

Cheynes Training

Independent learning provider

Inspection dates		18-22 February 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Intermediate apprentices' success rates have fluctuated around national rates for the past three years and do not reflect the high standards of learners' hairdressing skills.
- Learners' previous salon experience and/or qualifications are not used appropriately to plan their apprenticeship programmes or to set challenging interim targets and completion dates. Reviews of learners' progress are not detailed enough to fully support them in planning their next steps.
- Trainers' planning of teaching and learning does not regularly use activities to explore the relevance of equality and diversity or the importance of English and mathematics within hairdressing.
- Assessments are not planned well enough to ensure learners complete their National Vocational Qualification (NVQ) units in a timely manner.
- The management and quality assurance of subcontracted provision are not yet robust as the data on these providers lack detail and are over reliant on manual collection.
- Managers do not use an accurate analysis of data in sufficient detail to challenge performance or inform strategic action planning and self-assessment to drive forward quality improvements. Some areas for improvement identified in the 2010 Ofsted inspection have not been fully resolved.

This provider has the following strengths:

- Learners develop high levels of hairdressing and personal skills which prepare them well for employment and are frequently beyond the requirements of their qualification. In 2011/12 all advanced apprentices successfully completed their qualification.
- Learners benefit from effective individual coaching which supports their good development of creative and technical hairdressing and customer care skills. Highly skilled senior salon staff are inspirational role models for learners and this enhances their learning.
- Academy and salon partnerships are flexible and effective in enabling learners to gain access to accreditation for their work-based knowledge and skills, which supports industry and employers'

needs. Cheynes' flexible working arrangements with their partners and subcontractors support them to gain access to apprentice training and complement employers' salon-based learning.

Full report

What does the provider need to do to improve further?

- Significantly improve intermediate apprenticeship success rates across the provision by better initial planning of learning, including setting and reviewing challenging interim targets that reflect learners' individual starting points and abilities. Review apprentices' progress by routinely involving all parties, including workplace managers, to support a good pace of accredited progress throughout their programmes.
- Provide staff with support and training to enable them to improve their planning of teaching and learning activities so that equality and diversity and English and mathematics can be linked to hairdressing employment. Use web-based facilities to share good practice and resources for activities with trainers across the provision.
- Support assessors and learners to make better use of assessment opportunities to complete NVQ units in a timely fashion, and use client treatments to maximum benefit by clustering NVQ criteria across units to match learners' hairdressing skills. Share good practice across the provision by effectively using web-based resources and assessors' meetings.
- Prioritise a rapid review by managers of the collection and use of data and information for monitoring subcontractors' and partners' provision, ensuring that these are sufficiently detailed and current to inform strategic decision making and to set and monitor actions more effectively to improve learners' outcomes.
- Strengthen strategic leadership of quality management processes to ensure implementation and effective monitoring and use of robust, systematic arrangements which reliably inform self-assessment across the provision. Involve all stakeholders and use the findings for strategic action planning and to drive quality improvement.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Learners develop high levels of hairdressing and personal skills which prepare them well for employment in good quality salons and that are well beyond the requirements of their qualification level. Advanced apprentices have particularly good commercial skills and operate busy client bookings. Senior salon staff and trainers are seen as inspirational role models, and learners enjoy their apprenticeships. ▪ Some learners develop complex skills to a very high standard. This enables them to win awards at prestigious hairdressing competitions and style the hair of celebrity clients, for example for a film premiere. Learners are involved in celebratory photographic shoots, styling hair for magazine and fashion photography and, for example, as members of the hairdressing team at a celebrity wedding. Other personal achievements for learners include overcoming significant personal issues and carrying out charity work in other countries. ▪ Outcomes for intermediate apprentices have fluctuated around national rates for the past three years. Across the different regions the success rates have been erratic and varied. In 2011/12, intermediate apprentices in the south-east region, the second largest Cheynes cohort, achieved well. Cheynes monitors learners across 40 different groups; these vary in size across academies, salon hubs and salons. Of these, 25 had good success rates last year and in 15 of the groups all apprentices achieved their qualification. However, in several regions too many apprentices do not achieve. In 2011/12 all advanced apprentices achieved their qualification 	

- Intermediate apprentices' success rates are low for Cheynes' largest subcontractor, a high profile hairdressing group based in Croydon, who has significantly increased apprentice numbers since 2010. However, current data show a significant improvement in learners' achievements with this subcontractor.
- The proportion of intermediate apprentices progressing to advanced level has increased and is satisfactory. In 2011/12 only half of male apprentices leaving the programme achieved their qualification. The very small number of learners from minority ethnic groups achieved as well as their peers.

The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment varies considerably. This is reflected in the varied learning outcomes for apprenticeship frameworks. Examples of good teaching and learning were observed by inspectors. Slow assessment practices affect the pace of accreditation and learners' achievement of their apprenticeship frameworks.
- Learners benefit from small group sizes and good individual coaching sessions from highly motivated and experienced hairdressing tutors. Learners confidently demonstrate good commercial hairdressing and employability skills. For example, learners at the Cheynes Training Academy London displayed highly skilled, precision cutting techniques far exceeding qualification requirements. Client consultations are thorough and learners communicate well with a diverse range of clients.
- Learners work in very busy high quality salons; they enhance their learning by working alongside inspirational highly skilled senior salon staff. A significant number of learners are able to participate in artistic teams, photographic shoots and support creative stylists at high profile fashion events which widen their learning experience.
- Planning of teaching requires improvement as it does not ensure that the individual needs of all learners are fully met. Study packs for theory are uninspiring and lack challenge. At a large subcontractor in Hampshire, an effective electronic learning management system is particularly useful, enabling learners to track their own progress and use electronic devices to send and receive work. Too many assessors and other learners fail to plan assessment effectively to maximise the number of assessments that can be completed during practical hairdressing sessions.
- Initial planning of apprenticeship programmes does not take into account learners' previous salon experience and/or qualifications to set interim targets and challenging completion dates. Hairdressing skills are not routinely assessed to determine an appropriate length of programme, although some good examples show individualised programmes. Regular reviews take place, but action plans are not always shared with employers and they do not include clear short term targets and, as a result, learners' progress is too slow.
- Learners complete comprehensive client treatment consultation sheets which support effective assessment planning, but the quality of feedback from trainers/assessors is too varied. Comments are frequently positive, but too often they do not inform learners what they have done well so that these skills can be replicated or exactly what they need to do to improve. Verbal feedback is good and supports learners well in developing and improving their skills.
- The planning and teaching of English, mathematics and functional skills require improvement. Naturally occurring learning is not used to raise learners' awareness of the application of skills such as mathematics through the use of ratios for mixing colour. Learners do not benefit from feedback on spelling and grammatical errors. Too many remain uncorrected following the marking of learners' work and study packs. Some learning materials contain spelling mistakes and quality assurance activities have not identified these as needing correction.
- Equality and diversity are insufficiently promoted through teaching and learning. The online support materials, completed at induction, fail to enhance learners' understanding as they are

too complex. Learners demonstrate good application of personal skills and can relate well to the wide range and cultural diversity of their clients. However, trainers do not take these naturally occurring opportunities to reinforce learners' understanding of equality and diversity, for example when a learner confidently completed an effective consultation with a client with learning and physical disabilities. The promotion of equality and diversity is insufficiently reinforced in many progress reviews.

The effectiveness of leadership and management

Requires improvement

- Cheynes has a clear strategic vision to work with employers to raise and/or maintain high standards of hairdressing skills. Strategic planning is weak and many targets do not focus sufficiently on improving teaching and learning, some targets lack challenge, some targets have been missed in the current year and actions are incomplete. The intended impact of actions is often unclear. Since 2012, Cheynes has provided significant resources to support successfully the improvements in outcomes and the quality of teaching and learning with a large underperforming subcontractor, based in Croydon.
- Academy and salon partnerships are flexible and effective in enabling learners to gain access to accreditation of their work-based knowledge and skills, which supports industry and employers' needs. Cheynes provides a wide range of support that complements employers' salon-based learning provision and their different levels of expertise. However, the performance monitoring of partners and subcontractors requires improvement. Target setting is weak and contract management tools are not fully used to secure the improvement of subcontracted provision. Local quality assurance of subcontractors' arrangements identifies many aspects of compliance and concerns with learners' progress; however, this information is not sufficiently used to inform strategic action. In 2011/12, Cheynes took appropriate action to cease working with four small under-performing partners once current apprentices had completed.
- The new observation of teaching and learning system focuses more on the quality of learning. It provides managers with a more accurate picture of the quality of teaching and learning across all regions and is starting to inform managers of trainers' development needs. However, it is not yet used to identify key priorities for improvement. The regional training advisers receive informal feedback on their performance, but this is not recorded and used to evaluate their effectiveness in managing and improving teaching and learning. Staff development activities are satisfactory in supporting the introduction of new initiatives and re-affirming Cheynes' expectations of employees' job roles and responsibilities. Most regional training advisers work in salons; they maintain their own technical and creative skills and understand the needs of the industry well. Learning is supported by the recent introduction of a range of electronic technology and improved web-based resources, and a new learner progress tracking system, but it is too early to judge the impact of these initiatives.
- Self-assessment is poorly informed by inaccurate evaluations of the quality across different centres. Heavy reliance is placed on the use of local self-assessment carried out by subcontractors or in salons, which lacks sufficient rigour. Operational managers and heads of centres complete evaluations with little challenge or moderation to verify the accuracy and reliability of the grades proposed. Although data are used to inform these evaluations, they are not used to manage quality improvement sufficiently at a strategic level. Data reports are based on high level information and do not indicate in sufficient detail key areas of concern, such as slow progress by learners. The views of learners and employers are not systematically gathered or evaluated to inform quality improvement planning. Too many of the areas for improvement identified at the 2010 inspection by Ofsted remain. Several areas of development, such as strategies to improve teaching and learning and the provision of English and mathematics, rely too much on the support provided by external consultants.
- The provision meets the needs of learners and employers well. The flexible model of working with partners and subcontractors supports the company's vision. High quality employers engage

in training and are sensitively supported, regardless of their prior experience in apprenticeship training. Partners and subcontractors can select from a range of support options, depending on their needs. The development of English and mathematics skills in the curriculum requires further development. It is too early to judge the effectiveness of the recently introduced strategies, including the new arrangements to support apprentices with learning difficulties. Equality and diversity principles are embedded in the company's ethos, policies and strategy. However, learners do not develop their understanding of industry relevant issues as tutors do not explore naturally occurring opportunities in salons and learning sessions and the activities used in progress reviews are weak. Trainers receive adequate training on equality and diversity and safeguarding matters. A record of at risk learners and their adviser support is having a positive impact on monitoring them to succeed and progress. Safeguarding arrangements are adequate; the provider meets its statutory requirements for safeguarding learners.

Record of Main Findings (RMF)

Cheynes Training

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	Apprenticeships
Overall effectiveness	3	3
Outcomes for learners	3	3
The quality of teaching, learning and assessment	3	3
The effectiveness of leadership and management	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Hairdressing	3

Provider details

Cheynes Training						
Type of provider	Independent learning provider					
Age range of learners	16+					
Approximate number of all learners over the previous full contract year	Full-time: 591					
	Part-time: 0					
Principal/CEO	Mr William Howarth					
Date of previous inspection	April 2010					
Website address	http://www.cheynestraining.com/					
Provider information at the time of the inspection						
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher	
	16-18	19+	16-18	19+	16-18	19+
	180	23	36	53	-	-
Funding received from	Skills Funding Agency (SFA)					
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ Janet Stewart Academy, Blackpool ▪ Jayne Reynolds Hair Academy, Peterborough ▪ Charlie Brown Academy, Coulsdon ▪ Elite Hair Academy, Hastings ▪ Marc Anthony Academy, Maidenhead ▪ Nikki Froud Academy, Lee-on-Solent, Hampshire ▪ P Kai Hair Academy, Hampton ▪ PHT Academy, Weymouth ▪ Rush Academy, Croydon ▪ The Graduate Hair Academy, London ▪ The Hair Project Academy, London 					

Additional information

Cheynes Training (Cheynes) is a trading name of Cheynes Management Ltd, a hairdressing salon group based in Edinburgh. The majority of learners funded by the Skills Funding Agency are employed in salons in London and south-east England, with other apprentices throughout England. Salons recruit their own learners who join Cheynes' apprenticeship programmes after an in-salon induction. Around 30% of learners receive all training and assessment in their workplace or in a local salon hub and cluster arrangement. The other 70% attend one of the 11 subcontracted academies or Cheynes own academy in Central London for their off-the-job training and assessment. The academies train and assess their own employees, apprentices from a range of salons or a combination of both. Cheynes provides individually negotiated support and guidance, the 12-weekly contractual progress reviews, learning resources and quality assurance arrangements, including internal verification.

Information about this inspection

Lead inspector

Julia Horsman HMI

Two of Her Majesty's Inspectors (HMI) and five additional hairdressing inspectors, assisted by the programme director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and of hairdressing.

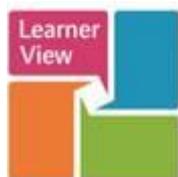
What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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