

Cheynes Training

Independent learning provider

Inspection dates		18–22 August 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Cheynes Training has made considerable progress since the last inspection and outcomes for learners are now good.
- The quality of teaching, learning and assessment is now good. Learners receive particularly helpful guidance and support from expert and highly experienced tutors and regional training advisers (RTAs).
- Everyone has high expectations of learners and, as a result, learners are motivated to do well at work and with their learning programmes.
- Learners have good skills in English and mathematics, and very good practical and customer-service skills in hairdressing that prepare them well for work and further training.
- Learners have very positive attitudes to their work.
- Leaders and managers use data well to lead a culture of improvement.
- Managers communicate well with, and provide very good support and training for, RTAs and subcontractors.

This is not yet an outstanding provider because:

- Employers are not always involved fully in workplace reviews of learning to set time-limited progress targets for learners.
- Tutors plan to promote equality and diversity in taught sessions and work-based reviews, but do not always carry out these plans as well as they might.
- Managers do not use learner feedback sufficiently well to improve teaching, learning and assessment.
- Managers do not link subcontractors' development plans sufficiently with the organisation's central plan and, through self-assessment, do not identify precisely enough each subcontractor's strengths and areas for improvement.

Full report

What does the provider need to do to improve further?

- Involve employers in target setting with learners and RTAs to meet individual learners' needs and further improve progress by linking learners' short-term targets to their longer-term goals.
- Further develop the reinforcement of equality and diversity in taught sessions and workplace reviews. Ensure that learners develop their understanding of broader issues by using a range of techniques, including use of the learner diary, to check and reinforce knowledge and understanding.
- Further improve the consistency of the learner experience by identifying more precisely what each subcontractor does well, and needs to improve, with regard to teaching, learning and assessment.
- Ensure actions in subcontractors' development plans link closely to Cheynes Training's central development plan, with clear time limits for each action for development.

Inspection judgements

Outcomes for learners	Good
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- Outcomes for learners have improved significantly since the last inspection through noteworthy improvements in teaching, learning and assessment; rising in 2012/13 and again in 2013/14. Success rates have risen markedly, are now consistently good and are considerably above the national rate.
- A very large majority of learners achieve well and make good progress, completing their studies within planned timescales. Improved target setting, tracking and monitoring have ensured there is no longer a difference in the progress and achievement of younger and older learners; there are no significant variations in the achievement of different groups of learners. However, there are small variations in the achievement of learners across subcontractors. For a few learners, their tutors, RTAs and employers do not sufficiently link targets for achievement to the development and assessment of skills in their workplaces. Those learners who need additional learning support do as well as their peers.
- Most learners develop increased confidence and skills in English and mathematics. Many benefit greatly from individualised support, based on the outcomes of comprehensive initial assessments. Learners have a good understanding of how developing skills in English and mathematics help them to deal with communication and problem solving at work and in their everyday lives.
- Learners have very positive attitudes to their work. They are attentive in classroom and workplace settings, and work well with their tutors to show what they have learned. Learners show good knowledge and understanding of the skills and techniques they need to work in hairdressing. As a result, they contribute well in their workplaces, and deal effectively with the demands of their work.
- Enrichment activities, such as competitions, master-classes and work with a diverse range of clients enable many learners to identify how they can apply their developing skills in other contexts. As a result, learners recognise their potential and set themselves clear targets for further skills development and progression within hairdressing and barbering. Progression into employment and further training is also good. Salon owners and managers speak highly of their learners. They value the skills and expertise that their learners develop in classroom and workplace settings. Many learners benefit from work with inspiring hairdressers, recognised nationally and internationally for the quality of their work.
- Hairdressing learners follow training programmes that prepare them well for their work and they confirm that their studies have increased their personal confidence and motivation. They enjoy

their training very much, develop highly effective personal and social skills, and recognise that they are improving their employment opportunities.

- A newly introduced system for monitoring learners at risk of not completing their programmes has had a positive impact on achievement and retention, but training centre staff are not yet using the system consistently well. Learners benefit from good social care and support from their tutors and employers so that learners in challenging circumstances, for example, are able to resolve potential problems and continue their studies. As a result, attendance and punctuality are very good.

The quality of teaching, learning and assessment

Good

- Learners achieve qualifications well through mostly good, and some highly inspirational, learning sessions. Learners benefit from good one-to-one guidance that supports the development of strong hairdressing and personal skills. Learners enjoy their learning experience very much. Some have additional support from their employers, which enables them to achieve success in high-profile competitions, or to prepare them for the auditions for national hairdressing art teams.
- Well-qualified and highly experienced tutors plan effective learning programmes that meet the individual needs of learners. Staff identify barriers to learning early and support for achievement is tailored to learners' learning and assessment needs. Learning environments are very good and reflect the latest hairdressing equipment and technology, inspiring learners to achieve well.
- Learners have very good communication skills. They demonstrate a mature and confident approach to client consultation using good, positive body language to support professional and effective verbal questioning techniques. This has a positive impact on learning, enabling independent and accurate choice of products and services for clients.
- Most learning sessions are challenging. Employers, tutors and clients all have high expectations of learners, who respond well to the requirements of competitive commercial environments. The large majority of learners work with a diverse range of clients, enabling the development of hairdressing skills for all hair types, such as Asian- and African-type hair. In a small minority of cases, learners have lengthy periods without employer support for training.
- Learners use technology well to support learning. They frequently share work completed at the academy and in their own time using social media. Learners and tutors use this evidence well for reflective evaluation to identify strengths and areas for improvement. One academy further supports learning by effective use of a virtual learning environment. Here, learners send work for marking, enabling tutors' rapid responses in marking and feedback.
- Tutors and assessors plan assessment activities well and effectively support most learners to identify the assessments they require. Learners use innovative methods to attract clients to learning sessions to fulfil their assessment needs. Many learners access assessment with salon-based assessors, enabling quicker progression through their qualifications. A few learners take too long to complete units, such as shampooing. Whilst adherence to health and safety is good, there is a small amount of inconsistent use of personal protective equipment when handling and working with chemicals.
- Improved target setting has led to better achievement and progress. Learners set good and clear targets each month, which provide a clear focus for assessment and learning. RTAs complete helpful reviews every 12 weeks, but do not always link these targets with those set by learners, or share the outcomes of their review consistently with employers. This means that learners and employers do not always know how much progress learners make.
- Learners celebrate their successes using diaries and portfolios well to record progress. The best diaries include clear evidence of reflective learning and the continuing development of practical hairdressing skills and constructive feedback from tutors that support improvements in learning. Other helpful feedback includes that derived from self-reflection and occasionally from parents. Advanced apprentices develop highly creative and innovative portfolio-type diaries that include,

for example, a timeline of supportive and encouraging feedback from individuals engaged with them for planning a promotional event.

- Feedback to learners in practical hairdressing sessions is good and enables immediate improvements in learning. In a minority of cases, there is insufficient checking of learners' work and knowledge. For example, tutors do not always use questions to confirm learners' understanding of the practical application of skills.
- Learners demonstrate good development of English and mathematics and recognise the importance of these skills in their work and everyday life. Tutors routinely check learners' neat written work for spelling, punctuation and grammar, and provide learners with useful suggestions about sentence structure. However, tutors sometimes do not overtly promote the use of English, mathematics and functional skills in learning sessions. This means that learners remain unaware of their employment of these skills, for example when applying ratio and percentage calculations in the mixing of colour.
- Learners benefit from an effective induction at salons and in the academy, which clearly outlines the demands and requirements of the apprenticeship. Learners are well informed about their next steps in training and many aspire to progress to higher levels in the hairdressing industry: for example, intermediate apprentices plan to progress to the advanced programme and advanced apprentices aspire to senior job roles such as technical directors or trainers and assessors.
- Learners have a strong understanding of the broader concepts of equality and diversity. They enjoy the interactive nature of learning in equality and diversity lessons. Tutors frequently review the topics throughout the learning programme to reinforce understanding. Learners are sensitive to the individual needs of their clients and can talk knowledgeably about how they adapt treatment for clients with disabilities. However, tutors do not always promote the application of the themes and values of equality and diversity in hairdressing sessions.

The effectiveness of leadership and management

Good

- Since the last inspection, in 2013, senior leaders have substantially strengthened their strategic planning, which now rightly focuses on improving hairdressing apprentices' experiences and achievements through improved teaching, learning and assessment. Learners' success rates have improved markedly over the past year through managers' sustained work with their RTAs and subcontractors to implement better processes related to training, assessment and target setting. This success is notable for the short time frame in which managers have brought it about, as well as the greater consistency they now achieve across a wide range of subcontractors throughout England.
- Senior leaders share their vision for learners' success very effectively with staff and subcontractors through well-planned, well-attended and regularly convened training events. In addition, they provide helpful monthly bulletins for staff, subcontractors and employers about key aspects of apprenticeship training. These include information about developing learners' skills in English and mathematics, equality and diversity training and initiatives to motivate the most able learners to achieve more. Excellent resources are also available through Cheynes' website. Managers within Cheynes Training and its subcontractors celebrate learners' successes well and have imbued into their training a culture of high aspirations.
- Managers' improved arrangements to oversee the performance of RTAs, and provide them with good training and support, are also having a positive impact on learners' experiences. Arrangements to verify assessment decisions within each training centre are robust. RTAs' evaluations of tutors' teaching, learning and assessment are largely accurate and focus well on the impact on learners' progress. However, in a few cases they do not identify clearly enough the skills that tutors need to improve. The timeliness with which development actions are completed remains an area for further improvement.

- Managers have improved the data they use to monitor learners' achievements in year and analyse performance effectively on a monthly basis by learner, subcontractor and region. RTAs play a key role in setting deadlines and targets for subcontractors to achieve qualification success with their learners. Effective quarterly progress reviews by senior managers and a robust scrutiny of new training centres have overturned weaknesses found at the previous inspection in the management of subcontractors.
- Managers use data well to monitor the performance of different groups of learners and have successfully implemented strategies so that performance gaps between different groups of learners are now negligible. Managers have good strategic plans to increase the proportion of male learners and those from Black or minority ethnic backgrounds.
- Since the last inspection, managers have improved how thoroughly they evaluate their training. Their judgements in the organisation's self-assessment report are largely accurate and they have mostly addressed the recommendations from the previous inspection. The overarching improvement plan for the organisation focuses well on the most significant areas for development. However, managers do not link the success measures closely enough to improvements in learners' achievements or experience. Their evaluation of subcontractors' strengths and areas for development are still not precise enough to support further targeted improvements in the quality of training.
- Arrangements to ensure subcontractors evaluate their provision have improved, but managers do not adequately link action plans for individual subcontractors with the key developmental actions identified for the whole organisation. Consequently, a few inconsistencies remain in learners' experiences and achievement in different training centres. Whilst managers have implemented a wide range of strategies to seek the views of learners, making purposeful use of learners' feedback is an area for improvement.
- Managers, RTAs and tutors have regular contact with salon owners and managers and ensure that the recruitment of apprentices fulfils local and regional skill shortages, and that training evolves to meet the needs of the hairdressing industry. Managers have responded well to the sharper focus placed on improving learners' skills in English and mathematics and their personal, learning and thinking skills. They have put in place a range of good actions to bring this about, and recognise the need to embed these initiatives further across all subcontractors.
- Cheynes Training meets its statutory requirements for safeguarding learners. The safeguarding officer provides very effective support to learners, RTAs and subcontractors' staff, and deals with any issues promptly. Learners work in salons and training centres where they feel safe, respected as employees and receive the support they need to be successful.

Record of Main Findings (RMF)

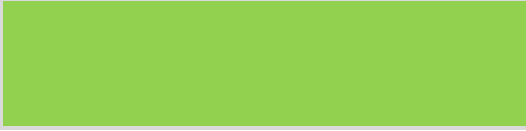
Cheynes Training

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	-	-	-	-	-	2	-	-
Outcomes for learners	2	-	-	-	-	-	2	-	-
The quality of teaching, learning and assessment	2	-	-	-	-	-	2	-	-
The effectiveness of leadership and management	2	-	-	-	-	-	2	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Hairdressing	2

Provider details

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	533							
Principal/CEO	Mr William Howarth							
Date of previous inspection	April 2013							
Website address	www.cheynestraining.com							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	-	-	-	-	-	-	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	232	26	29	42	-	-		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
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"> ■ Charlie Brown Academy ■ Chichester Hair Academy ■ Elite Hair Academy ■ Gary Hedley Academy ■ GMT - Falltricks Training Academy ■ Greys Academy ■ Janet Stewart Academy ■ Nikki Froud Academy ■ Passion4Education ■ P-Kai Academy ■ Rush Academy ■ South West Training ■ The Graduate Academy 							

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- The Hair Project
 - Visions Hair Academy

Contextual information

Cheyne Training is an operating division 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. A small minority of learners receive all training and assessment in their workplace or in a local salon hub and cluster arrangement. The rest 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

Christopher Jones HMI

Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Technical 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 also 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 relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

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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