

# Michaeljohn Training School

## Inspection report

---

**Unique reference number:** 53349

**Name of lead inspector:** Elaine Clinton HMI

**Last day of inspection:** 8 September 2011

**Type of provider:** Independent learning provider

**Address:** Michaeljohn Training  
77 – 83 Oldham Street  
Manchester  
M4 1LW

**Telephone number:** 0161 8192662

## Information about the provider

1. Michaeljohn Training School (MJTS) is a private training provider based in central Manchester. MJTS delivers training from these premises and a small base in Oldham, as well as from employers' premises across Greater Manchester and Oldham. Strategic and operational management of the company is by a managing director, finance director and operations director. MJTS employs 29 staff including assessors, trainers and internal verifiers. A team of work-based assessors support 21 members of staff who provide teaching and learning.
2. MJTS provides intermediate and advanced apprenticeships, funded by the Skills Funding Agency, in hairdressing. The provider also delivers the Diploma in Hairdressing for learners aged 14 to 16, and a range of assessor and initial teaching qualifications for hairdressers across the region. Publicly-funded training makes up the majority of training offered by MJTS.
3. Currently 273 learners are enrolled at MJTS. Of these, 187 are apprentices. Teaching, learning and assessment takes place both in the workplace and at the training school.
4. MJTS recruits learners from across Greater Manchester and Oldham. Unemployment in these areas, particularly in Oldham, is higher than the average rate for England. In 2010 the proportion of Year 11 learners in Greater Manchester and Oldham, who achieved five or more A\* to C grade GCSE passes, including English and Mathematics, was 10 percentage points above the national average.
5. Many learners have not achieved highly at school and come to the provider with few or no qualifications. In 20010/11 over 67% of enrolled learners had literacy, numeracy or language support needs. Some 7.1% of learners are from minority-ethnic groups and 9% are male.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: 14 to 16	21 part-time learners
Employer provision Apprenticeships	384 apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
<b>Capacity to improve</b>	<b>Grade 3</b>
	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2
<b>Subject Areas</b>	
Hairdressing	2

## Overall effectiveness

- Provision at MJTS is good. Outcomes for learners are good. Learners achieve their qualifications satisfactorily and increasing numbers complete within the planned timescales. Learners enjoy their training and develop good vocational and personal skills that greatly increase their career opportunities. Many gain promotion in the workplace, progress to further learning and to salon ownership. Learners feel safe and staff promote equality and diversity well. The company monitors these areas carefully.
- Teaching, learning and assessment are good. Teachers are good role models for learners, many of whom enter training with few or no qualifications. Written and verbal feedback on learners' work is detailed, providing clear guidance on further areas for development. Reviews of learners' progress are frequent, although they do not always fully challenge learners' understanding of equality and diversity and health and safety. The care, guidance and support for learners are good. The support in particular helps learners to succeed. Leaders and managers are good at promoting ambition in all learners. MJTS works very closely with schools and employers to promote learning and to deliver training that meets the needs of learners and employers very well.

8. Management of the programmes is thorough. Arrangements for safeguarding are strong, ensuring the safety of learners and staff. MJTS monitors the outcomes of different groups of learners carefully and takes appropriate action when differences in performances are identified. MJTS uses feedback from learners particularly well to bring about improvements. Inspectors agree with MJTS that they need to do more to engage employers fully in the planning, development and improvement of learning. Although arrangements for quality assurance are well established, actions arising from the observation of teaching and learning are not sufficiently detailed. Trends in learner performance are not used well to inform self-assessment and aspects of improvement planning. Careful financial management ensures the company provides good value for money.

## **Main findings**

- Outcomes for learners are good overall. Learners' success rates on intermediate apprenticeships were low in 2009/10, but above national rates for advanced apprenticeships. In 2010/11 success rates for intermediate apprentices have improved and are currently above the national rates. Progression rates into further training and employment are high.
- Young people aged 14 to 16, including those at risk of dropping out of education, receive a good introduction to vocational learning. A high number of these learners progress to further courses. In 2010/11 all learners aged 14 to 16 progressed onto further learning.
- Learners' achievement and progress are good when compared to their prior educational attainment. They make significant improvements in their personal and social skills, and their confidence levels. Learners develop good workplace skills which enable them to make good progress in their careers. Learners feel safe. Health and safety has a high focus on all programmes.
- Learners thoroughly enjoy their training and are very enthusiastic about the opportunities it provides. They particularly appreciate the fact that from their first day of training they are working on 'live' models.
- Teaching is good and tutors use a varied range of methods to engage learners, although for a minority of learners there is insufficient challenge. Teachers are knowledgeable and enthusiastic and generally plan learning well. Learners have good access to a wide range of training materials and industry-standard resources.
- Assessment is good. Learners receive useful written and verbal feedback following assessments. Formal reviews of progress are used well to monitor and drive progress, but reinforcement of equality and diversity and health and safety does not always take full account of learners' differing abilities.
- MJTS has developed excellent partnerships with schools and employers. Staff work very closely with schools, funding and awarding bodies, and external partners to ensure that the provision meets the needs of a rapidly changing industry and the significant economic changes in the area. Delivery of learning is planned flexibly to ensure that it meets the needs of learners and employers.

- Initial advice and guidance are very effective in ensuring that learners are on the right course and working at the right level. Despite this careful assessment, a very small number of learners are taking key skills qualifications at the level they already hold. This is only the case where prior attainment cannot be evidenced, despite the best efforts and numerous attempts by the provider.
- Leaders and managers set a clear direction. The company has a strong commitment to provide training to learners in deprived communities and those with low levels of achievement. Communication is good, frequent and inclusive. Staff have particularly good access to a wide range of staff development activities.
- Staff have a good understanding of the company's targets and their role in achieving them. Managers monitor progress against the company's action plans carefully; performance reports record the extent to which the company meets its contractual requirements. Managers do not systematically analyse trends in learners' performance when making decisions.
- Safeguarding of learners is good and arrangements meet government requirements. MJTS is a highly inclusive organisation. Learners participate in a wide range of activities that promote and reinforce their understanding of diversity. Staff use reviews of individual learners' progress to check their well-being, but do not use them sufficiently to reinforce equality and diversity.
- Self-assessment is inclusive and takes good account of learners and employers' views. The report is broadly accurate and mirrors inspection findings, although some aspects are over-graded. The process for observing teaching and learning is well established, but focuses insufficiently on evaluating learning. Feedback is insufficiently clear and not precise enough to help teachers and assessors to improve.
- MJTS provides good value for money. Financial monitoring is rigorous. Learners make good progress and success rates are improving. Many learners develop extremely good workplace skills. Resources are of a good standard.

### **What does Michaeljohn Training School need to do to improve further?**

- Continue to improve outcomes for learners by ensuring all staff use management information systems to their full potential to monitor learners' progress. Embed the MJTS strategy to improve outcomes.
- Improve the effectiveness of teaching and learning by ensuring that staff feedback is more focused and detailed in identifying aspects to improve and areas of good practice.
- Further develop the planning and resources in theory lessons. Provide additional activities for learners with prior experience to ensure that all learners participate fully and achieve highly.

- Improve the consistency and quality of reviews to ensure that all learners' progress is challenged and there is a comprehensive reflection of their understanding of health and safety and equality and diversity.
- Continue to develop the quality-improvement processes by strengthening the observation of teaching and learning and take full account of the trends in success rates in the self-assessment process.

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

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

- the excellent support provided by assessors
- learning in the workplace
- developing skills and confidence that provide good opportunities to gain full-time employment
- the help that MJTS staff provide in times of need and crisis
- the many opportunities to develop good hairdressing skills from the start of the programme
- the very approachable staff.

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

- more lockers.

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

#### **What employers like:**

- the excellent attention MJTS gives to ensuring that the skills and abilities of the learners match the needs of the salon
- good friendly staff
- excellent communication between MJTS and salons
- the frequent communication by newsletter
- the excellent health and safety and human resources support and information
- the particularly quick response to any issues.

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

- more in-salon assessment
- increased use of electronic communication
- planning of assessments and reviews to avoid the busiest days in the salon.

## **Main inspection report**

### **Capacity to make and sustain improvement**

**Grade 3**

9. MJTS has satisfactory capacity to improve. The number of intermediate apprentices who are successful has remained close to national averages for the last three years, although management intervention is resulting in improvements during 2010/11. Success rates for advanced apprentices are consistently high. The number of completions within planned timescales is close to the national rates for intermediate apprentices and higher than national rates on advanced programmes.
10. Strategic planning is good and target-setting for staff is robust; there is a commitment across the company to improvement. Priorities focus on improving outcomes for learners and developing the provision further. Most targets are realistic, but a few, such as the 80% target for levels of attendance, are not sufficiently challenging. MJTS uses learners' and employers' views effectively but recognises that it needs to involve employers more in shaping the curriculum.
11. Quality-improvement processes are satisfactory and understood by staff but feedback following observations of teaching does not provide staff with sufficient individual guidance about good practice or how to improve. The self-assessment process is inclusive and inspectors agreed with many, but not all, judgements. Managers did not sufficiently consider trends in learner success rates when deciding self-assessment grades.

### **Outcomes for learners**

**Grade 2**

12. Outcomes for learners are good overall. Until 20010/11 success rates on intermediate apprenticeships were low but these have improved in the last year, and at the time of the inspection were four percentage points above the national rates. Success rates for advanced apprentices are high. Young people aged 14 to 16, including those with complex needs or at risk of dropping out of education, achieve well, enjoy learning and progress to further learning and employment.
13. Learners achieve and progress well compared to their prior educational attainment. They make significant improvements to their personal and social skills, and to their confidence levels. Learners develop very effective workplace skills which enable them to make good progress in their careers. In many cases learners' work exceeds the requirements of their qualification, as they are challenged to attempt higher-level skills. They develop relevant knowledge and understanding of hairdressing terms. Learners feel safe. Health and safety has a high focus on all programmes. Fruit and water is readily available for all learners.

## The quality of provision

## Grade 2

14. Teaching and learning are good. Learners benefit from small class sizes, particularly in practical sessions, and from the wide and varied range of clients. Teachers motivate learners very effectively to be creative and confident in their practical skills. Theory sessions are well planned, although in a few lessons there are not enough varied activities to meet the different needs and abilities of all learners. A lively induction programme effectively introduces equality and diversity and health and safety. These aspects are subsequently embedded in lessons well.
15. Assessments are frequent and assessors provide clear and constructive guidance on how learners can improve. Reviews of learners' progress are thorough and resulting targets are clear. Employers participate well in the process. However, questions asked at reviews to check learner understanding of health and safety and equality and diversity are often insufficiently challenging.
16. Staff use the results of initial assessments well to place learners in salons that meet both their learning needs and styles and the needs of their employer. Learners and employers have a choice of training options. MJTS uses its excellent partnerships with schools, employers, and funding and awarding bodies, to ensure that there are good progression routes for learners from the age of 14. Many former learners are now salon managers or owners, and increasing numbers are achieving assessor and higher-level qualifications. MJTS also uses these very strong partnerships to share best practice across the sector.
17. Support for learners is very good. Learners benefit from very effective individual support from MJTS staff. Excellent use is made of external partners to support learners with more specific and complex needs. Learners are very positive about this support. A good range of guidance information is displayed in all centres; however, learners whose training takes place solely in the workplace have less access to this support and guidance.

## Leadership and management

## Grade 2

18. Enthusiastic managers promote an aspirational culture to be the best. A thorough planning process, supported by 11 detailed strategies that match government and local priorities, are aligned to all aspects of training. Progress towards each strategy and the underpinning targets is monitored carefully and reported through displays across the training school. Staff know how they contribute to the success of key targets for the organisation.
19. A supportive team ethos is embraced by all and valued by learners and employers. Communication is good; stimulating visual displays convey clear information to learners and staff. Team meetings are frequent, although discussions and actions are not clearly recorded. MJTS uses newsletters well to inform employers of developments or changes in legislation. Staff training and development is comprehensive. Managers use an annual staff training plan



effectively to record and evaluate training events and to ensure that training meets organisational needs.

20. MJTS uses management information well to monitor its compliance with funding body requirements and financial expenditure, but makes too little use of trend analysis in success rates to inform decisions. Staff are now responsible for monitoring the performance and progress of their learners, which is having a positive impact on improving outcomes for all learners.
21. Safeguarding arrangements meet government requirements. All relevant staff have enhanced Central Records Bureau clearance which is recorded on a single central register. Policies and procedures are comprehensive. Good links have been established with the two local safeguarding children boards, as well as with local statutory and voluntary organisations. The most vulnerable young people are particularly well safeguarded. All staff have received relevant training and comprehensive arrangements ensure that designated persons have regular, enhanced training. Learners are confident to refer concerns to staff who deal with all issues promptly and appropriately.
22. Management of health and safety is particularly robust. MJTS keeps risk assessments of all key aspects of a learner's role on each floor of the training school and uses the information well in teaching, learning and assessment. A careful log, risk assessment and reminder system, ensures that checks and reviews of employers premises are regular. Employers talk very positively about the support from MJTS in ensuring that their salon is a safe place to work.
23. MJTS has a comprehensive equality and diversity strategy supported by appropriate policies and procedures. A single equality scheme is in place and all documents contain statements emphasising the commitment to equality of opportunity. All staff have received recent training on equality and diversity which is refreshed annually. MJTS actively informs and raises employers' understanding of equality and diversity and supports other training providers to improve their equality and diversity practices. Employers are particularly appreciative of this support and advice. MJTS maintains good links with support agencies, including Connexions, to support learners. Questions have been developed for use at reviews to reinforce learners' understanding of equality and diversity, however, not all staff use them effectively.
24. Learners' views are frequently collected and lead to improvements, such as broadening the range of equipment available in salons. Staff inform learners well about improvements made. Employers provide feedback through surveys and discussions at reviews. A well-received newsletter reports changes made by MJTS to employers. MJTS is working hard to involve employers more closely in the design and delivery of all aspects of the curriculum.
25. Quality improvement processes are satisfactory. A range of audits check compliance with procedures and a schedule of observations of all key learning processes is in place. Formal written feedback following observations of teaching and learning does not always include specific development points to

address weaker aspects identified during the observation, or to highlight areas of good practice. A minority of internal verification reports do not inform assessors about what they need to do to improve. Managers incorporate recorded areas into appraisals and subsequent staff training plans.

26. The self-assessment process is thorough and inclusive. Managers and staff agree key strengths and areas for improvement, which are shared with learners, employers and stakeholders for comment. The final report is moderated through peer review. Managers do not take the impact of trends in success rates into account sufficiently when making key judgements and deciding grades. Inspectors agreed with many of the key judgements in the report but found the self-assessment grades to be overly generous.
27. MJTS provides good value for money. It uses resources effectively and efficiently to meet the needs of learners and the business. Staff are appropriately qualified and engage in frequent, well-focused professional development. The training school offers appropriate facilities, equipment and learning resources to meet learners' training needs. Resources and facilities in learners' work environments are good. MJTS has started to promote sustainability and encourages learners to recycle.

## **Information about the inspection**

28. Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's managing director as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding body, 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.
29. 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. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

## Record of Main Findings (RMF)

## Michaeljohn Training School

**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	285	12	273
Part-time learners	0	0	0
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	3		
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals?	3		
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		
<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?	1		
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?	3		
How efficiently and effectively does the provider use its available resources to secure value for money?	2		

\*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)