

GeTaHead Training

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Hairdressing

Description of the provider

1. GeTaHead Training was founded in 1999. It has a contract with Nottinghamshire Learning and Skills Council to provide apprenticeship training in hairdressing. There are currently 85 apprentices; of these 22 are advanced and 63 are apprentices. Most are females aged 16 to 18 years old. There are no learners from minority ethnic groups.
2. GeTaHead training trades as part of a group which consists of two hairdressing salons and a wholesale hairdressing business in Retford. There are four directors. The head office is based in Retford. The company uses six resource centres which are in Doncaster, Worksop, Lincoln, Ollerton, Retford and Newark. There are eight trainers and assessors and one business support member of staff. There are 11 qualified assessors employed in local salons.
3. The managing director has overall responsibility for the management of training. He is responsible for business planning, financial management and internal verification. The quality assurance coordinator is responsible for the day to day planning and organisation of training quality improvement and policy development.
4. The proportion of school leavers achieving five or more GCSEs at grade C or above was 47% in Nottinghamshire, 49.5% in Rotherham schools and 44.5% in Doncaster. Lincolnshire achieved a higher result of 59% A* – C GCSEs in comparison to the national average of 57% in England. The Bassetlaw area of Nottinghamshire is the main region for GeTaHead Training business. Bassetlaw has a 98.6% White British population, in comparison to the 90.9% rate in England.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
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Capacity to improve	Satisfactory: Grade 3
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Achievement and standards	Good: Grade 2
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Quality of provision	Good: Grade 2
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Leadership and management	Good: Grade 2
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Equality of opportunity	Contributory grade: Satisfactory: Grade 3
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Sector subject area

Hairdressing	Good: Grade 2
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Overall judgement

Effectiveness of provision

Good: Grade 2

5. The overall effectiveness of GeTaHead Training provision is good. Achievements and standards are good. The quality of the provision is good overall. Teaching and learning are good and the extent to which GeTaHead Training meets the needs and interests of learners and employers are also good. Support for learners is good. Leadership and management are good. Equality of opportunity is satisfactory. Arrangements to safeguard and promote the well-being of young people are satisfactory.

Capacity to improve

Satisfactory: Grade 3

6. GeTaHead Training demonstrates the satisfactory capacity to improve. Quality improvement processes at GeTaHead Training have been effective. There is a clear focus on meeting learners' needs and continuous improvement. Success rates for learners are high. The arrangements for assuring the quality of teaching and learning are not sufficiently established.
7. GeTaHead Training has made satisfactory progress in addressing the key weakness identified at the previous inspection, regarding insufficient standardisation of a few quality procedures, insufficient formal support for some work-based assessors and insufficient focus on diversity awareness training. However, a few of the actions identified to rectify these weaknesses have not yet fully been implemented.
8. Self-assessment is a fully inclusive process involving all staff and it also takes into consideration the learners' views on the provision. The self-assessment report is satisfactory and clearly focuses on the learner experience and data is used adequately to evidence the key points. Inspectors mostly agreed with the strengths and areas for improvement highlighted in the report.

Key strengths

- Good strategic direction
- High success rates for apprentices
- Very good development of commercial hairdressing skills
- Particularly effective on- and off-the-job teaching, training and learning
- Very good partnership working to support learners

Key areas for improvement

- Slow progress for some learners
- Some insufficiently developed quality improvement procedures

Main findings

Achievement and standards

Good: Grade 2

9. Achievement and standards are good. Success rates for apprentices are high. Overall success rates have improved from 41% in 2003 to 76% in 2005/06. Unvalidated data for 2006/07 indicates that success rates have declined slightly to 62%. Some learners are making slow progress. In the period 2003 to 2007 timely success rates have increased from 23% to 40%. The slow progress made by some learners is affected by the lack of hairdressing models to facilitate timely assessments.
10. Evidence from portfolios for in-year learners indicate that most are making good progress and are on target. Success rates for key skills tests are high. The male learners' success rate for 2005/06 is 40%, which is below the 67% rate for female learners.
11. Development of learners' commercial hairdressing skills is very good. Acquisition of learners' practical skills is above the level expected. Learners are encouraged to carry out high level treatments and the development of practical skills occurs in apprentices' own salons. Learners are challenged to maintain commercial timings. Adherence to hygiene, health and safety and client care are good. Learners produce assignment work to a satisfactory standard. The quality of input and evidence used in portfolios is appropriate. Inspectors' judgements matched most of the strengths and areas for improvements in the self-assessment report.

Quality of provision

Good: Grade 2

12. The overall quality of the provision is good. Teaching, training and learning are particularly effective both on- and off-the-job. Good use is made of questions and answers, discussions, and individual coaching to promote differentiated learning during sessions. Learners' confidence and motivation are being developed. Most are actively involved in sessions. Teachers use commercial examples to illustrate key points and learners' responses to questioning indicate good levels of understanding. The teaching of background knowledge and support from tutors sets practical sessions in context for learners. Salon based trainers set high commercial standards in practical sessions. Clear emphasis is placed on health and safety.
13. The management of key skills is satisfactory. Teachers at the various training centres use awarding body work-packs that integrate key skills into vocational assignments well. Practical resources in commercial salons are good and specialist resources for hairdressing are satisfactory at training centres.
14. Apprentices are employed in modern commercial salons that enhance the learning experience. The client base is insufficient to meet demand in the training centres.
15. Assessments and verification procedures are satisfactory and meet awarding body requirements. Salon based assessors and trainers are appropriately qualified, and opportunities for assessments of naturally occurring evidence are good at these salons. Assessors employed by the provider visit learners on a fortnightly basis to undertake planned assessments and set short term targets. However, these are not always recorded formally and shared with the employer.

16. Learning programmes meet the needs of learners and employers well. Most learners are employed before signing up for their apprenticeship programme and attend off-the-job training on a weekly basis. However, there are a number of learners who are not in employment and follow the programme led pathway for hairdressing. These learners are recruited through Connexions or directly by the provider. These learners attend work placements for on-the-job training in salons on a weekly basis. The selection procedure of learners is effective. Learners receive effective induction into GeTaHead Training which includes appropriate introduction to health and safety and equality of opportunity.
17. Individual support for learners is effective. Vocational teachers support learners well with both additional learning needs and personal issues. Learners are given vocational tutors' mobile phone numbers to enable ease of contact. Learning needs are identified effectively during induction and specialist additional learning support is provided by specialist staff. Learners are properly directed to external agencies for support. Learners diagnosed with additional learning needs, or who are identified to be at risk of not completing within the timescale, are able to access additional support at learning surgeries on a fortnightly basis.

Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

18. Leadership and management are good. GeTaHead Training has a good strategic direction which is aligned to the local, regional and national demands and they prioritise their long term objectives accordingly. Staff are well aware of the strategy and the key objectives and they are fully involved in determining how they will deliver the strategic priorities. GeTaHead has responded well to local challenges and engaged promptly on delivering the 14-19 government agenda. For example, a number of the provider's staff work with groups of young people in local schools, raising awareness of vocational training. The organisation's objectives are challenging and clearly focus on delivering a good quality learning experience through the quality improvement plan. This is recognised in the provider's self-assessment report.
19. GeTaHead Training has developed very good partnerships to support learners. The provider recognises this strength in their self-assessment report. The organisation has worked closely with key stakeholders in the community to obtain support for learners with specific learning needs or personal and social difficulties. The provider has tackled these by introducing changes in their learning programme. Successful relationships have also been formed with key hairdressing employers in the community.
20. The provider makes particularly effective use of feedback to improve the provision. Learner feedback is collected at different stages throughout the learning programme. The identified actions for improvement are appropriately carried out and communicated promptly to learners and employers. Recently, the provider carried out a focus questionnaire to obtain more individualised feedback. Some substantial improvements have already been made to the programme delivery model including the content and length of induction and the amount of background knowledge learners receive. Employer

feedback is also collected on a regular basis. Detailed feedback interventions have been used particularly well to improve the level of engagement of some employers.

21. The hairdressing area of learning is well managed. Communications are effective both internal and externally. The provider uses a regular newsletter to communicate updates to learners and employers. Regular meetings take place where learner performance is reviewed, and health and safety and equality of opportunity are permanent items on the agenda.
22. Staff appraisal and development are satisfactory. Staff take part in a comprehensive self-assessment of their own performance before receiving their annual appraisal. Objectives are carefully reviewed and new targets agreed as well as any identified personal development areas. A staff development plan aimed at improving the learning experience through staff performance highlights the training that will take place in the year. Staff have detailed job descriptions and personal targets which relate clearly to the business needs.
23. The strategy for literacy, numeracy and language support is satisfactory. Learners receive a comprehensive initial assessment where their needs are identified. The appropriate specialist support is delivered by the skills for life tutor who meets with the relevant learners in small groups or on an individual basis.
24. The use of management information and data is satisfactory. Data is centralised and staff are involved in the prompt updating of information. The organisation monitors learner performance, identifying underperforming learners. Staff are well aware of the progress their learners are making and they discuss learner achievement and retention data at their monthly meetings.
25. Arrangements for ensuring equality of opportunity are satisfactory. There is a named member of staff who is responsible for this area. GeTaHead Training has comprehensive policies and procedures that cover a range of relevant issues. The policies and procedures are updated on a regular basis. The provider has effectively developed and implemented an equality assessment impact policy and measure.
26. The employers hand book is comprehensive in its coverage of equality opportunity issues. Learners and staff induction covers equality of opportunity issues satisfactorily. Data is used satisfactorily by the provider to monitor learner's success and recruitment rates by gender and ethnicity. Employers are actively encouraged to keep data on the levels of recruitment by gender and ethnicity of learners. There has been insufficient training for staff on diversity awareness. This was identified as a weakness at the previous inspection. Learners' depth of understanding of some equality and diversity issues is insufficiently developed.
27. There are some insufficiently developed quality improvement procedures. After their reinspection in 2005, the provider began to develop some quality improvement procedures. The number of internal verifiers has now increased from one to three, however this did not take place until January 2007. Internal verification is now more frequent, however, it lacks sufficient focus on the quality of the assessment judgements and the feedback the learner receives. Internal verification meetings have been successful in highlighting mostly generic areas for improvement within assessment practice.

Standardisation meetings have been slowly introduced and have recently become effective. Staff attendance at these meetings, although improved, continues to be low.

28. The teaching and learning observations are also weak. Only one observer has received formal training. Teaching and learning observations are appropriately planned for the academic year for all staff. However, the observations do not focus sufficiently on measuring the learning outcomes for learners and the grading criteria is insufficiently challenging. In some cases, not all the development areas are correctly identified as actions for improvement. This area for improvement was partly recognised by the provider in their self-assessment report.

What learners like:

- 'Enjoy practical in salon'
- Small group sessions and one to one
- 'Most tutors have confidence in you'
- 'Will spend time demonstrating technique'
- Supportive

What learners think could improve:

- Some better equipment and resources
- 'More activities with different groups of learners'
- 'Toilets are poorly equipped to meet the needs of female learners'
- Funding. Excessive hours for programme led pathway

Annex

Learners' achievements

Success rates on **work-based learning 'apprenticeship' programmes** managed by the provider 2004 to 2006

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate **	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	03-04	overall	15	27%	43%	13%	32%
		timely	15	7%	27%	7%	20%
	04-05	overall	8	38%	40%	38%	29%
		timely	4	25%	28%	25%	20%
	05-06	overall	1	100%		100%	
		timely	1	0%		0%	
Apprenticeships	03-04	overall	17	59%	62%	41%	49%
		timely	22	32%	38%	23%	30%
	04-05	overall	28	71%	48%	68%	41%
		timely	25	16%	32%	16%	28%
	05-06	overall	36	78%		75%	
		timely	37	32%		30%	

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'