

Jarvis Training Management Ltd

Reinspection report

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Name of lead inspector: Sheila Willis HMI

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Type of provider: Independent Learning Provider

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Introduction

Jarvis Training Management Ltd (JTM) was inspected in July 2008. The quality of provision was found to be satisfactory or better in all areas inspected, except in business, administration and law, which was found to be inadequate. Ofsted is responsible for reinspecting all provision that is inadequate. The inadequate subject area was reinspected on 16 and 17 February 2010.

The outcome of the reinspection is as follows:

Subject area/type of provision	Original grade	Reinspection grade
Business, administration and law	4	2

Context

Forty-eight learners are on business administration programmes. There are 38 apprentices and 10 Train to Gain learners who are in placements in West and North Yorkshire and in the North West area. Many of the apprentices are adult learners. Learners are employed in local authority offices and schools.

Key findings

- Outcomes for learners are outstanding and have improved significantly year-on-year since the last inspection. In 2008/09, overall success rates and those completed within the agreed timescale are outstanding at between 96% and 100% on apprenticeship and Train to Gain programmes. Learners make very good progress with many achieving before their planned time. Learners' work is of a high standard. They develop good research skills and their reflective statements are particularly good.
- Learners enjoy their programmes and improve their self-esteem and confidence at work. Their understanding of organisational policies and how to be more effective at work is good. Adult learners overcome their fears about returning to learning and many now have plans to progress to higher level qualifications.
- Learners adopt safe working practices which are reinforced during their meetings with trainers. Learners feel very safe at work and during learning. They demonstrate a good understanding of health and safety requirements and are able to make informed decisions about their well-being.
- The quality of provision is satisfactory overall. Teaching, training and assessment are satisfactory. Learning is planned adequately. Learners receive good support for key skills learning from specialist tutors.
- JTM has made substantial improvements to assessment practice which is now well planned and carefully documented. Effective use is made of learners' work to build portfolios of competence. However, insufficient use is made of technology to improve assessment practice and recording of evidence.

- Initial assessment and induction are satisfactory. Learners' prior achievements are recorded effectively and acknowledged when planning learning. Qualifications and the choice of specialist units of study match learner job roles well.
- Learners' progress reviews are satisfactory. Since the last inspection JTM has implemented new processes, placing good emphasis on monitoring learners' progress. Employers are kept informed of progress but are insufficiently involved in the review process to inform planning and provide support for their learners. Trainers do not use individual learning plans to plan and monitor learning targets sufficiently well.
- Learners' and employers' needs are very effectively met. The range of qualifications meets learners' and employers' needs. Learning and assessment are organised well to fit in with learners' work priorities. Employers recognise the value of the training in improving their employees' performance. JTM is working effectively in partnership with a local provider to share good practice.
- Support and care for learners are good. Trainers provide very effective support and guidance for adult learners who are returning to learning. Learners use the internet effectively to keep in touch with their trainers and receive helpful and timely feedback on their work. Information, advice and guidance are satisfactory.
- JTM has made significant progress in improving performance in the subject area. The monitoring of learners' progress is good. Assessment and internal verification are now more systematic and thorough. Staff benefit from a good range of training and development activities to improve their knowledge and skills.
- Learners have a good understanding of their rights and responsibilities. Some learners have a particularly good understanding of diversity issues as this forms part of their work role. Learners have sufficient information about reporting issues of welfare, safety and risk.
- The self-assessment report accurately judges performance and identifies the impact on users well. Some areas for improvement are not clearly defined. The quality improvement plan accurately identifies key areas for improvement.

What does Jarvis Training Management Ltd need to do to improve further?

- Involve employers more in learners' progress reviews to increase their contributions to target setting and planning and prioritising learning.
- Make better use of learners' individual learning plans to set and monitor learner targets.
- Increase the use of technology to make assessment practice more efficient and effective.

Additional Themes

Inspectors explored the following themes as part of this reinspection.

Self-assessment and improvement planning

What progress has the provider made in ensuring that the self-assessment process contributes to improvements? Significant progress

Since the last inspection JTM have significantly improved their self-assessment process. The self-assessment process is inclusive of staff at different levels and the improvement plan is carefully reviewed each quarter. The monitoring and review of targets has improved significantly and has had a considerable impact on improving learner outcomes. The quality framework coherently links self-assessment, improvement and business planning with key quality monitoring processes very well. Staff are fully aware of company and individual targets and their personal contributions to meeting them.

The self-assessment report is detailed, evaluative and critical. It draws on a wide evidence base, including data, sets challenging and ambitious improvement targets and effectively identifies the impact on learners.

How well do quality improvement processes contribute to improvement? Reasonable progress

The previous inspection identified that the quality improvement system was underdeveloped. JTM now have comprehensive quality improvement processes that ensure the systematic monitoring of all aspects of learning. Audit processes have improved from a previous compliance model to a useful qualitative tool which promotes improvement. A thorough annual observation of teaching and learning is becoming established as a supportive and developmental process. Detailed analysis of findings from observations enables identification of development themes that link to appraisal and staff development planning. JTM have improved documentation to provide detailed criteria to support greater consistency in grading teaching observations. However, JTM recognises that it is currently unable to moderate grade judgements; some grades awarded were found to be too high by inspectors. The observation grade profile, so far, in 2009/10 is similar to that of 2008/09. Arrangements for improving unsatisfactory sessions are clearly articulated but those for improving satisfactory sessions are not.

Action points from each quality process are carefully followed up. Internal verification is now a thorough process. Further improvements include better procedures for gathering feedback from learners and their managers at key stages of learning programmes. JTM plan to enhance response rates through telephone surveys using well structured, open questions.

Outcomes for learners

Have the improvements in success rates identified at the previous monitoring visit been maintained? Are there any significant variations between groups? Significant progress

Success rates have further improved since the monitoring visit in April 2009. Success rates improved incrementally over a three-year period from 2006/07 to 2008/09. In 2008/09, performance was outstanding on Train to Gain programmes. Overall and timely success rates were particularly high at 97% and 94% respectively. On apprenticeship programmes, overall success rates were high and success rates completed in the agreed timescale, good. On both programmes, outcomes significantly exceed national averages.

The previous inspection identified that trainers were aware of their responsibilities to ensure learners achieved but no measurable interim or completion targets were in place to monitor progress. Systems to monitor learner performance are now thorough, very effective and have had a significant impact on improving learners' performance. Trainers report to senior managers each month on individual learner performance. Poor performance by learners is reviewed and closely monitored. Many learners complete before the planned end date.

Senior managers receive monthly management information reports on the performance of different groups of learners. The information is detailed and useful to the company. The particularly good improvements in outcomes since the previous inspection have narrowed any achievement gap between different groups. However, the company does not sufficiently draw conclusions from data analysis to determine if there are any variations between groups of learners.

Quality of provision

What progress has been made with the implementation of the skills for life strategy? What impact is it having on learners? Reasonable Progress

The previous inspection identified literacy, language and numeracy development across the company as an area for development. An improved focus on Skills for Life has increased the staffing in this area from two to seven since the previous inspection. Training to support staff in their work is good and is developing a wide range of skills within the team. The focus on learners with literacy and numeracy development needs has improved and much work to raise staff awareness about Skills for Life has taken place. The team is effectively developing and implementing a pilot project for functional skills in response to forthcoming changes in the apprenticeship frameworks and is taking subject specialist level 4 qualifications to support this. The Skills for Life strategy is becoming embedded across the company. However, initial assessment results for Train to Gain learners are not systematically recorded on individual learning plans and, therefore, support is not monitored. JTM acknowledge in the self-assessment report that this remains an area for

development. Some recent action has been taken to address this issue but it is too soon to judge the impact on learners.

Leadership and management

Have the improvements identified at the previous monitoring visit in safeguarding been further embedded? Reasonable progress

At the previous monitoring visit, the company was making reasonable progress in implementing safeguarding arrangements. Further work has been done to improve arrangements and make them more robust. A high proportion of staff have completed external safeguarding training, with a target date of August 2010 as a deadline for all staff. Criminal Records Bureau (CRB) checks are carried out in a timely fashion and records of these checks are robust. Measures to protect learners whilst awaiting CRB clearance for trainers are appropriate. The company checks staff against the barring register before trainers are allowed to start their role working with learners. Trainers are always supervised when working with learners until CRB clearance is received.

The company's human resources department supplies managers and staff with regular and useful updates on safeguarding legislative requirements. A new policy for safeguarding children and vulnerable adults was produced in January 2010 which is thorough and clearly defines the company's approach to safeguarding arrangements. Procedures to outline appropriate practices and risk-assessment are being further developed. The company has recognised the need for further training to ensure staff have a thorough understanding of its policy and are able to confidently apply it.

How effectively does the provider actively promote equality and diversity? Reasonable progress

At the previous inspection, JTM's approach to promoting equality and diversity was satisfactory. Since then, JTM have invested in developing their managers to raise their self-awareness of equality and diversity topics and how they affect their work through a level 3 management training programme, which includes equality and diversity units. Most staff completed equality and diversity training in December 2009. Personal statements reveal high levels of reflection on individual attitudes and behaviours.

An equality and diversity booklet has been introduced for learners to work through during their programme. However, some learners progress through this too slowly and when the booklet is complete, there is no indication that understanding is extended or refreshed. Staff do not systematically reinforce or check learners' understanding of equality and diversity topics.

What further progress has been made to improve staff development opportunities? How is this improving provision for learners?	Reasonable progress
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JTM have made reasonable progress in further improving staff development opportunities since the last inspection. Many examples of good staff development and training are in place that link well to business need. All managers are making good progress towards completing Institute of Learning and Management qualifications that include specific units for health and safety and equality and diversity. These units are also offered to other staff. Managers have completed Skills for Life qualifications in literacy and numeracy, raising their awareness of the challenges faced by learners. Many staff with teaching commitments have completed the qualification in preparing to teach in the lifelong learning sector and plan to progress to the certificate in teaching in the lifelong learning sector. Company training on topics drawn from the outcomes of the observation of the teaching and learning process includes target-setting for learners but JTM recognises that staff do not yet apply these skills consistently.

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