

# Inspection of Wow Hair Academy Limited

Inspection dates:

3 to 5 October 2023

**Overall effectiveness****Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Apprenticeships

**Requires improvement**

Overall effectiveness at previous inspection

Not previously inspected

**Information about this provider**

Wow Hair Academy Limited is an independent learning provider based in Wolverhampton. The company was admitted to the register of apprentice training providers in December 2019. It provides apprenticeships in hairdressing and barbering. Most apprentices are working towards the level 2 hair professional apprenticeship. A few are studying the level 2 barbering professional apprenticeship. The remaining apprentices are enrolled on to the level 3 apprenticeship in advanced and creative hair professionals. At the time of the inspection, there were 34 apprentices enrolled with the provider. Most apprentices are under the age of 19.

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

Apprentices enjoy working in small class sizes. They have mostly positive attitudes towards their practical lessons and enjoy working with other apprentices. Apprentices have good attendance, and they arrive on time. However, in theory sessions, apprentices lack the motivation and enthusiasm to learn. As a result, many apprentices do not secure theoretical knowledge in their long-term memory.

Apprentices benefit from supportive assessors who help them build confidence in their hairdressing skills and learn to become resilient. They feel able to talk to their assessors and share their worries. For example, apprentices share concerns about completing complex haircuts or their nerves at attending the end-point assessments. Because of this, assessors recognise apprentices' needs and support them in their areas of concern. As a result, apprentices develop the skills they need to become successful hairdressers.

Many apprentices struggle to recall learning in subjects such as developing healthy relationships or staying physically healthy. Apprentices have access to a range of online courses that they study during the induction period. However, leaders rely too heavily on informal discussions within reviews to recap and reinforce learning. As a result, many apprentices do not fully learn or deepen their understanding of these essential topics.

Apprentices feel safe at work. They know they must read manufacturers' instructions prior to using chemicals and the importance of using effective personal protective equipment. They understand the need for an accident book and know who to go to and what to do if they have a concern.

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

Leaders do not plan the curriculums effectively. Apprentices undergo basic assessments and interviews at the start of their training. However, the information taken from these assessments is not used successfully to plan learning. For example, leaders do not consider apprentices' previous hairdressing experience or adjust the curriculum to reflect apprentices' prior knowledge. As a result, a few apprentices do not progress at the rate at which they are capable.

Assessors work with employers to provide effectively planned on-the-job training. Employers play an essential role in the development of apprentices' skills. They do this by working successfully with assessors to agree on the learning needs of apprentices. They run in-house training sessions, provide additional learning activities and focus on the development needs of the apprentice. As a result, apprentices quickly develop the skills they need to become valuable at work.

Assessors do not teach theoretical concepts successfully. The teaching strategies used are limited and not effective in helping apprentices to learn. Theory lessons are often taught in an environment that is not conducive to learning, for example a busy

commercial salon. As a result, apprentices are excessively distracted and struggle to retain learning from theory topics in their long-term memory.

Assessors teach practical skills effectively. Practical teaching takes place in a well-equipped salon. Assessors use a range of effective techniques such as demonstration, questioning and recap to facilitate practical skills development. This results in apprentices quickly developing the practical skills they need.

Assessors do not teach apprentices the knowledge and skills they need to sit their English and mathematics examinations. Apprentices who are exempt from taking the tests continue to successfully develop their skills through a range of activities. However, apprentices who need more structured learning in English and mathematics do not get the help they require to be successful. As a result, a few apprentices do not develop the skills they need for their future.

Many apprentices benefit from informative discussions with their salon owners and their assessors about their next steps. Apprentices on level 2 hairdressing professionals know that they can become self-employed or move on to the next level of learning. However, assessors do not routinely provide careers education, information, advice and guidance. Many conversations that take place are ad-hoc. Because of this, a few apprentices do not know the opportunities that are available to them or what they need to do to achieve their goals of owning their own salon.

Teachers undertake a range of appropriate professional development activities to ensure that their vocational skills successfully align with the curriculum. For example, they attend awarding bodies and product manufacturers' training events. Assessors are mostly well qualified and experienced within their vocational sector. As a result, they provide training that is current and relevant to the industry.

Leaders consider the well-being of assessors. They make sure that assessors' workload is not too high and that the caseloads are appropriate for each member of staff. They offer an open-door policy and make themselves available to staff when needed. Because of this, assessors value their managers.

Leaders have not put in place robust quality assurance processes that effectively evaluate the quality of teaching. Leaders complete differing activities to gather information on apprentices' learning experiences. For example, they hold apprentice focus groups and carry out observations of assessment. However, throughout these activities the focus on teaching is minimal. Subsequently, leaders do not have an effective understanding of the quality of education apprentices receive.

Leaders have not put in place an effective governance structure. Leaders informally meet with senior managers and business partners to discuss the overall performance of the provision. However, this is not a formal arrangement. There is no external scrutiny or arrangements to hold leaders accountable for their actions. As a result, there is no clear oversight or assurance of the provider's educational performance.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Put in place an effective governance structure that provides appropriate scrutiny.
- Routinely provide effective careers education, information, advice and guidance.
- Produce an effectively planned curriculum that considers the starting points of apprentices.
- Provide an effective curriculum that provides apprentices with learning on topics such as fundamental British values and healthy relationships throughout their apprenticeship.
- Ensure that apprentices who need to sit examinations in English and mathematics receive the teaching they need to be successful.
- Use effective teaching strategies to teach theory lessons and teach theoretical subjects in a suitable environment.
- Ensure quality assurance processes are robust and thoroughly review the quality of teaching.

## Provider details

<b>Unique reference number</b>	2674167
<b>Address</b>	Wow Hair Academy 140 Cannock Road Wolverhampton WV10 8PX
<b>Contact number</b>	01902 684433
<b>Website</b>	<a href="https://wowhairacademy.co.uk/">https://wowhairacademy.co.uk/</a>
<b>Principal, CEO or equivalent</b>	Kim Cox
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the 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

Bev Ramsell, lead inspector  
Gemma Hart

His Majesty's Inspector  
Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023