

# Positive Approach Academy for Hair

## Reinspection report

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**Unique reference number:** 53945

**Name of lead inspector:** Charles Clark HMI

**Last day of inspection:** 29 October 2010

**Type of provider:** Independent learning provider

**Address:** 14 Oswald Road  
Scunthorpe  
South Humberside  
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## Information about the provider

1. Positive Approach Academy for Hair (PAAH) is a privately owned company, established as a government-funded training organisation in 1984. The organisation contracts with the Skills Funding Agency to provide hairdressing training for 30 apprentices and 46 advanced apprentices, which it does from a purpose built learning centre in Scunthorpe. The company works with 40 employers who are located primarily in Scunthorpe and its surrounding areas. Twenty-nine Year 10 and Year 11 pupils from five local schools attend the learning centre for two days each week on a young apprenticeship programme.
2. The managing director has specific responsibility for health, safety and strategic management. The course director manages a team of six trainers and assessors and is responsible for quality improvement, curriculum management, internal verification, and marketing. Learners attend the learning centre on alternate weeks for one full day for theory, and skills development and assessment. The trainers and assessors complete practical assessments at the learning centre and on employers' premises.
3. This reinspection follows the previous inspection in October 2009. At the previous inspection, overall effectiveness and safeguarding were judged to be inadequate. The provision in the subject area was judged to be good as were outcomes for learners, quality of provision, and equality and diversity. Capacity to improve, and leadership and management were judged to be satisfactory.
4. North Lincolnshire is a rural area with a population of 159,000, of whom 2.5% are from minority ethnic backgrounds. The local authority has a rank average score of 132 in the 2007 Multiple Deprivation Index. In 2008, 41.6% of young people in the area achieved five or more GCSEs at grades A\* to C including mathematics and English, compared with 47.6% nationally.

Type of provision	Number of enrolled learners in 2009/10
<b>Provision for young learners:</b> 14 to 16	29 part-time learners
<b>Employer provision:</b> Apprenticeships	76 apprentices

## 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		1
Quality of provision		2
Leadership and management		2
Safeguarding		2
Equality and diversity		2
Subject Areas		Grade
Service enterprises		2

## Overall effectiveness

5. The overall effectiveness of the provision is good. Learners enjoy their training, gain increased confidence, work safely and develop very good hairdressing skills. The proportion of learners who stay on the programme is very high, and the proportion who successfully achieve the qualifications is outstanding.
6. Teaching, learning and assessment continue to be good. The teaching of theory has improved with the tutors frequently checking the understanding of learners by the use of questioning. Working relations between PAAH staff and employers are good, and the needs of learners and employers are met well. The monitoring of learners' progress is good, and good use is made of tracking sheets and display charts. Care, guidance and support for learners are good. Learners understand the programmes they are on, and are provided with good information in order to help them make appropriate career choices. Accommodation is adequate. However, it is cramped for the size of the groups. The resources available are not up to current commercial standards.
7. Senior managers provide good leadership and manage the provision well. The promotion and monitoring of equality and diversity are good. Quality improvement is good, and the quality assurance procedures integrate well with the self-assessment process and the quality improvement plan. Learner and employer feedback is used well to improve the provision. Processes to protect

learners from bullying and harassment and to promote healthy living are very effective. The company is now fully compliant with all current safeguarding legislation.

## Main findings

- Outcomes for learners are outstanding. Success rates for young apprentices, apprentices, and advanced apprentices have been consistently well above the national average for the last three years. Attendance and punctuality are excellent.
- Key skills training is particularly good. Learners are set targets for key skills progress, which enable them to complete the qualifications early. In key skills lessons, learners are given very meaningful activities, which directly relate to hairdressing and their salon. Good individual coaching supports learners' progress well.
- Learners enjoy their studies and demonstrate very good levels of practical work-related skills, increasing their employability markedly. They also develop good interpersonal skills and confidence with clients. Young apprentices are conscientious and their work at PAAH helps improve their mainstream education. Progression rates between apprenticeships are good and improving.
- Teaching, learning and assessment are good. All learners receive training in the salons. The low ratio of learners to tutors helps ensure a high level of individual attention. Learners are motivated and engaged effectively in both theory and practical work. Some opportunities to challenge learners' understanding are missed. A few lesson plans are insufficiently detailed.
- The monitoring of learners' progress is highly effective. Tracking systems are well used to monitor and plan learners' progress. Most learners are ahead of their progress targets.
- The provision meets the needs and interests of the learners well. Planned training takes good account of learners' individual needs. Employers are highly satisfied with the training programmes. They value, review, and assess visits well. Some employers enhance their own skills by becoming advanced apprentices themselves.
- Learners are employed in good quality salons that are resourced well to support practical training. They aspire to the high professional standards demonstrated by colleagues who work in their salons. Most learners benefit from additional training opportunities. Accommodation at PAAH is adequate, although resources are limited and classrooms sometimes cramped.
- Partnership working is very good. The company works well with employers and links between staff on- and off-the-job are good. Links between PAAH and schools are strong, and a number of collaborative partnerships have been developed between them.
- Care, guidance and support are good. A comprehensive induction introduces learners to all aspects of their training programme and ensures that they have a

good understanding of the personal and study support available. Good use is made of information gathered during initial assessment to inform the teaching and support provided.

- Senior managers provide good leadership, and manage the provision very effectively. Feedback from learners and employers is used well to improve the provision. Staff development opportunities are good, and used well to maintain high standards and help learners achieve.
- Safeguarding policies and practices are effective. All aspects of the current legislative requirements are covered adequately. Strategies to protect learners from bullying and harassment are in place and effectively implemented. Healthy lifestyles are actively promoted to learners.
- The promotion of equality and diversity is good. It is covered thoroughly at induction and reinforced throughout the training. Learners have a good awareness of the legislation and of its importance but lack sufficient awareness of some issues relating to individual client needs such as disability. Strategies to promote the provision to underrepresented groups have been implemented successfully.
- Quality assurance processes, including self-assessment and quality improvement, are good. They are well coordinated. The quality improvement plan is closely linked to the judgements in the self-assessment report.

### **What does the Positive Approach Academy for Hair need to do to improve further?**

- Continue to maintain the high standards of provision and the outstanding success rates.
- Ensure lesson plans contain relevant information to enable the better integration of key skills and diversity into lessons.
- Ensure that staff regularly identify the different individual needs of client groups relating to ethnicity and disability and that they make better use of opportunities to widen learners' awareness of these needs.
- Improve the cramped accommodation and improve the resources to reflect current commercial standards.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- the really good support for spelling and written work
- being treated like an adult
- the use of on-line testing to get results more quickly
- the way in which everyone is treated equally
- the very good teaching.

**What learners would like to see improved:**

- more interesting theory sessions
- more lessons from manufacturers
- the out-of-date training salon.

**Summary of the views of employers as confirmed by inspectors**

**What employers like:**

- the very good and open working relationship with PAAH
- very helpful staff who are easy to deal with
- the excellent support for learners
- the much-improved communication over the last year.

**What employers would like to see improved:**

- nothing reported.

## Main inspection report

### Capacity to make and sustain improvement

### Grade 2

8. Since the last inspection PAAH has made several improvements to the provision. At the time of the last inspection outcomes overall were good, and the success rate for young apprentices was outstanding. Success rates for all learners are now outstanding and a high proportion of the learners achieve their qualifications within the planned deadlines. Staff development opportunities are good. Salon supervisors receive assessor training and all staff are helped to maintain their professional status through the provision of technical workshops and opportunities to work in salons. Safeguarding, which was judged to be inadequate at the previous inspection, is now good.
9. Communication is very good within the company, both informally and through frequent team meetings. Learners' progress is monitored carefully and any issues resolved efficiently and effectively. Quality improvement activities are now much better organised. Improvement plans are clearly focused and 'SMART'. They are linked closely to the findings of self-assessment, and their implementation is reviewed regularly.
10. The self-assessment process is inclusive and is informed appropriately by the views of employers and learners. The self-assessment report matches inspection grades, and the judgements within the report are clear and similar to those made by inspectors. The report is supported by better statistical analysis and comparison with national trends than was the case at the last inspection.

### Outcomes for learners

### Grade 1

11. Success rates are outstanding. Achievement and standards have improved since the previous inspection when they were good. Since then, overall success rates have improved considerably and are well above the national average. Success rates so far in the current year are very high. Most learners complete their apprenticeship frameworks within the planned duration of their programmes. Outcomes for young apprentices remain outstanding. Attendance and punctuality are excellent.
12. Learners complete key skills awards early in their programme. Key skills assignments are vocationally relevant. Activities are work related, and learners find them meaningful. Learners appreciate the good individual coaching which ensures early achievement.
13. Learners demonstrate very good practical skills early in their training. They are positive about and enjoy their training. Apprentices work confidently with clients and use techniques which are of a commercially acceptable standard. Most learners make good progress. A strong emphasis is placed on the development of personal and social skills. Portfolios are well presented and learners have a good understanding of the assessment process. Behaviour in training is

professional, and learners are fully engaged in their learning. Progression rates between apprenticeships are good and improving.

14. Learners feel safe. At induction they are provided with information and training to raise their awareness on safeguarding. Health issues and well-being are widely promoted, and learners know their rights. Learners use safe working practices and have a good awareness of health and safety issues. The company risk-assesses all premises, and complies with current legislation.

## **The quality of provision**

## **Grade 2**

15. Practical teaching, learning and assessment continue to be good. Learners benefit from good individual tuition. Tutors have a good understanding of the industry and have close links with salon employers. They are skilled in giving clear explanations of complex topics. A wide range of clients is available for training, meeting learners' assessments needs well. The duration of practical training sessions in the centre is adjusted to allow learners time to complete their work with clients, in line with normal salon practice. Assessment practices continue to be thorough, and feedback to learners is constructive and provides clear guidance on how to improve. Tutors are supportive in practical sessions but sometimes offer information too readily and miss opportunities to challenge and develop learners' understanding.
16. Theory sessions are now good. A good range of activities and choice of learning materials engages learners effectively. Tutors check learners' understanding frequently by questioning them. They do not always allow enough thinking time when posing questions. The format of lesson plans has been improved. However, these lack sufficient detail on how learning is to be matched to learners' needs and how key skills are to be incorporated within learning.
17. The monitoring of learners progress is good. Tracking systems are used well. Learners have a good understanding of assessment procedures and take responsibility for recording their progress. In practical sessions learners are fully aware of their progress and whether it is sufficient. Assessments are carefully planned to enable timely unit completion. Wall charts displayed at the centre show individual progress clearly, as do learners own tracking sheets. Both are kept up-to-date.
18. The provision meets the needs and interests of the learners well. Planned training takes good account of learners' individual needs. Employers are highly satisfied with the training programmes. They value the review and assessment visits. Some employers have decided to develop their own skills by becoming apprentices themselves. Progression routes are good. Learners can enter training through the school partnership work. Young apprentices can progress to higher levels, and many do. They are enabled to complete early, and most learners have high aspirations to progress to a National Vocational Qualification at level 3.



19. Learners are employed in good quality salons that are well resourced for practical training. A wide variety of salons is available helping ensure that the particular needs of learners can be met. Learners aspire to the high professional standards demonstrated by colleagues who work in the salons. Many learners benefit from useful additional training opportunities. Accommodation at the centre is adequate although rather cramped. Resources are limited and do not reflect current commercial standards.
20. Partnership working is very good. The company works well with employers and links between staff on- and-off the job are good, facilitated by regular visits by assessors. Salons and learners are closely monitored to ensure compliance to apprenticeship framework requirements. Particularly strong links with schools have been developed through collaborative partnerships which have enabled less academic learners to explore the vocational routes. Young apprentices do particularly well, and develop a more positive attitude to mainstream education as a result.
21. Care, guidance and support are good. A comprehensive induction introduces learners to all aspects of their training programmes and ensures that they have a good understanding of both the personal and study support available. Good use is made of information gathering during initial assessment.

## **Leadership and management**

## **Grade 2**

22. Senior managers provide good leadership and manage the provision very effectively. They have a very good understanding of the profession and its changing training needs. They communicate very effectively with the staff who are committed and enthusiastic. They all contribute effectively to the management and development of the provision. Staff work very effectively with employers and ensure that both learners' needs, and the needs of each employer are met. Staff work well together to provide a safe and supportive environment which enables learners to fulfill their potential.
23. Performance management continues to be good. Senior managers monitor each programme's performance carefully. Learners' progress is monitored carefully, and interventions to assist learners achieve their learning goals on time are effective. Learners and employers are fully aware of the progress each learner makes. Communication has improved and is now very good. Staff meetings are held frequently. They effectively review the company's performance as well as focusing closely on learners' progress and needs. Staff development continues to be good. All staff hold or are working towards teaching qualifications, and are actively involved in continuing professional development.
24. Safeguarding arrangements, judged to be inadequate at the previous inspection, have improved significantly and are now good. The policies and practices to protect and support learners meet the legislative requirements fully. All staff are CRB checked and a central register is maintained. All staff have been trained in safeguarding. Three have been trained to level 2 and one to level 3. All risk-assessments have now been carried out and updated. Learners

have a good awareness of safeguarding and it is promoted well during learner review meetings. Contact has been made with the local Safeguarding Board, and contact telephone numbers for both local and national support agencies are prominently displayed. Healthy living is promoted very well, through for example, many planned activities and outside speakers.

25. The promotion of equality and diversity is good. It is covered thoroughly at induction and reinforced regularly at review meetings. However, learners are insufficiently aware of some issues relating to individual client needs such as those relating to disability. Material celebrating diversity is displayed on the walls of the training rooms. A culture of mutual respect and an appreciation of diverse values are prominent within the organisation. The equality and diversity officer has completed a wide variety of activities designed to promote social inclusion within the local community, such as henna hand painting sessions. A higher proportion of male learners is recruited than is the case nationally, and an increasing number of learners from minority ethnic groups is being recruited. Free hairdressing is offered to financially disadvantaged clients with the additional benefit of providing more models for the learners. The company has a long term involvement with the Asian community, arranging, for example, sessions on hairdressing and henna hand painting.
26. Arrangements for quality assurance and improvement are improved and now good. They are now well integrated into the self-assessment process and improvement and development plans. Quality assurance reviews cover all aspects of the provision and now contain specific and measurable targets. Progress towards meeting these targets is monitored effectively. Observations of teaching and learning have been improved and compared to those of a comparable provider to check their rigour. Learners' and employers' feedback are used well to check on the quality of the provision and to identify areas for improvement. The self-assessment report is now more critical and makes better use of supporting data and evidence. It accurately reflects the judgements and grades made at inspection.

## **Information about the inspection**

27. One of Her Majesty's Inspectors and one additional inspector, assisted by the provider's Course Director, as nominee, carried out the reinspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding bodies, 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.
28. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

## Record of Main Findings (RMF)

## Positive Approach Academy for Hair

**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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	Employer responsive
<b>Approximate number of enrolled learners</b>			
Full-time learners	0	0	0
Part-time learners	105	29	76
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2		
<b>Outcomes for learners</b>	<b>1</b>	<b>1</b>	<b>1</b>
How well do learners achieve and enjoy their learning?	1		
How well do learners attain their learning goals?	1		
How well do learners progress?	1		
How well do learners improve their economic and social well-being through learning and development?	1		
How safe do learners feel?	1		
<i>Are learners able to make informed choices about their own health and well-being?*</i>	n/a		
<i>How well do learners make a positive contribution to the community?*</i>	n/a		
<b>Quality of provision</b>	<b>2</b>	<b>2</b>	<b>2</b>
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?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
<b>Leadership and management</b>	<b>2</b>	<b>2</b>	<b>2</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a		
How effectively does the provider promote the safeguarding of learners?	2		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
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?	3		

\*where applicable to the type of provision

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