

# House of Clive (Hair and Beauty) Ltd

Report following a monitoring visit to a 'requires improvement' provider

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<b>Unique reference number:</b>	54096
<b>Name of lead inspector:</b>	Paul James, His Majesty's Inspector
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<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	15a Colston Street Bristol BS1 5AP

# Monitoring visit: main findings

## Context and focus of visit

House of Clive (Hair and Beauty) Ltd was inspected in August 2022. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

At the time of this monitoring visit, around 460 apprentices were studying at training centres in either Bristol or Birmingham. Around 350 apprentices study hairdressing standards at levels 2 and 3, and 115 apprentices study programmes in business administration, digital marketing, team leading, customer services and marketing. In addition, 45 16- to 18-year-olds and 27 adults follow full-time programmes in hairdressing.

## Themes

### **What progress have leaders made in taking steps to ensure that the curriculum is planned so that tutors develop all apprentices' mathematical and English skills?**

### **Reasonable progress**

Leaders have ensured that the curriculum for all apprentices includes an effective focus on the development of skills in English and mathematics. Tutors have been supported with additional training, and the apprenticeship curriculums have been revised effectively. Apprentices now complete tests at the start of their apprenticeship to establish what they already know and can do. Tutors use this information to devise useful additional training that helps apprentices develop their knowledge over time.

Leaders now ensure that tutors use naturally occurring opportunities for apprentices to apply their new skills in English and mathematics in their workplace. For example, hairdressing apprentices use mathematics when considering ratios in the preparation of chemicals when colouring hair. As a result, apprentices make effective links between what they have learned and how this can be used at work.

Leaders have recently appointed a new member of staff who has responsibility for the quality of English and mathematics teaching for all apprentices. However, it is too soon to judge the impact of this new role.

**What progress have leaders made in taking steps to ensure that initial assessments of hairdressing apprentices' skills, knowledge and behaviours are used to plan and implement a curriculum that is ambitious and supports learners in attaining high grades?**

**Reasonable progress**

Leaders have revised the start of apprentices' training to include a greater focus on what apprentices already know and can do. Tutors discuss apprentices' previous experience in a face-to-face meeting. They use this information well to personalise apprentices' training and ensure that they develop the knowledge and skills they need over time.

Leaders have responded to apprentices' skills gaps by successfully redesigning the hairdressing curriculum. Fundamental skills are now taught early in the programme and are frequently revisited. For example, level 2 hairdressing apprentices are taught cutting and blow-drying at the start of their training. As a result, apprentices are able to apply these skills in their workplace from early in their training, increasing the opportunities for them to practise and to deepen their understanding.

Leaders have introduced effective additional reviews to help apprentices with the end-of-programme examinations. These new checkpoint reviews take place between the tutor and apprentice every three months. During these meetings, tutors provide valuable support to apprentices in their preparation for their final assessments. As a result, the proportion of apprentices who pass and achieve high grades has increased.

**What progress have leaders made in taking steps to ensure that staff provide apprentices with good-quality reviews that give them specific targets and allow them to practise their new skills in the workplace?**

**Reasonable progress**

Leaders have been effective in ensuring that employers attend apprentices' progress reviews. These are now well attended and provide valuable time for apprentices to reflect on their progress with their employer. Tutors work skilfully with employers to provide helpful feedback on what apprentices have learned and do well. As a result, apprentices understand the new skills, knowledge and behaviours that they have developed and fully understand what they still need to do to improve.

Leaders have ensured that all employers receive a personalised apprenticeship training plan. These plans identify the training that their apprentice will receive while they are at the training centre. Employers value these useful plans and are consequently well informed on what apprentices are learning. As a result, employers can identify valuable opportunities for apprentices to practise and further develop their new skills in the workplace.

**What progress have staff made to ensure that apprentices receive appropriate careers information, advice and guidance throughout their programmes?**

**Reasonable progress**

Tutors now ensure that apprentices have an effective understanding of the range of career opportunities available to them. For example, hairdressing apprentices confidently talk about the possibilities of staying in a salon, becoming self-employed or working on cruise ships.

Leaders review learner feedback on the impact of careers advice and guidance. They use this information well to identify how they can better support their apprentices. For example, in response to a request for increased guidance on becoming self-employed, leaders arranged talks by the Department for Work and Pensions, which apprentices found useful.

Leaders have developed useful enrichment opportunities that are designed to support apprentices in deciding on their next steps. As well as activities that focus on hairdressing, wider interests are also accommodated. For example, creative writing workshops are offered, which can support learners who have an interest in social media and digital marketing.

**What progress have leaders made in developing governance arrangements so that they gain high levels of support and challenge to deliver rapid quality improvements, including in the arrangements for monitoring safeguarding?**

**Significant progress**

Leaders have rapidly and effectively revised the structure of the governing body and rewritten the terms of reference. They have reviewed the meeting structure for governance and now meet bi-monthly. This increased frequency of meetings, alongside a new standardised agenda, supports governors to provide effective, timely scrutiny and challenge of leaders' actions.

Leaders have secured additional expertise by including governors with significant safeguarding and education experience. Following the full inspection, leaders swiftly appointed a new chair of governors who is highly experienced in education and complements well the significant industry experience of the other governors. Since the previous inspection, leaders have provided valuable training to all governors to increase their understanding of effective teaching, learning and assessment.

Leaders have established new governor and apprentice focus groups. Key points from these meetings are discussed at managers' meetings and used well to inform planned improvements in apprentices' experiences. For example, apprentices raised the issue that when tutors use slide presentations, there is sometimes too much text on each slide. Leaders used this to inform additional training for tutors to ensure that presentations meet apprentices' needs.

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