

# The Headmasters Partnership Limited

Employer

**Inspection dates**

23–24 January 2018

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	<b>Requires improvement</b>	Apprenticeships	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>		
Personal development, behaviour and welfare	<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 hairdressing apprentices who achieve their qualification within the planned time dropped in 2016/17 and is too low.
- Directors, leaders and managers have not maintained a close enough overview of the performance of apprentices and do not support managers to maintain the quality of teaching and learning.
- Apprentices' attendance and punctuality at the training academy are not good enough and do not reflect the behaviours expected for employment.
- The proportion of apprentices who achieve qualifications in English and mathematics is too low.
- During their reviews of apprentice's progress, staff do not identify well enough the main areas for improvement to help apprentices achieve at a high level.
- Leaders and managers have been slow in taking effective action to reduce the proportion of apprentices who leave prior to the end of their training.
- Staff do not carry out assessments frequently enough to enable apprentices to achieve their qualifications in the planned time.

### The provider has the following strengths

- Leaders and managers value the role that apprentices have taken in increasing the number of salons, franchises and stylists within the Headmasters group.
- Staff are well qualified and experienced professionals who use their expertise to provide effective coaching and demonstrations.
- Apprentices take part in a broad range of enrichment activities and incentives, such as masterclasses, talent competitions and visits to trade shows, to support their career and personal development.
- The majority of apprentices remain in employment with Headmasters on completion of the apprenticeship and have successful careers within the company.

## Full report

### Information about the provider

- Headmasters started as a single salon in London, and now has nearly 60 salons, mostly in the South East and Greater London area. The company owns most of the salons but has 22 franchise-run salons. Headmasters offers intermediate and advanced hairdressing apprenticeships through their training academy in Richmond and through in-salon educators. Apprentices, all employed in the company's salons, can start at any time during the year.

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

- Trainers and assessors (called educators at the provider) should set targets for apprentices that are clear and identify what the apprentice needs to do to improve and how they are to achieve this. Educators need to record these targets accurately with a date by which the apprentice needs to achieve them.
- Leaders and managers should ensure that apprentice assessments take place more frequently, including within salons, in order for apprentices to achieve their qualification within their planned time.
- Improve the proportion of apprentices who achieve qualifications in English and mathematics by:
  - using the information on the skills that apprentices already have in English and mathematics to set work that enables apprentices to achieve at a level that builds on their prior achievement
  - developing the skills and confidence of educators in their use of English, so that the materials they produce for apprentices are of a higher standard
  - ensuring that educators help apprentices to develop the skills necessary to avoid repeatedly making the same mistakes in their written work
  - making sure that apprentices attend regularly and on time
  - linking learning in the classroom to apprentices' jobs within the salons.
- Directors, leaders and managers should set and monitor targets on key areas of performance including the progress of current apprentices, the proportion of apprentices who complete their qualification within their planned time, and the number of apprentices who achieve qualifications in English and mathematics.
- Director should maintain an overview of the provision and ensure that they support and challenge leaders and managers on the achievement of agreed targets.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders and managers acted too slowly in taking effective measures to stem the decline in apprentices' achievement rates in 2016/17. Leaders and managers have taken effective action over the last few months, which has started to increase the number of learners who achieve on time, but this has yet to make a significant impact.
- Leaders and managers know why too many apprentices do not stay with Headmasters to complete their apprenticeships. However, actions taken by leaders and managers to improve apprentices' retention rates have not been successful.
- Leaders and managers have not managed the teaching of English and mathematics well to ensure that learners benefit from good-quality learning. They have insufficient contingency arrangements to ensure the continuity of learning should the one English and mathematics specialist tutor be absent. Last year, apprentices experienced lengthy gaps in English and mathematics learning when the previous tutor left and there was no immediate replacement. Managers recognise that educators lack the confidence and skills to teach English and mathematics but have been slow in providing training.
- Leaders and managers do not set enough measurable targets to monitor and improve educators' teaching and performance. During the frequent discussions with educators, managers rarely check whether actions following lesson observations or targets for apprentices' achievement, progress or attendance meet their requirements.
- Leaders and managers have started to take action to bring about improvements. They have recently strengthened their self-assessment and lesson observation processes, recognising that these have not been a key driver for improvement previously. Leaders and managers have started to monitor apprentices' progress closely, identifying where those falling behind need extra support or assessment. They have recently restructured the team of educators, giving them responsibility for a group of apprentices so they can hold staff to account for their progress and achievement.
- Leaders and managers use apprentices' feedback well to make improvements. As a result of recent feedback from apprentices, leaders and managers introduced a theory folder with guidance packs, restructured the academy training days and bought more tablet computers for learners to use in the training academy.
- Leaders, managers and educators value the frequent and useful training and development they receive. As a result, apprentices benefit from well-trained educators who provide effective training in current work place practices and provide good-quality technical training, for example in cutting techniques and perming.
- Leaders and managers have devised a curriculum that enables apprentices to progress into employment as stylists. Staff provide apprentices with effective careers guidance at various stages of their programme.
- Leaders and managers value the apprenticeship programme and the benefits that apprentices bring to the business. Apprentices play a crucial part within the company's strategy for increasing the number of salons, including franchises, and training high-quality stylists. A significant proportion of managers, educators and assessors started

their career as a Headmasters apprentice.

- Leaders and managers provide exciting initiatives to identify and recognise apprentices' potential and talent from the initial stage, with in-salon careers specialists running local recruitment events and organising competitions and awards celebrations. Managers incentivise intermediate-level apprentices with gift vouchers while advanced-level apprentices can earn commission from retail sales.

## **The governance of the provider**

- Over the past year directors have not maintained a thorough enough overview of the quality of apprenticeship provision, and consequently did not take sufficient or timely action during 2016/17 when the proportion of apprentices achieving qualifications declined.
- A nominated director is now overseeing the apprenticeship programme. As a result, leaders and managers receive greater levels of support to resolve concerns more swiftly.
- Directors continue to value, and invest in, the apprenticeship programme. They have increased the number of educators, sourced external consultancy and introduced electronic portfolios and learning resources.

## **Safeguarding**

- Staff understand well their responsibilities for safeguarding apprentices. When apprentices raise concerns, staff take prompt action, provide good support and maintain comprehensive records of incidents.
- Leaders, managers and educators ensure that apprentices develop a good understanding of how to stay safe; as a result, they work safely and wear appropriate protective clothing. Apprentices are aware of wider health and safety issues. For example, through completing activities which cover the legal age for buying corrosive substances over the counter in shops they understand more about violent acid attacks.
- Leaders and managers have ensured that apprentices have a good understanding of how to keep themselves safe, including the risks posed by extremism and radicalisation. By doing so leaders and managed have ensured that apprentices are well prepared for living and working in modern Britain.

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

## **Requires improvement**

- Staff do not use strategies in their teaching and assessment that enable apprentices to achieve their qualifications within the planned timescales. Although educators have an effective focus on skill development, their assessment of apprentices both at the training academy and in salons is not frequent enough. As a result, too many apprentices make slow progress towards the achievement of their learning goals.
- Educators do not carry out regular reviews of apprentices' progress in the salon. Where reviews do take place, they do not involve salon managers to consider their views on the apprentices' progress. As a result, salon staff do not have a clear understanding of what progress apprentices make and what skills they need to develop and practise in the salon

in order to develop their skills quickly.

- Educators set targets for apprentices that focus too narrowly on listing units or tasks that apprentices need to complete. Educators do not set targets for apprentices that help them to understand the hairdressing skills or techniques they need to develop and practise in order to achieve their units. In their feedback to apprentices, educators provide little guidance to help them progress and improve. Consequently, apprentices do not always know what steps they need to take to make the progress of which they are capable.
- Educators do not make salon managers aware of what they need to do to link apprentices' learning in the training academy with their salon work. Because of this, salon managers do not have a good enough understanding of, or give sufficient priority to developing, apprentices' skills, including those in English and mathematics.
- The development of apprentices' English skills requires improvement. Although apprentices develop effective communication skills that help them in the salon, the lack of emphasis on their written English skills, results in slow progress towards the development of these skills. For example, educators fail to identify common spelling errors on apprentices' written work and as a result, apprentices make the same mistakes repeatedly.
- Educators do not link apprentices' learning of mathematics to jobs within the salons. As a result, apprentices do not always understand the relevance of mathematics and make slow progress in developing these skills.
- Apprentices enjoy their learning and develop good hairdressing and communication skills, which meet the principles and requirements for apprenticeship programmes. For example, intermediate-level apprentices apply regrowth tints and blow-dry their clients' hair to a good standard. Advanced-level apprentices carry out thorough consultations that enable them to meet their clients' requirements across a range of technical areas such as colour correction and advanced cutting techniques and styling.
- Educators develop well apprentices' knowledge of hairdressing by using industry-relevant scenarios to promote apprentices' understanding. For example, advanced-level apprentices consider cutting techniques or the impact of previous tint applications on colour selection. Intermediate-level apprentices carry out research on how different hair classifications influence style selection.
- In-salon and training academy educators use their skills and industry experience well to coach apprentices and provide good demonstrations and explanations in training sessions. Educators provide effective individual support to ensure that apprentices stay motivated in training sessions and they provide good-quality verbal feedback that enables apprentices to develop fully their skills over time.

## Personal development, behaviour and welfare

## Requires improvement

- Apprentices' attendance and punctuality at the training academy are not good enough. As a result, not enough apprentices develop the behaviours that they need to sustain their employment within the hairdressing industry.
- Educators do not provide apprentices with relevant information on health and well-being issues that are specific to working as a hairdresser. As a result, apprentices are not well-

enough informed about how to keep themselves healthy.

- Leaders and managers do not systematically report and analyse the support they provide to apprentices, for example with housing, financial issues and anxiety. Because of this, leaders and managers do not know whether the support they offer meets the needs of apprentices.
- Staff use social media effectively to promote awareness of relevant issues, such as World Mental Health Day, and to reinforce company policies and practice. As a result, apprentices use social media effectively to keep in contact with academy staff. However, apprentices do not always know how to keep themselves safe online, including from the risks of cyber bullying.
- Apprentices take pride in their work; they talk confidently about the skills they have developed on their apprenticeship, for example, disconnected haircuts, styling hair, fishtail plaits, foil colouring and colour correction. They are proud to work for the Headmasters group and develop effective interpersonal and client-care skills.
- Apprentices take part in an extensive range of enrichment activities. For example, the internal 'Talent Squad' identifies individuals to work alongside the artistic teams on events such as London Fashion Week, visits to the Salon International trade show and attending masterclasses with stylists who work and tour with celebrities. Through participating in these events, apprentices develop high aspirations for themselves.
- In addition to their apprenticeship qualification, apprentices complete a range of additional in-house training, including cutting fringes, head massage techniques, reception and front-of-house training. They also complete manufacturers' courses such as training to develop their knowledge of different commercial products, which salon managers value.
- Apprentices are aware of the progression opportunities available to them. For example, apprentices talk knowledgeably about their desire to work for the artistic team, move into management, run their own salon or work as educators.
- Leaders and managers set clear expectations for apprentices' behaviour and conduct, both in the academy and in salons. As a result, learners develop positive attitudes towards working in a professional environment.

## Outcomes for learners

## Requires improvement

- The proportion of apprentices who successfully achieve their hairdressing apprenticeship and do so within their planned time declined in 2016/17 and is too low. The achievement of apprentices aged 16 to 18 on intermediate-level apprenticeships has declined and is too low, as is the achievement of intermediate- and advanced-level apprentices aged 19 and over. However, the proportion of apprentices aged 16 to 18 achieving their advanced apprenticeship in hairdressing has increased marginally and is good.
- The proportion of male apprentices who successfully complete their qualifications is lower than for females. Apprentices from Black, Asian and other minority ethnic backgrounds achieve at the same rate as those from a White British background.
- Apprentices with identified special educational needs and/or disabilities achieve at the same rate as those without, although leaders and managers do not accurately record or

monitor the progress of this group of apprentices. As a result, leaders and managers do not have a clear enough picture of what interventions to put in place and what impact these have on apprentices' achievement.

- The proportion of apprentices who achieve their functional skills mathematics qualifications is too low and requires improvement. The proportion of apprentices who successfully achieve their level 1 functional skills English qualification is better than the proportion who achieve level 2, but both are too low and require improvement.
- The majority of apprentices who successfully complete their intermediate apprenticeship progress onto an advanced apprenticeship. The proportion of advanced apprentices who successfully complete their apprenticeship and subsequently gain promotion within their salons is high.
- The majority of current apprentices are on track to achieve their apprenticeship within their planned time.
- Apprentices work to a high standard, cutting, styling and colouring hair to industry requirements. Almost all apprentices pass a competency-based trade test at the first attempt. As a result, learners are developing the technical skills they need to progress on to higher study or gain employment within the hairdressing sector.

## Provider details

Unique reference number	52157
Type of provider	Employer
Age range of learners	16+
Approximate number of all learners over the previous full contract year	365
Principal/CEO	Mr Raju Raymond
Telephone number	020 8241 2299
Website	<a href="http://www.headmasters.com">www.headmasters.com</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	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	0	0	0	0	0	0	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	122	97	52	94	0	0	0	0
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for whom the provider receives high-needs funding	0							
At the time of inspection, the provider contracts with the following main subcontractors:	None							



## Information about this inspection

The inspection team was assisted by the head of education, 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

Steve Lambert, lead inspector	Her Majesty's Inspector
Philip Elliott	Ofsted Inspector
David Martin	Her Majesty's Inspector

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