

# Inspection of Leslie Frances (Hair Fashions) Limited

Inspection dates:

12 to 14 June 2023

## Overall effectiveness

## Requires improvement

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Apprenticeships

**Good**

Overall effectiveness at previous inspection

Good

## Information about this provider

Leslie Frances (Hair Fashions) Limited was established in 1982 and delivers hairdressing apprenticeship standards at level 2 and level 3. It has two academies located in Barnsley and Sheffield. At the time of the inspection, there were 55 apprentices enrolled, of whom 33 were on the level 2 hair professional standard and 22 were on the level 3 advanced and creative hair professional standard. Apprentices attend one of the training centres on a weekly day-release basis and work in local hair salons for the remainder of the week.

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

Apprentices benefit from a calm, orderly and focused learning environment where they are able to develop their knowledge and professional behaviours, and practise the skills required in the hairdressing sector. Tutors provide clear instructions and guidance to apprentices. They manage the training salons well to ensure that apprentices are comfortable and ready to learn. Apprentices develop to high-level skills that meet industry expectations.

Apprentices enjoy their training sessions and appreciate the expertise of their tutors. Tutors set high expectations of apprentices and reinforce standards that match the professionalism required in the workplace. Apprentices develop resilience and increase their independence and confidence to work as successful hairdressers.

Apprentices are motivated to learn. They attend well and are punctual to their sessions. Apprentices are well prepared for their training sessions and have the correct equipment for their practical work. Tutors place a high importance on good attendance and link this to the professional behaviours required in employment. When apprentices are not able to attend classes, tutors support them to catch up with one-to-one sessions and provide work to ensure that they do not fall behind.

Apprentices understand how to keep safe while travelling to and from work or training. They plan lifts with colleagues or family if working late and, when possible, they travel in pairs on public transport. Apprentices know how to report any concerns and they are comfortable to speak to staff and colleagues if any issues should arise. They know the types of concerns that they should report, such as controlling relationships, bullying and harassment. Staff consistently check apprentices' well-being and provide very good support when apprentices report concerns.

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

Leaders have a clear rationale to provide training to meet the demand for skilled hairdressers in the local area. They work well with employers to develop an appropriate curriculum with clear routes for progression.

Leaders do not have adequate oversight of the provision to ensure that improvements can be made should they be needed. They have not accurately identified strengths and weaknesses in their self-assessment report. Actions that leaders have identified do not focus sufficiently on improving the quality of the provision. Leaders and managers carry out various quality assurance processes such as lesson observations and standardisation meetings. However, they do not use the information gathered well enough to identify improvement actions or plan staff development.

Tutors plan and sequence the curriculum well, and take account of employers' needs. On the level 2 hair professional programme, tutors start with topics such as

working safely and client care before moving on to topics specifically related to employers' business priorities. On the level 3 advanced and creative hair professional programme, tutors first provide training for some apprentices on creative cutting, while other apprentices start with advanced colouring technique. Employers benefit from frequent and useful progress meetings to plan apprentices' next steps in training and prepare them for their end-point assessments. This contributes to ensuring that apprentices develop the knowledge, skills and behaviours required in their workplace.

Tutors are appropriately qualified and experienced to carry out their roles. They help apprentices to master the techniques required to achieve the apprenticeship standard. Tutors encourage apprentices to develop their skills beyond the requirements of the qualification. Apprentices on the level 2 hair professional programme learn contemporary technical skills such as balayage, money piece applications and freehand techniques. This ensures that they develop skills that meet current needs in their workplace.

Leaders and managers accurately assess apprentices' starting points. They identify at enrolment apprentices who have additional needs, such as those with dyslexia. Tutors use the information well to plan individual activities and identify bespoke targets for apprentices. They provide the support of assistant tutors in practical sessions to ensure that all apprentices make at least the expected progress.

Tutors help apprentices who have already achieved English and mathematics qualifications to continue to improve their skills. They teach them about budgeting when running a salon, renting a chair and calculating costs of services such as colour correction. Tutors help apprentices to develop technical language and to recognise the importance of clear written communication. However, tutors do not consistently develop the digital skills of apprentices. In a few sessions, tutors make good use of platforms such as virtual classrooms and awarding organisation resources, but too many apprentices do not benefit from using these resources to develop their digital skills.

Tutors provide useful 'ice-breaker' sessions at the start of each training day. These cover a range of topics about life in modern Britain, such as how to keep safe from drink spiking, tolerance and respect, and the rule of law. However, a few apprentices are unable to identify how to apply rule of law in their job roles. They have a limited understanding of key legislation relating to health and safety at work and the control of substances hazardous to health.

Staff provide apprentices with careers advice and guidance relevant to their job roles and the sector in which they work. Apprentices understand the training and education to which they can progress on completion of their apprenticeship. They know what opportunities are available to them within the industry. A high proportion of apprentices progress to further study and employment within the industry.

Leaders and managers do not provide sufficient opportunities for apprentices to extend their experiences beyond the vocational curriculum. Although apprentices

participate in charity events to raise money for local causes, they do not have the opportunity to participate in any other extension activities, such as competitions and trips to industry events, to help to inspire and develop their interests.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have in place appropriate policies and procedures to keep their apprentices safe. These include a suitable 'Prevent' duty risk assessment and pre-employment checks. Staff who take up post before all checks are complete are risk assessed and always supervised so they are not left alone with young apprentices. Apprentices feel safe in the training centres and their workplaces.

Leaders do not have rigorous enough recording processes for some aspects of safeguarding. Monitoring of safeguarding concerns is not kept centrally to provide the designated safeguarding lead with a concise overview of issues and the actions put in place. In a few cases, the recording of the support that staff provide for apprentices is not documented on the standard format provided by managers, which means that leaders may not be aware of what, if any, support has been provided.

Leaders do not monitor carefully enough the mandatory safeguarding training that staff are expected to complete or maintain effective records of this. Consequently, leaders cannot be sure about when staff need to undertake any training or updates.

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

- Improve oversight of all aspects of the provision.
- Improve the procedures to monitor safeguarding concerns.
- Ensure that all staff complete mandatory safeguarding training, and keep an accurate record of this.
- Provide apprentices with opportunities to develop their skills and interests beyond the curriculum.
- Ensure that apprentices develop their digital skills during their programme.
- Ensure that apprentices are aware of legislation and regulations relevant to the hairdressing industry.

## **Provider details**

<b>Unique reference number</b>	53010
<b>Address</b>	58 Eldon Street Barnsley S70 2JL
<b>Contact number</b>	01226 243204
<b>Website</b>	<a href="http://www.lesliefrances.com">www.lesliefrances.com</a>
<b>Principal, CEO or equivalent</b>	Denise Childs
<b>Provider type</b>	Independent training provider
<b>Date of previous inspection</b>	21 November 2017
<b>Main subcontractors</b>	N/A

## Information about this inspection

The inspection team was assisted by the internal quality assurer 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

Joanne Stork, lead inspector  
Sarah Seaman

His Majesty's Inspector  
His Majesty's Inspector

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