

# Philips Hair Salons

## Inspection report

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**Unique reference number:** 53879

**Name of lead inspector:** Tim Gardner HMI

**Last day of inspection:** 11 November 2011

**Type of provider:** Independent learning provider

**Address:** 7 Providence Street  
Wakefield  
WF1 3BG

**Telephone number:** 01924 200940

## Information about the provider

1. Philips Hair Salons (Philips) is an independent work-based learning provider based in Wakefield, West Yorkshire. Established in 1974, it has four salons located within West Yorkshire and two academies based in Wakefield and Leeds. Both academies have training salons with training rooms whilst the Wakefield site also acts as the head office. Government-funded training started in 1999 and Philips contract with the Yorkshire and Humber Skills Funding Agency to deliver employer-led, intermediate and advanced apprenticeships in hairdressing and barbering. The provider was last inspected in October 2007 by the Adult Learning Inspectorate. The Leeds Academy site opened in January 2008.
  
2. The 16 staff include a contract manager and academy principal. The contract manager has responsibility for strategic planning and financial management and the academy principal is responsible for all other aspects of the provision. The remainder of the staff include trainers, assessors and administration support.
  
3. Both Wakefield and Leeds have a rich heritage associated with coal mining and the cotton mills. As both industries declined in the latter half of the 20th century, both cities have struggled to adapt to a new economic environment. Approximately 75% of all employment is now in the service sector and whilst Leeds has developed a flourishing financial sector, both cities possess areas that are some of the most deprived in the United Kingdom.
  
4. At 50% achievement of five or more GCSE's at grade A\* to C including English and mathematics in Leeds is just below the rate for the United Kingdom of 53%. In Wakefield the rate is slightly higher at 59%. At 9.7% unemployment in the Yorkshire and Humber region is slightly higher than the United Kingdom rate of 8.1%.

Type of provision	Number of enrolled learners in 2010/11
<b>Employer provision:</b> Apprenticeships	179 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>
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<b>Capacity to improve</b>	<b>Grade 2</b>
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	<b>Grade</b>
Outcomes for learners	2
Quality of provision	1
Leadership and management	2
Safeguarding	1
Equality and diversity	2

<b>Subject Areas</b>	
Hairdressing and beauty therapy	<b>2</b>

## Overall effectiveness

5. Philips is a good training provider with several outstanding aspects. As learner numbers have increased over recent years, Philips has maintained good overall success rates for hairdressing apprentices who form the largest part of the provision. Success rates for the smaller numbers of advanced apprentices in hairdressing are also good, and for barbering apprentices are excellent. Increasingly, each year, more learners complete their programme within their planned time.
6. Learners enjoy attending the academy training venues. They work hard in a harmonious atmosphere that encourages good skill development. The staff in the academies are extremely proficient at developing the learners' excellent hairdressing and barbering skills as well as other more general employability skills.
7. The teaching, training and assessment at Philips are excellent. Well-qualified staff, with recent and up-to-date industry experience, deliver high quality training and assessment. The review of each learner's progress is outstanding. Learners are clear about what they have still to complete and achieve. Philips makes good use of its partnerships with salons and employers to support learners. They provide learners with excellent care, guidance and support while

they are on the training programme, meeting a wide range of needs.

8. The leadership and management are good with some outstanding aspects. The approach taken to promote safeguarding is outstanding as is the way in which Philips uses an extensive and fully inclusive process to assess and measure their performance.

## Main findings

- Philips has maintained overall success rates for learners at a good level for the last three years. Completion within the planned time has improved significantly and is now 14% above the national average. The smaller proportion of older learners achieve slightly better than the 16-18-year-old learners. Overall success and success within the planned time for the barbering provision is excellent at 100%.
- Philips recognises that learners who leave the programme before completing significantly affect success rates. They continue to develop strategies to reduce the number of these learners but it is too early in the year to judge if they are being successful.
- Learners work enthusiastically while in the academies. Eager to learn, they make excellent progress towards challenging targets individually negotiated for each session. They work confidently with clients and demonstrate very good client care skills. Learners develop a good range of skills including appropriate behaviour and attitude in the salon, and inter-personal and team-working skills, as well as providing each other with high levels of peer support.
- Learners make outstanding progress in relation to their starting point. Their work in the academy, as well as in good quality workplace salons enables them to experience working alongside experienced stylists and role models. However, there are too few clients in the academies for some learners to practise on and they spend too much time using training models.
- Teaching, learning and assessment are outstanding. Staff are well qualified and have excellent industry knowledge which is conveyed well to learners. Learner progress reviews are outstanding and fully include employers. Reviewers' excellent management of the process empowers learners to identify their own progress and next steps in their skill development. The monitoring of learners' progress in developing their literacy and numeracy is highly effective and detailed.
- The provision is excellent at meeting the needs of the learners. The high quality training develops good hairdressing and employability skills. Creative use of the barbering apprenticeship enables learners more time to develop salon skills as well as providing a good progression route to advanced apprenticeships. However, the academies do not stock sufficient retail and after-care products for learners to promote to clients.
- Philips is good at using partnerships with learners' employers to both develop the provision and to meet the needs of the learners. Assessors and the

dedicated employer liaison officer make regular contact and carry out visits to new salons which inform employers about the apprenticeship. For new employers there are highly effective communication systems. Philips is also developing collaborative relationships with local schools.

- Philips provides outstanding care, guidance and support for its learners. Recruitment is well organised and supportive of prospective entrants. Excellent use of taster days and support in finding employment provides learners with as good a start as possible. Initial assessment and diagnostic testing identifies learning support needs and teachers adapt their teaching methods appropriately to meet the needs of individual learners.
- Leadership and management are good. Managers promote a strong focus on motivating and supporting staff. Staff are well qualified and maintain good vocational understanding and practice. Roles and responsibilities are clear for all staff. Managers are ambitious and are fully supported by the staff in making very positive contributions to improve the quality of provision. Managers understand management information and use it very well to monitor performance.
- The promotion of safeguarding is excellent. Philips uses a detailed policy and procedure to support the safeguarding of learners and staff very successfully. The promotion of safety to learners pervades all of Philips' activities. Recruitment procedures, staff and learner awareness, training and engagement with new salons and employers all follow thorough and detailed processes to minimise risk. Training in safeguarding provides an excellent understanding of the issues for learners and staff.
- The promotion of equality and diversity is good. Their promotion and explanation at learner induction is good and is memorable. Philips strives to create a harmonious environment placing a strong focus on raising awareness and understanding of stereotyping, bullying and harassment. Staff promote equality and diversity well with new salon owners. However, strategies to engage under-represented groups are under-developed.
- The use of self-assessment to improve the quality of the provision is excellent. An extremely detailed and well-structured quality improvement framework reviews performance against key processes, focusing on one each month. All staff fully contribute to the process producing extensive and detailed records that contribute to the thorough and ongoing monitoring of the quality of the provision.
- A rigorous and well structured system of observation of teaching utilises less informal peer observations as well as a formal observation. Both of these focus very well on developing very effective action plans for individual tutors. Managers take highly effective actions to support staff when they need assistance. Staff record peer observations; however, they do not record other informal observations.

## **What does Philips Hair Salons need to do to improve further?**

- Take appropriate actions to reduce the number of early leavers so that even more learners continue their learning programme and achieve their qualification aims.
- Increase the client base at the academies so that learners have more opportunity to develop their excellent skills further by practicing on real clients.
- Develop the partnership working with schools and the longer-established salons further in order to improve their involvement in the learning programme to better support recruitment and learner retention.
- Increase learner access to a good quality range of retail and aftercare products in the academies so that they can promote these to their clients and achieve these aspects of the learning programme more easily.
- Ensure that they devise clear and detailed strategies to continue to explore innovative ways to engage with learners from identified under-represented groups so that they recruit more males and learners from minority-ethnic heritage onto the programmes.

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

### **What learners like:**

- the good atmosphere in the academies
- being able to see how others work
- the good location with easy transport access
- the support and time given by tutors to help solve problems
- being treated fairly and like adults
- the small groups with individual help
- the motivation to do well and be successful in their careers.

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

- more clients to practice on
- more detailed explanations of examinations and assessments
- make more use of in-salon training to enable assessments to be planned earlier.

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

### **What employers like:**

- the excellent training facilities
- the extremely helpful staff
- the fact that Philips are always there to help and support employers
- how they inform employers about the progress their learners are making.

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

- No suggestions.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

9. Philips' capacity to improve is good. Since the last inspection, overall success rates for learners have improved to above the national average. At the longer established academy in Wakefield, success rates have significantly improved over this period. Many more learners now complete their programme within the planned time. Learners produce high standards of work that meet the demanding requirements of the industry.
10. Philips has a clear vision and aspires to achieving excellence in its training programmes. They support staff well and provide a range of training activities. They also support staff to access external training when it supports the business needs. Their use of self-assessment is innovative and extremely detailed. Excellent use is made of input from all staff and other stakeholders to support improvements in the quality of provision.
11. Philips has an appropriate management structure to deliver its training programme and includes additional specialist roles to support learners, engage with employers and implement quality improvements. All staff understand their role well.

### Outcomes for learners

**Grade 2**

12. Since the last inspection success rates for learners have improved and have been above the national averages for the last three years. For the last two years success rates have been good at 78% and the rate of completion within the planned timescales has improved significantly and is currently good at 14% above the national average of 76%. The success rate for barbering is excellent at 100% as is the rate for completion within planned timescales. The standard of learners' work is very good and meets both the needs of the apprenticeship and of their salons. Attendance at the academies is consistently excellent.
13. Learners thoroughly enjoy their training sessions. They develop commercial skills and confidence quickly and soon become competent and ready for assessment. Learners have a good understanding of the standards of work that they need to achieve as well as what they need to do to improve. Learners have an excellent attitude, they focus and concentrate well and have a clear understanding of their progression pathways. Many learners produce work that is of a higher level than expected for the time they have been on the programme or is required by their qualification. Learners develop very good personal and employability skills. They build good relationships with staff and their peers. A high proportion of learners progress successfully into sustained employment and a high number become salon owners or salon assessors.



14. Philips provides an excellent emphasis on health and safety, both at the academies and in the workplace, and ensures learners use safe working practices at all times. Learners demonstrate high standards of professional hygiene in the use of tools and equipment and client care. Philips also provides good information regarding general health and well-being for learners. Every opportunity is taken to increase learners' knowledge and understanding regarding sexual health and general health issues.

## **The quality of provision**

## **Grade 1**

15. Teaching, learning and assessment are outstanding. Teachers use a wide range of strategies in classes to inspire and motivate learners. Some use an innovative target-setting method to offer stretch and challenge to individual learners. Target-setting is particularly effective at progress reviews. The reviewer and learner agree all targets and the time they will take to achieve. The process motivates learners well and they are keen to meet the deadlines. Learners are encouraged to take the lead in determining the pace of their assessment in the workplace and they demonstrate good ownership of their own learning and development.
16. Initial diagnostic assessment is thorough and followed up with appropriate additional support where there is an identified need. The monitoring of learners' progress in literacy and numeracy is well organised and detailed and Philips uses these systems to promote achievement of key and functional skills.
17. The provision is excellent in meeting the needs of learners. Learners are highly satisfied and would happily recommend the programme at Philips to others. Philips offers flexible learning patterns including a form of distance learning allowing learners to progress by working in their salons and attending the academies less frequently. Philips goes to great lengths to match learners to appropriate salons to meet their career aspirations. The recently introduced barbering course is particularly effective as a transition between the intermediate and advanced apprenticeships. Philips ensures that they fully inform learners about the demands of the course and the profession before starting.
18. Philips' use of partnerships to develop the provision is good. The working relationships between Philips and employers is very constructive. For new employers in particular, Philips has developed some excellent systems to gather their views and level of satisfaction, that contribute to programme planning and has led to improvements in schemes of work. This is less well-developed for more established salons. A dedicated employer liaison officer facilitates the maintenance of very good relationships with employers.
19. Care, guidance and support for learners are outstanding, with some exemplary practice. Initial care and guidance is highly developed and organised. The information that learners receive is highly informative and guides the learner

through the process of seeking an employer. Philips' recruitment managers fully support apprentices through this process. They guide learners not accepted on apprenticeship programmes towards alternative provision with other providers. Tutors establish very good relationships with learners and know them very well. A dedicated welfare support officer effectively follows up any non-attendance with the learner or their employer.

## Leadership and management

## Grade 2

20. Leadership and management are good. Senior managers have good vocational backgrounds and a range of additional qualifications. They promote a strong corporate focus on motivating and supporting staff. Training and assessment staff are well qualified and maintain good vocational understanding and current industry practice. Roles and responsibilities are clear for all staff. Managers are ambitious and are fully supported by the staff in their quest for excellence and in improving the quality of provision. Managers understand management information and use it very well to monitor performance in comparison with the sector nationally. Managers very effectively promote and expect high standards from learners and staff.
21. Philips' promotion of safeguarding is outstanding. The academy principal, as the senior named officer, maintains a detailed central register of all staff and records all the relevant and required information. Two other named staff support the senior officer as well as a dedicated welfare support officer. All staff undergo enhanced Criminal Records Bureau checks before starting work. Philips includes a wide range of training covering safeguarding aspects for both staff and learners. This is excellent at raising awareness and understanding. Excellent use is made of high quality resources to raise awareness further. An in-house magazine includes good coverage of both welfare and safeguarding issues.
22. Philips' promotion of equality and diversity is good. Staff make good use of learner inductions to promote and explain equality and diversity concepts. A poster competition results in learners producing high quality work that is then used in future promotional material. Highly effective additional training provides both staff and learners with opportunities to improve their knowledge and understanding as well as to challenge common stereotypes within the sector. All staff at Philips contribute to developing an harmonious atmosphere in the academies and salons and they pay good attention to raising awareness and understanding with regard to bullying and harassment. Philips has attempted to develop strategies to engage better with under-represented groups such as males and minority-ethnic learners. These have not yet been fully successful.
23. Philips' use of self-assessment to improve the quality of the provision is outstanding. An innovative and highly detailed quality improvement framework provides a very thorough review and analysis of performance each month against one of 12 key performance processes related to significant stages in the learner journey. The quality improvement coordinator uses a well-thought out

illustrative model to capture the headline judgements and this motivates staff to improve. All staff contribute to each review by responding to key questions formulated on the Common Inspection Framework. Detailed records of each month's review contributes to the development of an improvement action plan. The coordinator monitors these and ultimately uses them to support the end-of-year full self-assessment process.

24. A well-structured and detailed system of teaching observation monitors the quality of delivery. This includes a range of informal processes as well as a formal observation. The observation schedule uses a risk-based system of tutor performance. Observations result in good quality action and development plans. The principal tracks and monitors completion of these with the staff concerned. Managers take very effective actions to support staff identified as needing help or support. Staff maintain records of peer observations. However, they do not record other informal observations.
25. Philips' use of its resources to secure value for money is good. Learners make good progress and develop good industry skills. All staff are well qualified and supported to maintain current industry knowledge and practices. The academies use good equipment and provide good resources for learning.

## Information about the inspection

26. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's academy principal, 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, and data on learners and their achievement over the period since the previous inspection.
27. 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 the subject area the provider offers.

<b>Record of Main Findings (RMF)</b>		
<b>Philips Hair Salons</b>		
<b>Learning types: 14 – 16:</b> Young apprenticeships; Diplomas; <b>16-18 Learner responsive:</b> FE full- and part-time courses, Foundation learning tier, including Entry to Employment; <b>19+ responsive:</b> FE full- and part-time courses; <b>Employer responsive:</b> Train to Gain, apprenticeships		

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	<b>Overall</b>	<b>Employer responsive</b>
<b>Approximate number of enrolled learners</b>	150	150
Full-time learners	0	0
Part-time learners		
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2	
<b>Outcomes for learners</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?	2	
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>	2	
<i>How well do learners make a positive contribution to the community?*</i>		
<b>Quality of provision</b>	<b>1</b>	<b>1</b>
How effectively do teaching, training and assessment support learning and development?	1	
How effectively does the provision meet the needs and interests of users?	1	
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?	1	
<b>Leadership and management</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?	1	
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?	1	
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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