

# Inspection of Jarvis Training Management Limited

Inspection dates: 7 to 10 July 2025

## Overall effectiveness

**Inadequate**

The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Good</b>
Leadership and management	<b>Inadequate</b>
Adult learning programmes	<b>Inadequate</b>
Apprenticeships	<b>Inadequate</b>
Overall effectiveness at previous inspection	Requires improvement

## Information about this provider

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

At the time of the inspection, 251 apprentices were in learning. There were 100 apprentices studying level 3 early educator; 40 on level 2 early years practitioner; 32 on level 4 children, young people and families practitioner; 24 on level 3 lead adult care worker and 18 on level 2 adult care worker. The remainder were on: level 5 early years lead practitioner; level 5 children, young people and families manager; level 5 leader adult care and level 3 teaching assistant. Fifty-six apprentices are under 19 years of age.

There were 422 adult learners studying on a range of courses in beauty therapy, early years and personal training.

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

Adult learners do not receive enough teaching to enable them to understand fully the content of the curriculum that they study. As a result, just under two thirds of learners have fallen considerably behind in their learning and have not achieved their qualification on time. A significant proportion of learners left their course before achieving. When teaching does happen, too few learners regularly attend.

The large majority of apprentices who started their apprenticeship left before completing it. Of those who remain on their programmes, almost half are making slow progress and are not on track to complete their apprenticeship in the planned time. As with adult learners, too few apprentices attend regularly. This is because leaders do not enforce their expectations about regular attendance.

Those adult learners and apprentices who stay on to the end of their course or apprenticeship achieve their qualifications. Just over half of those apprentices who complete their apprenticeship gain merit and distinction grades in their final assessments.

Tutors and skills tutors build trusting and supportive relationships with learners and apprentices. This enables learners and apprentices to improve their confidence and self-esteem. Level 2 early years practitioner apprentices confidently plan food play activities. This helps children develop their fine and growth motor skills.

Most learners and apprentices understand fundamental British values, which they confidently apply at work. For example, level 2 early years practitioner apprentices provide opportunities for the children they support to participate in activities that develop their understanding of the values of respect and tolerance, such as celebrating Chinese New Year and Eid.

A few learners and apprentices take part in community and charity events. Learners on the level 3 massage therapy course volunteer at local hospices, where they give massages to hospice users.

Learners and apprentices feel safe and know who to go to if they have any issues or concerns. Most know how to keep themselves safe from the risks of extremism and radicalisation.

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

Since the previous inspection, the quality of education has declined significantly. The proportion of apprentices who achieve their apprenticeship has substantially decreased. Too few learners and apprentices make good progress and achieve on time. This hinders learners and apprentices from quickly moving on to the next stage in their careers.

Most of the weaknesses identified at the previous inspection remain. This is because, until recently, governance arrangements were weak, and board members did not provide effective support or challenge to leaders.

A new leadership team has been in place since April 2025. New leaders have restructured and created additional leadership roles to improve the quality of education. Leaders have taken a number of actions to support improvements, including evaluating the effectiveness of reviews of apprentices' progress. They have carried out learner and employer feedback meetings to inform changes. Leaders have used this information to redesign reviews of apprentices' progress and have provided training for skills tutors. However, these actions have not had the desired impact, and the quality of reviews remains a weakness.

Since January 2025, a newly appointed chair has taken decisive action to establish a new board and to restructure the oversight of the organisation. These new board members have appropriate expertise and experience in the further education and skills sector. They have a clear understanding of the areas for improvement and closely monitor leaders' actions. However, it is too early to see the full impact of these changes.

Leaders do not have an accurate oversight of the progress that adult learners make. They do not identify learners who make slow progress. Leaders do not have any actions in place to help these learners catch up and achieve.

Tutors and skills tutors do not use the information that they collect about learners' and apprentices' starting points. Most learners and apprentices follow the same curriculum, irrespective of their prior knowledge and skills. Learners and apprentices are not challenged to achieve their full potential.

In progress reviews, tutors and skills tutors do not set specific actions and target dates for what learners and apprentices need to do to gain relevant knowledge, skills and behaviours. For instance, tutors have identified that adult learners in level 3 combined beauty skills need to develop time management and organisation skills, but they have not set any specific actions or target dates to help these learners to develop these skills.

Skills tutors do not plan or coordinate on- and-off-the job training. A high proportion of employers do not routinely attend their apprentice's progress reviews. Too few employers know what their apprentices are learning or that they are behind in their training. Employers do not routinely plan enough opportunities at work for apprentices to practise and hone their skills.

Most apprentices do not know how to improve their work. This is because, in the main, skills tutors do not routinely provide timely and precise feedback to apprentices.

Leaders ensure that tutors and skills tutors have the appropriate knowledge and experience to teach their subjects. However, leaders do not provide them with

effective training to develop further their teaching skills. To date, only a few tutors and skills tutors have received training on how to use assessment effectively.

Most learners and apprentices develop their English and mathematical skills. Level 2 adult care worker apprentices accurately measure and calculate the fluid outputs of residents' urine and log this information on their chart. Level 3 nail technician learners appropriately apply with accuracy a range of terminology, such as onychophagy and onychorrhexis.

Adult learners and apprentices who attend their training benefit from appropriate careers information, advice and guidance. They access a range of information, such as creating a curriculum vitae and job searching.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the provider need to do to improve?**

- Identify and implement actions to reduce significantly the proportion of learners and apprentices who leave their course or apprenticeship early.
- Improve oversight of learners' progress in order to increase the proportion of learners and apprentices who achieve their qualification and apprenticeship on time.
- Improve learners' and apprentices' attendance to their training.
- Provide tutors and skills tutors with effective training to help them improve further their teaching skills.
- Ensure that tutors and skills tutors use the information on learners' and apprentices' starting points to plan individualised learning, so that learners and apprentices are challenged to achieve their full potential.
- Ensure that tutors and skills tutors set effective targets that support learners and apprentices to make good progress.
- Ensure that employers attend their apprentice's progress review so that skills tutors can effectively plan and coordinate on- and off-the-job training for apprentices that supports rapid skills development at work.
- Provide all learners and apprentices with helpful feedback on their work so that they can improve the quality of their work, including their English written skills.
- Provide adult learners with sufficient teaching to enable them to fully understand the content of the curriculum they study.

## Provider details

<b>Unique reference number</b>	52587
<b>Address</b>	23-25 Goodlass Road Liverpool L24 9HJ
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<b>Website</b>	<a href="http://www.jarvis-eu.com">www.jarvis-eu.com</a>
<b>Principal, CEO or equivalent</b>	Mary Sansom
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	13 to 16 December 2022
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the director of quality, 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 visiting 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	His Majesty's Inspector
Alison Humphreys	His Majesty's Inspector
Mark Keen	His Majesty's Inspector
Jaqui Scott	Ofsted Inspector
Liz Greenhalgh	Ofsted Inspector

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