

# The London College of Beauty Therapy Limited

Independent Learning Provider

## Inspection dates

13–16 June 2017

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	<b>Requires improvement</b>	16 to 19 study programmes	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>	Adult learning programmes	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>	Apprenticeships	<b>Requires improvement</b>
Outcomes for learners	<b>Requires improvement</b>		
Overall effectiveness at previous inspection		Good	

## Summary of key findings

### This is a provider that requires improvement

- The proportion of learners on study programmes who achieve their qualification, while improving, is not yet good. Too few progress to a higher level of study.
- The quality of teaching, learning and assessment is no longer consistently good. Lecturers do not plan learning sufficiently well enough to meet learners' individual needs.
- Leaders and managers have not yet improved the quality of apprenticeship delivery well enough to ensure that apprentices make good progress. The proportion of apprentices who achieve their qualifications within the time planned remains low.
- Lecturers do not ensure that learners develop good skills in English and mathematics. Too few achieve their qualifications, or achieve A\* to C grades at GCSE.
- Managers do not monitor the destination of learners well enough. As a result, managers do not have sufficient knowledge of whether the curriculum meets the needs of learners fully.

### The provider has the following strengths

- Learners develop good work-related skills in beauty, make-up, health and fitness, and many are successful in gaining part-time work through the college job shop.
- Leaders and managers have created an inclusive, safe and welcoming environment; learners behave well, develop in confidence and treat everyone with respect.
- Learners benefit from the good partnership arrangements that managers have established. Employers work closely with the college to give learners access to up-to-date techniques and high-quality products.
- The provision for adult learners is good. The proportion of adults who complete their qualifications is high.

## Full report

### Information about the provider

- Established in 1995 and based in the West End of London, The London College of Beauty Therapy Limited, known as LCBT, has developed to become a specialist college in beauty therapy, beauty retail, hair and media make-up, health and fitness. The college recruits learners from across all the London boroughs and offers full and part-time courses throughout the year. LCBT delivers 16 to 19 study programmes, traineeships, adult provision (including programmes for the unemployed) and apprenticeships. LCBT currently works with two subcontractors, one of which delivers the traineeship provision.
- The CEO is responsible for the strategic direction of the company, supported by an executive board and two shareholders. Recently the board agreed to deliver qualifications within the specialist areas above only, and has ceased to provide programmes in health and social care and hospitality and catering.

### What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment so that it is consistently good by ensuring that:
  - training for lecturers focuses on improving classroom practice and teaching skills
  - observations of teaching place sufficient emphasis on evaluating the skills, knowledge and professional standards that learners are developing during lessons
  - lecturers plan for learning that consistently challenges and meets the needs of individual learners
  - assessors, referred to as 'learning and development trainers' by LCBT, plan sessions at visits to challenge and extend apprentices' learning and knowledge.
- Increase the proportion of study programme learners that achieve their English and mathematics qualifications, by:
  - improving the rate of attendance at these subjects
  - ensuring that lecturers promote to learners the benefits of achieving these qualifications to support them in the future
  - ensuring that vocational lecturers develop learners' mathematics and English skills in lessons, by planning additional activities that allow them to practise and apply these skills.
- Further embed the implementation of the new apprenticeship management structure and processes, to ensure that the quality of apprenticeship delivery and the proportion of apprentices who complete their qualifications in the planned time continues to improve.
- Monitor where learners go on completing their course, relative to their intended career or study aims. Identify why more learners on study programmes do not progress to the next level of study with LCBT and put actions in place where appropriate to increase this.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders and managers have not sustained the good standard of teaching, learning and assessment seen at the previous inspection and the proportion of learners on study programmes who complete their qualification requires improvement. While a small proportion of teaching staff have worked at LCBT for a considerable time, the high turnover of the remaining staff has a negative impact on the quality of learning.
- Leaders and managers acknowledge the decline in outcomes and they are working to improve standards rapidly. However, it is too soon to judge the impact of many management actions. Under the leadership of the recently appointed CEO, managers have re-evaluated all aspects of the learner experience and have taken positive action to secure the improvements required. For example, managers now make effective use of data to monitor actions for improvement and focus closely on the attendance and achievement of current learners.
- Managers' actions to prioritise the importance of developing learners' skills in English and mathematics have not yet made the improvements that managers expected. While the proportion of learners achieving a functional qualification is increasing, it is not yet high enough. Learners' development of English and mathematic skills is slow and attendance in these lessons requires improvement.
- Management of subcontractors is effective. Managers have ceased to contract with those partners who failed to ensure a good standard of learning. Current learners and trainees placed with subcontractors develop good technical skills, although the proportion of apprentices who complete their qualifications within the time planned is not yet good.
- Leaders' and managers' evaluation of the quality of provision is insufficiently rigorous. The resulting self-assessment report overstates the strengths of provision. For example, managers fail to recognise that not enough teaching, learning and assessment is good. However, staff do make effective use of learners', parents' and employers' views to inform and shape improvements to the learning experience.
- Managers use a broad range of quality indicators to judge the quality of teaching, learning and assessment, but do not place sufficient emphasis on the main areas of importance. For example, when observing learning, they often do not place sufficient emphasis on evaluating the skills, knowledge and professional standards that learners develop. Managers focus well on ensuring that lecturers keep their professional qualifications, skills and knowledge required by industry up to date.
- Learners benefit from the good partnerships that leaders and managers have established with employers and training providers. This ensures that the curriculum focuses sharply on providing education and training that meets the exacting standards of the hairdressing, beauty and well-being industry. Managers plan a range of career pathways and progression routes into employment for learners. Programmes provided for long-term unemployed adult learners are particularly effective in meeting the skills needs of local employers.
- Leaders have established an ethos of mutual tolerance and respect. Learners from a broad range of backgrounds and cultures work together happily, both inside and outside

of lessons, in a harmonious and mutually beneficial manner.

### **The governance of the provider**

- LCBT is a private training company owned by three shareholders. The CEO is accountable to the shareholders of LCBT Limited in a shareholder agreement. Communications between the executive board and staff across the organisation are good.
- Managers make effective use of the external scrutiny provided by partners, paid consultants and external providers of education and training, to shape and inform their views on the quality of provision.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders, managers and staff place learners' safety as a high priority. Learners are knowledgeable about all aspects of keeping themselves safe, including lone working, living confidently within their own neighbourhood, and the risks associated with social media, including working online. Suitably trained managers and staff respond rapidly and appropriately to any concerns that learners raise.
- Senior leaders have met their obligations under the 'Prevent' duty effectively and have developed good working relationships with relevant agencies. They use these relationships well to protect learners from those who promote extreme ideological views. Lecturers provide frequent opportunities for learners to discuss current news events in a confidential manner while reinforcing the values of mutual tolerance, and benefits of living in a diverse democratic society. Managers have a well-planned emergency strategy to ensure learners' safety in the event of a terrorist incident. Learners and staff understand clearly what actions they must take in an emergency to ensure the safety of themselves and their peers.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- Teaching, learning and assessment do not provide sufficient challenge to enable learners to make good progress towards completing their qualifications. As a result, outcomes for learners on study programmes and apprenticeships require improvement.
- Teaching, learning and assessment are good on adult provision. Learners on these programmes make good progress, develop good professional standards and achieve their qualifications.
- Lecturers do not promote and plan the development of learners' English and mathematics skills well enough. Lecturers do not provide learners with enough help in developing their written skills; as a result, learners approaching the end of their course are still unsure of how to spell important terminology essential for their chosen career. Course leaders of English and mathematics lessons use a good range of resources, including interactive technologies. However, learners do not always value the development of these essential skills.
- In a minority of lessons, lecturers do not use the information they have about learners

effectively, to plan teaching that is suitably matched to the different skills and abilities of learners. Consequently, learners are not sufficiently involved during demonstrations or when acting as clients and they lose interest quickly. In these lessons, lecturers do not use effective strategies to check learning and too many learners rely on their peers to answer questions for them.

- The majority of learners make good progress in practical lessons and develop good vocational skills. Learners on hair and media make-up programmes develop skills by designing looks inspired by fashion, films and literature. They execute these looks carefully and professionally on models. Learners on fitness qualifications instruct clients in the correct way to use a static bicycle so that they maintain good posture.
- Lecturers closely monitor the progress that learners make towards their assessments. Reviews for apprentices are frequent and focus well on apprentices' individual needs. Reviews of study programme learners include useful targets for attendance and task completion, but are less specific about the precise aspects of skills and knowledge that learners need to develop further, such as improving their writing skills.
- Lecturers use their good industry knowledge well to support and prepare the majority of learners to meet the exacting standard demanded by the hair and media, beauty, health and fitness industries. Through regular assessment feedback, learners understand what they have achieved and what they need to do to complete their qualification. Lecturers do not ensure that the minority learners on hairdressing courses work to the required standard expected.
- Lecturers provide effective individual support to learners who need extra help to achieve their qualifications. Lecturers understand well each learner's specific needs and they provide good-quality support. Learning materials are adapted sensitively and effectively to enable learners to make progress.
- Lecturers raise learners' awareness effectively of the importance of equality of opportunity and valuing diversity. Lecturers reinforce this through a well-structured tutorial programme and in lessons. Learners have a good understanding of the diverse needs of their clients and adapt their treatments accordingly.

## **Personal development, behaviour and welfare**

**Good**

- Learners and apprentices are very positive about their learning and experience at the college. They are keen to complete their qualifications and demonstrate a willingness to learn. Learners and apprentices develop self-confidence and become independent learners. Adult learners gain confidence after a significant time away from education and employment.
- Learners' behaviour is very good in lessons and around the college. Learners are polite, courteous and highly respectful to staff and visitors. The majority of learners are punctual, wear the appropriate uniform and are ready to learn.
- Learners develop good work-related skills and the majority benefit from purposeful work-related learning and external work experience. Through the well-planned schedule of events and opportunities to work in West End shows and large national beauty exhibitions, learners develop their team-building skills, work to tight deadlines and learn how to work efficiently under pressure. At these events, learners sharpen their skills in

the application of stage make-up, beauty techniques and hair styling.

- The majority of learners receive effective careers advice and guidance throughout their programme. Staff support them well to make decisions about their next steps. Learners benefit from external talks from reputable hair, beauty, health and fitness employers, which raise their aspirations and inform them of future opportunities available. Staff support learners to complete university application forms and curriculum vitae, and to practise interview techniques. Employers value highly the skills that learners develop at the college and many recruit directly through the college job shop. As a result, a high proportion of learners currently studying have gained part-time jobs in their chosen field.
- Learners are proud of their work and regularly display their practical skills development and achievements. Through internal and external awards and competitions, learners demonstrate very well the additional skills they have mastered outside of their main qualification. For example, learners on hair and media make-up courses take part in, and win, competitions in the application of male make-up techniques.
- Learners develop good verbal communication skills and use technical language well in classroom discussions. They talk confidently with clients about specialist treatments, techniques and products.
- Learners' attendance in the majority of vocational lessons is good. Managers monitor attendance closely and have implemented an incentive programme to improve attendance across all courses. Attendance in English and mathematics courses has improved slightly since last year, but is still lower than that of vocational courses and requires improvement.
- Lecturers do not plan well for learners to apply and practise their mathematics skills within a vocational context; learners' mathematics skills are underdeveloped.
- Learners understand the importance of good nutrition and learn how to stay fit and maintain a healthy lifestyle. During tutorials, they explore and debate a broad range of topics such as mental ill health and gender identity, and how to adjust their client care accordingly.
- Learners feel safe, know how to raise concerns and have a very good understanding of how to keep themselves safe from radicalisation and extremism. They feel safe from bullying and understand the dangers associated with online grooming.
- Learners have a good understanding of their responsibilities and how to be good citizens in modern Britain. The college has a very diverse community and learners demonstrate tolerance and understanding towards others, in and outside the college.

### Outcomes for learners

### Requires improvement

- In 2015/16, too few study programme learners achieved their qualification and there was a marked decline from the previous year. Managers have identified and put into place actions to address this. Early indications suggest that in the current year learners are making better progress.
- Overall apprenticeship achievement rates, although improving, are too low. Too many apprentices do not achieve their qualifications in the planned time. Current apprentices develop the skills required by their employers, and the majority of apprentices sustain

permanent employment.

- Learners' achievement of English and mathematics qualifications requires improvement. The proportion of study programme learners who gain GCSE A\* to C grades in English is low, and in mathematics is very low.
- The majority of adult learners achieve their qualifications and make good progress. They develop a good range of work-related skills, including attending on time, effective communication and how to present themselves well at interview. A high proportion of learners on Jobcentre Plus programmes gain employment as a result of their learning.
- Too few learners on study programmes progress into employment or further studies. Managers' recording and evaluation of learners' next steps is incomplete. Managers do not have sufficient knowledge of the destination of a minority of learners, or know how appropriately their courses have prepared them for further training and employment.
- The majority of learners develop good practical skills and produce good standards of work. For example, learners on hair and media make-up programmes develop professional mood boards to showcase their ideas and work; health and fitness learners produce work at a higher level than their studies. However, in hairdressing courses, learners' professional standards of work are not high enough.
- Managers have remedied effectively the gaps in achievement between different groups of learners so that most groups of learners achieve equally well. For example, there is no notable difference in the achievement of males and females, or between learners from different backgrounds. Children looked after, those in receipt of free school meals and care leavers make good progress. The small proportion of learners on traineeships make good progress and most gain an apprenticeship or employment as result of their programme.

## Types of provision

### 16 to 19 study programmes

### Requires improvement

- Study programmes account for the largest proportion of learners at LCBT. At the time of inspection, 358 learners were enrolled on study programmes, from entry level to level 3. The largest groups were in beauty therapy and hair and media make-up; a small proportion of learners attend hairdressing courses.
- In the previous academic year, the achievements of learners and the number who completed their courses declined sharply and was low. Managers recognised this and implemented actions to ensure that this improved. Current learners are making better progress and in-year achievement is improving, but not yet good.
- Lecturers do not use the results from their assessment of learners' skills and abilities at the start of the course effectively. As a result, lecturers do not evaluate the starting points of learners' mathematics and English skills well, and do not plan and teach appropriate learning to develop these skills. Learners are not able to use mathematics within their vocational lessons well, and their spelling of technical words and terminology is often weak.
- Learners develop a good range of vocational skills in beauty therapy and media make-up. They are confident in the use of electrotherapy treatments such as micro-current and

epilation, and one-to-one treatments in the application of make-up, facials, neck and face massage. In hairdressing, lecturers do not ensure that learners develop the professional standards expected within a commercial salon.

- Learners extend their product knowledge and learn how to use new and up-to-date techniques well. The majority of learners attend exhibition and charity events, external talks and demonstrations from beauty and make-up suppliers. Learners reflect and evaluate effectively the skills and knowledge they gain from these activities.
- Learners benefit from well-planned work experience. In groups, they work to apply make-up and dress the hair of actors appearing in theatrical shows. At large events they carry out beauty treatments on members of the public. This gives learners an effective understanding of the type of work available to them. However, too few learners have placements with employers through which they can gain an experience of work that is related closely to their career goals, and develop skills that relate to these.
- Learners receive useful careers advice and guidance from staff that help them plan for their next steps in education and employment. Learners who intend to go to higher education receive good support with their applications; however, the proportion of learners who progress from level 2 to level 3 programmes, the level required for specific job roles in beauty therapy, is very low.
- Learners enjoy their learning; they feel safe and have a thorough awareness of how to keep themselves safe, in light of the recent events in London.

## Adult learning programmes

**Good**

- Currently, 197 adult learners study full and part-time courses across the full range of curriculum offered at LCBT. The majority study beauty therapy and hair and media make-up. The college teaches regular short courses in beauty therapy and health and fitness courses to unemployed learners referred by Jobcentre Plus. Courses are offered in the day, evening and at the weekend.
- Leaders, managers and staff plan and design the adult curriculum carefully and well to ensure that it meets the needs of the local community and employers within the hair, beauty, and health and fitness industry. Adults benefit from the flexible offer available to them, including intensive short courses, which allows them to develop quickly the skills that support them into work and self-employment.
- Lecturers use their industry skills, knowledge and experience well, to ensure that teaching, learning and assessment are effective. They monitor learners' progress and assessment closely, ensuring that learners have the opportunity to achieve units of their qualification at regular intervals. Adult learners make very good progress and achieve their qualifications.
- Learners receive good and detailed feedback on their progress, which enables them to improve their practice. For example, in practical beauty lessons, feedback from lecturers enables learners to improve their techniques when consulting with clients about their skin types, before agreeing suitable facial techniques. Learners in health and fitness understand how to use verbal and non-verbal communication to support clients using exercise machines in the gym.
- Lecturers support learners to overcome barriers to employment very effectively. Learners

develop good skills for employment such as attending punctually, positive attitudes to work and the standard of appearance expected by employers. Most succeed in securing employment at the end of their course.

- Lecturers make good links to employment in lessons and in practical sessions; they promote professional and industrial standards well. Learners demonstrate good professional standards and develop technical skills such as carrying out specialist facials, nail work and waxing techniques.
- Lecturers ensure that learners develop in confidence and gain a good range of personal, social and work-related skills, enabling them to achieve their individualised personal goals and targets successfully. For example, learners on fitness courses develop good communication skills and become more confident in talking to clients during consultations, when preparing a personal training programme in the gym.
- Lecturers do not provide learners with enough support and opportunity to use and develop their mathematical skills and specialist terminology well enough. As a result, learners often guess calculations required and do not pronounce and spell technical terms correctly.

## Apprenticeships

## Requires improvement

- LCBT currently has 88 apprentices, half of whom train with two subcontractor partners. The majority of apprentices follow programmes in management, beauty therapy and customer service. Managers work closely with a selected group of employers from the industry to plan and implement bespoke apprenticeship programmes, tailored to meet employers' individual needs.
- Too few apprentices in 2015/16 successfully completed their qualifications within the planned time. Current apprentices are making expected progress. The new management team uses management information well to monitor and track apprentices' progress. They effectively identify apprentices who fall behind and require extra support; however, the implementation of these measures has not yet had sufficient impact to bring about improvement quickly enough.
- Learning and development trainers do not use sessions at visits sufficiently well to challenge the most able apprentices. Learning and development trainers do not provide additional tasks or activities to broaden apprentices' understanding of their subject or encourage apprentices to reflect well on their own development and professional practice. As a result, a minority of apprentices are on programmes that are too easy for them given the qualifications or experience they already have. These apprentices do not make the progress that they are capable of.
- Apprentices do not receive sufficient independent advice and guidance to help them make decisions about their next steps in education and/or employment. Apprentices coming to the end of their programme are unsure of what options are available to them to study further and too few progress onto a higher-level apprenticeship.
- Learning and development trainers do not develop apprentices' written communication skills effectively. Apprentices do not receive feedback that is sufficiently detailed to inform them on how they can improve their written skills, grammar and spelling. As a result, apprentices continue to make the same mistakes in their written work.

- Employers value the apprenticeship programme and the considerable benefit that this brings to their business. Learning and development trainers and employers work closely together to match learning to meet their business needs. As a result, apprentices often take on additional responsibilities or gain promotion.
- Apprentices benefit from regular focused reviews and assessments. Progress reviews provide apprentices with constructive feedback on their performance and development of their vocational and personal skills. Employers and apprentices take an active role in agreeing future targets and assessment plans.
- Current apprentices develop skills which they use to good effect in their workplace. Apprentices managing teams apply company policy, employment legislation and time management effectively in their day-to-day activities. Retail apprentices apply mathematical skills well to calculate commissions and targets.
- Apprentices develop in confidence, they demonstrate the professional behaviours expected within the sectors they work and have high aspirations for their future careers.

## Provider details

Unique reference number	53160
Type of provider	Independent learning provider
Age range of learners	[16–18/19+]
Approximate number of all learners over the previous full contract year	1,691
Principal/CEO	Dr Christianne Cavaliere de Moncayo
Telephone number	0207 208 1359
Website	<a href="http://www.lcbt.co.uk">www.lcbt.co.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	7	8	277	154	74	35	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	17	15	6	47	0	3		
Number of traineeships	16–19		19+		Total			
	17				17			
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	1							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	That Nail Place (trading as TNB Skills Training) Dynamic Training UK							

## Information about this inspection

The inspection team was assisted by the curriculum and quality director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Jane Hughes, lead inspector	Her Majesty's Inspector
Jules Steele	Her Majesty's Inspector
Josephine John	Ofsted Inspector
Philip Elliott	Ofsted Inspector
Kanwaljit Dhillon	Ofsted Inspector
Alison Gray	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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