

# Cheynes Training

Inspection report

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Unique reference number: 51142

Name of lead inspector: Diane Stacey HMI

Last day of inspection: 16 April 2010

Type of provider: Employer

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## Information about the provider

1. Cheynes Training (Cheynes) is a private training company based in Edinburgh. It is the training division of Cheynes Management Limited, which operates a group of salons in Scotland. Cheynes provides government funded work-based learning in hairdressing at salons and small academies across the United Kingdom. Learners in England are funded by the Skills Funding Agency. Cheynes also trains learners in Scotland and privately funded learners. Currently 485 learners are following apprenticeship programmes in England and, of these, 55 are advanced apprentices.
2. Each salon and academy that works with Cheynes is independently accredited as a learning and assessment centre. Cheynes manages the training and assessment taking place in each of these centres as well as providing guidance, learning resources and internal verification. There are 175 salon-based teachers and trainers, 275 assessors and 20 internal verifiers involved in the programmes. Salons recruit their own learners who join Cheynes' training programme after an in-salon induction.
3. Cheynes' programme director manages the company's training division from the head office in Edinburgh. The programme director is assisted by a programme manager, a technical director, a national learning adviser, a team of five administrators and a team of 20 part-time regional training advisers. Regional training advisers work from home. The programme director is also a director of Cheynes Management Limited and represents the training division at board level.

Type of provision	Number of enrolled learners in 2008/09
Employer provision: Apprenticeships	429 apprentices

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject areas	Grade
Hairdressing	3

## Overall effectiveness

4. The overall effectiveness of Cheynes' provision is satisfactory. Learners make satisfactory progress in achieving their qualifications, but the number who achieve in the planned time is low. Learners do however develop particularly good practical skills, often above the qualification requirements.
5. Practical training and learning is good. High-quality salons provide good resources for practical training. Assessment practices and internal verification are satisfactory, as are the resources for theory training. However, learners have insufficient use of computers to help them access on-line training materials or tests. Reviews of progress and target setting are inadequate. Programmes meet the needs of both learners and employers very well. Learners receive adequate levels of care, guidance and support during their training.
6. Programmes are managed adequately. Managers demonstrate good strategic vision and direction. Arrangements to safeguard learners are satisfactory. Learners confirm that they feel safe. The promotion of equality and diversity is satisfactory. However, arrangements to check and reinforce understanding during training and reviews are inadequate. Quality assurance arrangements are incomplete.

## Main findings

- Outcomes for learners are satisfactory. Learners develop good work-related skills and the practical skills gained exceed the requirements of the qualification. Learners display very good customer service and personal skills, which increase their employability. The proportion of learners who achieve qualifications is satisfactory, but the proportion who achieve within expected timescales is inadequate. Less than half of the learners succeed within their planned time.
- Practical training and learning are good. Low ratios of learners to trainers ensure high levels of individual training and feedback. Good practical tuition is given by inspirational role models. Learners are motivated and engaged in both theory and practical training. Learners participate in additional activities that increase their experience of the industry. Assessment and internal verification are satisfactory.
- Resources to support practical training are generally good, and are satisfactory for theory training. However, access to information learning technology is limited in a number of centres where there are insufficient numbers of laptops. A small number of staff are not confident in using computers to support learners' training.
- Reviews and target setting are inadequate. They do not drive time bound completion. Review documentation is poorly designed and does not allow broad targets to be broken down. Previous targets are not adequately reviewed and progress towards meeting targets is slow. Learners' understanding of equality of opportunity and health and safety is not reinforced sufficiently during reviews.
- The programme meets the needs of learners and employers very well. The delivery of training is flexible and is readily adjusted to meet particular learner and salon needs. Training is delivered in a variety of different methods and locations. Learners have high expectations of career progression within the industry.
- Partnerships with employers are good. Cheynes contracts with particularly high quality salons and hairdressing groups. Links with schools, to deliver level 1 programmes, have been developed well.
- Care, guidance and support are satisfactory. Support needs are well met with adaptations to learning and assessment and high levels of individual and pastoral support. Initial assessment is satisfactory.
- Leadership and management are satisfactory. Cheynes has maintained clear strategic priorities which have a good learner focus and are well communicated to staff. The company has a well thought out three-year development plan and a set of strategic summary documents which set clear objectives and actions. Monitoring of progress against strategic priorities is effective.
- Communication is good. Excellent relationships are established with educators and assessors in salons and academies through regular visits. Effective support, training and guidance are provided to salon staff. Standardisation meetings are effective. Cheynes has developed a well-structured, informative website and distributes regular email updates to all employers, assessors and learners.

- Safeguarding arrangements are satisfactory and meet government legislative requirements. All Cheynes' staff have been registered with the Criminal Records Bureau (CRB) and an appropriate central record is maintained. Cheynes' staff have received initial safeguarding awareness training. The designated responsible person has established suitable links with the Independent Safeguarding Authority. Learners feel safe.
- The promotion of equality and diversity is satisfactory. Adaptations are satisfactorily provided for learners where they are needed. Data are collected but not sufficiently analysed or used. The ratio of males to females is good and there is an improvement in the rate of enrolments from learners with minority ethnic backgrounds. Formal training to raise awareness of equality and diversity is very limited.
- Arrangements for quality improvement are incomplete. Observations of teaching are satisfactory but the quality of documentation is variable and action plans do not lead to improvements in performance. Quality improvement plans are insufficiently detailed and there is no clear link to the self-assessment report. Data are not analysed and used sufficiently to identify trends in performance.

### What does Cheynes Training need to do to improve further?

- Ensure that clearer and measurable targets are set at progress reviews so that learners are aware of what they need to do in order to progress effectively and complete programmes in a more timely manner.
- Ensure that all parties involved in delivering the apprenticeship training in the workplace take a full part in the review process to enable them to be part of discussions around learners' progress.
- Widen the availability of computers and the confidence of staff to use information learning technology so that learners have equal access to training resources and online assessment to promote and support learning.
- Improve the uniformity and quality of teaching, learning and assessment through sharing best practice and effective action planning following outcomes from observations of key learner processes.
- Improve the effectiveness of quality systems by linking self-assessment closely with quality improvement plans and better monitoring of progress against actions to drive improvement.
- Develop the analysis and use of management information across all programme activities to identify gaps in provision and to action improvements.
- Widen staff and learner awareness and understanding of equality and diversity by providing training to staff and ensuring that regular checks and reinforcement with learners are included during training and in reviews.

Summary of the views of users as confirmed by inspectors

What learners like:

- the good support
- the good training – always learning something new
- the progress bar on the e-portfolios
- the feeling of being part of a family within the academy
- the pride in working for a well-respected salon
- meeting learners from other salons and sharing ideas
- the opportunity to attend media events
- working on a wide range of clients.

What learners would like to see improved:

- more clients for assessment tasks
- more clients, especially for perms
- more practice for cutting.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the structured training that is well organised
- being kept informed of current legislation and sector information
- the good communication
- the professionalism and knowledge of regional training advisers
- the good salon-based training that prepares learners very well
- the support and back up from head office.

What employers would like to see improved:

- simplification in the amount of paperwork
- development of an employer pack consisting of employers' ideas with documents employers have approved
- some helpful ideas for recruiting new apprentices.

## Main inspection report

### Capacity to make and sustain improvement

Grade 3

7. Cheynes has made key improvements including establishing training academies, developing training materials for learners and training courses for assessors and educators, as well as engaging more high quality employers in training. Much work has been done to develop safeguarding practices. However, Cheynes has not made sufficient progress in addressing weaknesses in equality and diversity identified at the previous inspection or improving the speed of some learners in achieving their qualifications. Overall success rates have improved in line with national success rates and remain satisfactory. The proportion of those achieving in their planned time has improved, but remains low.
8. Managers make insufficient use of self-assessment to improve the quality of provision. Staff are suitably consulted during the self-assessment process. Cheynes recognises that learner and employer feedback is not used sufficiently to evaluate and improve the provision. The current self-assessment report is insufficiently self critical or evaluative. It does not accurately present the company's current strengths and areas for improvement and is not sufficiently linked to quality improvement plans.

### Outcomes for learners

Grade 3

9. Learners enjoy their training. Combined success rates were satisfactory at 66% in 2008/09 and around the national average. This improved from a low combined apprenticeship rate of 56% in 2006/07. Rates of completion in planned timescales were unsatisfactory at 49% in 2008/09, several points below the national average. However, this indicates an improvement from a low 38% during 2006/07. Males performed significantly better than females in 2008/09 but significantly worse in 2007/08. The small numbers of learners from minority ethnic groups make comparisons unreliable. Data were not available for the performance of learners with additional learning needs.
10. Learners develop particularly good practical skills, well beyond the requirements of the qualification level they are working towards. Learners demonstrate advanced cutting and colouring techniques and develop high levels of customer service. They gain additional trade qualifications and a few have performed well in national competitions. Good attention is given to working safely. Employers value the employability skills developed by their learners and many learners progress to management and training positions.
11. Key skills and literacy and numeracy are developed satisfactorily. Learners clearly understand their rights and responsibilities and feel safe.

## The quality of provision

Grade 3

12. Practical training is good and teaching and learning are satisfactory overall. Low ratios of learners to trainers help to ensure good individual training and prompt feedback. Exceptional practical tuition is given by skilled trainers who are inspirational role models. Learners are motivated and engaged in their theory and practical training. The best training promotes high practical standards, checks learning, reinforces health and safety and is well planned. Less successful sessions are not sufficiently well planned, learning opportunities are missed and checks of learning are insufficient. Schemes of work and lesson plans vary in depth and detail.
13. Salons are of high quality and well resourced. Resources to support practical training are generally good but satisfactory for theory training. Access to information and learning technology is limited in a few centres, with insufficient availability of laptops and staff lacking confidence to develop their use. Some centres make good use of the resource area on Cheynes' website. In a few instances, handouts are not up-to-date and need reviewing.
14. Assessment and internal verification are satisfactory. Naturally occurring assessment opportunities are maximised in salons, with close attention to commercial timings and good feedback to learners. However, poor learner performance is sometimes overlooked.
15. Reviews and target setting are inadequate. Targets are insufficiently detailed to inform learners of the steps needed to finish units and encourage completion. Targets are not adequately reviewed and can take several months to complete. Reviews do not always take place in the workplace and do not support coordination between on- and off-the-job training and assessment. Review documentation is poorly designed and not used to check and develop learners' knowledge and understanding of equality of opportunity and health and safety. The quality of monthly assessment planning reviews varies widely and best practice is not adequately shared. The various procedures used for tracking learner progress do not give a clear enough overview to manage success in planned time scales.
16. Learners' needs and interests are met very well and learners have high expectations of career progression within the industry. There are many opportunities for additional training activities. Most learners participate in a range of additional high calibre promotional activities, such as competitions and photo shoots for media and fashion events.
17. Partnerships with employers are good. Cheynes contracts with particularly good quality salons and hairdressing groups. It ensures that training meets the needs of employers well. The effective links to deliver level 1 programmes with schools are encouraging progression to apprenticeships.
18. Care, guidance and support are satisfactory. Initial assessment is satisfactory. Support needs are appropriately met and learners receive high levels of



individual and pastoral support. Some good references to the development of key skills in theory sessions include the use of relevant workbooks and tasks for hairdressing. Marking of written work is adequate, although feedback is mostly brief and spelling not always corrected. Several learners, who lost their jobs, have received support, enabling them to complete their training.

## Leadership and management

Grade 3

19. Cheynes has maintained a clear strategic direction and priorities which it communicates well to staff and partners. The three-year development plan and strategic summary documents include clear objectives. Progress against strategic priorities is regularly monitored. Cheynes is very selective in working with high quality employers who are committed to training.
20. Communications are good. Regional training advisers meet with the technical director and visit salons and academies frequently. Excellent relationships are established with educators and assessors. Employers appreciate the opportunities for the well-focused staff development. An informative website has been developed, but the use of the website varies and its effectiveness is not well monitored. Effective standardisation meetings take place. Cheynes produces and distributes a monthly email update of useful and valuable information on training issues.
21. Cheynes' safeguarding arrangements are satisfactory and meet government legislative requirements. Appropriate procedures for the vetting of learners' workplaces are in place. All Cheynes' training staff have been registered with the Criminal Records Bureau (CRB) and an appropriate central record is maintained. Staff have received initial safeguarding awareness training. The designated responsible person has established suitable links with the Independent Safeguarding Authority. The safeguarding policy is well written and provides suitable information to help staff understand how to handle the disclosure of abuse. A computer and internet policy is in place along with guidance on internet safety.
22. The promotion of equality and diversity is satisfactory. Policies are in place and published on Cheynes' website. Salons and academies pay satisfactory attention to ensuring that adaptations are made when necessary for learners. A small number of learners, who are not eligible for funding, are supported very well by Cheynes to enable them to achieve their qualification. The website illustrates some useful case studies to highlight and promote aspects of equality and diversity. Arrangements for dealing with incidents and complaints are satisfactory. Learners' induction adequately includes information about equality and diversity but is not regularly checked and reinforced during training. Too many learners have insufficient understanding of equality and diversity. Cheynes provides briefings through newsletters and publications but formal training for staff to promote a greater awareness of equality and diversity is insufficient. Available data indicate that the overall ratio of males to females is good at 15% across the whole provision. Cheynes is successful in recruiting

learners from minority ethnic groups. The current rate across the provision is 4.6%.

23. Arrangements for quality improvement are incomplete. Cheynes carries out suitable risk assessments in each salon and academy related to the quality of provision, with the results used to inform the frequency of monitoring visits. The quality of training is evaluated through observations of teaching sessions but the quality of documentation following observations is variable and action plans do not lead to improvements. Each salon and academy completes a separate quality improvement plan which is monitored monthly. The plans often do not contain sufficient detail on how proposed improvements will be carried out. The recording of progress against actions is weak. Actions are not time bound and many are removed without any record of progress. There is no clear link between the quality improvement plans and the self-assessment report. Cheynes gives insufficient priority to improving overall and timely success rates.
24. Data are not used systematically to monitor performance and drive improvement. Data are not sufficiently analysed and used to identify trends in performance or identify any significant variations in the attainment of different groups of learners. Cheynes distributes questionnaires to collect data on reasons why learners leave training early but response rates are low. A new monitoring system has been introduced since the last inspection to identify learners at risk of leaving early. Staff are clear about their priorities in supporting at-risk learners.
25. Cheynes provides satisfactory value for money. Outcomes for learners are satisfactory. The development of practical hairdressing skills is particularly good through the high quality and well-resourced salons and academies. Learners have insufficient access to computers.

## Information about the inspection

26. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's programme director, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the Skills Funding Agency, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
27. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the employer. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from the programme in the subject area the provider offers.

Record of Main Findings (RMF)  
**Cheynes Training**  
 Learning types: Employer responsive: apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners		485
Part-time learners		0
Overall effectiveness	3	3
Capacity to improve	3	
Outcomes for learners	3	3
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	3	
How well do learners progress?	4	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	3	
Are learners able to make informed choices about their own health and well being?*	3	
How well do learners make a positive contribution to the community?*	3	
Quality of provision	3	3
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	3	
Leadership and management	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	3	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	4	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	4	
How efficiently and effectively does the provider use its available resources to secure value for money?	3	

\*where applicable to the type of provision

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