

# INSPECTION REPORT

## **The Headmasters Partnership Limited**

**11 December 2003**



ADULT LEARNING  
INSPECTORATE

## Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

## Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

## Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

# INSPECTION REPORT

## The Headmasters Partnership Limited

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. The Headmasters Partnership Limited (Headmasters) is a private hairdressing company, which provides foundation modern apprenticeships and national vocational qualifications (NVQs) in hairdressing for its employees. The company was established in 1982 with one salon in Wimbledon and operates across London, the Home Counties, and Bristol. Headmasters has been offering government-funded training since 1994. The company has a training academy in Ham, Surrey.

2. Headmasters has seven partners who set the company's strategic aims. The director of education reports directly to three of the partners to discuss and monitor the training programmes. Senior staff, including the partners and managers, have responsibility for specific salons and aspects of the business. A team comprising the education director, two internal verifiers, three assessors and four trainers, has responsibility for the government-funded training programme. Two administrators support this team. Overall, Headmasters employs 356 staff.

3. Headmasters' training is funded by the London South Learning and Skills Council (LSC). The outer London area, from where Headmasters recruits most of its learners, has a minority ethnic representation of 25.4 per cent, according to the 2001 census, compared with 9.1 per cent nationally. However, the areas where Headmasters has salons include Bromley and Richmond upon Thames, which have similar rates to national rates. Many learners are recruited from the county of Surrey, which has a low proportion of people from minority ethnic groups, at 5 per cent.

### SCOPE OF PROVISION

#### **Hairdressing & beauty therapy**

4. There are 91 learners on hairdressing training programmes, 85 of whom are foundation modern apprentices and six are working towards NVQ training programmes. Learners are working towards the NVQ at level 2 in hairdressing. All learners are employed by Headmasters in its salons in the South London, Surrey and Kent areas. Off-the-job training is given at Headmasters' training academy in Ham, Surrey. All learners attend the training academy for one day each week for hairdressing practical, background knowledge and key skills training and assessment.

## ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	18
Number of learner interviews	27
Number of staff interviews	9
Number of employer interviews	12
Number of locations/sites/learning centres visited	9
Number of visits	11

## OVERALL JUDGEMENT

5. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the leadership and management of the company are satisfactory, as is the quality of work-based learning in hairdressing and its approach to equality of opportunity. The arrangements for quality assurance are unsatisfactory.

## GRADES

*grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak*

Leadership and management	3
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

Hairdressing & beauty therapy	3
Contributory grades:	
Work-based learning for young people	3

## KEY FINDINGS

### Achievement and standards

6. Achievement rates are satisfactory for the foundation modern apprentices at 67 per cent in 2000-01. There are very few learners on NVQ-only programmes, and none has yet achieved their qualification. Retention rates are unsatisfactory and have declined in the past three years. In 2000-01, 75 per cent of learners were retained. There are still a considerable number of learners on all training programmes, but the maximum possible retention rate for 2001-02 is 60 per cent and in 2002-03 is 57 per cent. Learners are making reasonable progress towards achieving their qualifications and developing practical skills. However, there are insufficiently individual targets set for learners. Learners are not clear about their targets.

**7. Learners' practical skills are of a good commercial standard.** Learners are confident in their work and are enthusiastic and well motivated. They have a clear understanding of the background knowledge that supports their practical work. Written work is of a satisfactory standard, but learners' portfolios contain little variety of evidence and do not always reflect the range and standard of their hairdressing skills.

### Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Hairdressing & beauty therapy	0	3	1	0	0	0	0	4
<b>Total</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

**8. Learners have very good practical training at the training academy.** Training sessions are well planned to meet individual learners' needs. Trainers allow learners to work autonomously while carefully monitoring their work to create a supportive and safe environment for learning. Learners have access to a good range of models at the training academy. There is good use made of step-by-step guides and photographs to guide learners through new concepts. Learners are well supported by senior salon staff at work and have on-the-job training which enhances the work they do in the training academy. Salon staff work to a very professional standard and are good role models for learners. Key skills are not well planned into the learners' training programme and tend to be introduced when they are reaching the end of their NVQ.

**9. Trainers are commercially credible,** have very good skills and work within Headmasters' salons at least one day each week. There is a good ratio of trainers to learners at practical training sessions. However, most of the trainers have not yet achieved their assessor qualifications.

**10. Teaching materials used in training sessions are of a very good standard.** Training areas are well equipped to support learning. The training academy is a well-lit, spacious, good commercial salon environment. The range of products, tools and décor of the training academy matches closely what learners use and experience in the Headmasters' salon they work in.

**11.** Assessment takes place regularly at the training academy and is generally to a satisfactory standard. However, there is insufficient assessment in the workplace. Learners are not encouraged to use evidence from their salon towards the NVQ. Learners have many opportunities to be assessed in key skills throughout their programme, but these are rarely used by assessors.

**12.** All learners receive an appropriate initial assessment of their literacy and numeracy, which is used to determine which programme they will follow. Insufficient account is taken of learners' prior achievement or experience when devising individual learning plans.

**13. Headmasters' training programmes meet the needs and interests of learners well.**

The company offers a good progression route for learners into careers and management. Many managers and senior salon staff were previous learners on the government-funded programme. Managers receive regular and frequent weekly reports about their learners' progress, but they are not involved in the formal review of the learners' progress.

**14. Learners take a wide range of additional courses and training,** including manufacturers' courses. Towards the end of their NVQ, learners are invited to attend additional training days on a Saturday to improve their cutting skills and to experience the pressures of a busy commercial salon. Learners' success is celebrated and they are encouraged to enter competitions.

**15. Learners have an effective induction to their programme and work.** They have a clear understanding of their rights and responsibilities and the complaints and appeals procedures.

**16. Learners receive helpful and practical pastoral support from their trainers and salon managers.** However, there is insufficient appropriate, structured support to develop learners' literacy, language and numeracy skills.

### Leadership and management

**17. Senior staff set a direction for good-quality training for all staff and learners of Headmasters.** Training forms a critical part of the company's development plans. There has been a significant investment in developing a good training academy, increasing the number of trainers and assessors and improving the content of background knowledge training sessions. The company has an appropriate business plan, which includes training.

**18. Staff and learner recruitment is well managed, effective and fair.** There is a good system for frequent appraisal of staff and learners, with effective discussion of performance and objectives. Staff and learners benefit from a wide range of training and development.

**19. Physical resources are very well managed and are good.** There are sufficient trainers and assessors for the current learners in training. However, there have been insufficient contingency arrangements to cope with the large increase in learners in 2002-03 and staff leaving. Some aspects of the training programme are poorly planned, including key skills, the assessment of some NVQ units and additional support for learners who have identified literacy and numeracy development needs.

**20. Internal communication through meetings is effective,** although not always recorded. There is effective communication of learners' performance and attitude in off-the-job training to salon managers. However, the link between the salon managers and trainers is too informal.



21. **Senior staff do not routinely analyse data** about equality of opportunity, retention and achievement rates or why learners leave training programmes early. There are no targets for improving retention and achievement rates.
22. **Headmasters does not have an overall quality assurance framework or process** for evaluating the success of the whole training programme. The quality assurance arrangements are incomplete, with some aspects like initial assessment, reviews and learners' action plans not being monitored systematically. The quality assurance of on-the-job training and support is insufficient and informal.
23. **There are good arrangements for observing and monitoring the training academy's training and assessment.** Internal verification is effective and appropriately planned. The process is supportive and developmental for staff. Learners' views are collected through questionnaires and are used to improve the training.
24. **There has been insufficient progress in rectifying weaknesses identified by the previous inspection and in self-assessment.** Many weaknesses still remain in the current self-assessment report. Self-assessment is not routinely completed. The latest version is reasonably self-critical and identifies appropriate weaknesses. The development plan contains appropriate actions to rectify weaknesses.
25. **Headmasters has a good culture of equal opportunities.** Learners are familiar with the policies and procedures and are comfortable that they have senior colleagues who will support them. Salons and the training academy have good access for people who have restricted mobility. There is a good and diverse representation of people from different nationalities among staff and learners.
26. **There is insufficient formal monitoring of equality of opportunity in the salons and through the learners' review process.** Headmasters does not have a member of senior staff with responsibility for ensuring there is no discrimination, for example in applications for additional courses and training.

*The following strengths and weaknesses were identified during this inspection:*

## **Leadership and management**

### **Strengths**

- strong business planning to reflect and meet the needs of the learners
- good appraisal and development process for staff and learners
- good awareness of equal opportunities
- well-managed training resources

### **Weaknesses**

- some incomplete quality assurance arrangements
- insufficient use of management information systems

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- insufficient formal monitoring of the workplace
- insufficient action to rectify identified weaknesses

### **Hairdressing & beauty therapy**

#### **Strengths**

- particularly good standard of learners' hairdressing skills
- very good practical training
- excellent salons and training academy
- good range of additional activities to enhance learners' skills

#### **Weaknesses**

- unsatisfactory retention rates
- inadequate planning of some aspects of the programme
- insufficient individuality in target-setting
- insufficient use of salon assessment

## **WHAT LEARNERS LIKE ABOUT THE HEADMASTERS PARTNERSHIP LIMITED:**

- working for a high profile hairdressing organisation
- being stylists at the training academy and working on clients' hair
- being treated as adults
- the help and support from the trainers at the training academy
- that training is made fun and exciting
- that everybody works as a team and helps each other

## **WHAT LEARNERS THINK THE HEADMASTERS PARTNERSHIP LIMITED COULD IMPROVE:**

- the travelling time to the training academy at Ham
- more clients for perming
- less writing as part of assessment
- more assessors in the larger groups at the training academy
- have assessors in the salons so that tasks are not repeated at the training academy
- more regularly organised training in the salons

**KEY CHALLENGES FOR THE HEADMASTERS PARTNERSHIP LIMITED:**

- implement the current self-assessment development plan
- improve the retention rates
- maintain the very good training and practical hairdressing skills
- formalise the procedures that have an impact on learners

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

Grade 3

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- strong business planning to reflect and meet the needs of the learners
- good appraisal and development process for staff and learners
- good awareness of equal opportunities
- well-managed training resources

#### Weaknesses

- some incomplete quality assurance arrangements
- insufficient use of management information systems
- insufficient formal monitoring of the workplace
- insufficient action to rectify identified weaknesses

27. Managers set a direction for good training for all staff and learners of Headmasters. The government-funded training programme is a critical part of the company's business development. Partners actively promote and train previous learners into management positions. Headmasters has a five-year business plan, which is largely financial, and currently being updated. The company has expanded rapidly over the past year. Managers of each salon have budgets, which include training and development. The partners consult with the education director when producing the business plan.

28. There has been a significant investment in training, including developing a good training academy for learners. The number of trainers has increased to improve the level of support for learners in practical training sessions. Trainers have incorporated more fun and visual learning into their background knowledge training after receiving staff development from a specialist trainer.

29. All learners and salon staff have monthly appraisals. Learners' performance at the off-the-job training is effectively linked into their salon work through the appraisal system. There are clear and helpful guidelines for managers who are carrying out appraisals, including questions and discussion topics. At each appraisal, learners are set relevant objectives for the following month. Staff analyse their own performance, including strengths and weaknesses. Personal development and training is discussed and personal development plans are regularly updated. The appraisal process additionally identifies staff who want to become trainers and assessors.

30. There is a well-managed and effective recruitment process, supported by clear guidelines. All staff receive an induction and initial training that includes all aspects of working for Headmasters. New managers are particularly well supported by the partners

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when they start work. The company has clear and concise job descriptions for all staff, including learners, which each salon builds on to make them more personal to the individual location.

31. Senior staff have a clear view of the direction of the company through meetings every two months. There are regular, frequent and effective meetings between the trainers, education director and partners. The minutes of some meetings are well recorded, with clear action plans. However, others are largely informal. It is difficult for senior staff to monitor the success of actions or trends in meetings. Senior staff have effective links and partnership arrangements with external organisations.

32. Headmasters has upgraded its management information system and staff are starting to produce reports about learners. Senior staff do not routinely analyse data about retention and achievement rates. There is insufficient discussion about trends in retention and achievement at meetings. Retention rates are poor and show a decline over the past three years. Data are not routinely analysed for the reasons why learners leave programmes early. However, staff react to anecdotal information on early leavers, for example by increasing the induction period at work. The education director has targets for learners progressing into stylist positions, but not for retention and achievement.

33. There are appropriate arrangements for the initial assessment and diagnosis of learners' literacy and numeracy skills. Learners receive individual coaching and support to help them with their NVQ. However, there is no structured support to develop their literacy and numeracy skills. Headmasters recognises that it does not have suitably qualified staff to support learners who have additional literacy and numeracy needs.

### **Equality of opportunity**

### **Contributory grade 3**

34. There is a good culture of equal opportunities at Headmasters. There is an equal opportunities policy, a disability discrimination statement, a harassment in the workplace policy statement, a complaints procedure and an appeals procedure. These are prominently displayed in salons and in the training academy. At induction, learners are introduced to equality of opportunity and the reality of their actions when dealing with clients and colleagues. Some of this content is particularly memorable and effectively given through demonstrations, such as what the impact on a lip-reader is if the learner does not look towards them when speaking. Learners are familiar with the concepts of bullying, harassment and complaints and are comfortable that they have a variety of senior colleagues to turn to for support. Most salons have easy access for people who have restricted mobility.

35. Recruitment is organised centrally for all staff at Headmasters' salons, although salon managers make final recruitment decisions for their salons. They are required to inform the recruitment director of the reasons for appointments and those for rejecting other applicants. Headmasters recruits foreign nationals for whom sponsorship and work permits are arranged. The Headmasters' senior salon staff are good role models for the learners. There are 25 nationalities represented among the 356 staff at Headmasters.

Seventy-two per cent of staff are British, 7 per cent give their ethnicity as non-white and 17 per cent are men. Three per cent of learners are from minority ethnic groups and 12 per cent of learners are men. Headmasters maintains this diversity of staff despite using visual images in recruitment of stylish white female models. The ethnicity, gender and disabilities of learners are systematically recorded and compared with national and local statistics. There is no specific targeting of under-represented groups, although recruitment staff now only attend school events in salon areas where Headmasters has few applicants for learner positions. Headmasters offers a level 1 NVQ for school pupils in years 10 and 11. Only female school pupils have so far attended. This programme has been successful in encouraging school leavers to enter training programmes with Headmasters.

36. There is insufficient formal monitoring to assure equality of opportunity. There is no specific member of staff responsible for equality of opportunity. It is not systematically discussed in the reviews of learners' progress. The staff meetings do not all have agendas to encourage the inclusion of equality of opportunity, neither do minutes record discussion of equality of opportunity. Visits to salons by senior staff do not formally monitor and record equality of opportunity issues. The attendance of learners at additional courses and training activities are at the discretion of their salon managers. There is no system to monitor these applications to ensure there is no discrimination or preferential treatment. Headmasters does not have any recorded complaints or appeals. When issues arise, these tend to be dealt with swiftly and effectively, but informally.

37. The Headmasters' trainers have not attended equal opportunities training. Neither do they have qualifications in numeracy and literacy teaching or specialist skills to provide learning support with difficulties, such as dyslexia. They have had customer care training from external consultants that has included some issues that relate to equality of opportunity. Two recruitment staff have recently attended an employment event focusing on equality of opportunity and they are contributing to the updating of the policies and procedures. The text in the self-assessment report relates predominately to gender and ethnicity statistics.

## Quality assurance

## Contributory grade 4

38. Learners' views are collected annually through a questionnaire, which has recently been revised to give the opportunity for anonymous feedback. Partners and senior staff are easily approachable and react well to staff suggestions. Staff and learners cite examples of how their views have been used to make changes to the training programmes. This includes making the off-the-job training more varied and fun, introducing the Saturday club to develop learners' cutting skills and amending the policy on dress at the training academy. The education director's external networking has been used to develop key skills resources and assessor training. There is no system for collecting the views of the salon managers about the training programme.

39. Some procedures, in particular those for assuring the quality of assessment and off-the-job training, are carried out regularly and effectively. Both of these activities identify staff development needs and good practice. The education director observes induction

and training sessions using a well-devised set of criteria. During the observations, there is a clear focus on learning and the impact of training activities on learners. Senior staff carry out informal observation of the education director's training. Standardisation meetings are held for staff to share good practice in assessment and to support new assessors. An external consultant is currently reviewing the key skills aspect of the training, including the resources. Headmasters also quality assures the service that learners provide for customers, through mystery shopper and customer evaluations. Positive feedback and any problems are discussed with managers and the learner. The company does not have an overall quality assurance framework to bring these activities together to evaluate the success of all aspects of the training programme. Headmasters has written guidelines for many of the company's learning and assessment activities. However, some of these are currently being updated and others are not yet implemented. The company does not formally monitor the quality of key processes like initial assessment, individual learning plans, reviews and learners' action plans. There is insufficient formal quality assurance of on-the-job training and support. There are plans for the two internal verifiers to monitor the workplace, but this has not yet started. Senior staff frequently visit salons, but there is inconsistency in what happens during these visits and there is not a clear brief for monitoring on-the-job training and support. Through these visits, some staff monitor the appraisal process, how off-the-job training reports are used, and hold meetings with learners. An internal audit at the start of the learners' programme checks that paperwork is completed and accurate. In the past, this system has not been particularly effective, but new staff are completing the audit more thoroughly.

40. All assessment takes place at the training academy in Ham and is generally satisfactory. However, there is insufficient use of evidence from the learners' workplace or work-based assessment. Trainee assessors' assessments are appropriately countersigned by a qualified assessor. Internal verification is appropriately planned and includes sufficient observation of assessors.

41. Many of the weaknesses identified in the previous inspection still remain in the current self-assessment report and inspection. The development plan contains appropriate actions, but little progress has been made towards achieving them. Some actions do not make sufficient allowances for contingencies, for example an increase in learner numbers or staff leaving. Headmasters has a key skills development plan. Many of the deadline dates have now passed, yet few of the actions or objectives have been achieved. Some of the senior staff have insufficient awareness of the development plan or the actions contained in them. Some of the trainers and the education director have been involved in producing the current self-assessment report. Self-assessment is not routinely completed, but the latest version is reasonably self-critical in identifying weaknesses.



## AREAS OF LEARNING

### Hairdressing & beauty therapy

Grade 3

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	91	3

*The following strengths and weaknesses were identified during this inspection:*

#### Strengths

- particularly good standard of learners' hairdressing skills
- very good practical training
- excellent salons and training academy
- good range of additional activities to enhance learners' skills

#### Weaknesses

- unsatisfactory retention rates
- inadequate planning of some aspects of the programme
- insufficient individuality in target-setting
- insufficient use of salon assessment

### Achievement and standards

42. Achievement rates for foundation modern apprentices are satisfactory at 67 per cent for 2000-01. However, none of the 13 learners who have started NVQ training programmes in the past three years have achieved their NVQ. Retention rates are unsatisfactory. For foundation modern apprentices, the retention rate for 2000-01 was 75 per cent. Since then retention rates have been declining. There are still many learners in training, but the best possible retention rate for 2001-02 is 60 per cent, and for 2002-03 is 58 per cent. There are few learners on the NVQ training programme, but retention rates are still poor. The highest possible retention rate for 2001-02 is 57 per cent and for 2002-03 is 40 per cent. Headmasters has identified this weakness, and from January 2004, learners will have a six-week induction before starting their training programme. Learners are making reasonable progress towards achieving their qualifications and developing practical skills.

43. Learners' practical skills are of a very good commercial standard and they demonstrate a professional approach when dealing with clients. Learners are enthusiastic, well motivated and work independently with confidence. Many aspects of the learners' work exceeds that required for the NVQ at level 2 and their time on the training programme. For example, learners carry out complex and creative colouring very skilfully. Learners are encouraged to make their own decisions and demonstrate very good consultation skills. Learners have a clear understanding of the background

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knowledge that supports their practical work. Their written work is satisfactory, but portfolios contain a limited range of evidence and do not reflect the very good standards of practical work.

The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																
Foundation modern apprenticeships (FMA)																
	2003-04		2002-03		2001-02		2000-01		1999-2000							
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	32		78		28		12		5							
Retained*	0		0		6	21	9	75	3	60						
Successfully completed	0		0		4	14	8	67	3	60						
Still in learning	28		45		11	39	1	8	0	0						

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

LSC funded work-based learning																
NVQ Training																
	2003-04		2002-03		2001-02											
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	1		5		7											
Retained*	0		0	0	1	14										
Successfully completed	0		0	0	0	0										
Still in learning	1		2	40	3	43										

\*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

## Quality of education and training

44. Learners receive very good practical training at the training academy, which is well planned to meet individual needs. At the start of each training session, learners identify their own development and assessment needs. Where possible, each learner is allocated appropriate appointments for the day, to meet these needs. Trainers allow learners to work autonomously while carefully monitoring their work, to create a good and safe environment for learning. At each training session there are lots of clients, offering a wide variety of hair types and treatments to learners. There is a good ratio of trainers to learners and learners' experience much individual support throughout their practical training session. Teaching materials used in learning sessions are good. Headmasters has produced comprehensive step-by-step guides with photographs to illustrate new techniques to learners. All learning sessions were judged to be good or very good. Headmasters' trainers are commercially credible and have very good skills. Trainers maintain and continue their professional development through working in Headmasters'

salons at least once a week and through attending regular additional training courses.

45. Learners work in excellent salons that are well resourced and operate to a commercial standard. There is good imagery displayed which reflects the hairdressing and fashion industry. Learners use a good range of professional products, which include good retail treatment ranges. Headmasters' senior salon staff work to a very professional standard and are good role models for learners. The training academy is a well-lit, spacious, commercial salon environment. Learners use modern equipment and tools while training at the training academy. Training areas are well equipped with televisions, videos and computers to support learners in their training.

46. Learners attend a good range of additional courses and training that enhance their skills. This includes manufacturers' courses such as colouring courses and management training. All learners have additional customer service training and in-house training that prepares them for being an assistant and a stylist. Learners who are near the end of their programme are invited to additional training days on a Saturday at the training academy which gives them the opportunity to develop cutting skills in a busy commercial salon. Learners are encouraged to enter competitions and are supported in this activity by trainers and the senior salon staff. Headmasters holds a number of motivating events, like demonstrations by the senior artistic team and high profile award ceremonies. Towards the end of their level 2 training, all learners present a selection of their models to the education director and trainers. Success is widely celebrated by Headmasters.

47. Internal verification is satisfactory in monitoring the quality of assessment practice. The system is well planned and includes regular observation of assessors. The internal verifiers give supportive and helpful written and verbal feedback to assessors, and produce an action plan. There is effective monitoring of these actions by internal verifiers. Internal verifiers apply more thorough and frequent monitoring for newly qualified and trainee assessors.

48. The Headmasters' training programme meets the needs of learners well and they enjoy their training. Learners are clear about how their training will help them to progress to being stylists and into more senior jobs. Many of the managers and senior salon staff have previously been learners on government-funded training programmes.

49. All learners have a satisfactory induction to their salon and the training academy. The induction is either on a group or individual basis, depending on when the learner starts their training. Learners are well prepared to start their training programme and understand the NVQ and assessment requirements well. Learners are clear about the appeals procedure and who they can contact if they are being unfairly treated.

50. If learners are identified as having additional support needs, trainers and salon staff give effective pastoral support. Trainers and assessors give learners additional time and help them with portfolio work. However, very little of this additional support is recorded or evaluated for success. None of the staff have been trained in how to develop learners' literacy, language or numeracy skills. Headmasters recognises this in the self-assessment report and has included appropriate actions in its development plan.

51. All assessment takes place at the Headmasters' training academy during the off-the-job training. Many learners work on models in their salons, but they are not encouraged to bring evidence from work for their NVQ. Some learners' progress is delayed through insufficient assessment at work. Some of the salons have staff with assessor awards who are not currently assessing learners at work.

52. All learners are initially assessed at the beginning of their training programme using a literacy and numeracy test. The results of the tests are used to determine which programme learners should start. Learners have individual learning plans, but the results are not always recorded or used to set individual targets. The targets set in the individual learning plan tend to be group targets and not specific to the individual. There is insufficient account taken of prior experience or learning when trainers set targets, such as learners who have been employed in hairdressing part time before joining the programme. Learners are unclear about their targets and how long they will take to complete their programme. Learners' target dates are frequently missed. All learners have a 12-weekly review when their performance in the training academy is discussed and targets are set for the NVQ. However, the salon manager is not involved in the review and has no input into the learners' targets.

### **Leadership and management**

53. There is inadequate planning of some aspects of the programme. Key skills training and assessment are not introduced at the start of the training programme. Most learners are unclear about the key skills they are working towards or how they will achieve them. Some aspects of the NVQ are also planned to be assessed very late, in particular to meet the perming unit. There is insufficient planning of structured support for learners who have additional literacy, language and numeracy learning needs. There are effective links from the training academy to the salon managers, but communication between salon managers and the training academy is very informal. The self-assessment report identifies appropriate strengths and weaknesses for hairdressing. There is a development plan to deal with the key issues, but at the time of inspection many of the weaknesses identified have not been rectified. Headmasters displays its wide range of equal opportunities policies at the training academy and in the salons.