

Inspection of JAG Training Limited

Inspection dates: 23 and 24 September 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Requires improvement

Information about this provider

JAG Training is an independent learning provider in south east London. It offers apprenticeships in education and health leadership. At the time of the inspection, there were five apprentices on the level 4 school business professional apprenticeship standard and fewer than five apprentices on the level 5 leader in adult care standard. All apprentices were adults aged over 19.

All apprentices studying at JAG Training complete their training online.

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

Apprentices enjoy their training because staff promote an inclusive environment where apprentices feel valued and respected.

Apprentices support each other well during their programme. For example, school business professional apprentices spend time together before and after teaching sessions to discuss what they have learned. This means that apprentices develop professional behaviours, such as collaboration, which are required for their apprenticeship standard and help them to work more effectively.

Tutors help apprentices to develop their confidence. For example, tutors encourage level 5 adult care apprentices to present their ideas in training sessions and take additional public speaking courses. This helps apprentices develop the confidence and communication skills they need to work with stakeholders such as GPs and family members.

Most apprentices know what to expect from their apprenticeship because leaders and managers explain the structure and requirements of the training well. In a few instances, apprentices new to their course are not sure of all the requirements of their apprenticeship and would like more information earlier in their course.

Apprentices feel safe and know how to report concerns.

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

Leaders and managers have put in place a well-designed curriculum. Leaders have strong connections with a local network of school and adult care leaders who help them to plan a good curriculum. For example, leaders meet with local authority employer groups to find out about their need for school business leaders and managers in adult care. Using input from employers, tutors help learners to develop the up-to-date knowledge, skills and behaviours they need at work.

Leaders design the curriculum in partnership with apprentices' managers, so that apprentices have the chance to apply their new knowledge and skills at work. For example, when learning about finance, school business professional apprentices shadow their school business manager to see firsthand how they monitor budgets and complete year-end reports. This helps them to understand better how their new knowledge will help them in their future careers.

Tutors use effective teaching strategies to help apprentices understand and retain new knowledge. They use their industry knowledge well to create stimulating discussions around topical subjects. They use well-targeted questions to guide apprentices to apply new knowledge to examples from their working lives. For example, they challenge apprentices to evaluate the benefits and risks of artificial intelligence in a school or healthcare setting. These strategies help apprentices to recall what they have learned and improve their critical thinking skills.

Tutors prepare apprentices very well for their final assessments. Level 5 adult care tutors, for example, help apprentices to recall knowledge about governance that they learned early in the course through practice professional conversations with their peers. This approach helps apprentices to remember knowledge from the whole curriculum when they take their final assessments. Additionally, tutors make sure that apprentices know what they need to do to gain distinction grades, and the majority of apprentices that complete their studies do so.

Leaders and managers have made suitable changes to increase the proportion of apprentices who complete their programmes. For example, they work closely with employers to make sure that apprentices receive their entitlement to time during working hours to complete their studies. These measures have contributed to a recent improvement in the proportion of apprentices who achieve their qualifications and the number who achieve distinction grades. Apprentices leave with the qualifications and skills that they need to progress in their careers.

Tutors provide a broad range of suitable resources and courses that apprentices access to develop their wider personal skills. For example, level 4 school business professional apprentices complete speech writing and presentation courses that help them to develop skills valuable in their careers. However, leaders and managers do not monitor sufficiently well how many apprentices access these opportunities so that they can assess their usefulness and tailor the offer to suit all apprentices.

Tutors give apprentices useful careers advice. For example, they help apprentices with CV and interview preparation and discuss career options. This helps apprentices to understand their potential career pathway into management roles in different educational settings and care providers, or through promotion at work.

Leaders and managers use quality improvement processes effectively to assess how well tutors teach online lessons. They give tutors useful feedback following observations of teaching. Leaders are well aware of the strengths and areas for development of their teaching team. They provide targeted professional development to help tutors improve their practice when needed. This contributes to the high quality of online lessons.

Leaders have strengthened governance arrangements so that there is more challenge for leaders in areas such as the development of strong employer relationships. This challenge has contributed to an improvement in communication between staff and employers. For example, they now plan training and review apprentices' progress more frequently and effectively. Apprentices benefit from the closer relationship between their employers and their tutors.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Provide apprentices with sufficient information about the requirements and structure of their programme from the start of their apprenticeship.
- Monitor apprentices' take-up of personal development opportunities and assess their usefulness to tailor the offer to better suit all apprentices.

Provider details

Unique reference number	2494996
Address	12a Newmarket Green London SE9 5ER
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Website	www.jag.training
Principal, CEO or equivalent	Geraldine Julius
Provider type	Independent learning provider
Date of previous inspection	12 to 14 July 2022

Information about this inspection

The inspection team was assisted by the director, 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

Claudia Harrison, lead inspector
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His Majesty's Inspector
Ofsted Inspector

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