

Toni & Guy UK Training Ltd

Inspection report

Unique reference number: 58591

Name of lead inspector: Marina Gaze HMI

Last day of inspection: 8 July 2011

Type of provider: Employer

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Information about the provider

1. Toni & Guy UK Training Ltd (T&G) is the training division of Toni and Guy Ltd (T&G Ltd), a family owned company operating 420 hairdressing salons worldwide. T&G was established in 2008 to bring all the government-funded hairdressing training of T&G Ltd into one area of management. Prior to 2009 T&G Ltd used subcontractors but now delivers all its own training. This is T&G's first inspection since becoming a national provider.
2. Currently, 203 T&G Ltd salons across England provide apprenticeship training. All T&G Ltd hairdressers must complete their apprenticeships before taking an in-house qualification which they need to work in the salons. T&G has 452 apprentices and four advanced apprentices. Some 417 are aged 16 to 18 and the remainder are adults. In addition, 21 young apprentices are provided for but were not in scope for this inspection.
3. Learners work in salons directly owned or franchised by T&G Ltd. All learners from the salons T&G Ltd owns in London attend T&G's London Academy for off-the-job training each week. Learners in franchised salons close to and in Manchester attend the Manchester Academy on alternate weeks for off-the-job training. Learners from franchised salons in or close to London and Chesterfield attend T&G's satellite centres for theory training and receive practical training and assessment in their salons. The remaining learners, who make up approximately half of all learners, receive all their training and assessment in their salons. In-salon trainers provide practical training sessions to all learners every week. Most learners work in salons which have assessors. T&G staff visit learners in their salons to provide additional training and assessment as required.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: 14 to 16	8 part-time learners
Employer provision: Apprenticeships	320 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		2
Quality of provision		2
Leadership and management		2
Safeguarding		2
Equality and diversity		3
Subject Areas		Grade
Hairdressing		2

Overall effectiveness

4. Overall effectiveness is good and T&G has a good capacity to improve. The proportion of apprentices who achieve their qualifications is satisfactory. Retention is improving and is now good. Current apprentices are making good progress. Learners are ambitious and hard working and gain good skills in hairdressing and customer service. T&G Ltd offers learners exciting career and progression opportunities and many learners take full advantage of them. Learners feel safe and are safe.
5. Learners benefit from good practical and theory teaching taught by highly skilled hairdressers. Prospective learners are assessed carefully to ensure their suitability for the programme and to identify their additional support needs. Learners are prepared carefully for assessment and receive constructive feedback to help them improve. Access to assessment in the satellite centres, academies and those salons which have salon-based assessors is good, but is less frequent for other learners. Enrichment is outstanding. The T&G Ltd artistic team, technicians and guest speakers visit salons, provide demonstrations and inspire learners. Learners participate in competitions and London Fashion Week. Employers are involved well in planning training. Learners receive good guidance and support.
6. Learners work in well-equipped, high-fashion, commercial salons. Learning resources are good overall and the academies are particularly well resourced. The use of electronic communication for tutors and learners is underdeveloped.

7. Leaders and managers have high expectations of learners, support them well and challenge them to succeed within the company. Learners' understanding of equality and diversity is satisfactory but their understanding of some diversity issues, such as disability and race, is not sufficiently well developed. T&G monitors the recruitment and performance of different groups closely. Good use is made of feedback from learners and employers to identify areas for improvement. T&G knows its strengths and weaknesses well and works well to improve the provision.

Main findings

- The proportion of apprentices who completed their apprenticeship successfully in 2009/10 was satisfactory. In the same year a satisfactory proportion achieved their qualifications in the planned time. Retention in the current year is high and most current learners make good progress.
- Learners develop good practical hairdressing skills and high levels of interpersonal and customer service skills. Learners' behaviour and appearance are professional.
- Learners are ambitious and hard working and benefit from the excellent career structure and the exciting career opportunities T&G Ltd offers. Many learners have progressed to employment in T&G Ltd's international salons or to owning their own salons, becoming artistic directors or forming part of the education team.
- Learners enjoy the good practical and theory training they receive from the salon trainers and T&G staff. Accommodation and resources are good, although there is an over-dependence on paper-based resources for learners based solely in salons.
- The recently introduced procedures for initial assessment are good. Literacy and numeracy support is satisfactory overall. Very good ongoing literacy and numeracy support has been established in the Manchester Academy. This is being disseminated to other centres.
- Assessment is well planned and learners receive constructive feedback. Assessment is more frequent for learners attending academies or satellite centres. Learners' achievements are closely monitored. During reviews assessors and learners evaluate attainment, motivation and progress well. Individual learning plans are not sufficiently detailed and key skills targets on review records are not specific enough.
- Learners benefit from an outstanding range of additional activities. Demonstrations by the artistic team, technical workshops and involvement in high-profile shows are complemented by T&G Ltd's bespoke training programmes. Employers are supportive and committed and work well in partnership with T&G, helping learners develop their skills and realise their potential.
- Information, advice, guidance and support are good. Accurate guidance helps learners understand the high level of commitment needed to complete their apprenticeship. Additional support is readily available if learners are at risk of falling behind.

- T&G prioritises training and sets high standards across the company. The recent merging of its training activities has been well managed and fully supported by good communication and staff development. Leaders and managers are well informed about learners' progress. Learners are supported well and challenged to succeed.
- Staff training in safeguarding is very effective and helps ensure that learners' concerns are dealt with swiftly. Relations with external safeguarding agencies are good and used well to ensure learner safety.
- All staff receive annual training in equality and diversity. Appropriate policies and procedures are in place. Equality and diversity data are analysed and differences between different groups identified. However, action plans to address variations in performance are underdeveloped. Learners' understanding of equality and diversity is satisfactory but promotion of equality and diversity in learners' progress reviews is limited.
- The self-assessment process involves staff well. The self-assessment report is accurate and the quality improvement plan implemented well. Observations of teaching and learning are useful in helping individual trainers improve but the outcomes do not inform the overall staff development programme sufficiently. Good use is made of the views of employers and learners to identify areas for improvement.
- Although resources are good, insufficient use is made of electronic communication for training and assessment. Value for money is good.

What does T&G need to do to improve further?

- Share the recently introduced good practice in information, advice and guidance and the new initial assessment processes to continue to improve retention.
- Reduce the over-reliance on paper-based resources by making more use of online learning materials.
- Establish more manageable learning targets and the frequency of assessment for some learners so that the rate at which learners achieve their qualifications is increased.
- Make better use of case studies relating to equality and diversity during progress reviews to improve learners' understanding of equality and diversity.
- Establish more robust action plans to address the achievement gaps between different groups of learners and monitor their implementation more closely to ensure consistently high achievement of all groups.

Summary of the views of users as confirmed by inspectors

What learners like:

- the way T&G always motivates and challenges them to learn and improve
- the good training which gives them a wide understanding of different techniques
- the good help and support that the friendly and enthusiastic staff provide

- working for a company with a national reputation offering a fantastic career structure and many progression opportunities
- participating in competitions and photo shoots
- being inspired by highly creative stylists
- being assessed working on models
- working on live models in the academy training sessions.

What learners would like to see improved:

- more frequent off-the-job training
- more satellite centres so that more learners can attend them
- online learning to help revision and homework
- more frequent visits by T&G staff in their salons
- the help they receive in getting live models.

Summary of the views of employers as confirmed by inspectors**What employers like:**

- the consistent approach provided by the T&G staff who train and assess learners
- the good support and training learners receive
- the good understanding of the high standards required by T&G Ltd possessed by the assessors and trainers
- the good communication and updates on learners' progress, attendance and punctuality experienced by most employers.

What employers would like to see improved:

- more frequent assessor visits
- the provision to a minority of employers of more information about learners' progress and what they will be doing and when.

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. T&G maintains a strong focus on improving success rates and has high expectations for its learners. Recent changes to the provision have been managed extremely well, improving learners' retention and progress, despite the considerable challenge of absorbing substantial provision which had previously been subcontracted. T&G has improved the quality of initial assessment, increased the frequency of assessment, and enhanced the recruitment process to ensure learners understand the pressure of working in highly fashionable and professional salons. On- and off-the-job training have been linked more closely. Training for those learners who receive all their training and assessment in their salons has been made more systematic and consistent. Staff training is prioritised and prepares staff effectively to work with learners. Most salons now have in-salon assessors who are qualified or are working towards qualifications. Learners in other salons are visited by qualified assessors. Self-assessment is accurate and improvement plans are implemented effectively. Learners' progress is monitored closely during team meetings which are held regularly at all levels of the organisation. Learners' and employers' views are used well to identify areas for improvement.

Outcomes for learners

Grade 2

9. Retention has improved considerably since subcontracting ceased and, for those learners starting in the current year, is now good. The apprenticeship success rate has increased and in 2009/10 was close to the national average. It has improved for salons where learners now access off-the-job training at satellite centres. In the same year a similar proportion of the learners achieved their qualifications in their planned time as is the case nationally. Advanced apprenticeship success rates are very high, although numbers on programme are low.
10. In 2009/10 success rates for males and for learners with learning difficulties and/or disabilities were lower than for other learners. So far in 2010/11 the rates for all groups are similar.
11. Learners attending the academies make particularly good progress. Progress is slower, but at least satisfactory, for learners attending satellite centres and learners who receive all their training in their salons.
12. Learners develop practical hairdressing skills which exceed qualification requirements. They demonstrate high levels of interpersonal and customer service skills. Their behaviour and appearance are professional, and they enjoy and are fully engaged in their learning. They are ambitious and hard working.
13. Apprentices take full advantage of the many career opportunities provided by T&G Ltd. Many staff in high-level positions began their careers as apprentices. In some salons learners act as an assistant manager which helps assess their management potential. Very few learners progress to advanced

apprenticeships, preferring to progress to T&G Ltd's in-house programmes which give them high-level technical skills and prepare them to work in a high-fashion environment.

14. Learners feel safe and have a good understanding of the company's bullying policies. They work safely and clearly understand their responsibilities towards clients, other colleagues and themselves. T&G takes robust action in response to the small number of safeguarding issues which arise. However, the quality of safeguarding information and the timing of its provision to learners varies between areas.
15. Learners participate in a wide range of fundraising activities, including fashion shows and publicity events.

The quality of provision

Grade 2

16. Learners enjoy their training. On-the-job practical training is well planned and of high quality and is delivered by skilled hairdressing practitioners. Well-executed mini-demonstrations effectively break down complicated techniques into manageable tasks and enhance skills development. Trainers provide helpful and clear guidance as learners practise their skills.
17. Off-the-job training is also good. Staff use a wide variety of activities to engage and motivate learners. Theory sessions are closely linked to practical work and questioning is used well to extend understanding and challenge learners. The rapport between tutors and learners is good and a high level of mutual respect is evident. In a few lessons learners are not sufficiently challenged and questioning is not used effectively to engage all the learners.
18. Learning resources are good. The academies are particularly well equipped and all centres and salons have a good range of hair products. Where theory teaching takes place in the salons too much reliance is placed on paper-based resources.
19. Initial assessment is wide-ranging and useful. Learners' attainment in literacy and numeracy and their dexterity and preferred learning styles are accurately identified. Adaptive material is available to support learners with dyslexia. Support for literacy and numeracy is effective, ensuring learners who receive it achieve as well as other learners. The intensive and good quality support for literacy and numeracy which is available at the Manchester Academy is currently being replicated in all the training centres. Induction adequately covers safe working practices.
20. Assessment practice is satisfactory and well understood by staff and learners. Learners are carefully prepared for assessment and receive constructive feedback. Access to assessment in the training centres, academies and salons with salon-based assessors is good, but is less readily available in other salons.
21. The monitoring of learners' progress is good. Assessment and progress plans are clearly displayed in centres and salons. Learners are clear about what they

have achieved. Learners' individual learning plans do not identify milestones in sufficient detail to enable learners to recognise their progress within each unit. Progress reviews provide constructive guidance and evaluate learners' achievements, attitude and motivation closely. The learning targets agreed during these reviews are appropriate to guide the development of hairdressing skills, but key skills targets lack sufficient detail.

22. Programmes meet learners' and employers' needs well. Training is flexible and individualised. Learners benefit from extra days at satellite centres and additional visits from assessors. Progression routes are particularly good within the salons and the wider organisation. Enrichment is outstanding. The T&G Ltd artistic team, technicians and guest speakers visit salons, provide demonstrations and help to inspire learners. Learners participate in competitions, London Fashion Week, and high-profile shows.
23. Partnership working with employers is good. Employers are committed to providing good quality training, provide frequent one-to-one training sessions and readily sanction learners' time at the academies. They value T&G's responsiveness, good communication and frequent visits. T&G staff work very closely with salon trainers and employers to plan training, support learners and organise clients.
24. Information, advice and guidance are good. Learners have a very clear understanding of their work roles, responsibilities and progression routes. They are supported well. Additional assessment opportunities are readily made available for those at risk of falling behind.

Leadership and management

Grade 2

25. T&G has a clear strategic direction and training has a high priority. Leaders have high expectations for the standards of the training and learners are supported closely and expected to succeed within the company. T&G Ltd's chief executive officer and board members are well informed about the learners and their success. The recent incorporation of the previously subcontracted provision has been well managed and has led to improvements in training.
26. Communication is good across the company. Salon managers are kept well informed by their local academies and assessors. Staff training is good. All T&G staff are enabled to gain teaching qualifications and access a wealth of professional and technical updating. Staff morale is high.
27. The company prioritises safeguarding well. All staff received appropriate training recently to raise their awareness of how to identify issues and what to do if learners raise concerns. Relations with local safeguarding agencies are good and used well to refer learners when appropriate. The company takes swift action to ensure learners' safety when incidents occur. All appropriate staff have received Criminal Records Bureau checks.
28. T&G's equality policy is updated annually and covers the required legislation. A separate policy covers bullying and harassment. All staff are updated in equality

and diversity matters annually. T&G carried out a useful initial equality impact assessment on its quality manual. T&G monitors the recruitment and performance of different groups appropriately and has appropriate equality and diversity impact measures, including targets to improve the proportion of males and individuals from different minority ethnic groups recruited. However, the action plans which have been devised to suggest how the targets will be met are underdeveloped. The proportion of males on programmes is slightly higher than nationally.

29. Information on equality and diversity is provided during induction and throughout learners' programmes, but equality and diversity are not promoted sufficiently during learners' progress reviews. Learners' understanding of equality and diversity is limited. For example, they have an insufficient understanding of diversity issues such as those relating to disability and race.
30. T&G listens and responds to individual needs. Learners and employers have frequent formal and informal opportunities to express their views. Feedback from learners and employers has led to improvements in training. However, users are not always informed of the outcomes of their feedback.
31. T&G's quality assurance arrangements are comprehensive, based on the learners' experience, and revised and improved annually. The self-assessment process involves staff well. The views of learners and employers about the quality of the provision inform the process, but formal mechanisms to engage them directly in the process or seek their views on the self-assessment report are lacking. The self-assessment report is accurate and the quality improvement plan is used effectively to drive improvement.
32. Observations of teaching and learning are used well to inform individual staff development and staff appraisal. The outcomes from the observations are not collated to form an overall picture of the strengths and areas for improvement across the organisation so that staff development can be appropriately prioritised. Internal verification is thorough and systematic.
33. Managers and assessors meet regularly and monitor the quality of the salons' provision and learners' progress closely. In the minority of instances where the quality of provision is below the company's standards, swift and decisive actions are taken.
34. Learners work in well-equipped, high-fashion, commercial salons. The academies are well resourced. Satellite centres provide good access to theory training for learners who live close enough to be able to attend them. The use of electronic communication for tutors and learners is underdeveloped. Value for money is good.

Information about the inspection

35. Four of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's education director, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans and data on learners and their achievement since the contract with the National Employer Service began in 2008.
36. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews.

Record of Main Findings (RMF)

Toni & Guy UK Training Ltd

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full-time and part-time courses, Foundation learning, including E2E); **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	14-16	16-18 Learner responsive	19+ Learner responsive
Approximate number of enrolled learners at the time of inspection				
Full-time learners	452	0	417	35
Part-time learners	0	21	0	0
Overall effectiveness	2	2	2	2
Capacity to improve	2			
A. Outcomes for learners	2	2	2	2
A1. How well do learners achieve and enjoy their learning?	3			
A1.a) How well do learners attain their learning goals?	3			
A1.b) How well do learners progress?	2			
A2. How well do learners improve their economic and social well-being through learning and development?	2			
A3. How safe do learners feel?	2			
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	n/a			
A5. <i>How well do learners make a positive contribution to the community?*</i>	2			
B. Quality of provision	2	2	2	2
B1. How effectively do teaching, training and assessment support learning and development?	2			
B2. How effectively does the provision meet the needs and interests of users?	1			
B3. How effectively does the provider use partnerships to develop its provision to meet learners' needs?	2			
B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?	2			
C. Leadership and management	2	2	2	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2			
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a			
C3. How effectively does the provider promote the safeguarding of learners?	2			
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3			
C5. How effectively does the provider engage with users to support and promote improvement?	2			
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2			
C7. 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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