

Langley Waterproofing Systems Limited

Address: Langley House, Lamport Drive, Heartlands Business Park, Daventry, NN11 8YH

Unique reference number (URN): 2765320

Inspection report: 17 February 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



Strong standard ●

Inclusion

Strong standard ●

Leaders have created a culture where every apprentice is welcomed, respected and able to take part fully. Staff identify apprentices' individual needs with care and precision through detailed conversations, helpful diagnostic assessments and early skills checks. This helps them understand barriers to learning quickly and put in place timely adjustments, personalised support plans and flexible teaching approaches before formal learning begins.

Leaders and staff know apprentices well. They reduce barriers to learning through well-considered adjustments and effective one-to-one support. They teach English and mathematics to all apprentices to make sure they overcome any deficit related to their prior learning. Leaders provide all apprentices with the opportunity to sit examinations in these subjects.

Leaders and staff monitor progress closely through comprehensive reviews, timely checkpoints and planned support meetings. They use the information about each apprentice effectively to assess the impact of interventions and adapt help swiftly when needs change.

Staff training on inclusive practice is well planned. Leaders implement a useful mentor scheme to understand apprentices' wider barriers, such as wellbeing and social anxiety. Leaders work effectively with employers in work settings to ensure that apprentices are supported. As a result, apprentices settle, participate and grow hugely in confidence.

Leadership and governance

Strong standard ●

Leaders and governors have high expectations for themselves and the training that they offer. They have an accurate understanding of their performance and strive for continuous improvement. They use thorough quality assurance systems and scrutiny from stakeholders effectively to test quality and refine their priority actions for improvement. Leaders have recently appointed additional experienced staff to help them to achieve their aspirations. Leaders act with purpose when they identify areas for further improvement, such as the need to strengthen data reporting systems. Governance provides constructive challenge and support to hold leaders to account for the quality of training and the progress of apprentices.

Leaders have a well-defined vision for high-quality training and strong social values that guide their strategy. They work successfully to make the sector accessible to diverse groups in the local community and take decisions that are consistently in apprentices' best interests. Leaders are clear in their goal to address the significant skills gap in the roofing industry and to train the workforce of the future.

Leaders ensure staff benefit from a well-planned, coherent programme of professional development that builds teaching and technical expertise. They use information from learning walks, observations and standardisation activities effectively to plan future training.

Leaders manage staff wellbeing with care by monitoring workload, keeping teaching commitments manageable and responding quickly when staff require flexibility.

Leaders maintain strong partnerships with employers, councils and industry groups. They use these relationships skilfully to enrich the training, support apprentices' wellbeing and broaden opportunities, including exposure to new technologies and industry-standard resources.

2. Apprenticeships

Strong standard



Strong standard ●

Achievement

Strong standard ●

Apprentices achieve very well. They complete on time, and a high proportion gain distinction grades in their end-point assessments. First-time pass rates for functional skills qualifications are high, particularly in English, and all apprentices achieve these qualifications by their second attempt.

Apprentices make substantial progress from their starting points. They develop strong practical skills and produce work of a high standard, including well-structured presentations for their assessment. Apprentices' practical work is of a very high standard, demonstrating accuracy and consistently safe and professional working practices. Apprentices are well prepared for their next steps. Most remain in their current employment, often taking on increased responsibilities, while others progress to further training or roles in the construction sector.

Curriculum and teaching

Strong standard ●

Leaders work closely with tutors and employers to plan and refine their apprenticeship content. It is logically sequenced, clearly structured and taught to a consistently high standard. Apprentices benefit from a wide range of specialist training from industry experts and study additional accredited courses. They begin with essential health and safety content so that they can work safely on site, before moving on to more demanding topics such as repairing roofing systems or installing waterproof membranes.

Tutors are experts in roofing and use their specialist knowledge very effectively. They draw on a wide range of technical examples to explain complex installation techniques and the importance of precision in the trade. They teach the vocabulary of roofing well, using accurate terminology that apprentices quickly adopt and can recall during practical tasks. Lessons are planned carefully. Tutors use demonstrations, presentations, practical modelling and questioning expertly to reinforce key concepts. Well-chosen resources,

including realistic training rigs and a variety of roofing materials, enable apprentices to practise safely and build new skills in manageable steps.

Assessment is used very effectively. Tutors check understanding throughout lessons and provide precise feedback that helps apprentices improve their work. Through frequent reviews with employers and apprentices, they ensure on- and off-the-job training is jointly planned, allowing apprentices to apply newly taught knowledge, skills and behaviours in their workplaces. Tutors know their apprentices well and adapt their approach sensitively, offering timely support and encouragement that helps them stay focused, motivated and able to thrive.

Participation and development

Strong standard 

Leaders set consistently high expectations for apprentices' conduct, attendance and participation. They are excellent role models and create safe, respectful and well-managed learning environments where apprentices feel valued and supported. Tutors use their positive relationships with apprentices to provide timely individual support, helping them to make progress in their learning, even when they struggle. Apprentices demonstrate professional attitudes, work safely at all times and contribute positively to lessons.

Leaders successfully promote apprentices' wider development. Apprentices take part in a broad range of additional training, such as on abrasive wheels, working at height and first aid, which deepens their understanding of safe working practices. They benefit from guest speakers, manufacturer training and participation in regional skills competitions, helping them build confidence and showcase their technical skills.

The focus leaders have on wellbeing means apprentices understand how to maintain their physical and mental health and know how to seek help when needed. They have a secure understanding of 'Prevent', British values and how to identify and report concerns.

Careers guidance is strong. Apprentices receive clear information about progression routes, including supervisory roles, specialist roofing pathways and further training. Many remain with employers and take on increased responsibility, demonstrating their preparedness for future career steps.

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

Staff take the time to understand apprentices' starting points, explain expectations clearly and build apprentices' confidence before formal learning begins. For example, apprentices joining through the Leicester City Council partnership complete a structured induction to remove barriers to learning early and help them feel confident to start their training. This early support reduces anxiety and enables apprentices to settle quickly.

Apprentices achieve highly and take pride in their new skills. They learn to apply mathematical calculations, such as gauge and batten spacing directly to roofing rigs that replicate site conditions. Many who previously lacked confidence in English and mathematics now produce well-structured written work and presentations using accurate,

technical terminology. Apprentices value the way tutors break down complex roofing techniques into clear stages and provide precise feedback that helps them improve rapidly.

Apprentices feel safe and respected. Workshops are calm and well organised and reflect real site conditions. Apprentices wear appropriate personal protective equipment, understand risk and take responsibility for safe working practices. They know how to raise concerns and are confident that staff will respond quickly and appropriately.

Apprentices benefit from the strong links that leaders have within the industry. They meet manufacturers, participate in regional competitions and gain additional qualifications, such as working at height and emergency first aid. Many remain with their employers and some take on supervisory responsibilities. Apprentices feel proud of their work and confident about their future in the roofing industry.

Next steps

- Leaders and managers should continue their planned developments to widen participation in training and to enhance the curriculum, including in the use of technology for teaching, to further raise the standards and support future industry skills needs.
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About this inspection

Following our updated 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 senior leaders, managers, apprentices, employers and key stakeholders during the inspection.

The inspectors confirmed the following information about the provider:

Langley Waterproofing Systems Limited is an independent training provider based in Daventry. Leaders work with a wide range of approved contractors to provide the level 2 roofing apprenticeship. The first cohort of apprentices enrolled in April 2023. Apprentices study on a block release model. At the time of the inspection, there were 29 apprentices enrolled. Of these, 23 were aged 19 or over and 6 were aged 16 to 18.

Chief Executive Officer: Tony Silvestri

Lead inspector:

Sarah Biddulph, His Majesty's Inspector

Team inspector:

Kevin Williams, Ofsted 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 17 February 2026

Number of learners

Total learners

29

Apprenticeships

29

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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