

# Jarvis Training Management Ltd

## Inspection report

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**Unique reference number:** 52587

**Name of lead inspector:** June Cramman HMI

**Last day of inspection:** 29 June 2012

**Type of provider:** Independent learning provider

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## Information about the provider

1. Jarvis Training Management Limited (JTM) is a wholly owned subsidiary of Jarvis Plc Group and provides training services to its supply chain employers. Its headquarters are in Liverpool, where it gives its off-the-job training. It also has a small training base in the Crosby area of Liverpool in partnership with a working nursery. All training is now given in the Greater Merseyside area, whereas previously JTM delivered training across the country.
2. The provider delivers apprenticeships at intermediate and advanced levels as well as Train to Gain provision in child development and well-being, education and training, business administration and preparation for life and work. Small numbers of learners are on cleaning and hospitality programmes but these were not inspected directly. Around 70% of provision is government funded.
3. The JTM management team consists of the managing director, supported by a team of senior and middle managers. Twenty-nine staff are responsible for training and assessing learners and they are supported by nine additional staff who work flexibly on a part-time basis.
4. JTM currently holds an employer contract with the Skills Funding Agency (SFA), monitored and supported by the National Apprenticeship Service (NAS). The main focus of the business has changed significantly since the last inspection, with a steady increase in the number of apprenticeships year on year. In 2010-2011 half of all apprentices are aged 16 to 18. The numbers of learners undertaking National Vocational Qualifications (NVQ) on the Train to Gain programme has reduced considerably. At the time of the inspection JTM were moving from this employer contract to a generic independent learning provider contract.

Type of provision	Number of enrolled learners in 2010/11
<b>Employer provision:</b>	
Train to Gain	851 learners
Apprenticeships	221 apprentices

## Summary report

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

Overall effectiveness of provision		Grade 2
Capacity to improve		Grade 2
		Grade
Outcomes for learners		2
Quality of provision		2
Leadership and management		2
Safeguarding		2
Equality and diversity		3
Subject Areas		
Health, public services and care		2
Education and training		2
Preparation for life and work		2
Business administration and law		2

## Overall effectiveness

- Overall success rates and those gained within planned timescales for all intermediate and advanced apprentices and Train to Gain learners across the provision are outstanding. Learners make good progress. Progression into jobs at the end of apprenticeship programmes is good, as is that from intermediate to advanced programmes. Learners across the provision enjoy their courses and learn good skills, particularly for work. They acquire good literacy and numeracy skills.
- One-to-one coaching is good. Assessors are very flexible and give good assessments that meet learners' needs well. They make very good use of the e-portfolio system to keep learners on track with their progress. More successful group sessions are fun for learners and stimulate them through a variety of learning activities and resources. Others are less well planned for individual learners, with insufficient use of information learning technologies and some disruption caused by having too many groups in the same room.

7. The range of provision is good and meets learners' and community needs well. JTM works well with its partners, particularly employers, to improve and extend this range. Assessors provide good support and practical advice on career progression. However, JTM does not always gather the full range of information on learners to identify specific support needs quickly.
8. Leaders and managers in JTM set a clear direction for staff and learners and make sure that they are very safe. They manage key skills developments well. However, functional skills implementation has been slow. Management of equality and diversity is satisfactory, with good promotion to learners but with insufficient use of information to narrow achievement gaps. Processes to improve the quality of provision are good. Tutors gather learners' views on an ongoing basis and managers use these well to improve provision; however, more formal methods are unnecessarily time-consuming for the quality of information they give.

## Main findings

- Overall success rates for both apprentices and Train to Gain learners are excellent, rising steadily over the last three years. Success rates gained within planned timescales are also outstanding. Learners from all sector subject areas have success rates significantly higher than national averages. Learners make good progress and standards of work are high. Progression into employment and from intermediate to advanced levels is good.
- Learners develop good skills that they use well at work. They improve their English and mathematics skills and apply this new knowledge well at work and at home. They understand their rights and responsibilities at work well. They acquire a good understanding of health and safety and apply safe working practices in the workplace. They have a good understanding of safeguarding, know how to report concerns and generally feel very safe with JTM.
- One-to-one coaching and mentoring, which is the main method of delivery, is good. Assessors are very flexible, use the e-portfolio system very effectively to monitor and support learners, and give good information to learners to help them develop underpinning knowledge. Learners are highly motivated and have high aspirations for their development. Assessment practice is good with detailed feedback to learners to support their ongoing progress.
- Group teaching is at least satisfactory with the better sessions being fun, interactive and interesting. However, other sessions make insufficient use of interactive technologies and are not always planned with the needs of individual learners in mind. Schemes of work too often focus on classroom management strategies rather than on teaching and learning techniques.
- Individual learning plans are used very well to record the targets and units achieved by each learner but are not used well enough as personalised plans for learning which take account of individual learning styles or barriers to learning.
- The range of apprenticeship and NVQ programmes offered by JTM meets the needs and interests of learners and employers well, with a high percentage of

apprentices progressing to successive levels of learning or to full-time employment. Partnership working is good. Effective management actions have created strong working relationships with a large number of schools, employers and agencies in the North West.

- Care, guidance and support for learners are good. Learners receive very good support from assessors, who play a pivotal and very successful role in supporting learners to achieve their qualifications. Employers are very supportive of learners on programmes. Although initial assessment and induction are thorough, insufficient detail on successful barriers to learning and learners' ultimate goals is formally recorded.
- JTM has a clear, well-managed strategy for its transition from being an employer to a provider. Staff and learners are involved in a very effective task group which is setting the strategy and implementing the changes. Managers have developed key skills provision well so that it is integrated into the main vocational qualification and its progress is driven by the e-portfolio system. However, JTM has made slow progress in making the transition to functional skills.
- JTM's arrangements for safeguarding are good. Staff and learners are strongly safety aware. Learners feel safe and appreciate the arrangements that ensure their welfare. JTM has good arrangements for security on site, including the use of CCTV cameras and security guards. Learners have confidence in the sensitivity of staff. All staff have completed appropriate training and the named safeguarding manager has completed a good range of further training.
- Learners have a good understanding of equality and diversity. It is covered in detail as part of their induction and many learners gain an extensive appreciation of equality and diversity as part of their programme. Staff are trained appropriately and receive updates at staff meetings. JTM uses data well to assess the relative achievement of different age groups and levels of learners. However, the achievements of vulnerable groups are not compared routinely and JTM take too few actions to recruit men to programmes.
- Managers gain very useful information from learners at progress review meetings to improve provision. For example, the improvements in classroom facilities and computers in business administration were made following feedback from learners at reviews. JTM regularly collects and analyses learners' feedback using formal evaluation processes; however, the information it collects does not justify the cost it incurs.
- JTM has well-established quality policies and procedures which relate directly to the quality of the provision for learners. This includes a very effective audit process that not only collects information to measure system compliance but also gives very useful information on quality improvements for learners. The observation of teaching and learning effectively identifies areas for improvement, as does the self-assessment process. Value for money is good.

## **What does Jarvis Training Management need to do to improve further?**

- Develop teaching and learning strategies, particularly for group work, and make good use of information learning technologies so that all learners benefit from stimulating and motivating activities.
- Develop an effective, formal method of gathering more detailed information about each learner's needs, their barriers to learning and ultimate goals as the basis for planning individualised learning.
- Use equality and diversity data to identify gaps in achievement between different groups of learners, investigate the reasons for any identified gap and take action to reduce it. Find effective and innovative ways of encouraging more men and other under-represented groups into training.
- Review the methods used to collect the views of learners and employers. Create more effective methods which yield useful information for the improvement of the provision and which justify the time and effort required to collect and analyse the feedback.
- Develop a company-wide action plan to lead the speedy development of functional skills for all relevant learners, maintain the high success rates, and further embed literacy, numeracy and information technologies within vocational areas.

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

### **What learners like:**

- the helpful, friendly, supportive staff
- good explanations in key skills and access to resources needed
- that assessors regularly come to the workplace and fit into work patterns
- the online feedback and access to information
- the good help with mathematics and English
- the good training and development, especially from assessors
- developing good workplace skills and gaining nationally recognised qualifications
- being able to express opinions freely and be listened to with respect.

**What learners would like to see improved:**

- earlier marking of work and more guidance on what to do next once work is marked
- less noise in the room – it's difficult to concentrate with so many learners in the one room
- being set work that is better related to the placement.

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

**What employers like:**

- the high standard and commitment of assessors
- the way the apprenticeship has been personalised to meet the needs of both learners and small to medium-sized enterprises
- the excellent support and guidance for learners and employers
- the good and sustained working relationship with assessors, who are very approachable and easy to talk to
- the good and sustained partnerships with JTM
- the good progress by students and that JTM has high expectations for them.

**What employers would like to see improved:**

- no improvements identified.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

9. JTM has good capacity to improve the quality of its provision. It has demonstrated over a period of three years that it can improve and maintain particularly high success rates. Managers are steering the company through a period of transition with confidence and careful planning, ensuring that learners and employers are not adversely affected. Data are used very effectively in managing the training but not to identify gaps in achievement between groups of learners. The company has continued to invest well in facilities and training resources. The e-portfolio system has been particularly effective in ensuring learners' progress is on track. Staff and learners like the system and use it well. Managers and staff keep well informed about current developments in their subject areas.
10. The arrangements for quality improvement are good. Self-assessment is effective in contributing to the improvement of the provision. The views of learners and employers are taken into account through self-assessment, although the formal system of questionnaires does not produce sufficient information for improvements to the quality of the provision. The quality audits are a valuable means of checking that procedures affecting the quality of the provision are followed. The company is responsive to new ideas and staff routinely share good practice.

### Outcomes for learners

**Grade 2**

11. Overall success rates for both apprentices and Train to Gain learners are excellent, rising steadily over the last three years. Success rates gained within planned timescales are also outstanding. Learners from all sector subject areas have success rates significantly higher than national averages. Learners make good progress through their frameworks or stand-alone qualifications with JTM, making good use of an electronic-portfolio (e-portfolio) system to track and monitor progress and provide additional support. The company makes good use of traffic light systems to identify learners who are making insufficient progress and support is given in a very timely way. Learners enjoy their learning and develop good skills. Key skills and stand-alone literacy and numeracy qualification success rates are very high and learners comment favourably on how well they use mathematics and English skills both in their jobs and for home life.
12. JTM uses management information well to assess the success rates and progress of individual learners; however, the company does not systematically use information to identify achievement gaps between different groups of learners. White women achieve better than women from minority ethnic communities. JTM was unaware of this disparity until very recently.



13. Learners improve their economic and social well-being well through learning and development. Apprentices progress to sustained jobs well, with most finding jobs at the end of their programmes in 2010-11. They progress well internally from intermediate programmes to advanced levels. Learners that complete stand-alone skills for life qualifications progress well to apprenticeship programmes. Learners develop good workplace skills, work in challenging environments and work well on their own initiative. They display a good understanding of their rights and responsibilities at work. Childcare learners apply skills well with young children, correcting behaviour and creating exciting activities for them. Business administration learners take on additional responsibilities and contribute well to their team. Learners on cleaning programmes gain a good understanding of the use of cleaning fluids for different purposes, with some correcting long-standing mistakes. Employers comment very favourably on the progress learners make and their contribution to their businesses.
14. Learners have a good awareness of safe working practices and of safeguarding issues. They show a good awareness of health and safety measures. Childcare and teaching assistants have a very high awareness of safeguarding matters that they apply well to protect the children in their care. Business administration learners understand health and safety issues well and regularly demonstrate their understanding by improving their work environment. Learners feel very safe both at work and in the centres. Learners have a good understanding of internet safety including the use of social network sites.

## **The quality of provision**

## **Grade 2**

15. Teaching, learning and assessment are good. Individual coaching and mentoring sessions are particularly good. Experienced, well-qualified and very conscientious assessors provide good individual coaching and mentoring to learners, although in a very few cases assessors do not focus sufficiently on what could be improved. Assessors use extensive resources well to support learning and development. The relationship between learners and their assessors is good and highly productive. Learners are enthusiastic about their learning and many quickly become independent learners.
16. Group teaching sessions were at least satisfactory, with the better ones being interesting, fun and with good use of interactive materials. Others, while satisfactory overall, sometimes lacked variety in teaching methods. Session plans and schemes of work too often focus more on classroom management strategies and the use of resources than on teaching and learning techniques.
17. Learners, assessors and internal verifiers make particularly good use of a comprehensive e-portfolio system which drives learning and development. The e-portfolio is used to provide timely recording and close tracking of learners' progress. Learners enjoy using the system and find it a very effective means of uploading evidence and receiving assessors' prompt, detailed and constructive feedback. However, the system currently lacks the facility for learners to

formally reflect on and record their learning experience and currently only print-based evidence can be uploaded. A legacy paper-based system is still being used effectively by around 15% of learners, although it involves some duplication of documentation.

18. Individual learning plans are used very well to record the targets and units achieved by each learner but are not used well enough as personalised plans for learning which reflect individual learning styles or barriers to learning.
19. JTM has developed a satisfactory, well-planned and structured system over time for observing the quality of teaching, learning and assessment. The system is thorough and used appropriately to identify individual training and development needs. The grades awarded are underpinned by appropriate judgements but insufficient attention is given to recording the learning that takes place. No informal observations are conducted during the year.
20. The range of apprenticeship and NVQ programmes currently offered by JTM meets the needs and interests of learners well. The programmes also reflect the needs of employers, with whom JTM works closely, and are tailored appropriately. A high percentage of apprentices progress to successive levels of learning or to full-time employment. However, JTM is aware that some groups of learners, such as men, are under-represented in provision.
21. Partnership working is good. Effective management actions, including good marketing and communications initiatives, have created strong working relationships with a large number of schools, employers and agencies in the North West. These have progressively extended the substantial range of training locations and resources available to learners. However, JTM is not sufficiently involved at a strategic level in area partnerships such as regeneration and employment initiatives in the area.
22. Care, guidance and support for learners are good. Learners receive very good support from assessors, who play a pivotal and very successful role in supporting learners to achieve their qualifications. Employers are very supportive of learners on programmes. Although initial assessment and induction are thorough, insufficient detail on barriers to learning and learners' ultimate goals is formally recorded.

## **Leadership and management**

## **Grade 2**

23. JTM has a clear, well-managed strategy for its transition from being an employer to a provider. Staff and learners are involved in a very effective task group which is setting the strategy and implementing the changes. Management information is comprehensive and available to staff and managers when they need it. It allows managers to readily gain an overview of the progress of learners and monitor their progress. The subject areas are well managed, with good communications between staff and frequent meetings to share practice. Staff have manageable workloads and are given clear targets.

Their performance is monitored and managed effectively. Staff who are not performing well are given support to improve before being subject to the disciplinary procedure. All staff receive an annual appraisal which leads to good development activities. Employers are given an incentive to formally train their staff as mentors to the learners. Managers have developed key skills provision well so that it is integrated into the main vocational qualification and its progress driven by the e-portfolio system. However, JTM has made slow progress in implementing the transition from key skills to functional skills.

24. JTM's arrangements for safeguarding are good. Staff and learners are strongly safety aware. Learners feel safe and appreciate the arrangements that ensure their welfare. JTM has good arrangements for security on site, including use of CCTV cameras and security guards. They have confidence in the sensitivity of staff who know how to report concerns. Risk assessments are routinely completed. JTM liaise closely with appropriate agencies to support individual learners. All staff have completed appropriate training in safeguarding, with the named manager completing a good range of further training. Staff keep emergency contact details on file for all learners. The number of incidents and issues reported to JTM are low, but those identified were handled appropriately. Staff introduce internet safety practices during learner induction and reinforce them throughout programmes. Learners have a good understanding of both health and safety and safeguarding.
25. Learners have a good understanding of equality and diversity. It is covered in detail as part of their induction. Many of the learners gain an extensive appreciation of equality and diversity as an integral part of their programme. However, learners' understanding is not sufficiently enhanced during progress review meetings. Staff are trained appropriately and regularly receive updates at staff meetings. The proportion of learners from minority ethnic groups is similar to that in the population of the area it serves. The proportion of male learners is low but it has increased recently. JTM has a detailed action plan for equality and diversity but it is too early to see evidence of the implementation of actions to increase participation by under-represented groups. Achievements of different groups are not compared routinely. JTM's managers had not identified that the success rate of women from minority ethnic groups is 14% lower than that of white women.
26. Managers gain very useful information from feedback through staff from learners at progress review meetings. For example, the substantial investment in classroom facilities and computers in business administration was made following feedback from learners about the inadequacy of the previous resources. Informal feedback from employers has resulted in improved facilities for childcare learners. Learners are involved effectively in the task group and contribute well to improvements in that way. JTM uses questionnaires to collect the views of learners and employers every three months. The responses are systematically analysed and reviewed at management meetings, and they show a high level of satisfaction with the provision. The questions asked of learners

and employers, however, do not provide sufficiently useful information to identify areas for improvement in the quality of the provision.

27. JTM has well-established quality policies and procedures that address key features of the quality of the provision for learners. The procedures are audited regularly to check that they are being followed. Detailed comments are recorded systematically and thoroughly in the audit documents and lapses are identified. For example, the quality of the feedback given to learners about the evidence in their electronic portfolios is followed up by the quality manager, along with the appropriate manager, to ensure that learners get feedback that genuinely improves their work. The observation of the teaching and learning process effectively identifies issues and is increasingly used well as an improvement tool. JTM has an effective self-assessment process which takes account of the views of all staff, learners and employers. Staff in each subject area meet to assess their own provision. The self-assessment report contains accurate judgements supported by clear evidence. It is discussed at quality meetings every two months. A quality improvement plan, based on the self-assessment, is updated regularly and is reviewed to manage improvements to the provision. Other action plans are used to manage specific projects such as the launch of JTM as a provider.
28. JTM provides good value for money. Only a small proportion of learners fail to complete their programme. Success rates are outstanding. The company has improved the success rates and the quality of the provision since the previous inspection, a period which has seen a reduction in the government funding available. JTM has made substantial investment in the training facilities, computer resources and electronic portfolios accessible from work and home. Managers deploy staff resources efficiently.

## Subject areas

### Health, public services and care

### Grade 2

#### Context

29. JTM provides work-based qualifications in child development and well-being at intermediate and advanced level. The majority of learners are aged 16-18 and are on full-time apprenticeship courses. There are a very small number of adult Train to Gain learners. Learners are employed and attend training one day each week at the company's training centre. The majority of learners are female and 95% are from white British backgrounds.

#### Key findings

- Overall success rates on all programmes are excellent and show an improving trend over three years. Success rates within planned timescales show similar trends, are significantly above national averages and are also outstanding. Standards of work are good. Literacy and numeracy skills development is good and learners apply these skills well at work.
- Learners enjoy their learning and make good progress. They are enthusiastic and have high aspirations for themselves. They develop a good range of employability and social skills such as confidence, communication and independence that improve their effectiveness in the workplace. Around 75% of learners progress to a higher-level qualification. Similarly, most progress to permanent employment.
- Learners feel very safe in the workplace and at the training centre. Issues of health and safety are integral to their programmes and their vocational practice. They understand their rights and responsibilities in this area very well. Learners know how and to whom they should report safeguarding issues. They have good relationships with their assessors and are able to discuss personal issues with them.
- Teaching and learning are good, with particularly supportive one-to-one sessions in the workplace with assessors that effectively extend learners' understanding of childcare practice. Group teaching is adequately planned and a range of activities maintain learners' interest well. Tutors use information learning technologies effectively to encourage independent learning. However, the checking of learning in group sessions lacks challenge and questioning techniques are underdeveloped.
- Assessment is accurate and prompt, with learners producing work of a good standard. Verbal and written feedback is constructive and linked well to performance criteria. Assessors make particularly effective use of e-portfolios to record evidence of learning and maintain learners' motivation. However, learners do not always have sufficient understanding of the award to enable them to independently identify evidence opportunities to meet assessment criteria.

- JTM plans reviews well and learners' progress is effectively tracked. Learners use e-portfolios well to track their own progress. Target setting is good and learners know what they have to do to achieve. Realistic targets are agreed at each review and are then revisited at subsequent reviews to check learners' progress. Learners have good assessment and review opportunities and meet with their assessors at least monthly.
- Programmes meet the needs of employers and learners well. Employers are very supportive of the learners and are highly complimentary about the work that JTM does. They have regular contact with JTM and issues arising from learners' attendance, punctuality and behaviour are effectively dealt with. However, employers are not always sufficiently involved in the review of learners' progress in the workplace. Partnerships are satisfactory.
- Care, guidance and support for learners are effective. Learners have good relationships with their assessors. Assessors are approachable and respond sensitively to learners' needs. Learners value this good support that they are able to access via phone, email and through e-portfolio messages. Advice and guidance for progression are good.
- Leadership and management are good. Staff are well qualified and vocationally experienced. Communication with assessors is effectively supported by the e-portfolio. Assessors have regular team meetings and one-to-one meetings with their managers. Assessors receive a comprehensive programme of professional development.
- Equality and diversity are promoted well through the curriculum. Assessors develop learners' understanding of safeguarding well through using relevant learning activities. Learners' knowledge of workplace application of safeguarding and equality and diversity is routinely checked in learner reviews.
- Internal verification is thorough, timely and well planned. Feedback to assessors is developmental and shares good practice. Standardisation meetings have a positive impact in improving practice. E-portfolio quality assurance systems validate the rigour of the process, confirming the good standard of work the learners achieve.
- Self-assessment processes are largely accurate. Staff are involved in the evaluation of provision and contribute well to the self-assessment process. Managers and staff are well aware of local and national priorities to meet changes in workforce training in order to meet the challenges within childcare occupations. Value for money is good.

### **What does Jarvis Training Management need to do to improve further?**

- Develop teachers' questioning techniques in order to challenge all learners in group sessions and so better understand their individual progress.
- Develop learners' understanding of their awards by encouraging learners to provide evidence to meet performance criteria on their own initiative.
- Further develop links with employers to ensure all employers are fully involved in planning and reviewing learning.

## Education and training

## Grade 2

### Context

30. Eighty-four learners are on apprenticeship programmes in supporting teaching and learning in schools. Of these, 20 are intermediate apprentices. All apprentices are employed in schools in Merseyside or Greater Manchester. Ninety per cent of learners are female, 5% are from minority ethnic backgrounds and none has declared a disability. Six full-time assessors visit learners in their workplaces to deliver training and assess their competencies.

### Key findings

- For the past three years overall success rates on Train to Gain programmes have been outstanding. They have risen from 82% in 2008-2009 to 95% in 2009-2010 and to 99% in 2010-2011. For two years they are significantly above the national benchmark. Success rates gained within a planned timescale have also been very high and shown a rising trend for the same years at 83%, 93% and 99% respectively.
- Overall success rates on apprenticeship programmes are very high. In 2008-2009, 2009-2010 and 2010-2011 they were 100%, 84% and 86% respectively against a national rate of 73%. For the same three years success rates gained within planned timescales were high at 81%, 76% and 79%, and significantly higher than the national rate of 57%. In-year data show very high success rates.
- Learners develop good occupational and personal skills. They become more skilled at supporting individual and small groups of pupils and in successfully raising their achievements. Learners' confidence and self-esteem improve and their professionalism increases. They enjoy their learning and make very good progress. They enhance their economic and social well-being very well and progress to employment at a good rate. Learners' standard of work is good.
- Learners say they feel very safe in the schools in which they work. The apprenticeship programme provides them with very good opportunities to study the relevant health and safety policies and procedures. They develop a good awareness of the importance of safety and how they can ensure they and their pupils work in a safe environment. Learners make a good indirect contribution to the communities in which their schools are located.
- Teaching, learning and assessment are good. Assessors regularly visit learners in their workplaces and provide good individual coaching. Visits are arranged to meet learners' and employers' needs well. Individual learning plans are used satisfactorily and learning targets are satisfactory overall. However, learners have insufficient off-the-job group training workshops to enable them to develop their theoretical knowledge further and to share best practice.
- Tutors use a good range of assessment methods. Learners receive very positive written and oral feedback after they have been observed working with pupils.

Learners and assessors are making particularly good use of the recently introduced electronic portfolio but insufficient use is made of voice recording equipment for professional discussions.

- Induction is used satisfactorily to inform learners about the apprenticeship programme and the provider's policies and procedures. Initial assessment, to determine learners' literacy and numeracy levels, is satisfactory. Diagnostic assessment, however, is insufficiently used and information and communication technology competencies are not initially assessed.
- The apprenticeships for supporting teaching and learning in schools meet learners' needs very successfully. Many learners, before obtaining employment, acquire a good insight into the teaching assistant's role by working in schools in a voluntary or part-time capacity. They are highly motivated and committed to becoming appropriately qualified. Good use is made of skill scans for advising learners on the correct level of programme and for selecting suitable units.
- The provider has developed good links with the primary and secondary schools in which learners are employed. JTM has worked collaboratively with a school in a particularly challenging district for the past three years and over 20 teaching assistants have enrolled on its teaching assistant programmes. Some school mentors are unable to offer effective mentoring support because they are not sufficiently aware of the components of the apprenticeship framework and its support requirements.
- Learners receive good care, guidance and support from their assessor. In addition to the regular workplace visits, learners have good access to assessors by email and telephone. Information, advice and guidance at the start, in the middle and on completion of the apprenticeship are satisfactory. Progression from the intermediate to advanced level apprenticeship is good, with 76% of learners progressing so far this year.
- Leadership and management are good. Communication with assessors is good. Regular staff meetings ensure assessors are fully informed about current issues and new developments. Managers are particularly responsive to staff suggestions and requests. Assessors have had good experience of working as teaching assistants and they are satisfactorily qualified. Annual appraisal is effective and assessors have good access to professional development.
- Good equality and diversity training ensures staff are kept up to date with current legislation. Safeguarding is given a high priority. Learners' feedback is sought and analysed but the outcomes are insufficiently reported upon and disseminated. The provision is quality assured well. The self-assessment report is analytical, although some strengths are overstated. Internal verification is satisfactory. Value for money is good.

### **What does Jarvis Training Management need to do to improve further?**

- Introduce alternative forms of training to supplement the on-the-job training, including, potentially, off-the-job workshops for group training sessions and information and learning technology to streamline the assessment and tutorial processes.



- Increase the use of diagnostic assessment in literacy and numeracy and initially assess information and communication technology competencies to inform the development of personal key skills programmes.
- Ensure that school mentors are fully informed about apprenticeship requirements, including the guided learning hours that are needed for formal mentoring support, so that they are in a stronger position to support apprentices.

## Preparation for life and work

## Grade 2

### Context

31. Seven learners are on Train to Gain skills for life programmes at levels one and two. There are 307 learners working towards key skills qualifications on apprenticeship programmes. Of these 178 are 16 to 18-year-olds. A very high percentage of learners attend workshops for their key skills in communications, application of number and ICT. Just over half of all learners are female and 6% have a declared disability.

### Key findings

- Key skills success rates, both overall and those gained within a planned timescale, are excellent. Learners produce a high standard of work. They are proud of their key skills achievements and motivated to complete their full apprenticeship frameworks. Learners thoroughly enjoy their learning sessions and particularly like using the electronic portfolio.
- Both overall success rates and those gained within planned timescales for Train to Gain learners are excellent and have been consistently high and improving for the last three years. Progression rates of learners moving from skills for life programmes to apprenticeships are good. Learners develop good skills that they apply well at work and at home.
- Learners are developing good information and communication technology (ICT), numeracy and communication skills. They also develop skills in teamwork and in supporting other members of staff in the workplace. In schools learners have developed the confidence to take on positions of responsibility and are highly valued by teachers. Skills for life learners have a good knowledge of their own and colleagues' roles and responsibilities in the workplace.
- Learners feel safe both on JTM premises, at partner training venues and at work. Learners operate safe working practices and have good health and safety knowledge. Learners have good knowledge of safeguarding and feel confident that they know how to report on or disclose any safeguarding issues. Learners have a good knowledge of internet safety protocols and apply them well at work, particularly when safeguarding children.
- Individual coaching is good, both in the workplace and in the training centre. Tutors are patient and encouraging, particularly with older learners. Learners who had no previous ICT skills can now confidently use laptops to support their learning. However, there is insufficient use of technology to support learning in some taught sessions. Some sessions are also hampered by too many groups working in the same room.
- Assessment practices are good. Assessors use a good range of assessment methods and make good use of naturally occurring workplace evidence. Key

skills are appropriately integrated into the primary vocational qualification. Learners skilfully present and map their own evidence into the electronic portfolio.

- Planning and progress reviews are satisfactory overall. All tutors input into the electronic system well and monitor progress. Learners appreciate the e-portfolio and use it to help them maintain their progress. However, targets are insufficiently focused on individual learning needs.
- Arrangements for off-the-job training are flexible and fully meet learners' needs. Most employers are fully involved in reviewing learning and see learners as valued colleagues. JTM has good relationships with a wide range of employers who speak highly of JTM staff as professional, reliable, supportive to learners and very good communicators. In many cases employers report that JTM is their preferred provider.
- Learners receive good care and support from their tutors and assessors. Assessors make frequent visits to the workplace that fit around the working day. Communications between learners and assessors are good. Learners have good access to assessors by email, text and mobile phone. Some learners needed additional support in using the e-portfolio but now feel extremely confident when using it.
- Leadership and management are good, with the team working well together. Internal verification is robust. The management of safeguarding and equality and diversity are good. Staff have regular and productive team meetings to plan and manage the curriculum, including the introduction of functional skills. However, the implementation of functional skills across the company has been slow.

### **What does Jarvis Training Management need to do to improve further?**

- Redesign the classroom space for group training sessions to enable learners to concentrate more effectively and enable tutors to make better use of the available technology to support learning.
- Develop target setting that reflects individual development needs in order to personalise learning.
- Prioritise the development of an overarching action plan for functional skills across the company with a clear focus on timely actions and milestones. Ensure that functional skills are implemented according to this plan.

## Business administration and law

## Grade 2

### Context

32. Currently 61 intermediate and 35 advanced apprentices are enrolled on business administration programmes. The majority of learners are aged 16 to 18, 55% are female and 6% have a declared disability. Learners are employed in a range of companies in the North West. Many attend the main centre one day each week for training. A head of department manages the provision, with three full-time and two part-time assessors and internal verifiers.

### Key findings

- Success rates are outstanding for both intermediate and advanced apprentices. They are well in excess of national rates for both overall and for completion within planned end dates. The excellent success rates have been maintained over a three-year period. Success rates for learners on Train to Gain programmes in 2010-11 were also excellent.
- Progression from intermediate to advanced level apprenticeships is very good. Learners enjoy their learning programmes. They much improve their confidence and self-esteem. They are particularly keen and motivated to succeed, and participate very effectively in learning and development.
- Learners develop good work skills which improve their employability prospects. Employers speak highly of the skills and competencies that learners develop which make a good contribution to organisational effectiveness. Many learners gain permanent employment as a result of their learning programmes. Learners' command of English improves significantly. The standard of learners' work is high and current learners are making good progress.
- Learners have a very clear understanding of their workplace rights and responsibilities and adopt safe working practices both at work and in the training centre. They feel safe and can clearly explain safeguarding and equality and diversity. They are fully aware of safe internet usage.
- Assessment practice is good. Good use is made of information and learning technology in assessment. JTM has recently invested in an electronic portfolio and learners and assessors are highly appreciative of the effectiveness of the system. Assessment planning is very clear and learners have a good understanding of what they need to do to progress. Assessment feedback is quick and constructive. Assessors monitor learners' progress rigorously.
- Learners develop good knowledge and skills. Resources are good and the online materials provide good support for learning. One-to-one coaching is good; however, group teaching is satisfactory overall. The more effective lessons include a range of methods and activities which fully engage the learners. In the less successful sessions teachers do too much of the talking and do not stretch or challenge learners sufficiently.

- Individual learning plans are satisfactory and are monitored well. However, some learners are insufficiently clear about what workplace training will be provided and not enough targets are set for personal development. Reviews of learners' progress are satisfactory overall and learners value the feedback they receive from assessors. However, employers are not involved sufficiently in the review process.
- Programme development is good and the apprenticeship programmes are highly effective in meeting learners' and employers' needs. Programmes are planned very flexibly to accommodate learners' work routines and personal circumstances. Good use is made of remote technology. Progression is good. However, learners are not provided with enough enrichment activities or talks from outside speakers.
- JTM has particularly strong and effective arrangements with a wide range of employers that provide benefits to learners. Many learners gain permanent employment on completion of their apprenticeship programmes. JTM is very effective in meeting the organisational and business needs of employers. Links with local recruitment organisations, jobcentres and the Connexions service are strong. However, few links have been established with other provider groups.
- Care, guidance and support for learners are good. Staff are always available and highly approachable, providing prompt and effective responses to learners. Initial assessment is timely. Induction is satisfactory. Learners are fully informed and prepared for their programmes.
- Leadership and management of the provision are good. Communication and teamwork are highly effective and staff have good support. Tracking systems are used very effectively to monitor learners' performance and progress and support is quickly put in place for learners who may be at risk of not achieving. The monitoring of learners' progress is good. The management of safeguarding and equality and diversity are good.
- Learners are consulted and their views are routinely sought to improve the provision. Communication with employers is regular and very effective, and JTM is quick to respond. The self-assessment report is inclusive. It accurately judges performance and the impact on learners and employers well. However, some areas identified as strengths are satisfactory and not all areas for development have been recognised.

### **What does Jarvis Training Management need to do to improve further?**

- Make better use of individual learning plans and reviews so that they include workplace training and learners' personal development needs, and ensure that employers give sufficient feedback on the impact of the training.
- Improve group teaching to ensure that all lessons are more collaborative, interactive and suited to the needs of individual learners.
- Include more enrichment activities, such as guest speakers and 'maintaining healthy lifestyles', so that learners have a more varied programme.

## **Information about the inspection**

33. Three of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's managing director, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, 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.
34. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They 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)****Jarvis Training Management**

**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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	319	319
Part-time learners	83	83
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2	
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	1	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
<b>Quality of provision</b>	<b>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
<b>Leadership and management</b>	<b>2</b>	<b>2</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
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?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

\*where applicable to the type of provision

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