

Toni & Guy UK Training Ltd

Independent learning provider

**Inspection dates**

10–13 May 2016

Overall effectiveness**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a good provider

- Leaders and managers have an excellent knowledge of the hairdressing industry and are very ambitious for their apprentices to succeed.
- Managers use data very well to monitor apprentices' performance, analyse trends and make improvements.
- Communication throughout the company is very good; salon staff, tutors and apprentices are all well informed regarding training and assessment plans.
- Experienced and skilful staff provide high-quality training and are excellent role models for apprentices.
- Salons provide apprentices with very good practical experience of the industry.
- Apprentices benefit from additional training and industry experience beyond that required by the apprenticeship framework.
- Assessments are timely, frequent and fair; most salons have qualified assessors who carry out assessments readily when opportunities to do so arise.
- Apprentices make good progress; staff track apprentices' progress closely and provide additional support where required.
- After completing their programmes the vast majority of apprentices embark on T&G's well-established career pathways and progression routes.
- Apprentices are very enthusiastic, determined to succeed and have a strong sense of corporate pride.

It is not yet an outstanding provider

- Directors and managers do not use the outcomes of observations of staff fully to improve their performance rapidly.
- Too many apprentices aged 16 to 18 left their programmes early in 2014/15.
- Tutors' feedback to apprentices on their written work is not precise enough to help them improve.
- Tutors do not develop apprentices' English and mathematics skills sufficiently well.
- Apprentices do not have a good understanding of the risks associated with extremism and radicalisation.

Full report

Information about the provider

- Toni & Guy UK Training Limited (T&G) has 485 hairdressing apprentices in over 200 directly owned and franchised salons nationwide. The apprenticeship programme is managed from the administrative centre in Manchester by the national director of apprenticeships, who is supported by eight managers.
- T&G has training academies in Manchester and London that apprentices may attend for off-the-job training and assessment. Apprentices who are unable to attend either of the academies due to their geographic location complete all aspects of their programme in their commercial salons.

What does the provider need to do to improve further?

- Improve the impact of observations of staff by:
 - ensuring that action plans are more detailed and provide specific targets to help staff improve rapidly
 - summarising the findings of observations to provide directors and managers with an overview of the quality of teaching and learning.
- Improve the retention of apprentices by conducting joint interviews of potential apprentices with salon staff to establish their suitability for the programme.
- Ensure that tutors provide apprentices with feedback on their written work that provides specific suggestions for improvement to aid their progress.
- Improve the confidence and ability of tutors to support apprentices with their English and mathematics development by providing appropriate staff training and mentoring, according to their roles. Share good practice in providing English and mathematics support more systematically.
- Reinforce with apprentices the dangers of radicalisation and extremism so that they are more confident in their understanding of how to protect themselves.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders and managers are committed fully to ensuring that apprentices receive high-quality training to equip them for a rewarding career in the hairdressing industry. The roles and responsibilities of leaders and managers are clearly defined, with one senior manager having overall responsibility for apprenticeship programmes. Apprentices receive good support from staff at all levels within the organisation.
- Leaders and managers are extremely knowledgeable about the hairdressing industry. They are very ambitious for apprentices to succeed and take full advantage of the excellent career opportunities available to them within the company. They are fully aware that, with intense competition among education and training providers to recruit school leavers, salons are finding it increasingly difficult to attract apprentices.
- Managers are actively seeking new and innovative ways of promoting the apprenticeship provision and attracting suitable applicants. They have taken decisive action to ensure that each applicant's suitability is now assessed at interview by a tutor in addition to a salon manager, and this has resulted in far fewer apprentices leaving the programme early.
- Managers monitor apprentices' progress closely. They identify slow progress swiftly and take corrective action to resolve any concerns promptly. They hold sharply focused monthly case-conference meetings to discuss underperforming apprentices and to monitor their subsequent progress.
- Communication within the company is very good. Tutors develop good working relationships with salon managers and frequently discuss apprentices' progress with them. Separate monthly meetings for managers and tutors provide excellent opportunities for them to discuss a wide range of issues relating to apprentices.
- Tutors provide regular reports to managers about the frequency and quality of training that salon owners provide for apprentices. If the required high standards are not maintained or the training is disrupted, they take prompt action to improve the situation. If the action does not result in rapid improvements, they discontinue work with the salon and relocate the apprentices.
- Managers make very good use of data to identify trends and monitor performance; apprentices' achievement rates have increased steadily over the past three years. Skilfully analysed data provides managers with invaluable information on which to base decisions about, for example, reducing the number of early leavers. Detailed analysis of data on leavers alerted the provider to problems caused by salons closing down for economic reasons, which adversely affected achievement rates when apprentices could not be re-employed.
- Staff appraisal is thorough and accurately evaluates the contribution tutors make to apprentices' training and assessment. Managers identify and prioritise individual staff training needs well. Tutors take full advantage of the good opportunities they have to obtain recognised teaching qualifications and to develop their industrial skills and product knowledge. Managers monitor staff performance closely and provide good support to enable underperforming staff to make rapid improvements.
- Difficulties recently occurred as a result of staff turnover, particularly in the south. Leaders and managers acknowledge that these difficulties have had an adverse impact on apprentices' retention and achievements. They successfully negotiated improved terms and conditions of employment for tutors, with the result that staff retention has improved considerably.
- Managers ensure that equality and diversity have a high profile within the apprenticeship training programme. Policies are regularly updated and staff training is good. Apprentices have a good introduction to equality and diversity when they are inducted into the programme and their knowledge is continually refreshed and updated during training sessions and progress reviews. Tutors are beginning to promote fundamental British values with apprentices.
- The self-assessment process is effective and uses a good range of information collected from managers and staff, and indirectly from employers and apprentices through questionnaire surveys. Other aspects of quality assurance, such as the internal process for checking and reporting apprentices' evidence portfolios, are also very thorough.
- Managers have not ensured that all tutors are sufficiently confident and able to support apprentices' English and mathematics development. Although tutors are working towards their own functional skills qualifications in English and mathematics where they do not already hold equivalent qualifications, they do not provide apprentices with enough skilful coaching and feedback to help them improve the quality of their skills. However, the company uses commercially produced learning resources for English and mathematics that support apprentices' development well, including through independent learning.
- The staff observation process is comprehensive and covers all aspects of the apprentices' programme, for

example induction, progress reviews, theory sessions and practical training. Observation planning is very systematic. Managers produce detailed written reports and discuss them with staff after each observation. Action planning for observed tutors requires strengthening to ensure that identified weaknesses are eliminated within agreed periods of time. Managers do not produce an overall report summarising the identified strengths and areas for improvement for managers' and directors' information.

■ **The governance of the provider**

- Directors meet regularly and they provide very good support to senior leaders and managers. They are appropriately informed about current issues, for example the difficulty of attracting suitable applicants to the apprenticeship programme, apprentices' achievement rates and future plans. They give good attention to proposed actions for tackling identified problems.
- Directors do not receive enough specific information on the quality of teaching, learning and assessment throughout the company to enable them to challenge senior managers fully.

■ **The arrangements for safeguarding are effective**

- Apprentices' well-being has a very high priority within the company. All appropriate staff have been checked through the Disclosure and Barring Service (DBS) to assess their suitability for working with apprentices.
- A lead safeguarding officer has responsibility for safeguarding, supported by three safeguarding officers. All safeguarding issues disclosed by apprentices or suspected by tutors are followed up rapidly and appropriately.
- Safeguarding training for staff is regular and updates are issued when appropriate. Staff have received training in the dangers of radicalisation and extremism and are beginning to raise apprentices' awareness of these issues.

Quality of teaching, learning and assessment is good

- Staff plan programmes very effectively and ensure that the requirements of apprenticeships are met. Learning plans for individual apprentices take into account their location, access to the academies and any additional support needs identified through the initial assessment process. Tutors liaise well with salon staff to agree arrangements for training and assessment. A very large majority of salons have their own qualified assessors who carry out assessments frequently and readily when opportunities arise.
- Apprentices benefit from particularly good practical training delivered by knowledgeable, skilful and enthusiastic staff who provide very good demonstrations and act as inspirational role models. Salon staff and tutors have high expectations of apprentices and challenge them well to execute skills with precision. Tutors develop apprentices' technical language very effectively to support learning and reinforce professional standards. Tutors question apprentices well to check and reinforce knowledge and understanding. However, in a minority of instances tutors place insufficient focus on essential skills such as looking after tools and equipment. In others, the pace of learning is too slow as there are too few clients to support planned activities.
- Apprentices work in high-quality salons that inspire them and encourage good practical skill development, including advanced cutting and technical colouring skills for more advanced apprentices. They also develop good communication, customer care and retailing skills, which they demonstrate when looking after their clients, advising on aftercare and selling products.
- Apprentices enjoy using information and learning technology, including mobile devices, to manage their electronic portfolios of evidence and work files very effectively and efficiently. However, where theory knowledge is delivered in the workplace, access to computers is insufficient in a small minority of settings. T&G has recognised this issue and has well-advanced plans to increase the provision of tablet computers.
- Tutors plan assessments well and apply high standards rigorously, challenging apprentices to complete their assessments in accordance with commercial timescales. Assessments are timely, frequent and fair. They provide apprentices with clear and constructive feedback on their performance, which helps them to improve. However, tutors' feedback on written work does not always aid progression as it is not detailed enough and focuses on praising apprentices' efforts without providing clear suggestions for improvement.
- Tutors set apprentices challenging individual targets and monitor them closely, resulting in apprentices' good progress. Frequent progress review meetings involving salon staff as well as the tutor and apprentice are effective. Links between on- and off-the-job training are coordinated well. Ongoing communication between the tutor, salon staff and the apprentice is very effective.
- Support for apprentices who have additional learning needs is good. Tutors provide additional visits to salons and spend time with individuals at work or in the academies to help them overcome difficulties and help them progress. Many tutors also support apprentices to develop their English and mathematics skills well using good-quality online and paper-based learning materials. However, others are not sufficiently confident or able to provide coaching in English and mathematics. Tutors do not always provide feedback

to apprentices on the quality of English in written work and apprentices do not improve their spelling and grammar sufficiently.

- Apprentices have a good understanding of equality and diversity, which are covered comprehensively during induction and are also discussed during progress reviews. Apprentices demonstrate a sensitive approach to the cultural needs of clients, for example by respecting the needs of a Muslim female client in a mixed gender salon.

Personal development, behaviour and welfare are good

- Apprentices take pride in their work and quickly develop self-confidence and maturity as they progress through their programmes. They develop professional attitudes and behaviours that are essential within the hairdressing industry, including when dealing with clients. They treat each other and staff respectfully.
- Tutors, salon managers and apprentices discuss and agree work-related learning and career plans. Apprentices appreciate the opportunity to achieve qualifications and feel particularly privileged to receive training that is internationally recognised and valued highly within the hairdressing industry.
- Apprentices benefit from very good opportunities to develop additional skills that enhance and enrich their learning and employability skills. Apprentices aspire to achieve the in-house level 4 training after completing their apprenticeships, which is required of hairdressers working in T&G salons. Apprentices work to commercial standards and deadlines, replicating salon stylists and technicians who provide very positive role models. They demonstrate a sophisticated understanding of the commercial aspects of the industry.
- Apprentices use independent learning and assessment materials very effectively. They use cameras on their personal mobile telephones well to capture evidence for their qualifications, such as hair styling they have completed, and to access and update their electronic evidence portfolios.
- Apprentices benefit from clear and relevant careers guidance including information on well-defined pathways to future careers within T&G in the UK and internationally. Their knowledge of the career possibilities that T&G provides motivates and inspires them.
- Apprentices feel safe and know who to contact should they have a safeguarding or personal safety concern. For example, salon staff liaised well with the parents of two vulnerable apprentices to discuss travel arrangements so that they could attend a local salon for training. Tutors discuss emotional well-being during progress reviews and provide information and guidance on issues such as mental health. However, despite the fact that tutors have provided apprentices with information on how to safeguard themselves against the dangers of extremism and radicalisation, apprentices' knowledge is not consistently good. Similarly, apprentices' knowledge of fundamental British values is limited.
- Apprentices benefit from, and enjoy, the experience of participating in competitions at regional and national levels and attending events to celebrate their achievements. They value the opportunity to develop and celebrate their skills at prestigious events such as photographic shoots for national magazines and working backstage at London Fashion Week.
- Apprentices' attendance at training is good. Tutors track attendance carefully and offer very flexible assessment and training arrangements for apprentices who are unable to attend the academies.

Outcomes for learners are good

- Apprentices in all parts of the country are making good progress towards their qualifications and a large majority are on track to complete their programmes by their intended end date. Managers monitor apprentices' progress closely and tutors provide additional support and assessments as required.
- The standard of apprentices' practical work exceeds that required by the apprenticeship frameworks. Upon completion of their apprenticeships T&G challenges learners to gain the in-house level 4 award that is the company's own demanding standard for working as a hair stylist or technician.
- The vast majority of apprentices who complete their framework remain in sustained employment, mostly with T&G. A high proportion of apprentices progress to advanced programmes and then embark on T&G's well-established career path.
- Many apprentices go on to have long-standing and distinguished careers with T&G, including roles such as teachers, assessors, senior stylists or technicians and art directors. Several apprentices have progressed to work in T&G salons overseas, including in Dubai and Australia, and others have gone on to become franchisees of T&G salons. The vast majority of senior staff began their careers as apprentices.
- Overall qualification achievement rates have increased steadily over the last three years and are around the national rate. The proportion of apprentices who achieve their qualifications by their intended dates has also increased to above the national rate. Salon closures and loss of franchises, mainly for economic

reasons, have resulted in approximately 12 apprentices losing their jobs and being unable to continue in learning.

- Overall achievements for apprentices aged 19 to 23 and for those over the age of 24, accounting for around a fifth of apprentices, were high in 2014/15 and well above the national rate. Achievement rates for learners aged 16 to 18 were just below the national rate. Achievement of functional skills qualifications is high in both English and mathematics and apprentices are stretched to achieve awards at a level higher than that required by their framework.
- In the current year few apprentices have left their programmes early without completing their intended qualifications. The proportion of early leavers has fallen sharply in comparison with the previous year, particularly in the south, where the retention of leavers was low due to issues including staffing difficulties and the recruitment of unsuitable apprentices; these have now been resolved.

Provider details

Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	546
Principal/CEO	Cathy Weston
Website address	www.toniandguy.com

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	0	0	0	0	0	0	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	337	48	42	58	0	0		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14-16	0							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ None 							

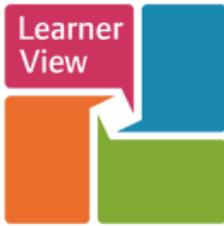
Information about this inspection

Inspection team

Pat Hornsby, lead inspector	Ofsted Inspector
Ken Fisher	Ofsted Inspector
Debra Forsythe-Conroy	Ofsted Inspector
Josephine John	Ofsted Inspector
Jackie Moores	Ofsted Inspector
Simone Collpitts	Ofsted Inspector

The above team was assisted by the national training manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, and online questionnaires to gather the views of apprentices and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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