

The JGA Group

Independent learning provider



7–10 December 2015

Inspection dates

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
Adult learning programmes	Requires improvement
Apprenticeships	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings

This is a good provider

- The proportion of apprentices who successfully complete their qualifications has risen since the previous inspection and is high; the majority achieve in the planned time.
- Most apprentices achieve their qualifications in English, mathematics and information and communication technology and make good use of the skills learned in their jobs.
- Governance is good; an academic board, made up of suitably experienced industry and education professionals, oversees effectively the work of senior leaders to bring about improvements to learners' experiences and outcomes.
- Managers work very well with subcontractors to offer training that meets local community needs and national priorities, in particular in health, social care and business.
- Learners and apprentices have a very good awareness of social and religious diversity and know how to adapt the services they provide to meet the needs of different clients.
- Staff provide effective support to apprentices and adults who need extra help to achieve.
- Learners on all programmes enjoy their studies, are punctual to training sessions and are keen to learn; apprentices make valuable contributions to the work of their employers.
- Learners on all programmes receive good information to place them on the programme that best matches their career aims and are well-informed about their future career options.
- On apprenticeships, teachers and assessors have high expectations of their apprentices and plan training that is interesting and motivates apprentices to succeed.

It is not yet an outstanding provider

- Teaching, learning and assessment on adult learning programmes require improvement.
- In a minority of cases staff do not inform employers well enough about how they can support their apprentices with their learning, resulting in a few making slow progress.
- Managers do not analyse the data that they have well enough in order to implement actions to reduce further any gaps in the performance of different groups of learners.
- Managers do not monitor closely enough the performance of subcontractors when they teach new subjects or increase their learner numbers.

Full report

Information about the provider

- The JGA Group (JGA) is an independent learning provider founded in 1991. It provides apprenticeship training and adult learning in London and the south east of England, and independent careers guidance for the National Careers Service. Most of the qualifications offered are in health and social care, with the remainder in business-related subjects. JGA has recently started offering apprenticeships in information and communication technology (ICT) and digital media. JGA works with seven subcontractors, six of whom provide apprenticeship training and one of whom provides apprenticeship training and adult learning programmes. Around three quarters of learners and apprentices are from black and minority ethnic groups. Most apprentices are over 19 years of age.
- In 2014/15 JGA provided short qualifications to around 200 unemployed adults to help them in their job search and employability skills. In the current year these have been replaced with longer qualifications, mostly in health and social care. At the time of the inspection there were 114 adult learners and 598 apprentices.

What does the provider need to do to improve further?

- Improve teaching, learning and assessment on adult learning programmes by:
 - ensuring that teachers make effective use of the information they have about learners' prior attainment and abilities to ensure that they use tasks and activities in lessons that are suitably challenging for all learners and particularly so that those who are less confident are able to make progress
 - planning the programme so that learners are assessed more frequently and earlier in each term, and ensuring that they receive feedback on assessments so that they know how to improve
 - monitoring closely the progress of all learners following each assessment and ensuring that they have precise targets so what they need to do to improve.
- Managers should make better use of the data that they have about the performance of different groups of learners in order to plan more precise actions to reduce performance gaps further.
- Managers should monitor more frequently the performance of subcontractors who deliver new qualifications or expand their provision to ensure that their learners make good progress. They should provide clearer guidance of the standards expected of subcontractors and their learners against which to monitor subcontractor performance.
- Staff should provide more detailed guidance to employers who take on an apprentice for the first time to ensure that the apprentice is fully supported in all aspects of their training.

Inspection judgements

Effectiveness of leadership and management is good

- Senior managers work well with carefully selected subcontractors to provide training for a broad range of local communities to develop their skills for work, enhance their career opportunities and improve their life chances. Managers have a strong focus on working with local businesses and have aligned the curriculum well to meet regional skills shortages. They have a strong commitment to providing safe and high-quality training to enable all its learners and apprentices to progress in education, work and life.
- Since the previous inspection, managers have taken decisive and effective action to improve the quality of provision through closer collaboration with their subcontractors. They monitor closely the performance of each subcontractor and ensure that where any concerns are evident these are dealt with quickly. Managers provide good guidance to subcontractor staff through monthly professional development meetings to ensure a consistently high standard of training. However, their monitoring of new subcontractors, or of those who have increased their learner numbers, is not sufficiently robust to ensure that all learners make good progress.
- Managers have improved the process for evaluating the quality of teaching, learning and assessment and they now have an accurate overview of the strengths and areas for improvement across all of their subcontractors. Teachers and assessors have a clear understanding of their performance and, where necessary, how they can improve. JGA managers oversee well the actions taken by subcontractor managers to support their staff to improve. They also ensure that performance management arrangements are suitably rigorous in order to tackle underperformance.
- JGA managers assess accurately the quality of their provision and make effective use of feedback from learners, apprentices and employers. Managers ensure that each subcontractor completes an accurate self-assessment of the quality of their provision. Managers identify well the strengths and areas for improvement and use quality improvement plans well to raise standards further.
- Managers make good use of comprehensive data to monitor performance. JGA managers receive frequent updates from subcontractor managers about the progress of all learners and use this well to identify those at risk of not achieving and to set improvement actions, resulting in a high proportion of apprentices achieving in the planned time. Managers use data to monitor the performance of different groups of learners, but do not set precise actions to close performance gaps where these exist.
- Managers provide good support to tutors and assessors to ensure that they have the skills to help apprentices and learners improve the skills in the use of English and mathematics. As a consequence, apprentices and learners have the skills required to be successful at work and often develop these beyond the requirements of their programme of study.
- Managers ensure that staff have the skills to provide learners and apprentices with a good understanding of themes related to social and cultural diversity. They have taken positive action to train staff in how to promote British values and to ensure that apprentices and learners know how to be safe from radicalisation and extremism.
- **The governance of the provider**
 - Since the previous inspection, senior leaders have formed an academic board and governance arrangements are good. Senior leaders have carefully chosen directors for the board who have the skills and expertise to maintain a thorough oversight of the provision and to ensure that they can hold leaders and managers to account.
 - Directors of the board robustly challenge and support senior managers and make constructive use of management reports to evaluate staff performance and improve outcomes for apprentices and learners.
- **The arrangements for safeguarding are effective**
 - JGA managers conduct appropriate recruitment checks and keep detailed records of all of their own, and their subcontractors', staff. Managers monitor well the health and safety requirements and practices in apprentices' and learners' workplaces. Tutors promote safe working practices very well in training sessions. Learners' and apprentices' awareness of health and safety is good.
 - JGA managers have completed appropriate risk assessments and developed associated action plans, including with their subcontractors, to meet their responsibilities to prevent extremism and radicalisation. Designated officers, directors and staff are appropriately trained in health and safety and in the awareness of actions to prevent extremism.

Quality of teaching, learning and assessment is good

- Since the previous inspection managers have successfully implemented strategies to raise the standard of teaching, learning and assessment, which is now good. They have involved subcontractors well in frequent training activities to ensure consistency of practice.
- On apprenticeships, assessors and employers use their knowledge and industry experience well to set high standards and to motivate apprentices. They demand high-quality work and respectful behaviour and expect apprentices to work hard to develop their knowledge and skills. Apprentices respond well and work diligently to succeed in their learning. For example, childcare apprentices quickly gain the confidence to manage challenging behaviour in childcare settings.
- Tutors and assessors work closely with additional support staff to plan learning to ensure that all apprentices and learners, including those who need extra help to achieve, make good progress. For example, they make good use of adaptive learning software for learners and apprentices with dyslexia.
- The vast majority of apprentices work closely with employers who are committed to providing good-quality training. They receive good individual coaching in the workplace, which prepares them well for assessment. Apprentices develop good job-related skills while at work, which employers value. For example, an intermediate business apprentice has reorganised the filing system at a local health service office and has helped to improve the administration and communication with patients at reception.
- Assessors make good use of a broad range of evidence to record apprentices' competence during assessment, such as digital recordings of professional discussions and witness testimonies. Assessors provide comprehensive feedback to apprentices, which details well what they need to do to improve. On adult learning programmes teachers do not plan assessments well enough, with too many left to complete at the end of the programme, thereby hampering learners' progress. Teachers do not provide adult learners with sufficient feedback to help them improve from one assessment to the next, and do not monitor closely enough the progress of learners to ensure that all are on track to achieve.
- Managers and staff place a strong focus on developing good English and mathematics skills in apprenticeship training. Tutors and assessors help apprentices develop their skills quickly and most achieve their qualifications early in their programme. On adult learning programmes, learners develop their speaking and listening skills well, but their written work often requires further improvement.
- On adult learning programmes tutors do not make sufficient use of the information they have about learners' prior knowledge and skills to set tasks that are matched to learners' abilities, particularly for those who have less confidence.
- Tutors and assessors are skilful at helping learners to develop a good understanding of the diverse communities in which they live and work. They use the diversity of learners within training sessions to explore their perceptions and celebrate differences. For example, in an excellent lesson on handling and transferring patients in domiciliary care, the trainer ensured that apprentices understood fully how to respect and value their patients' beliefs and attitudes when working in their homes, and how to maintain the highest levels of dignity for those in their care.

Personal development, behaviour and welfare is good

- Staff have high expectations of their learners and successfully instil in them a strong desire to succeed. Learners on all programmes are very enthusiastic, keen to learn, and apply themselves well to their studies. Their attendance and punctuality at training sessions and work are good. Learners value the skills they acquire to develop their long-term job prospects and many have ambitions to continue to higher levels of learning.
- Most employers have a close involvement with their apprentice's training and value the contribution they make to their business. Apprentices have an enthusiasm for their work, are reliable members of their employers' workforces and quickly learn to work autonomously in their jobs.
- Staff provide comprehensive guidance to learners to help them select the most appropriate programme to suit their career plans and most apprentices stay to the end of their programme. Staff provide good ongoing guidance to help learners plan their next steps on completing their qualifications. Apprentices are well-informed about their future training options and the range of employment pathways open to them when they complete their programmes.
- Staff provide extensive training to learners on health and safety at work and in how to manage their personal safety. In all learning and work environments learners operate to appropriate standards with regard to safe working practices. Apprentices and adult learners receive good guidance on how to be safe online.

- Learners come from a very diverse range of backgrounds and staff are skilful at ensuring that they integrate well with each other in training sessions and in the workplace. Learners have a strong appreciation of other people's cultures and beliefs and know how to adapt the services they provide to meet the needs of different clients. A high proportion of apprentices work in customer-facing jobs in care, health and business professions, and know how to respond to clients and colleagues whose social background or religious beliefs may be different to their own.
- Apprentices quickly gain the skills that they need to be effective as employees. Many apprentices and adult learners speak English as a second language and work hard at ensuring that their oral communication is effective. Apprentices' written skills are mostly good and teachers ensure that they are confident in their use of correct technical language. Teachers on adult learning programmes do not do enough to ensure that these learners are able to overcome errors in their written work.
- Apprentices apply their mathematical skills well in the workplace. Those working in healthcare understand the importance of accuracy in recording weights and measurements, for example when calculating a patient's body mass index. Youth work apprentices are taught how to interpret statistical information to further their understanding of topics such as demographic or social trends.
- Staff have taken very positive action to raise learners' awareness of the threats of radicalisation and are able to discuss this openly with them. Employers, in particular those in healthcare, value the emphasis placed on the training learners receive on the 'Prevent' agenda as it reinforces their own training of staff. By ensuring that all learners contribute to discussions in training sessions, teachers reinforce learners' experience and understanding of democratic values.

Outcomes for learners

are good

- The proportion of apprentices who achieve their qualifications has risen substantially since the previous inspection and is high, as is the proportion who achieve in the planned time. Current apprentices make very good progress; the large majority are on track to achieve in the planned time and almost all stay on their programme of study.
- Apprentices gain good skills to help them make progress in their jobs and most remain in secure employment, mostly in the health and care sectors, on completion of their programme. A high proportion of apprentices receive pay rises or promotions on achieving their qualifications, and those on advanced apprenticeships in health and social care often continue learning at a higher level, for example in nurse training.
- Apprentices develop good skills in English, mathematics and ICT and most achieve their functional skills in these subjects at the first attempt. A significant minority of apprentices achieve functional skills qualifications above the level required for their apprenticeship.
- Managers use data well to evaluate the gaps in performance of different groups of learners, but do not set precise actions to ensure that these are minimised. Apprentices from a black or minority background, who form the majority of learners, perform better than white British learners, and younger apprentices do not achieve as well as those over the age of 24. There is no significant difference in the achievement of male and female apprentices or for disabled apprentices or those with declared learning difficulties compared with their peers. Intermediate and advanced apprentices achieve equally well.
- The proportion of adult learners on short programmes for the unemployed who achieve their qualifications is high. Learners on employability programmes make good gains in their confidence and gain skills to enable them to search for jobs, but the proportion who go into employment is too low. Managers have taken decisive action to change the curriculum offered in the current year in order to have a stronger focus on learners gaining jobs. Of the few adult learners in 2014/15 on longer programmes of study, not enough stayed to the end of their course, although all those that did achieved their qualification. In the current year adult learners continue to make slow progress.

Adult learning programmes

require improvement

- In 2014/15 around 200 learners completed short qualifications to prepare them for employment, and while a high proportion achieved their qualifications, not enough went into sustained employment. Around 30 learners completed qualifications on longer adult learning programmes and success rates for this group required improvement. During the current year, JGA managers started a new subcontracting arrangement in order to provide qualifications at level 3 to support adults to improve their skills and job chances for working in the care and health sectors. At the time of the inspection there were around 100

adult learners, mostly studying health and social care and with a small minority on hospitality and business qualifications. The first group of learners are due to complete their programmes in January 2016.

- JGA managers' oversight of the management of adult provision with a new subcontractor has not been thorough enough and they have been too slow to address weaknesses in teaching, learning and assessment. Teachers have not planned assessments well enough and learners' progress is slow. Managers recognise the need for rapid improvement and a suitable action plan is in place, but it is too early to judge the full impact.
- Trainers do not take sufficient account of learners' prior attainment when planning lessons, and do not adapt activities and resources to meet individual learners' needs. Too often teachers focus more on the most confident and able learners, resulting in those with less confidence being unable to develop their knowledge and understanding sufficiently in lessons.
- Too few health and social care learners make the progress expected of them. Not enough learners achieve their assessments at the first attempt and need to do extra work in order to meet the required standard.
- On hospitality qualifications, teachers do not plan assessments well enough, resulting in learners being unable to complete their programmes within the planned time. Managers have taken strong action to improve the quality of assessment and new arrangements are in place to enable these learners to work to achieve their qualifications, but their progress has been too slow to date.
- Teachers' feedback on learners' work is too minimal and does not clearly indicate to learners how they can improve their work and achieve higher grades. Despite frequent progress reviews between teachers and learners, teachers often set targets for learners that are too vague and do not give them enough guidance on how to make progress and achieve their qualifications.
- Teachers provide effective support to learners in the development of their speaking and listening skills, for example through presentations in lessons. Teachers do not provide enough guidance to learners on improving their writing skills, or in reinforcing the use of mathematics.
- Teachers are very good at ensuring that learners have a thorough understanding of topics related to equality and diversity and they integrate this very effectively into lessons. Learners know how to apply this learning in work situations.
- Teachers' reinforcement of safeguarding and of health and safety is very effective, with a good focus on online safety and the importance of maintaining a positive presence when using social media. Many learners have also attended effective training on the prevention of radicalisation and develop a good understanding of current social issues.

Apprenticeships

are good

- JGA provides apprenticeships mainly in health and social care, business administration and ICT. There were 598 apprentices in training at the time of the inspection of which around half were on level 2 programmes and the other half at level 3, with two higher apprentices. Seven subcontractors deliver apprentices on behalf of JGA.
- Leaders and managers' successful drive to improve the quality of teaching, learning and assessment has been effective in accelerating apprentices' progress. The majority of apprentices make good progress and are on target to complete their qualifications on time. Apprentices develop good work-related and personal and social skills.
- Assessors are enthusiastic, experienced practitioners with good occupational knowledge which they use well in coaching apprentices to understand the concepts behind their practice. For example, apprentices in health care understand why it is important to turn clients confined to bed, and why and how clinical waste should be disposed of safely.
- Most assessors use an effective range of learning and assessment activities, including discussions, videos and presentations, to capture apprentices' interests and motivation. For example, assessors make good use of recorded professional discussions to collect evidence of competence in skills such as supporting the management of an event, or leading and managing meetings effectively.
- Most assessors plan training and assessments well to meet the different needs of apprentices based on their prior learning and experience. Assessors provide good oral feedback to apprentices with clear guidance on how they can improve. Assessors use questioning techniques skilfully to establish the level of apprentices' understanding and to challenge them to extend their problem-solving skills.
- Apprentices have a high level of health and safety awareness. Health and social care apprentices ensure that they apply the correct practice of washing their hands before and after putting on personal protective

equipment. Business administration apprentices are able to risk assess the hazards of working in an office environment, for example using the correct seating posture when using computers at work.

- The majority of apprentices are skilled in mathematics and have a good knowledge of number facts. They are able to apply their mathematics skills well in the workplace such as when diluting cleaning products to prevent and control infection, or calculating accurately the tax on sales invoices. The standard of apprentices' writing is good.
- Apprentices acquire a wide range of workplace skills that are valued by employers, such as organising events and checking quality and compliance procedures. Health and social care apprentices reflect well on their own care practice when looking after clients. Consequently, most apprentices remain in employment on completing their training.
- Assessors use their highly effective partnerships with employers to ensure that the individual needs of apprentices and employers are met. Most employers take part in the design and development of their apprentice's training and are kept well informed of their apprentice's progress. Assessors work well with employers to provide highly effective support to apprentices with extra support needs, which ensures that they stay in training and successfully complete their qualifications.
- A small minority of employers taking an apprentice for the first time are not sufficiently involved in the planning of their apprentice's programme and are not fully aware of how they can provide support. Consequently, a few apprentices make slow progress in their learning.
- Assessors are not always sufficiently skilled at setting targets for apprentices, which in a minority of cases are too general and lack realistic completion dates for apprentices to be able to plan their learning order to achieve in a timely manner.

Provider details

Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	1,181
Principal/CEO	Mr Richard Goodwin
Website address	www.jga-group.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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	0	0	0	0	0	114	0	0
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	36	238	26	296	0	2		
Number of traineeships	16-19		19+		Total			
	n/a		n/a		n/a			
Number of learners aged 14-16	n/a							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Communities into Training and Employment (CITE) ■ Dynamic Training UK ■ Just IT Training ■ Shreeji Training ■ Skill-Serve Training ■ Tower College ■ Touchstone 							

Information about this inspection

Inspection team

Rieks Drijver, lead inspector	Her Majesty's Inspector
Bob Hamp	Her Majesty's Inspector
Martin Bennett	Ofsted Inspector
Stephen Masterson	Ofsted Inspector
Stephen Nelson	Ofsted Inspector
Kathleen Tyler	Ofsted Inspector

The above team was assisted by the managing director, as nominee, and carried out the inspection at short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to www.employerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

