

# Inspection of Inter Training Services Limited

Inspection dates:

25 to 27 January 2023

## **Overall effectiveness**

**Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Good

## **Information about this provider**

Inter Training Services Limited (ITS) is a small independent learning provider specialising in hairdressing apprenticeships. The head office is in Hampshire. Apprentices work in salons across Berkshire, Dorset, Hampshire and Surrey. All training for apprentices takes place on employer premises. At the time of inspection, there were 75 apprentices on a programme. There were 70 apprentices studying the level 2 hair professional. There were five apprentices studying the level 3 advanced creative hair professional. ITS does not work with any subcontractors.

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

Apprentices make good progress on their apprenticeship. Many apprentices achieve a distinction at their end-point assessment. Most apprentices stay in the salon they train in at the end of their programme. Of those apprentices who do change jobs, most of them remain in the industry. The proportion of apprentices that do not complete their programme is low.

Most apprentices work in very high-quality salons where employers set high expectations for the standard of work apprentices carry out. Apprentices quickly develop good practical skills which they apply well at work. For example, apprentices quickly become confident in colour application during the early stages of their programme. A few apprentices, despite having the necessary skills, do not get the opportunity to work as stylists as soon as they complete their apprenticeship. Employers continue to work with these apprentices to improve their skills before they are able to have their own clientele.

Apprentices quickly develop the professional behaviours in their salons that employers expect. Apprentices develop confidence and apply this well at work. For example, apprentices quickly deal effectively with client enquiries and requests from colleagues.

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

Leaders work effectively with employers to make sure apprentices benefit from high-quality practical training. The majority of apprentices have assessors in their salons that help them develop significant new practical skills. Employers value the good support ITS staff provide apprentices in teaching sessions, pastorally and with practical training.

Leaders have effective governance arrangements through external challenge. Leaders and governors understand the strengths and areas for improvement. For example, leaders rightly recognised and made recent changes to improve English and mathematics teaching to make sure apprentices develop the knowledge they need to be well prepared for exams. It is too early to see the impact of these changes.

Apprentices that require additional support benefit from a dedicated learning support tutor. Apprentices find this support useful. For example, tutors break down technical content, adapt resources or support apprentices in improving their writing skills. However, for a few apprentices that require additional support with English and mathematics, the effectiveness of this support is less successful, and they do not make the same progress as their peers.

Apprentices develop useful English and mathematics skills in their daily work. For example, the mixing ratios of colours, communication with clients and technical terms such as effleurage when carrying out massage techniques on clients.

Apprentices benefit from developmental feedback that helps them improve their skills. Employers make useful contributions to progress reviews that helps ITS staff and apprentices identify areas for development. For example, apprentices learn how to adapt their posture to a more upright position when blow-drying clients' hair.

Leaders work well with employers to make sure apprentices benefit from a broad range of additional training. For example, apprentices attend trade shows, and manufacturer and product training. Leaders have a structured personal development programme for apprentices. For example, apprentice of the month award recognises apprentice achievements. However, leaders do not make sure all apprentices benefit from, and have a good understanding of, useful and important topics in addition to the subject they are studying.

Leaders have useful processes to check the quality of the training apprentices receive from staff and salon assessors. Staff and assessors value the support and feedback they get from leaders to help them improve the practical training and assessment of apprentices' work. They do not focus well enough on how staff can improve their theory teaching skills. As a result, not all staff know how to further improve their teaching skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have appropriate policies and procedures that they implement well. Staff and apprentices receive suitable training to make sure they can keep themselves safe. Apprentices feel safe at work and in training sessions and know who to speak to if they have a concern. Leaders record and deal with concerns effectively and make referrals to outside agencies where required. Apprentices do not understand the risks they may face in the local areas they live and work.

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

- Leaders should ensure that apprentices studying English and mathematics as part of their apprenticeship benefit from high-quality teaching to prepare them well for exams.
- Leaders should make sure they focus on the development of the teaching skills of their staff to help them provide high-quality training in all aspects of training for all apprentices.
- Leaders should make sure all apprentices benefit from a well-planned personal development programme that helps improve their knowledge and skills beyond the qualifications they study.

## Provider details

<b>Unique reference number</b>	52489
<b>Address</b>	2 London Road Horndean Waterlooville PO8 0BZ
<b>Contact number</b>	02392 591 666
<b>Website</b>	<a href="http://www.its-ltd.net/">www.its-ltd.net/</a>
<b>Principal, CEO or equivalent</b>	Lesley Ellis
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	24 January 2018
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the head of provision, 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

Emma Barrett-Peel, lead inspector	Ofsted Inspector
Gemma Hart	Ofsted Inspector
Martin Hughes	Ofsted Inspector

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