

# Jarvis Training Management Limited

Report following a monitoring visit to a 'requires improvement' provider

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<b>Name of lead inspector:</b>	Anita Pyrkotsch-Jones, His Majesty's Inspector
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<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	Unit A109/110 Business First Ltd 25 Goodlass Road Speke Liverpool L24 9HJ

# Monitoring visit: main findings

## Context and focus of visit

Jarvis Training Management Limited (JTM) was inspected in December 2022. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

JTM is an independent learning provider based in Speke, Liverpool. The provider is owned by Woodspeen Training Limited. JTM specialises in training for the early years and beauty therapy industries. JTM offers apprenticeships from level 2 to level 5 and adult learning programmes from level 3 to level 5.

At the time of the monitoring visit, there were 455 apprentices in learning. Almost all apprentices study on early years programmes. One-hundred apprentices were studying on the level 2 early years practitioner apprenticeship, 135 on the level 3 early years educator apprenticeship, 141 on the level 4 children, young people and families apprenticeship, 35 on the level 5 children, young people and families apprenticeship and 36 on the level 5 early years lead practitioner apprenticeship. The remaining apprentices study on the level 2 customer service apprenticeship, the level 3 team leading apprenticeship, the level 3 business administrator apprenticeship, the level 3 teaching assistant apprenticeship and the level 5 operations or departmental manager apprenticeship. These apprenticeships had less than five apprentices each. Ninety-seven apprentices are aged under 19.

One-hundred and twenty-nine adults were studying on a range of beauty therapy courses, including combined beauty therapy skills, make-up artistry and nail technology. A further 61 adults were studying on early years training courses, with almost all studying the level 5 diploma for early years senior practitioners.

## Themes

<p><b>How much progress have leaders and assessors made in routinely using information about learners' and apprentices' prior knowledge, skills and experience to plan learning to meet their individual needs, to develop their knowledge, skills and behaviours and, where relevant, to ensure that they are well prepared for their final assessments?</b></p>	<p><b>Reasonable progress</b></p>
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Since the previous inspection, new apprentices and learners complete assessments of their English and mathematics and sector knowledge and experience before they start their apprenticeship or course. Apprentices and learners complete 'skills radar' reviews of their current knowledge and skills to help them and their skills tutors identify accurately strengths and areas for development. Skills tutors use this information skilfully to plan individualised training programmes for apprentices and learners. For example, apprentices with previous experience in a nursery setting move directly to the level 3 early years educator apprenticeship because of what they already know and can do.

Skills tutors work closely with apprentices to ensure that they are aware of the content and requirements of their final assessments. Apprentices who are new to the apprenticeship discuss the format and content of final assessments during their first training session with their skills tutors. They complete mock examinations and professional discussions to help them to prepare for their final assessments. Skills tutors provide feedback and guidance on apprentices' written work to ensure they understand what they need to do to improve their work to achieve the highest grades in their final assessments.

**How much progress have leaders and assessors made in taking swift action to ensure that apprentices and learners receive the support they need to catch up when they fall behind? Reasonable progress**

Skills tutors review learners' and apprentices' progress effectively and frequently and intervene swiftly when they fall behind. Skills tutors provide relevant interventions through additional sessions and targeted individual support to help apprentices and learners to catch up. Skills tutors record and upload teaching sessions to the online learning platform so that, if learners and apprentices miss a session, they can catch up with their learning by watching the recording.

Skills tutors work closely with apprentices and their line managers to discuss concerns and produce comprehensive action plans when apprentices fall behind. Employers are supportive of their apprentices and work flexibly to provide them with the support they need to get back on track as swiftly as possible. Skills tutors liaise closely with line managers to ensure that apprentices receive the time they need to complete their off-the-job training activities. As a result, the proportion of apprentices and learners who complete their apprenticeship or training course in the planned timescale has improved.

**How well do skills tutors use progress reviews to monitor learners' and apprentices' progress and to plan and coordinate apprentices' on- and off-the-job training with apprentices' employers? Reasonable progress**

Tutors' reviews of progress for learners and apprentices are in a transitional stage, and not all learners and apprentices have benefitted from a progress review under the new and much improved system. Skills tutors have started to use the reviews of apprentices' and learners' progress to focus on the knowledge, skills and behaviours that they need to develop.

Skills tutors discuss with apprentices and employers how well apprentices develop their skills. These include effective communication, confidence and teamwork, in addition to the specific knowledge, skills and behaviours for the apprenticeship, such as preparing children for transition to new settings and holistic play. Skills tutors set apprentices targets during progress reviews that are based on the written work that apprentices need to complete for their qualification. Targets do not link directly to the knowledge, skills and behaviours that apprentices need to develop to improve their performance at work.

Employers now work closely with skills tutors to ensure that apprentices practise their new learning at work. For example, apprentices learn about the importance of communication skills and working in partnership with parents and carers early in their course. Employers then ensure that apprentices practise their new skills during parent and carer meetings.

Employers routinely attend reviews of apprentices' progress. They understand the progress apprentices make and the support apprentices need to enable them to develop and practise their skills in the workplace. For example, employers pair their apprentices with room leaders and senior staff to mentor apprentices and provide work shadowing opportunities. As a result, apprentices apply their learning in practical situations. Skills tutors work effectively with apprentices and their employers to plan for apprentices' next steps.

### **How well is the personal development curriculum planned so that learners and apprentices can participate and broaden their experiences beyond their course or apprenticeship?**

### **Reasonable progress**

Since the previous inspection, leaders and managers have reviewed and begun to strengthen the personal development curriculum for learners and apprentices. Learners benefit from additional activities and qualifications, such as first aid and disinfection and sterilisation of beauty therapy equipment, that complement their training programmes.

Apprentices are aware of the recently introduced personal development curriculum, but not all have yet benefitted from planned additional activities. Skills tutors focus mainly on developing apprentices' confidence, communication skills, time management, financial management, and healthy lifestyles to promote apprentices' health and well-being. Leaders and managers rightly recognise that the development

of the apprentice's personal development curriculum is still in its infancy and that there is more work to do.

**How much progress have leaders made in ensuring they provide more effective careers advice and guidance to learners and apprentices throughout their training so that they are clear on the wide range of opportunities, next steps and career pathways available to them?**

**Reasonable progress**

Leaders and managers have worked diligently to improve the quality of the careers advice and guidance that apprentices and learners receive. Staff now benefit from internal training in providing effective careers education, information, advice and guidance to support apprentices and learners in making informed decisions about their next steps.

Most apprentices benefit from useful information on their career pathways and potential next steps from their skills tutors and employers. Employers work with their apprentices to ensure they know about the next steps and potential career pathways. Employers provide apprentices with opportunities to experience all aspects of the provision, such as working in the pre-school room for apprentices wanting to seek employment as teaching assistants in primary schools at the end of their apprenticeship. As a result, apprentices take on supervisory and managerial responsibilities or move on to higher-level apprenticeships or university.

Learners receive effective advice and guidance from experienced skills tutors to help them plan the next steps in their careers, such as self-employment or working in beauty salons.

**How well have leaders broadened the professional development programme to focus on and improve skills tutors' teaching practices?**

**Significant progress**

Leaders have invested significantly in skills tutors' professional development since the previous inspection. Previously, staff training was focused on the completion of mandatory training and self-learning through, for example, webinars and reading staff bulletins. Leaders and managers have comprehensively reviewed the staff training programme and, as a result, recruited an experienced workforce development manager, who has developed and coordinated a cohesive staff training programme that now rightly focuses on the quality of education.

The recently introduced staff 'academy' development programme includes accredited qualifications such as education and training, assessing vocational achievement and project management. Skills tutors benefit from effective training, such as 'back to

basics' in teaching, and the development of teaching strategies using learning technologies to improve their teaching.

Skills tutors now attend annual industrial placements, where they update their technical and vocational skills. For example, they shadow the special educational needs and disabilities coordinator in nursery settings, observe children's two-year progress reviews and work with parents. As a result, skills tutors maintain their vocational expertise.

Managers now record staff training activities more stringently. Staff training records include what training was attended, what staff learned and how they use their new knowledge and skills in their teaching practice. Staff training records are linked to the bespoke training plans of skills tutors, which are based on the outcomes of the observations of teaching and learning and the appraisal process. Training and support focus on the key areas that skills tutors need to improve to enable them to become more effective teachers.

Skills tutors state that training has improved considerably since the previous inspection. They particularly appreciate completing qualifications in education and training, which they believe is invaluable for improving their teaching practices.

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