

The London College of Beauty Therapy Limited

Independent learning provider

Inspection dates

12–15 February 2019

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

Summary of key findings

This is a good provider

- Leaders and managers have raised standards and improved the quality of teaching, learning and assessment since the previous inspection. As a result, the proportion of learners who achieve their qualifications is now high.
- All staff share a strong commitment to recruit learners from all backgrounds and develop their vocational skills, so that they can move on to further study or employment in the hairdressing, beauty therapy, leisure and fitness industries.
- The subcontracted traineeship programme provides particularly good opportunities for disadvantaged learners in Folkestone, many of whom had previously not been in employment, education or training.
- Lecturers and assessors plan learning well. They engage learners so that they make good progress and achieve their potential.
- Learners benefit from the college's strong links with industry and the extensive range of work-related learning opportunities. These enhance learners' vocational skills and give them a competitive edge to move on to the next stage.
- Learners and apprentices improve their literacy and numeracy skills well in vocational lessons and workplace settings. They understand the importance of these skills to their career development.
- Teaching of GCSE English and mathematics is not fully effective. The proportion of learners on study programmes who achieve grade 4 or above in these subjects is too low.
- Learners' attendance and punctuality on study programmes are too low.

Full report

Information about the provider

- The London College of Beauty Therapy Limited (LCBT) is a specialist independent learning provider in beauty therapy, beauty retail, hair and media make-up, health and fitness. The college attracts learners from across London. It offers full- and part-time courses and recruits learners throughout the year. LCBT delivers 16 to 19 study programmes, adult provision and apprenticeships. The college works with one subcontractor, based in Folkestone, which delivers adult programmes and traineeships.

What does the provider need to do to improve further?

- Improve the quality of teaching and learning in GCSE English and mathematics lessons, to ensure that lecturers engage learners in these lessons, and provide them with the knowledge and skills they need to achieve a grade 4 or higher in their examinations.
- Reinforce to learners on study programmes the importance of frequent attendance and good punctuality. Ensure a consistent approach from all staff to address poor attendance and punctuality.
- Increase the number of clients available during practical lessons, so that all learners can develop their skills on a wide range of clients, and so that learners do not have to act as models for their peers so often.

Inspection judgements

Effectiveness of leadership and management

Good

- All staff are strongly committed to the primary aim of the college. This is to create the opportunity for learners, irrespective of their backgrounds, to gain the skills they require to move into the hairdressing, beauty therapy, leisure and fitness industries.
- Leaders and managers maintain very strong and beneficial links with the industries the college serves. Key companies sponsor the college by branding different salons, and providing beauty products and cosmetics for use in teaching. This helps learners recognise the importance of brand awareness. Several companies also provide in-service training for lecturers, who pass these skills on to their learners, so that learners develop the necessary expertise to work in the industry.
- Several senior managers contribute to national working and advisory groups in the associated industries. This enables them to influence the design and development of the specialist curriculum, and share their insights with the learners.
- Leaders and managers have effective self-assessment and quality improvement procedures in place. Leaders make prudent strategic decisions, such as reducing subcontracting and learner numbers. This approach has made a positive contribution to help managers address many of the weaknesses identified at the previous inspection.
- Managers maintain a small amount of high-quality subcontracting with a training provider in Folkestone. The strategic objectives, strong links with industry and quality assurance procedures of the subcontractor align closely to those of LCBT.
- The subcontractor's traineeship programme creates particularly good opportunities for learners. The subcontractor recruits learners, many of whom have not been in employment, education or training for a significant period of time, with integrity. The traineeship programme provides learners with a real sense of purpose, ambition and career aspirations.
- Since the previous inspection, leaders and managers have implemented a range of successful innovative strategies that have raised standards, and improved the quality of teaching, learning and assessment. For example, managers analyse findings from lesson observation in greater detail, and identify appropriate staff development priorities. They have introduced a more thorough staff induction for new lecturers, and refresher training for existing lecturers. They have also established an effective mentoring and coaching programme to help develop lecturers' skills. These initiatives have improved the quality of provision and outcomes for learners.
- Managers have increased the proportion of learners who achieve their functional skills English and mathematics qualifications. They have also created more opportunities for learners to extend their literacy and numeracy skills. While many learners on study programmes improve their grades in GCSE English and/or mathematics, too few students achieve high grades in these subjects.
- Learners have very good opportunities to develop their insight into the industries in which they wish to work. For example, many learners gain experience from work in salons. Learners benefit from frequent visits by professional staff and product representatives from industry, who share their expertise with learners.

The governance of the provider

- The governance arrangements of the college are effective. A board of three shareholders, including the chief executive, oversee the work of the executive board. The executive team and shareholders use the expertise of auditors and consultants to scrutinise their work and provide suitable checks and balances to finances, quality and the educational character of the organisation.

Safeguarding

- Safeguarding arrangements are effective. Students feel safe and are aware of what actions to take if they feel at risk. Staff ensure that students are sufficiently aware of the possible risks due to the college's central London location. Managers maintain close links with local police and businesses to help assure the well-being of learners.
- Students take part in a comprehensive and extensive programme of activities associated with safeguarding, British values, equality and diversity and the 'Prevent' duty. Lecturers frequently revisit and reinforce these themes in lessons.

Quality of teaching, learning and assessment

Good

- Lecturers and assessors plan and deliver a broad variety of learning and assessment activities. These support and extend learners, who make good progress. For example, in a body art and beauty lesson lecturers provided the most confident learners with additional and more complex tasks, above the level required by the programme. As a result, learners made good progress and the large majority achieved their learning goals. This approach helps prepare learners well for progression to higher-level training or employment.
- Teaching staff and assessors are well-qualified. They use their vocational and industrial knowledge and experience well to support learners and apprentices to achieve their learning goals. Assessors develop good working relationships with learners. This helps to develop learners' workplace skills. Lecturers use their broad industry knowledge well in the delivery of learning to reflect good practice and meet employers' needs. They encourage learners to understand and consider the full range of career options that are available to them.
- Lecturers and specialist staff provide good individual support to those learners with additional learning needs. Lecturers routinely adapt resources in lessons, and organise additional individual intervention with specialist staff if necessary. This enables all learners to make progress and achieve as well as their peers.
- Lecturers and assessors use an effective range of assessment strategies to check learning and to review learners' progress. Adult learners receive highly detailed and clear guidance on what they need to do to improve their work and, as a result, they make good progress. However, reviews of progress are not sufficiently timely for a small minority of apprentices. Assessors' feedback lacks sufficient supportive guidance to ensure that apprentices' written work is of a consistently high standard.
- Lecturers find good opportunities to raise learners' understanding and awareness of equality and diversity. Learners confidently adapt treatments when working with clients

with disabilities and cultural differences and those undergoing gender reassignment. Learners on study programmes develop a deeper understanding of diversity by researching the cultural history of body art. This helps prepare them well for working with a diverse customer base.

- Teaching of GCSE English and mathematics is not fully effective. In these subjects, lecturers struggle to engage learners fully in lesson activities. A few learners do not attend these lessons regularly. Learners often make slow progress, and too few achieve high grades.
- In a minority of lessons, lack of external clients slows the pace of the lesson and reduces opportunities for the application of skills. On these occasions, students have too much undirected time, or have to spend a substantial portion of the lesson acting as a model for their peers.
- In a few instances, classroom accommodation is less conducive to learning. A few classrooms are poorly ventilated and crowded. This makes certain group activities uncomfortable, or difficult, and prevents the lecturer monitoring each learner's progress closely.

Personal development, behaviour and welfare

Good

- Learners display a high level of professionalism. They dress appropriately, behave well and are courteous to staff, clients and each other. Learners develop good customer service skills, for example when completing pre-consultation analyses. They display high levels of confidence when they carry out treatments. This helps prepare them for the world of work.
- The vast majority of learners benefit from an extensive range of work-related learning opportunities and gain additional specialist qualifications. They also acquire an extensive range of additional skills such as hands-free massage, specialist hair removal techniques and aesthetic treatments. Learners participate in enrichment activities to develop a wider awareness of the sector.
- Learners and apprentices develop a good range of practical skills and provide services and treatments to a high standard. For example, hairdressing learners section hair neatly and handle blow-drying equipment with confidence. Beauty therapy learners prepare clients for manicures by thoroughly assessing and preparing the hands and nails for a variety of treatments. Apprentices develop massage techniques that enable them to provide treatments that best meet clients' needs.
- Learners receive good advice and guidance on job opportunities so they can make well-informed decisions about their career options. Learners welcome the strong links made by managers with industry and world-recognised brands. They also benefit from a job shop at college, which they can use to search for suitable vacancies in the sector.
- Learners feel safe and the vast majority demonstrate a good understanding of staying safe, while living and working in London. Learners' understanding of safeguarding is strong. Learners explained what they had learned when they participated in a practice 'lockdown' activity at the college. They explained how it made them more aware of how to act in the event of a potential terrorist threat. Most learners also know how to stay safe online.

- Attendance in a minority of study programme lessons is too low. This results in learners missing learning and therefore making slower progress. In a small minority of lessons, a few learners sometimes do not bring appropriate equipment to lessons and fail to engage in set tasks. This occasionally disturbs other members of the group.

Outcomes for learners

Good

- In the past two years, the proportion of learners and apprentices who achieve their qualifications has increased and is high. At the subcontractor in Folkestone, the proportion of learners who achieve their qualifications decreased slightly in 2018. Managers have taken action to address this decrease. Data for the current cohort indicates that managers' actions are having a positive impact. More of the current learners are making good progress towards completing their courses, and achieving their qualifications than in the previous year.
- The proportion of learners aged 16 to 18 on study programmes who achieve their functional skills qualifications at entry level, level 1 and level 2 in English and/or mathematics has also increased and is high. The majority of learners on study programmes who take GCSE English and/or mathematics improve their grade, but too few gain a grade 4 or above.
- Learners make good progress in lessons relative to their starting points and prior achievements. For example, in a make-up lesson students demonstrated creativity, confidence and aptitude when they produced highly creative facial designs, taking their inspiration from images by artists such as Dali, Warhol and Van Gogh.
- Learners with additional learning needs receive good support, and, as a result, progress as well as other learners. For example, a learner with a hearing impairment received appropriate additional support to ensure she had the same opportunities as other learners.
- On completion of their programmes, a high proportion of learners progress to the next level of training, or into employment. A significant minority of learners also take other related courses to broaden their skills and increase their employability. For example, learners on a hairdressing course were keen to study make-up so that they developed a broad portfolio of skills, thereby increasing their employment prospects.

Types of provision

16 to 19 study programmes

Good

- Study programmes account for over two thirds of all learners at LCBT. At the time of inspection, 455 learners were on study programmes, from level 1 to level 3. The largest groups are in beauty therapy and hair and media make-up, with a small proportion of learners attending hairdressing courses.
- Leaders and managers have high expectations of their learners and staff. Managers have resolved many of the areas for improvement identified at the previous inspection.
- Staff monitor the progress of learners closely. They use this information to make accurate judgements about the quality of learners' work and the progress they are making. They

provide appropriate intervention and support when required to ensure that learners stay on track. As a result, learners achieve well and make good progress.

- Learners benefit from an extensive and highly relevant work-related learning programme. For example, all beauty therapy learners attended the annual Ideal Home Show, where they worked in The Pamper Lounge, providing services such as manicures and pedicures to customers.
- Lecturers plan activities well to meet learners' individual needs. Learners develop their technical vocabulary and knowledge very well. For example, beauty therapy learners discussed the massage movements of effleurage and petrissage and explained their benefits to clients. As a result, learners make good progress in developing both their practical skills and a sound understanding of essential hairdressing, beauty and make-up knowledge.
- Learners' development of literacy and numeracy skills in vocational lessons is good. For example, learners calculate the takings that they would generate in a day, and the commission they would earn. Lecturers frequently set spelling tests, or develop learners' general and technical vocabulary by focusing on 'words of the day'. As a result, learners develop the literacy and numeracy skills that they need for the workplace.
- Learners also develop good interpersonal and employability skills. They participate in a very wide range of enrichment activities, such as trips to anatomy exhibitions in London museums and visits to beauty product manufacturers. A large proportion of learners also gain additional qualifications such as gel nail certificates, that further enhance their skills and employability.
- Learners develop a good understanding of fundamental British values, how to stay safe online and aspects of equality and diversity. For example, learners describe how they apply British values in their work, by adapting their practice when performing beauty treatments on clients wearing a niqab.
- Careers advice is effective. On completion of their courses, many learners move on to employment in the hairdressing, media make-up and beauty industries.
- Teaching in discrete English and mathematics lessons does not match the high standards of vocational teaching. In these lessons, teaching and learning do not always promote learners' high attendance or full participation. As a result, too many learners on study programmes do not make the progress required to achieve high grades in these subjects.

Adult learning programmes

Good

- At the time of inspection around 180 adult learners attended courses in beauty therapy, hairdressing and fitness, from level 1 to level 4. The significant majority of learners study at levels 2 and 3.
- Managers and lecturers actively encourage applications from learners, from all sectors of the community. Lecturers support learners who have been away from learning for several years, for example women returning to work after a career break, particularly well. They help them develop confidence and assurance in their learning.
- Lecturers and managers plan the curriculum carefully to meet the needs of adult learners. Lecturers use their good industrial experience to make learning interesting and make

learners aware of the many opportunities available to them. Lecturers design programmes that closely match learners' and employers' needs.

- Lecturers accurately assess learners' starting points. They develop goals to challenge most-able learners with extension activities and planned pair work. Learners find the targets challenging and motivating, and work hard to achieve their goals.
- Lecturers use a suitable range of assessment strategies well. For example, they test learners' understanding, and recall of theory and practical techniques. Lecturers encourage learners to think independently and apply their learning to practical situations.
- Lecturers develop learners' literacy and numeracy skills well in vocational and practical teaching. For example, they task learners with calculating body mass index. They also introduce and reinforce specialist technical language well.
- Standards of behaviour are good in most lessons. Lecturers continually reinforce the importance of maintaining industrial standards, such as appropriate dress code, good customer service practice, the use of personal protective equipment and sound health and safety procedures. In a few lessons, when questioned, more confident learners occasionally shout out, rather than waiting to be asked. Lecturers do not challenge this behaviour sufficiently. As a result, quieter learners do not always have the opportunity to answer.
- Learners gain valuable skills, such as how to apply specialist treatments. For example, an industry partner joined a make-up class to advise learners on how to use specialist beauty products, supplied by their company. This helps increase learners' prospects in the employment market.
- Lecturers and representatives from the industry provide good advice and guidance to learners to help them select the right course for their abilities and interests. For example, following a discussion with a professional from the industry, a hairdressing learner considered the option of progressing to study trichology. Learners also receive valuable support to identify suitable progression routes and prepare job applications. The proportions of learners who move on to employment and higher-level learning are high.
- Learners have a good understanding of diversity and how to keep themselves and their peers safe. They talk knowledgeably about the risks associated with extremism, radicalisation and online grooming.
- Hairdressing learners have insufficient access to external clients, which slows their learning at times. Occasionally, a few learning spaces are crowded and too warm.

Apprenticeships

Good

- At the time of the inspection, 20 apprentices were studying on intermediate and advanced apprenticeships. Apprentices follow apprenticeships in management, beauty therapy and hairdressing. Since the previous inspection, managers have stopped working with subcontractors to deliver apprenticeships.
- Apprentices benefit from high-quality teaching and learning. Assessors are experienced in their respective vocational specialist areas. They use their extensive knowledge to bring real examples from a broad range of hair and beauty salons. They promote approaches that enable apprentices to meet the needs and expectations of clients. This helps increase

apprentices' knowledge, skills and behaviours needed to meet employers' standards.

- Apprentices value their learning programmes and are motivated to learn. They have a positive attitude to learning, take pride in their work and always present themselves in a professional manner. Apprentices turn up to theory and practical lessons suitably equipped and keen to learn. Apprentices' attendance and punctuality are good, both for learning sessions and work.
- Apprentices speak enthusiastically about the progress they have made since starting their apprenticeships. They understand the relevance of improving their knowledge and skills to higher levels.
- Managers work closely with employers to ensure that they align the curriculum and training programmes to the new apprenticeship standards and to employers' internal training programmes. Well-qualified assessors spend valuable and constructive time with apprentices to develop their skills. Employers provide high-quality on-the-job training. They support and motivate apprentices with challenging tasks and provide them with increased responsibilities.
- The majority of apprentices complete practical work to a high standard. Hair and beauty apprentices develop high-level skills, such as using chemicals and complex equipment appropriately. They acquire a good understanding of anatomy, which enables them to provide treatments safely. Team leader and supervision apprentices undertake increased responsibilities in the management of their teams. They feel confident in dealing with increasingly challenging issues, such as management of stock, sales and targets.
- Assessors carefully monitor the development of learners' attitudes, traits and skills. Apprentices develop good personal and social skills, which enhance their career potential. They gain high levels of confidence and self-esteem. They also demonstrate initiative and resilience. These help them prepare fully for the world of work. The majority of apprentices gain permanent posts with their employer, on completion of their apprenticeship.
- Assessors provide apprentices with highly effective support throughout the apprenticeship. They prepare apprentices thoroughly for the end-point assessment. Apprentices develop a good understanding of the standard of work required to meet high grades, and have plenty of opportunities to practise mock assessments. This approach helps prepare apprentices well for end-point assessment and many achieve high grades.
- In a minority of lessons, assessors do not provide sufficient feedback that supports the development of apprentices' written communication. Feedback does not consistently and accurately inform apprentices how they can improve their written skills. Assessors do not promote referencing sufficiently, or challenge apprentices to evaluate and analyse more complex information, particularly for level 3 apprentices.
- Apprentices know how to keep themselves safe and they feel safe. While leaders and managers provide detailed information to apprentices during their induction programme on the dangers of radicalisation and extremism, they do not consistently reinforce these throughout their courses. As a result, a few apprentices are unable to recall key aspects of the information they have received.

Provider details

Unique reference number	53160
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	1,250
Principal/CEO	Dr Christianne Cavaliere de Moncayo
Telephone number	0207 208 1359
Website	www.lcbt.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	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	8	5	323	145	124	54	-	25
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	1	1	18	-	-		
Number of traineeships	16–19		19+		Total			
	20		-		20			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	1							
At the time of inspection, the provider contracts with the following main subcontractors:	That Nail Place (Trading as TNB Skills Training)							

Information about this inspection

The inspection team was assisted by the vice principal, 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

Peter Nelson, lead inspector	Her Majesty's Inspector
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Carolyn Brownsea	Ofsted Inspector
Kanwaljit Dhillon	Ofsted Inspector
Kate Murrie	Ofsted Inspector

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