

Haha Training Limited

Monitoring visit report

Unique reference number:	2730905
Name of lead inspector:	Carolyn Brownsea, His Majesty's Inspector
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Type of provider:	Independent learning provider
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Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision funded by the Education and Skills Funding Agency and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Hampshire Apprentice Hairdressing Academy Limited (Haha Training) is an independent learning provider based in Portsmouth. Haha Training was awarded a direct contract in September 2022. At the time of the visit, 66 apprentices were in training. Around half of apprentices are aged 16 to 19. All apprentices are working towards standards-based apprenticeships, of whom five apprentices are working towards the level 3 barbering professional apprenticeship, 37 the level 2 hairdressing professional apprenticeship and 24 the level 3 advanced and creative hair professional apprenticeship.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Reasonable progress

Leaders have planned a curriculum that meets the needs of the sector. They select apprenticeships that provide apprentices with clear routes of progression into careers in the hair and barbering sector. They develop and sustain effective partnerships with employers. Most employers understand their responsibilities and commitments to an apprenticeship and their apprentice. Leaders do not fully involve a small minority of employers in the training of their apprentices, and therefore these employers do not have sufficient understanding of the progress their apprentices are making.

Leaders ensure that apprentices are matched to employers who have the capacity to nurture the apprentice through their apprenticeship. Apprentices complete a research project on potential employers as part of their apprenticeship application. They write a personal statement in which they describe the suitability of their chosen salon for their apprenticeship. As a result, most apprentices complete their apprenticeship and remain in employment. Many move on to further learning.

Educators are well qualified and experienced in their sector, and many continue to work in salons. Leaders ensure that educators regularly complete professional development, such as product training. As a result, educators are up to date with sector changes and developments. Leaders' plans to develop educators' teaching and assessment skills are sensible. However, it is too early to judge the impact of these.

Leaders are implementing appropriate quality assurance and improvement processes, but many of these are still at a formative stage. Leaders recognise the need to accelerate this and become more evaluative and evidenced based. Observations of teaching focus too much on what teachers do and not enough on the impact that teaching and assessment have on learners or on their progress over time.

Leaders have ambitious plans for their governance structure. Leaders have recently started to put in place arrangements for governance, but it is too early to see the impact of these.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress

Leaders have designed a plan of learning which enables educators to develop the knowledge, skills and behaviours of apprentices in a logical order. They tailor this appropriately to meet the needs of the salons they work with and adapt teaching sessions to meet the needs of apprentices. Apprentices learn new skills, which they apply appropriately in the training salons and their workplace. For example, level 2 apprentices are able to confidently complete one-layer cuts and root tints. Level 3 apprentices conduct detailed consultations. They use their understanding of hair structures to provide helpful advice and guidance to clients with different ethnicities and hair types.

Apprentices' written and practical work is of a good standard. Level 2 apprentices know how to hold scissors correctly and safely. Barbering apprentices confidently carry out skin and beard trims. They demonstrate professional behaviours in the classroom and workplace. They dress appropriately and ensure their workstations are clean, using appropriate sanitation between clients. Educators provide helpful feedback on written and practical work, which enables apprentices to understand what they have done well and how to improve. As a result, apprentices continuously improve their technique, such as applying the correct tension when cutting different hair types.

Educators use initial assessment diagnostic tools effectively to identify apprentices' starting points and to plan individual learning programmes. They use the information they collect to enable them to understand the level of knowledge and skill that an apprentice already has. This determines the specific content of training, including

functional skills English and mathematics and digital skills. Apprentices develop their numeracy skills by learning about ratios when mixing chemicals, looking at angles of cuts and calculating prices. They develop their English and digital skills through preparing presentations for end-point assessment and building portfolios using social media platforms.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders create a culture at Haha Training in which safeguarding is sensitively promoted. Leaders have implemented appropriate procedures to keep apprentices safe. The designated safeguarding lead has completed relevant training and implemented suitable reporting procedures. They record and maintain detailed and up-to-date safeguarding records. Leaders carry out risk assessments of apprentices needs, including their level of risk. They frequently contact apprentices to review any issues affecting their well-being.

Apprentices feel safe and know how to report any concerns they may have. They have a broad awareness of extremist behaviour and radicalisation. They are well informed about potential risks in the areas in which they live and work, such as knife crime. Staff sensitively lead discussions about recent suicides among young people in the city, ensuring that apprentices are able to recognise the signs of mental health issues and know where to access help.

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