

Jigsaw Training

Inspection report

Unique reference number: 52601

Name of lead inspector: Jan Smith HMI

Last day of inspection: 04 June 2010

Type of provider: Independent learning provider

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Information about the provider

1. Jigsaw Training is a private training provider based in Preston, Lancashire and has been operating since January 1997. Jigsaw Training provides training throughout England on employers' premises. Jigsaw Training staff in Preston provide administration services and management support. The Skills Funding Agency North West funds the delivery of security training through Train to Gain. This leads to the intermediate level Security Practitioner Qualification accredited through the National Open College Network. There are currently 22 learners, employed by two companies. In addition, Jigsaw Training provides government funded training on behalf of the MITIE Group through a National Employer Service contract. However, this provision was not in scope for this inspection. Government funded provision represents approximately 8% of the overall business carried out by the company. Jigsaw Training has four directors, one manager, three centre support staff and fourteen trainers and assessors. At the previous inspection, Jigsaw Training held a contract with the Lancashire Learning and Skills Council (LSC) to provide Employer Training Pilot provision for intermediate level national vocational qualifications in security. This contract ended in 2006 and Jigsaw has only had Train to Gain funded learners since November 2007.

Type of provision	Number of enrolled learners in 2008/09
Employer provision: Train to Gain	33 learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	3
Subject Areas	
Public services	2

Overall effectiveness

2. Learners make very good progress in gaining qualifications at Jigsaw Training. They enjoy their training, demonstrate significantly improved knowledge and security skills, and increase their employability. Learners feel safe at work and follow safe working practices.
3. Teaching, training and assessment are good. Learners benefit from carefully planned training sessions delivered by well-qualified, experienced and knowledgeable coaches. Learners appreciate the new skills they learn during the programme and the opportunity to gain a qualification in an uncertain jobs market. Employers value the way the programme is helping their security staff to perform more effectively at work. Jigsaw Training has developed very strong relationships with employers. Coaches offer learners good initial advice and guidance, and support learners well during their training.
4. The company is committed to supporting high quality work-based learning in partnership with employers. It has a very good understanding of the security sector and responds well to changes within it. Communications across the company are very good. Operational management is good overall. Jigsaw Training makes good use of data and challenging targets to improve its performance. The company has sound arrangements to safeguard its learners and is meeting government requirements. Jigsaw Training's approach to

equality and diversity is satisfactory. Jigsaw Training has strengthened its quality improvement procedures, placing a much stronger emphasis on the learners' experience. The company uses self-assessment very well to plan action for improvement. Jigsaw Training provides good value for money.

Main findings

- Success rates at Jigsaw Training are very high. Very effective action by managers has led to substantial improvements over the past two years. Learners enjoy their training, demonstrate significantly improved knowledge and security skills, and increase their employability. Learners feel safe at work and carry out their duties in a safe manner in the workplace.
- Teaching, training and assessment are good. Coaching sessions are well planned, detailed and clearly linked to qualification requirements. Coaches are well qualified, experienced and knowledgeable.
- Arrangements for skills for life provision are satisfactory. However, the initial assessment process is too informal and over-reliant on the skills and experience of individual coaches to identify support needs.
- Learners appreciate the new skills they learn during the programme and the opportunity to gain a qualification in an uncertain jobs market. Employers value the way the programme is helping their security staff to perform more effectively at work.
- Jigsaw Training has developed very strong relationships with employers, adapting the content and timing of the programme to suit the context in which their staff operate.
- Coaches offer learners good initial advice and guidance to ensure learners can benefit from their programme. They deal with learners' concerns sensitively, and are able to refer them to additional sources of support if appropriate.
- The company has a strong strategic commitment to supporting high quality work-based learning in partnership with employers. It has a very good understanding of the security sector and responds well to changes within it.
- Communications across the company are very good. Operational management is good overall. Jigsaw Training makes good use of data and challenging targets to improve its performance.
- The company has satisfactory arrangements to safeguard its learners and is meeting government requirements. There are designated officers responsible for safeguarding. It checks all staff through the Criminal Records Bureau (CRB). The company takes very seriously the health and safety needs of its learners including vulnerable adults, responding quickly to any concerns.
- Jigsaw Training has a strong commitment to equality and diversity that is highly valued by learners and promoted well through the training programme. The company has improved its use of data to monitor the achievement of different groups. However, it makes too little use of its equal opportunities policy and of staff training to drive further improvement.

- Jigsaw Training has strengthened its quality improvement procedures, placing a much stronger emphasis on the learners' experience. The self-assessment process is inclusive and accurate, draws on a wide range of evidence, including the views of learners and employers, and is used very well to plan action for improvement.
- Jigsaw Training has prioritised use of its resources very effectively to improve outcomes for learners and secure value for money.

What does Jigsaw Training need to do to improve further?

- Develop the safeguarding policy through training for staff and effective links with other stakeholders, including employers and the Independent Safeguarding Authority.
- Strengthen the promotion of equality and diversity by providing up-to-date training for staff and linking the equal opportunities policy to a clear plan for implementation.
- Establish a more structured way of involving workplace supervisors in the learning process to ensure they are fully aware of learners' progress and how they can support this.
- Formalise the initial assessment process to ensure a more consistent approach for managing the Skills for Life provision.

Summary of the views of users as confirmed by inspectors

What learners like:

- the knowledge and professionalism of the skills coaches
- being able to learn new skills
- gaining a broader understanding of security work
- the company's very clear commitment to fair treatment for all.

What learners would like to see improved:

- more involvement by line managers.

Summary of the views of employers as confirmed by inspectors

What employers like:

- Jigsaw Training's good understanding of the business and training needs of employers
- The provider's very responsive and flexible approach
- The respect the company shows to learners
- The way the company adapts the training to suit the workplace context
- The professional approach of Jigsaw staff.

What employers would like to see improved:

- More involvement in the learning process.

Main inspection report

Capacity to make and sustain improvement

Grade 2

5. Jigsaw Training has made significant improvements to its management processes and to learner outcomes. Over the last two years, the company has increased substantially the rate at which learners progress and achieve their qualifications, exceeding the challenging target it set for this year. It has strengthened the use of data and performance indicators to monitor the quality of provision and the performance of different groups of learners. Improved quality procedures now place a much stronger emphasis on the learners' experience. Self-assessment is accurate and leads to effective planning for improvement.

Outcomes for learners

Grade 2

6. Success rates at Jigsaw Training are very high. Very effective action by managers has led to substantial improvements over the past two years. Overall success rates for Train to Gain have risen from 26% in 2007/08 to 100% at the time of inspection. The rate of progress towards completion has also risen from a very low level in 2007/08 to well above the national rates in 2008/09. At the time of inspection, the rate of progress is close to 90%, exceeding the company's target of 80%.
7. Learners enjoy their training and demonstrate significantly improved knowledge and security skills. They increase their employability by developing useful transferable skills and produce a good standard of work. They understand their rights and responsibilities at work and many demonstrate greater self-confidence. The outcomes for different groups are very similar.
8. Learners feel safe at work. Trainers pay careful attention to health and safety, and skills coaches routinely reinforce this when visiting learners in the workplace. All learners carry out their duties in a safe manner in the workplace. Where problems are identified they are addressed quickly and appropriately by skills coaches.

The quality of provision

Grade 2

9. Teaching, training and assessment are good. Coaching sessions are well planned, detailed and clearly linked to qualification requirements. Learners refer to a helpful and comprehensive workbook during their training. Coaches conduct thorough assessments of learner knowledge and understanding. Sessions are clearly focused on helping the learner to acquire new knowledge and understanding of the security industry.
10. Coaches are well qualified, experienced and knowledgeable. They use digital recording effectively to capture evidence from coaching sessions. Learners value the detailed feedback and guidance they receive.

11. Arrangements for skills for life provision are satisfactory. However, the initial assessment process is too informal and over-reliant on the skills and experience of individual coaches to identify support needs. The company is currently piloting an appropriate skills for life support scheme in the South of England in order to identify the most effective way of providing additional support for learners.
12. Learners appreciate the new skills they learn during the programme. Many spoke positively about the impact that the qualification would have in an uncertain jobs market. Experienced security officers value the way the learning programme has helped them to carry out their day-to-day duties in a more professional manner. Employers see improvements in their employees' confidence and competence in carrying out their job roles, including, for example, in writing incident reports.
13. Jigsaw Training has developed very strong relationships with employers. Staff work hard to meet employers' needs and to ensure that the learning process benefits both the learners and employers. Coaches are flexible when making arrangements to work with learners, often working unsocial hours to accommodate employees' shift patterns.
14. Coaches offer learners good initial advice and guidance and a detailed assessment of their learning needs in relation to the target qualification. Learners have a clear understanding about their learning programme.
15. Coaches deal with learners' concerns sensitively, and are able to refer them to additional sources of support if appropriate. Coaches give literacy and numeracy support when needed.

Leadership and management

Grade 2

16. The company has a strong strategic commitment to supporting high quality work-based learning in partnership with employers. It has a very good understanding of security work in a wide range of contexts and responds well to changes in the sector. For example, it has adapted the qualifications to better reflect employers' needs.
17. Communications across the company are very good. Jigsaw Training uses meetings well to focus on its priorities for development. Operational management is good. The provider has improved its use of performance indicators to monitor progress. It has set and exceeded challenging targets for improving learners' achievement.
18. Jigsaw Training has developed a comprehensive range of policies but these are not all regularly reviewed or used systematically to plan action for improvement. The company does not yet have a policy to support sustainability.
19. The company has satisfactory arrangements to safeguard its learners and is meeting government requirements. It has appointed and trained designated

officers responsible for safeguarding. It checks all staff through the Criminal Records Bureau (CRB) and keeps a central record. Learners know who to contact if they have any concerns about their safety. The company takes very seriously the health and safety needs of its learners including vulnerable adults. Staff take swift and very effective action to address any concerns about unfair discrimination, harassment or bullying. The company has taken steps to raise staff awareness of safeguarding issues, and has plans to extend formal training to all staff.

20. Jigsaw Training's strong commitment to equality and diversity is highly valued by learners. This is made very clear through the support and encouragement coaches give to the many learners who may lack confidence in their capacity to gain a qualification or who need help with their literacy skills. Staff take swift and very effective action to address any concerns about unfair discrimination, harassment or bullying. Coaches introduce learners to the company's equal opportunities values at induction. Their understanding is developed further as part of their security training.
21. Equality and diversity issues are addressed regularly at all staff meetings. The company has strengthened its use of data to monitor patterns of recruitment and the achievement of different groups of learners. It has not yet set targets for improvement but recognises this as a next step. Jigsaw Training's use of its equal opportunities policy to drive further improvement is underdeveloped. Staff have not received recent formal training in equality of opportunity.
22. Jigsaw Training has made significant improvements in its arrangements for quality improvement. These now place a much stronger emphasis on the learners' experience. Formal monitoring visits to training sites incorporate the observation of coaching and progress reviews and discussions with learners. Managers make very effective use of the observations to plan improvements in the performance of individual staff. However, these have not yet led to a formal company-wide training needs analysis or training plan.
23. The provider makes good use of self-assessment. This is now an integral part of the quality improvement procedures and is used very well to plan action for improvement. The report draws on a wide range of evidence, including the views of learners and employers, and is clearly linked to the common inspection framework. All staff are invited to contribute to and comment on the report. The report is very accurate in the judgements it makes and in the grades allocated.
24. Jigsaw Training has prioritised the use of its resources very effectively to improve outcomes for learners and secure value for money. Coaches are particularly well qualified and experienced in their field. Very good use is made of technology to support the assessment process.

Information about the inspection

25. One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the provider's Director of Quality, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
26. Inspectors used group and individual interviews, telephone calls and emails. They also observed learning sessions, assessments and progress reviews.

Record of Main Findings (RMF)
Jigsaw Training

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	22	22
Part-time learners		
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
Are learners able to make informed choices about their own health and well being?*	-	
How well do learners make a positive contribution to the community?*	-	
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	-	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision.

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