are now able to negotiate earlier completion related to their skills. Learners exempt from mathematics and English are encouraged to achieve higher level functional skills.
- Mathematics and English are included in lesson planning. Most learners state they have now improved their mathematics and English since attending Woodspeen training lessons. Learners use mathematics to calculate angles when cutting hair and ratio when preparing colouring products. Woodspeen circulates tips on how to improve English punctuation which learners find useful and supportive.
- Apprentices receive good information and guidance from tutors and their employers to help them improve their employability and salon-related skills. In addition, Woodspeen provides detailed information on the career ladder available to support progression to higher qualifications.
- The promotion of equality and diversity in lessons is much improved and is now good. Learners now talk with confidence about equality and diversity and are able to quote examples of how they have modified their communication and treatments to meet a wide range of clients visiting their salons.

- Learners at Woodspeen feel safe and are aware of the importance of safeguarding through training on cyber-bullying, lesbian, gay, bisexual, and transgender and on personal safety when travelling to work. All learners know the identity of the safety officer and how to make contact.

Administration

Requires improvement

Apprenticeships

- Teaching, learning and assessment require improvement. Success rates have been consistently high and the provider successfully improved timely success rates in 2013/14. However, since May 2014, frequent changes to assessors have interrupted the continuity and consistency of support provided to learners and the communication with employers.
- A high number of learners progress into sustained employment at the end of their apprenticeship programmes. Employers are supportive of their apprentices and provide good job-related training and support. A high number of apprentices employed with one of Woodspeen's most significant employers benefit from effective workplace mentoring. Apprentices develop good employability skills; they quickly become competent in their job roles, gain confidence and are able to work without supervision. They subsequently make effective and valued contributions to their workplaces.
- The quality of teaching and learning within sessions at the training centres varies too much. Successful aspects of these sessions include the individualised support provided from assessors who draw on their good level of experience and skills. In the better sessions learners make good progress and activities are suitably challenging, enabling learners to develop higher level administrative skills and a good understanding of how they can apply these skills in the workplace. In the less successful learning activities, assessors fail to engage apprentices sufficiently and, although in some sessions learners enjoy engaging in regular discussion, assessors do not check regularly enough that learning is taking place. In these activities apprentices are not sufficiently challenged, the pace is often too slow and apprentices do not make sufficient progress.
- Assessment practice requires improvement. There are too many occasions when assessment lacks rigour and workplace observations are delayed until late in the apprentices' programme. Assessors use a narrow range of assessment methods and do not plan assessment to ensure that teaching and assessment of learners' knowledge is linked to practice in their workplace. The effectiveness of internal verification in ensuring assessment practice is rigorous and supporting assessor development requires improvement.
- Advice and guidance require improvement. Employers are not provided with sufficient information to enable them to understand the content and requirements of the apprenticeship. Assessors do not ensure that all learners are in a suitable job role for them to be able to meet the demands of their advanced apprenticeship framework. Learners' prior skills, knowledge and experience are not considered sufficiently to plan appropriate and individualised programmes with insufficient justification as to whether the planned duration of the programme provides sufficient challenge. More able students are not sufficiently challenged to complete their programme quickly enough.
- The standard of written work produced by advanced apprentices is good. Contextualised English is used well within vocationally related sessions, and learners are encouraged to identify and correct inaccuracies in their work through the use of dictionaries and spell checking on the computer. However, there are often spelling and grammatical errors within resource materials and classroom displays, and support for the development of mathematics beyond the apprenticeship framework requires improvement.
- Target-setting and progress tracking require improvement. Targets set at reviews and learning sessions are not specific or time bound to ensure learners are making good progress against all aspects of their apprenticeship framework. In addition, targets and reviews do not always

include the development of occupational, personal and functional skills. Excessive time is spent during workplace reviews completing paperwork which detracts from effective discussions with the employer regarding the apprentices' performance. Learners are not given copies of their reviews and individual learning plans to enable them to track their own progress effectively. Arrangements for monitoring apprentices' progress and against all aspects of their framework are ineffective.

- Apprentices have a clear understanding of equality and diversity and can explain the relevance to their workplaces. Equality and diversity is promoted during learning sessions allowing learners to discuss themes confidently. They have a good awareness of their rights and responsibilities at work and know who they would approach if they have any safeguarding issues.

The effectiveness of leadership and management

Good

- Leadership and management are good. The board of directors is ambitious for the organisation and these aspirations are effectively promoted through a well-understood strategic vision. Board members are particularly effective in both supporting and challenging leaders to secure rapid improvement.
- Leaders and managers have successfully developed a 'culture of continuous improvement' through the setting of high expectations and high standards at all levels of the organisation. Managers provide strong operational leadership across the organisation and hold delivery teams to good account through close monitoring against a set of widely understood and challenging key performance indicators.
- Arrangements and procedures to assure the quality of teaching, learning and assessment are much improved and are now good. Managers have successfully introduced a more rigorous observation system that has improved the quality of training received by learners. Observers now make accurate and informed judgements as to the standards of training received by learners and their progress in lessons. The evaluative comments made by observers help tutors to improve their performance by identifying clear links to staff appraisal and professional development. The findings from the organisation's observations closely match those of inspectors, with most being good or better.
- Support for staff is good. Tutors benefit from a well-managed and comprehensive professional development programme that meets their needs well and that has improved the quality of their teaching practices. Staff training needs are accurately identified and tutors benefit from the sharing of best practice across curriculum areas through an annualised staff conference that contributes well to the development of their professional practices.
- Managers have a good understanding of the performance of tutors and the results of observations of teaching, learning and assessment, together with any identified staff development needs, inform bi-annual meetings between staff and managers. Managers have used performance management arrangements to good effect in dealing with instances of staff underperformance and in raising standards.
- The self-assessment report accurately reflects most of the judgements made by inspectors and takes into account views from all staff, together with those of learners, although the views of employers are underdeveloped. The board actively contributed to the self-assessment process. However, although the self-assessment process provides a valuable platform to support quality improvement, some statements contained within the report are not sufficiently evaluative. In addition, the report gives insufficient focus to the reporting of standards of teaching and learning at a subject sector level.
- Quality improvement has developed considerably since the previous inspection and most areas identified at the last inspection as requiring improvement have been successfully addressed. However, a few recommendations have yet to be fully actioned and new areas for improvement have emerged.

- Managers meet regularly to review many different areas of programme data and to monitor the outcomes of quality improvement plans. Managers take prompt and decisive actions to address any issues or underperformance that affect the overall quality of the provision. At the time of inspection, Woodspeen has no active subcontractors.
- Leaders have a particularly good knowledge of local and regional market intelligence priorities including those of the three local enterprise partnership areas in which the company operates. Representation on local learning networks are energetically pursued; this has resulted in managers using information about local priorities to develop training programmes that match available funding opportunities in order to meet the needs of learners, employers and the local community.
- Managers have ensured that learning programmes offered by Woodspeen take appropriate account of local needs, for example by working closely with the National Careers Service, Jobcentre Plus and Work programme providers. The company has successfully developed tailored employability training courses to help unemployed adults, lone parents and for those who have experienced multiple barriers in accessing training support.
- Initial assessment and individualised training offer good support to meet learners' specific needs. The recently updated functional skills strategy has ensured that all staff are now qualified to functional skills Level 2 in both English and mathematics and this has contributed to ensuring that functional skills are now embedded well into most programmes.
- The promotion of equality and diversity has improved since the last inspection, when it was identified as an area for improvement. Managers have successfully ensured that trainers now have the skills and confidence to challenge and extend learners' understanding of equality and diversity.
- Staff make effective use of case studies, discussions and current experiences within learners' everyday lives, to promote the importance of treating people fairly and the legislation that underpins their work. Staff and learners benefit from a 'tip of the week' covering equality and diversity that is emailed out to promote discussion and reinforces their understanding. Learners benefit from involvement in a number of community and funding-raising initiatives that promotes and celebrates differences in wider society, these include religious faiths, disability, equality and sexual orientation. Good arrangements protect learners from bullying and harassment and staff take effective action to tackle the rare instances of inappropriate behaviour in either the training centre or the workplace. Woodspeen centres provide a welcoming, inclusive and accessible environment.
- Managers have established a detailed equality plan, and routine reporting and analyses of the performance of different groups of learners have ensured where gaps are identified that these are closely monitored and appropriate actions are implemented to narrow these over time.
- Safeguarding arrangements for learners are good. The provider meets all statutory requirements for safeguarding learners. All staff have received appropriate safeguarding training and undergone appropriate Disclosure and Barring Service checks prior to their appointment. Both designated safeguarding officers are appropriately qualified and experienced. The system to manage and record safeguarding incidents is effective. Appropriate referrals to other agencies including the Local Children's Safeguarding Board and Social Services ensure that learners are well protected. The Board and executive team routinely receive appropriately detailed safeguarding reports and ensure these are subject to close and detailed scrutiny. Learners feel safe and are aware of actions to take if they feel they are not. Learners receive appropriate training and instruction to keep themselves safe when using electronic and social media. Employers' premises are suitably assessed for risks to health and safety.
- Leaders have ensured that the company's safeguarding policy has been updated to ensure that learners are protected from the risks associated with radicalisation or extremism. Managers have been particularly proactive in developing an in-house training programme aligned to the 'prevent strategy' so that staff have the skills and confidence to recognise the signs that a learner is at risk of being radicalised. Although the programme has not yet started, training dates for the delivery of this programme to all staff are now fixed in the corporate training schedule.

Record of Main Findings (RMF)

Woodspeen Training Limited

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	N/A	N/A	N/A	N/A	N/A	2	2	N/A
Outcomes for learners	2	N/A	N/A	N/A	N/A	N/A	2	2	N/A
The quality of teaching, learning and assessment	2	N/A	N/A	N/A	N/A	N/A	2	2	N/A
The effectiveness of leadership and management	2	N/A	N/A	N/A	N/A	N/A	2	2	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Hairdressing	2
Administration	3

Provider details

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	2871							
Principal/CEO	Mr S. Hussain							
Date of previous inspection	May 2013							
Website address	www.woodspeentraining.co.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	N/A	107	N/A	112	N/A	59	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	199	176	81	232	0	83		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16	N/A							
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	153							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	No Subcontractors							

Contextual information

The provider delivers training in the Yorkshire and Humberside and Southern regions of England. Woodspeen recruits learners from a very diverse range of backgrounds, from areas of relatively high unemployment and socio-economic deprivation in inner city Bradford to the more affluent areas of Bournemouth.

Information about this inspection

Lead inspector

Bob Busby HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Training Director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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