

Inspection of JM Recruitment Education & Training Ltd

Inspection dates: 17–20 September 2019

Overall effectiveness	Good
<hr/>	
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

JM Recruitment, Education and Training (JMRET) is an independent learning provider based on the Wirral. At the time of the inspection, 200 apprentices were on apprenticeship programmes from levels 2 to 5. The large majority were on frameworks. Most apprentices follow apprenticeships in supporting teaching and learning in schools or electrical installation. Around half of the apprentices were on advanced apprenticeships. JMRET also delivers programmes for adult learners in English and mathematics. This accounts for almost two thirds of the provision. Programmes are delivered in local schools for parents who want to develop their skills to help their children. Programmes are also delivered for NHS healthcare assistants who wish to progress to higher nursing qualifications. There were 20 learners on a traineeship programme in hospitality. There were no learners in receipt of high-needs funding. JMRET works with one sub-contractor across both adult learning programmes and apprenticeships.

What is it like to be a learner with this provider?

Adult learners and apprentices show determination to succeed. They benefit from high levels of support, which helps them achieve their qualifications.

Adult learners strive to achieve to the best of their ability. They gain in confidence and develop new knowledge and skills in English and mathematics through a well-designed curriculum. They value the flexibility of the online course delivery. Most adults go on to be successful in their chosen careers or move on to further study.

Adult learners on the hospitality traineeship programme increase their self-esteem and determination to get a job. They learn how to plan their travel to work. They take part in meaningful visits, for example to a coffee roastery. This helps them gain a deeper understanding of the industry. Most learners gain secure employment when they complete their programme.

Apprentices quickly develop new knowledge, skills and behaviours. This prepares them well for employment and life. Teaching assistant apprentices improve their classroom support for pupils in schools. Electrical installation apprentices develop confidence in dealing with customers, alongside developing competent occupational skills. Apprentices are supported well by their employers and make valuable contributions to their businesses.

Learners and apprentices enjoy their time at JMRET. They feel safe. Learners who have additional learning needs receive inclusive support that enables them to achieve as well as their peers.

What does the provider do well and what does it need to do better?

Leaders and governors have established a culture of high expectations. The ambitious curriculum transforms the lives of learners and apprentices. Leaders support staff to plan and implement successful learning programmes. For example, they work closely with employers to design and deliver a traineeship programme in hospitality. This traineeship programme is in response to the Liverpool city region's priority to increase tourism and the identified skills gaps. Learners develop vital job and life skills, such as communication, team work and money management, as well as achieving a barista qualification.

Leaders and staff work closely with headteachers from local schools to design a well-thought-out curriculum for apprentices aspiring to be teaching assistants. For example, teachers in the schools identified that their teaching assistant apprentices had a skills gap in information technology. As a result, the development of these skills is now included in the core curriculum. However, staff do not always link closely enough with apprentices' employers to maximise the coordination of on-the-job activities with off-the-job training to help deepen the development of apprentices' knowledge, skills and behaviours.

Teachers use their subject experience and vocational expertise well to deliver the curriculum in a logical order. They help learners to build their knowledge, skills and behaviours. For example, in mathematics, learners use their data collection and statistical skills to record and analyse data relating to blood pressure and body mass index (BMI) readings. Staff have adapted the curriculum to include referencing in apprentices' written work. This helps prepare them for higher-level learning.

Tutors and assessors ask pertinent questions that extend learners' and apprentices' knowledge. Tutors and assessors delve to identify retained knowledge from previous sessions. For example, learners explain the laws and risks relating to alcohol, recalling what they have learned before.

Learners and apprentices, including those with special educational needs and/or disabilities, build their knowledge well. They quickly develop new skills and behaviours that enable them to be successful at work. They confidently apply theoretical knowledge to their practical work. For example, apprentices are competent in supporting children with autism spectrum disorder.

Staff have high expectations of learners' and apprentices' behaviour. Learners and apprentices are polite, tolerant and respectful to each other, tutors, colleagues and customers. For example, apprentices understand the value of collaborative working to accomplish business goals. Learners' and apprentices' attendance is too low and below leaders' expectations.

The small number of apprentices who have taken their end-point assessment have successfully achieved. Staff plan and deliver the curriculum, which builds and extends apprentices' core curriculum knowledge that is highly relevant to their jobs. For example, teaching assistant apprentices receive training in autism spectrum disorder and dyslexia. Apprentices take part in a range of additional training that improves their work practice. For example, teaching assistants specialising in school sports complete training in level 1 football and level 2 dodgeball.

Staff provide a high level of support to learners and apprentices. This enables them to build resilience and independence and progress to secure employment. They arrange for financial help for those learners who cannot afford public transport. Staff accompany trainees to their first work experience shift.

Apprentices and learners take pride in helping their community. Many volunteer for charitable events. Staff extend apprentices' and learners' understanding of social responsibility. They enthusiastically debate the pros and cons of euthanasia and the use of cannabis. They gain valuable insights from guest speakers about personal licensing laws within the hospitality industry.

Most learners and apprentices receive helpful careers information, advice and guidance. Staff use their wide range of network links to help learners and apprentices. This enables them to progress to their next steps in learning and employment. A minority of apprentices do not know what their next career steps

are.

The provider is well led and managed. Governors and leaders subcontract part of their provision to Wirral Metropolitan College. They manage this very well through frequent and focused review meetings.

The board of governors is recently formed. Governors support and challenge leaders successfully to maintain and improve the quality of education. They have an accurate oversight of the strengths and weaknesses of the provision. Governors and senior leaders meet regularly to plan and review the effectiveness of the provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff ensure that learners are safe. Staff clearly understand their responsibilities to safeguard learners. Designated lead staff are appropriately trained and manage and resolve disclosures diligently. Staff receive regular training and updates on safeguarding and safeguarding-related matters. Learners feel safe in their learning and work environments. They always follow safe working practices. Learners receive support and guidance from staff on health and well-being issues. They know how to report concerns about themselves and others.

What does the provider need to do to improve?

- Leaders and managers need to support teachers and curriculum managers to improve attendance so that all learners and apprentices attend regularly.
- Leaders and managers should ensure that careers information, advice and guidance help apprentices to make more informed choices about their next steps.
- Improve the links between apprentices' off-the-job training and workplace activities to provide more opportunities to maximise the development of apprentices' knowledge, skills and behaviours.

Provider details

Unique reference number	1270897
Address	Gibraltar House 40 Kelvin Road Wallasey CH44 7JW
Contact number	0151 609 1193
Website	www.jmret.com
Principal/CEO	Joe Havey John Paul Moulton
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	Wirral Metropolitan College

Information about this inspection

The inspection team was assisted by the head of training, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Kim Bleasdale, lead inspector

Matt Gower

Kathryn Rudd

Beth Selwood

Her Majesty's Inspector

Ofsted Inspector

Her Majesty's Inspector

Ofsted Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 children looked after, 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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019