

# Inspection of The Academy Hair and Beauty Limited

Inspection dates:

18 to 20 January 2023

**Overall effectiveness****Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Education programmes for young people	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

**Information about this provider**

The Academy Hair and Beauty Limited is an independent learning provider which has its head office in Malton, North Yorkshire. It provides training to apprentices and young people from Malton, Bridlington, Scarborough, Whitby and Driffield in purpose-built training premises in Malton and Scarborough. The provider opened in 1999 and currently offers a range of programmes in hairdressing, barbering and beauty therapy. At the time of the inspection, there were 21 apprentices and four learners on traineeships. Most learners and apprentices are aged 16 to 18, with a small number aged 19 or over.

## **What is it like to be a learner with this provider?**

Learners and apprentices benefit from the high expectations and professional standards that their tutors promote. Staff are ambitious for their learners and apprentices, and consistently encourage them to demonstrate professional values and to work to industry-related standards. Learners and apprentices are actively encouraged to participate in regional and national competitions to develop their skills further. They value these opportunities, which are additional to the qualification.

Learners and apprentices value the high levels of experience that their tutors bring from industry. Staff use their expertise well to help learners and apprentices practise and perfect their skills, so that they become more competent and confident. Learners on the traineeship programmes gain a good understanding of the world of work through external work placements. Often, these learners gain employment and are able to progress to an apprenticeship.

Learners and apprentices benefit from useful, impartial careers advice and guidance. They attend career-focused sessions that help them to consider their next steps within the industry. They hear from external speakers and learn about a range of options available to them, such as working on cruise liners, becoming a business owner or a career in teaching.

Learners and apprentices feel safe in the training centres. They know to whom they should report any concerns and are confident that any concerns will be dealt with quickly and appropriately. Learners and apprentices feel confident to talk to any tutor or member of the safeguarding team if they have any issues or concerns.

## **What does the provider do well and what does it need to do better?**

Leaders and managers have selected and designed an appropriate curriculum to meet the needs of the hairdressing and beauty therapy industry. Traineeship learners are given time to develop the skills and behaviours that they need to move into employment and apply for an apprenticeship. Staff work closely with employers to create an individualised plan of learning for their apprentices, based on the needs and expectations of the industry.

Leaders and managers have formed and sustained long-standing relationships with the employers that they serve. This helps to ensure that their curriculum remains current and relevant, and that apprentices and employers have a good understanding of the commitment required to complete an apprenticeship. Tutors work effectively with employers to ensure that apprentices access good-quality on- and off-the-job training. This enables apprentices to develop and implement their knowledge, skills and professional behaviours successfully in the workplace.

Leaders and tutors plan and sequence the curriculum to ensure that learners and apprentices develop the skills and behaviours that employers specifically need and

can swiftly become effective in the workplace. Tutors ask employers what their learner or apprentice needs to be taught first, and triangulate this with learners and apprentices' initial skills assessments to identify gaps. For example, some start with advanced styling, dressing and creative cutting skills, while others begin with creative colouring. However, feedback from tutors on learners' and apprentices' work is not consistently effective, and, as a result, in a few instances learners and apprentices are not clear about what they need to do to improve.

Leaders and managers have created a friendly and supportive environment where apprentices and learners develop a positive attitude towards their learning. Staff know their learners and apprentices very well, which enables them to support their wider needs when required. Learners and apprentices appreciate the support that staff give them, which helps them to stay in learning and achieve their goals.

Leaders and tutors have a clear overview of the progress that apprentices are making, and they ensure that apprentices are on track to achieve. If apprentices fall behind, tutors put interventions in place quickly, such as individual support, which helps apprentices to catch up. Most apprentices achieve their apprenticeship and a high proportion gain distinctions at end-point assessment.

Tutors teach apprentices and learners to promote and actively embrace equality and diversity. Leaders have recently appointed an LGBTQ+ ambassador who provides frequent focused talks to promote understanding, tolerance and respect. This better prepares learners and apprentices to be more mindful and considerate of others and promotes a culture of inclusivity. Staff and leaders promote LGBTQ+ learners' and apprentices' voice, and learners and apprentices value this support.

Staff support apprentices effectively in order to develop the English and mathematics skills that they need for working in the sector. Apprentices expand their technical vocabulary, including understanding and accurately spelling subject-specific words such as 'eczema', 'psoriasis' and 'sterilisation'. Tutors teach apprentices to calculate percentages and ratios when mixing products for accurate use on clients and how to budget when running a salon. However, learners on traineeships do not receive effective enough support to develop their English skills.

Staff develop learners' and apprentices' confidence well in a learning environment that is supportive and inclusive. Irrespective of their backgrounds, learners and apprentices are valued and respected by staff, and they develop the skills and confidence needed to work in a professional salon.

Staff support learners' and apprentices' mental health and well-being effectively. They implement a range of measures to support their learners, such as a communal breakfast club, one-to-one support for anxiety and close liaison with a psychotherapist to provide strategies and coping mechanisms for learners and apprentices to use in their day-to-day life.

Tutors ensure that learners and apprentices are prepared well for life in modern Britain. They share information at the start of the course, have posters in classrooms

and discuss regular 'hot topics' such as democracy, through learning about suffragettes and life in a dictatorship. Most apprentices can describe how they use these values daily in their job roles and can share real-life experiences.

Tutors use a range of techniques well to check learners' and apprentices' understanding and identify gaps in their knowledge and skills. They do this through quizzes, questioning, assignments and practical tasks, and assessing how apprentices and learners apply what they have learned in the workplace. However, in a few instances, tutors do not use assessment well enough to plan learning, and, in a few cases, hairdressing apprentices attempt practical assessments when they do not have the underpinning knowledge to demonstrate their competence and understanding.

Leaders and managers undertake an appropriate range of quality assurance activities to review and improve the quality of the programmes that they provide. They carry out visits to lessons and work scrutiny, and hold meetings with learners, employers and staff to discuss and evaluate the quality of the provision. However, leaders do not identify accurately enough a few aspects of the provision that need to improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have implemented effective safeguarding policies and procedures, with clear reporting in place. They have appropriate safe recruitment practices which ensure that all staff are suitable to work with learners, including those aged 16 to 18, and vulnerable adults.

The designated safeguarding lead and safeguarding team are appropriately trained and experienced. They understand their responsibilities and support learners and apprentices with a wide range of issues. They identify quickly new learners who are already receiving support from other agencies and work to ensure the continuity of care.

The safeguarding team liaises frequently with various stakeholders relevant to safeguarding and attend frequent meetings to remain up to date on current issues. They work well with the regional 'Prevent' duty coordinator, North Yorkshire County Council and North Yorkshire police force.

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

- Ensure that tutors provide clear feedback on submitted work so that learners and apprentices know how they can improve when they have not reached the required standard.
- Ensure that quality assurance activities focus specifically on improving all aspects of the quality of education.

- Ensure that all tutors use assessment accurately and use this information to plan future learning activities.
- Ensure that tutors successfully develop the English skills of learners on traineeships.

## Provider details

<b>Unique reference number</b>	54803
<b>Address</b>	23 Commercial Street Norton Malton North Yorkshire YO17 9HX
<b>Contact number</b>	01653 699066
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<b>Principal, CEO or equivalent</b>	Lindsay Burr
<b>Provider type</b>	Independent learning provider
<b>Dates of previous inspection</b>	9 to 11 December 2014
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the quality director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

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His Majesty's Inspector

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