

The Terri Brooke School of Nails and Beauty

Independent learning provider

Inspection dates

15–18 May 2018

Overall effectiveness		Inadequate	
Effectiveness of leadership and management	Inadequate	Adult learning programmes	Inadequate
Quality of teaching, learning and assessment	Inadequate		
Personal development, behaviour and welfare	Inadequate		
Outcomes for learners	Inadequate		
Overall effectiveness at previous inspection		Not previously inspected	

Summary of key findings

This is an inadequate provider

- Leaders do not identify accurately that too few learners achieve their qualifications and that teaching, learning and assessment are poor. Significant weaknesses exist across all aspects of the provision.
- Too few learners achieve their qualifications or develop the skills, knowledge and understanding that prepare them fully for employment in the hairdressing and beauty therapy industry.
- Teachers do not provide learners with good enough feedback on their work, and learners do not know how to improve their work.
- Leaders have failed in their duty to develop learners' understanding of the 'Prevent' duty, British values and the dangers of extremism and radicalisation. As a result, learners are not prepared sufficiently well for their roles in modern Britain.
- Leaders only offer qualifications at level 3 and 4, which do not meet hairdressing and beauty therapy employers' needs and are at too high a level for most learners.
- Staff do not assess the skills learners have prior to enrolling on courses, and too many are on programmes to which they are not suited.
- Teachers do not know the skills learners have at the start of their courses or take into account learners' previous attainment when planning and teaching lessons.
- Teachers fail to develop learners' English and mathematics skills. Teachers do not assess learners' abilities in English and mathematics or provide any support to help learners improve.
- Leaders do not promote safeguarding or safe working practices effectively. Staff have not had adequate training in safeguarding and do not fully understand their responsibilities.

The provider has the following strengths

- Learners' attendance during the inspection was very high.
- Learners work harmoniously with peers and all staff. Managers have created a culture of respect and mutual tolerance.
- Learners benefit from additional activities that help them to develop their self-confidence and improve their emotional well-being.

Full report

Information about the provider

- The Terri Brooke School of Nails and Beauty (TBS) is a small independent learning provider in the London Borough of Greenwich that teaches qualifications in hairdressing and beauty therapy. TBS has 135 adult learners, of whom the vast majority are female who study at level 3 or 4, funded through advanced learner loans.
- The principal, who is the owner and chief executive officer (CEO) of TBS, established the school in 2011 as a subcontractor for the local college. In 2015 they were awarded their first direct-funded contract. TBS is based in Eltham, an area with unemployment rates similar to London but below the national rate. The proportion of adults employed to level 3 and 4 is above the national rate but significantly below the London rate.

What does the provider need to do to improve further?

- Leaders need to improve rapidly the proportion of learners who achieve qualifications, by:
 - training teachers to plan learning and assessment that takes into account learners' previous attainment and skills in order for them to make good or better progress
 - ensuring that teachers' feedback to learners is accurate and that learners understand what they need to do to improve
 - monitoring frequently the progress made by learners and intervening when necessary to ensure that learners make at least good progress.
- Leaders need to develop and implement:
 - effective performance management processes to more closely monitor teachers' performance and hold all staff to account
 - effective tracking and monitoring of learners' progress
 - key performance data, such as for learners' retention and achievement, to determine the quality of the provision through accurate self-assessment and to create effective quality improvement plans.
- Leaders need to ensure they complete plans to implement 'Prevent' duty training for all staff and learners so that they have a comprehensive understanding of the dangers posed by radicalisation and extremism. The designated safeguarding lead needs to complete their training and leaders need to put in place an effective process for logging and monitoring referrals and disclosures. Managers need to risk assess all practical activities and put effective controls in place.
- Leaders and managers should review the courses on offer so that they meet employers' and learners' needs, by introducing qualifications at lower levels of learning.
- Teachers need to assess the English and mathematics skills that learners have when they start their courses, and ensure that learners develop their skills further from their starting points.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and managers do not identify critically the many weaknesses that exist when reviewing the quality of learning. As a result, teaching, learning and assessment are inadequate and too few learners achieve their qualifications. Managers have not been able to make the significant changes necessary to make rapid and sustained improvement.
- Leaders and managers have weak processes in place to evaluate the quality of provision, and their quality improvement actions are ineffective. They have not identified accurately the strengths and areas for improvement in teaching, learning and assessment. In their self-assessment report and quality improvement plan, they focus too narrowly on a small number of aspects of the provision and significant weaknesses have developed over time.
- Leaders have not established adequate performance management systems and therefore are unable to hold staff to account. Although teachers benefit from additional qualifications they are not enabled to develop their essential teaching skills beyond a basic level.
- Leaders do not ensure that learners develop good skills in English, mathematics and information communications technology (ICT). For example, teachers do not identify the poor levels of written English of many learners at the start of their course, and do not improve it. Although a large majority of learners progress through higher level vocational qualifications, they do not improve these skills in line with the level of their learning.
- Leaders and managers have not considered the suitability of the curriculum sufficiently. The qualifications offered are not appropriate to meet either the needs of employers or those of learners as all qualifications are at levels 3 and 4, with none at lower levels of learning. Learners do not develop thorough and secure knowledge and skills in hairdressing and beauty therapy at advanced levels, as managers have not ensured they have enough teaching and learning time. Managers have also not ensured that learners are able to practise their skills often enough on customers and this impedes learners' ability to work to industry expectations.
- Leaders and managers do not routinely gather or use information and data on learners' performance. This affects their ability to have sufficient oversight of the progress of different groups of learners. As a result, leaders' capacity to make effective interventions or improvements is poor.
- Leaders, managers and staff do not provide effective careers guidance to learners and many teachers have a limited trade experience, resulting in a lack of awareness of the wider hairdressing and beauty sector. As a result, learners are not able to make informed choices about their current learning or future career plans.
- Leaders and managers do not provide teachers with the skills and knowledge to improve their learners' understanding of equality and their promotion of diversity. Teachers' and learners' understanding of fundamental British values, and the risks associated with the threat of terrorism and extremism, is poor.

The governance of the provider

- Governance is not effective. Currently there are no governance or independent scrutiny arrangements for the quality of the provision. The CEO has sole oversight of the quality of provision and does not hold managers and teachers to account effectively.

Safeguarding

- The arrangements for safeguarding are not effective.
- Safeguarding processes are weak and place learners at risk of harm. Managers do not follow safer recruitment practices to check that staff are safe to work with their learners, and do not keep adequate records of incidents or the support for learners that follows. Managers and staff have not completed sufficient training, or carried out the necessary checks to meet their statutory obligations, including 'Prevent' duty training and designated safeguarding lead training.
- Leaders do not have adequate oversight of health and safety within the learning environment. Teachers do not promote safe working practices in nail classes, including the use of personal protective equipment (PPE). Leaders do not ensure that risk assessments are carried out for practical activities and do not put effective control measures in place to keep learners safe. Leaders and teachers do not ensure that learners know how to keep themselves safe from the dangers of radicalisation and extremism or when accessing online content and social media.
- Staff are vigilant of, and responsive to, learners' welfare and address any issues and concerns that arise. For example, leaders introduced a single-parents' group in response to the high proportion of learners who are lone parents.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not have the skills necessary to train adult learners sufficiently in hairdressing and beauty therapy. As a result, too few learners develop the skills, knowledge and understanding they require to work within the hairdressing and beauty industry. Poor teaching, learning and assessment impede learners' ability to make good progress.
- Teachers do not plan or teach learning well. Assessments of learners' skills at the start of courses are insufficiently detailed and do not accurately assess skill levels. The very few targets set by teachers are too weak to be helpful. In the targets they set, teachers let learners know what units of their qualifications they need to achieve, and by what date. However, they do not give learners any information about the knowledge or skills they need to gain to complete these units, nor how best they can acquire this. As a result, learners do not develop the necessary skills and knowledge for their level of learning. For example, when describing the lymphatic system, learners studying level 3 beauty therapy were only able to provide a rudimentary explanation.
- In too many cases, teachers do not extend learners' knowledge and understanding. For example, in beauty lessons teachers' questioning is limited to basic checks rather than probing the reasons why or how treatments are used, or their features and benefits. As a result, learners do not develop a depth of understanding of their subjects.

- Teachers do not assess learning effectively, and their marking and feedback are poor. The vast majority of teachers' comments, both written and verbal, are motivational rather than developmental. As a result, teachers cannot identify whether learners develop the skills required to be successful in the workplace and do not challenge learners to achieve high standards. In a minority of cases, learners do not get the chance to practise their skills, which means that teachers cannot assess learners in a realistic working environment.
- Teachers do not monitor learners' progress sufficiently well. Teachers do not routinely assess the progress learners make, both during lessons and over the course of their learning. Teachers use learning logs to record progress; however, in the vast majority of cases these are not completed. Learners do not receive sufficient feedback on their progress. For example, learners do not know all the listed diseases and disorders on consultation sheets and cannot make an accurate assessment of clients' suitability for treatment.
- Teachers do not give learners sufficient opportunities to consolidate skills. For example, in hairdressing too many learners have not completed the number of mandatory observations required to achieve their qualifications, such as only cutting a style once when multiple cuts are required to meet the awarding body standard.
- Teachers do not effectively enable learners to develop an understanding of equality and diversity. Teachers fail to ensure that learners have an adequate understanding of cultural and physical differences and their impact on treatments and services needed by clients.
- Teachers in nail technology lessons fail to promote industry best practices in health and safety. Learners and teachers in these sessions do not use appropriate PPE and the ventilation in the classroom is not effective for working with acetone. However, teachers of beauty therapy promote a good awareness of health and safety. Most learners in beauty therapy use safe working practices and pay close attention to using a range of equipment safely. For example, beauty therapy learners are mindful of the importance of posture when using massage techniques.
- Current learners receive good assistance to help them start, and stay on, their courses. Leaders fund a range of additional support for learners. This includes childcare, travel, money for lunches, and professional tools. As a result, most learners have been able to overcome their barriers to joining or completing the course.

Personal development, behaviour and welfare

Inadequate

- Teachers do not identify accurately the skills and knowledge learners that have when starting their courses. Too many learners do not receive appropriate guidance on joining their course. Consequently, most learners start courses that are too hard for them, given their prior level of learning and ability. A minority of learners are studying inappropriate combinations of courses such as at level 3 and level 4 in the same subject at the same time.
- In too many cases, the standard of learners' work in portfolios is poor. Learners' work only demonstrates a basic understanding of the topic. There is insufficient detail or accuracy to ensure that learners further develop appropriate skills, knowledge or understanding. Learners' work in lessons is too often not at a suitable level for the

qualification they are studying. As a result, too many learners are not ready for work.

- Teachers do not develop learners' English, mathematics, and ICT skills. Learners' skills are not identified when they start their course and no plans are in place to support learners to develop these skills further. Teachers do not correct or comment on learners' numerous mistakes in English when marking work and do not promote these essential skills for employment. In addition, learners who speak English as an additional language receive no specific additional support.
- Too few learners display confidence in their work. For example, in practising consultations learners were hesitant when asking questions of their colleagues posing as clients, to establish pre-existing conditions that may affect the treatment being planned.
- Teachers do not provide adequate support for learners with additional learning needs. Teachers are not aware of the variety of support required for learners and focus almost exclusively on providing learning materials in different formats. However, teachers and teaching assistants work well to offer learners who are struggling or miss lessons, additional learning opportunities.
- Teachers do not have sufficient awareness or experience of the variety of career opportunities available and do not provide adequate careers advice and guidance for learners. However, learners benefit from a good-quality student handbook that details essential information for learners seeking work. Learners develop effective skills for work such as good timekeeping and the maintenance of a professional appearance. The minority of learners who aspire to self-employment or work in local salons receive considerable help and assistance in securing these positions.
- Learners attend well and attendance in lessons observed was very high. However, managers and teachers do not identify those at risk of not completing or keep accurate records of learners' attendance in lessons. Teachers do not record attendance at additional learning sessions.
- Learners benefit from additional activities to help them develop as individuals and in the workplace. Teachers organise regular events for learners, such as a full day's course on make-up and personal presentation. Leaders arrange for external speakers to talk to each group on a broad range of subjects, including holistic meditation, well-being courses and how to deal with child sexual exploitation. In addition, teachers organise well-attended social evenings, particularly for single parents.
- Teachers treat learners with respect and treat each other with respect. Learners' behaviour is good. Learners enjoy their learning and attend punctually. They aspire to be a part of the hairdressing and beauty industry and are proud of their achievements while in learning.

Outcomes for learners

Inadequate

- Most learners make slow progress, including those who have specific learning difficulties and/or disabilities. The standard of learners' work is poor; too few learners develop the knowledge, understanding or skills relevant to their level of learning. Learners' work does not demonstrate understanding of the concepts being learned at levels 3 and 4 adequately. When teachers ask learners questions about their learning, the vast majority provide superficial answers with a basic understanding of the theory behind treatments.

As a result, they are ill-equipped for employment in the hairdressing and beauty industry.

- Too few learners achieve their learning goals and too few teachers set challenging targets for learning. The proportion of learners who achieved their qualifications in 2016/17 was very low, and this was also the case in the previous year.
- Too few learners gain employment on completing their studies. A minority of learners do not feel that they have adequate skills in hairdressing or beauty therapy to find work within the sector. Leaders and managers do not monitor or track the destinations of learners after they have completed their courses and, as a result, too few learners' destinations are known.
- Most learners enjoy their learning and value the skills they develop in preparation for employment such as time keeping, diary management and assistance in starting a business, including advice on tax.

Provider details

Unique reference number	1237209
Type of provider	Independent learning provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	135
Principal/CEO	Terri Brooke
Telephone number	020 8859 3817
Website	www.terribrookeschool.co.uk

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+
	-	-	-	-	-	111	-	24
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	-	-	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

Information about this inspection

The inspection team was assisted by the director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners; 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

Rebecca Perry, lead inspector	Her Majesty's Inspector
Philip Elliott	Ofsted Inspector
Derrick Baughan	Her Majesty's Inspector
Darrell Bate	Ofsted Inspector

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