

# Taylor's Training Ltd

## Inspection report

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**Unique reference number:** 54751

**Name of lead inspector:** Elaine Clinton HMI

**Last day of inspection:** 11 March 2011

**Type of provider:** Independent learning provider

**Address:** 29 Bradford Road  
Brighouse  
West Yorkshire  
HD6 1RW

**Telephone number:** 01484 717035

## Information about the provider

1. Taylor's Training Ltd (TT), is a private limited company established in 1996. The main training centre and administrative offices are in Brighthouse. TT offers training for young people and adults in hairdressing and barbering. The company also has a subcontractor, Grace Landscapes, which delivers training in amenity horticulture. This aspect of the provision was not inspected. All programmes are funded by the Skills Funding Agency.
2. TT has two directors who share the responsibility for running the company, providing strategic and operational management. They are supported by an office manager who oversees the day-to-day organisation of the company. Four teachers/assessors deliver teaching, training and assessment in the dedicated training centre and in the workplace.
3. Currently 43 learners are on apprenticeship programmes. Of these, 39 are following level 2 and 3 programmes in hairdressing and four are following level 2 programmes in amenity horticulture. Each session level 2 and 3 learners are taught together in small groups of six or seven. Inspectors spoke to nearly all the learners.
4. TT recruits most learners from within the local area, which includes large pockets of both affluence and deprivation. Many learners have not achieved highly at school and come to the provider with few or no qualifications. The proportion of learners in training from minority ethnic groups is 2.6%; 10.5% of learners are male. All apprentices are in employment. Unemployment in the area is higher than the regional and national averages.
5. The following organisation provides training on behalf of the provider:
  - Grace Landscapes

Type of provision	Number of enrolled learners in 2009/10
<b>Employer provision:</b> Apprenticeships	61 apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 1</b>
<b>Capacity to improve</b>	<b>Grade 1</b>
<b>Aspect</b>	<b>Grade</b>
Outcomes for learners	1
Quality of provision	1
Leadership and management	2
Safeguarding	2
Equality and diversity	2
<b>Subject Areas</b>	
Service industries: Hairdressing	1

## Overall effectiveness

6. Provision at TT is outstanding. Significant progress has been made in tackling the areas for improvement identified at the previous inspection. Learners achieve highly and increasing numbers are completing within the planned timescales. Development of learners' skills and knowledge is excellent and they are very well prepared for the workplace. Many gain promotion in the workplace and progress to further learning and salon ownership.
7. Teaching, learning and assessment are outstanding. Teachers are excellent motivational role models for learners, many of whom enter training with few or no qualifications. Learners' work is of a very high standard; written and oral feedback are detailed, providing learners with very clear guidance on further areas for development. Assessment is thorough and rigorous but staff do not systematically make use of opportunities for work-based assessment. Reviews of learners' progress are frequent, although they do not fully involve employers and actions arising from reviews are not sufficiently detailed. Learners receive excellent individual personal support and detailed advice on how to progress in their careers.
8. Management of the programmes is thorough and robust. Arrangements for safeguarding are strong, ensuring the safety of both learners and staff. TT carefully monitors the outcomes for different groups of learners and robust action is taken where differences in performance are identified. Learners' understanding of equality and diversity is good. TT uses feedback from learners

particularly effectively to bring about improvements. Arrangements for quality assurance are robust, but actions arising from the observation of teaching and learning lack clarity. Very robust financial management ensures that the company provides outstanding value for money.

## Main findings

- Outcomes for learners are outstanding. Success rates are very high and show a significant trend of improvement over the last three years. Overall success rates for learners in 2009/10 were 21% above national rates. The proportion of advanced apprentices, just under half of the learner cohort, who achieved within the planned time in this period is outstanding at 100%.
- Learners develop excellent skills and knowledge to improve their work. They have a particularly good understanding of the requirements of their job role. Both practical and written work is of a very high standard. During their training learners' confidence and communication skills increase significantly, enhancing their employment prospects.
- Learners make outstanding progress in improving their literacy and numeracy skills. They talk proudly about these skills and say that they thoroughly enjoy their key skills lessons and the benefits they bring. They report that they gain very useful skills to help them in their daily life, for example better financial management skills.
- Teachers plan lessons exceptionally effectively to meet the different needs, levels and abilities of learners. Many are inspirational. They make outstanding use of their work experience to ensure learning is relevant and interesting. Well-established engagement with the local community provides learners with excellent opportunities to work with a very diverse clientele.
- Induction is highly effective, particularly in safeguarding, health and safety, and equality and diversity. Assessors make very good use the results of the thorough initial assessment to prioritise individual learning and assessment.
- Reviews of learners' progress very effectively identify how learners can improve their performance, although related targets are not sufficiently specific. Staff do not always involve employers fully in this process. They do not reflect the range of skills and knowledge learners gain in the workplace fully in reviews and miss opportunities for work-based assessment.
- Staff have a very good understanding of learners' support needs and provide excellent individual support to help them achieve. They are highly flexible when working with learners. TT makes good use of its excellent relationships with external agencies to support learners to remain in learning. Learners receive very good information on the next steps in learning.
- Management of TT has been consistent in a period of significant change, continuing to promote the very highest standards. A clear and detailed strategy, excellent communication and inspirational leadership ensure that the provision meets the needs of learners and employers very successfully. Managers plan resources and staff development very effectively to support learning.

- TT gives a high priority to ensuring that it makes all its staff, learners and employers fully aware of the importance of safeguarding. Well-written policies and procedures cover all aspects of this area and staff and learners adhere to them very closely. Procedures to ensure health and safety and the safety of lone workers are particularly strong.
- Promotion of equality and diversity is good. Learners speak of feeling valued. They have a good understanding of equality and diversity matters, which staff carefully integrate into learning. Staff promote, by example, values such as respect and the consideration of others. A wide client base ensures learners are skilled at working with many different abilities and backgrounds.
- A well-established learner panel ensures that students are fully involved in the development and improvement of training. Although the views of employers are frequently sought and used to bring about changes, TT does not routinely involve them in the further development of the provision.
- Arrangements for improving the provision are highly effective, with many improvements since the last inspection. Managers make good use of management information systems to set improvement targets. They have a clear and detailed understanding of programme performance although some quality improvement targets are not sufficiently measurable. Self-assessment judgements are accurate and the process is inclusive.
- TT provides outstanding value for money. Financial management is meticulous. Learners make excellent progress and develop extremely high workplace skills. Staff are well-qualified and have excellent occupational experience. Sustainability is central to the company and reinforcement during teaching and through staff meetings is good. Resources are of a particularly high standard.

### **What does Taylor's Training Ltd need to do to improve further?**

- Make the best use of progress reviews by involving employers more fully in the process. Ensure that reviews and assessments fully reflect the skills and knowledge gained by learners in the workplace.
- Ensure that targets for staff and learners clearly identify actions needed to ensure sustained improvements.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- the excellent support provided by assessors
- working on clients in the training centre
- the small groups in the training centre
- having the opportunity to go to Taylor's as everyone who goes there succeeds
- the very friendly and approachable staff
- being given more responsibility at work
- being given the opportunity to move on to bigger and better things.

**What learners would like to see improved:**

- no improvements were identified.

**Summary of the views of employers as confirmed by inspectors**

**What employers like:**

- learners develop exceptionally high standards of work
- the breadth and depth of learners' knowledge is extensive
- Taylor's staff provide unconditional support to enable salons to ensure high-quality provision in safe environments
- support for both learners and employers exceeds expectations
- the good progress that the apprentices make
- the professionalism of the provider and how this impacts on apprentices
- mutual respect between the provider and employers
- pastoral care given to apprentices.

**What employers would like to see improved:**

- more visits from assessors to the salons would help them to continue to understand the learners' programmes.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 1**

9. A significant three-year trend of improvement in success rates, outstanding teaching, and highly effective leadership and management ensure that TT has outstanding capacity to improve. Since the previous inspection many improvements have been made to the provision and all weaknesses identified have been rectified. Success rates for all learners have improved consistently over the last three years and are now significantly above national rates. In 2009/10 all advanced apprentices, just under half of all learners, completed their programme within the planned timescale. TT expects all current learners to complete their qualification by their planned end dates.
10. Strategic management and direction is focused, strong and supportive. The directors set a clear lead in bringing about improvements. Well-established strategies and priorities ensure continued improvements and raise expectations for all users. TT encourages the use of the latest technologies in teaching and learning. The company actively supports staff to engage in training that furthers their progression in the workplace. The monitoring of learners' progress has significantly improved and is helping to improve success rates within the planned timescales. Very robust financial management supports the development of high-quality training. The safety of staff and learners is of the highest priority. Promotion of equality and diversity by TT is good.
11. The self-assessment process is thorough and inclusive. Continuous improvement is central to the company. Quality improvement arrangements are very effective, although some targets are not sufficiently measurable to show progress clearly. Reviews do not always involve employers sufficiently and staff miss opportunities to integrate work-based evidence and training into the learners' programmes. Individual targets set during reviews are not always sufficiently specific. Involvement of learners in programme design and delivery is well-established, although the involvement of employers is at an early stage.

### Outcomes for learners

**Grade 1**

12. Outcomes for learners are outstanding. Success rates for apprentices are very high and show continuing and significant improvement over the last three years. In 2009/10 overall success rates were 21% above the national rates. The percentage of learners achieving their qualification within the expected timeframe is significantly higher than national timely success rates. In 2009/10 all learners on the advanced apprenticeship framework successfully achieved their qualifications in the planned timescale.
13. Most learners demonstrate exceptional hairdressing skills. From an early stage they work with confidence on a wide variety of clients with differing hair types. Learners' attainment levels are often above those that would be expected for the time they have been on the programme. They demonstrate the highest standards of behaviour and professionalism. Client care and the use of safe

working practices are excellent. Compliance with appropriate industry tests, such as skin testing, is rigorous and consistent.

14. Development of learners' knowledge and understanding is particularly strong. They develop exemplary levels of personal and social skills. The excellent range of clients that the centre attracts enables learners to work to professional industry standards and commercial timings. Learners are proud of their portfolios which are very well structured and contain an excellent range of high-quality evidence to support their qualifications.
15. TT very successfully supports young people to improve their economic and social well-being. Throughout the inspection learners talked enthusiastically about their time at the centre and the impact it was having on all aspects of their lives. Many learners become successful stylists, role models, salon owners and high-profile competition stylists. Learners make excellent progress to higher-level qualifications, sustainable employment and more responsible roles in the workplace.
16. Learners report that they feel very safe in the workplace. TT monitors health and safety particularly well and has very strict guidelines on the minimum standards required of salons.

## **The quality of provision**

## **Grade 1**

17. Teachers promote very high-quality learning in both practical and theoretical training sessions. Lessons are very well paced and interesting and they enthuse all learners to participate fully. Teachers provide excellent role models for learners in both their expertise and professional standards. They make very good use of high-quality equipment and resources to support learning. Staff make outstanding use of technology. This, combined with a wide range of innovative teaching methods, enables learners to achieve highly, engage in learning and link theory to practice.
18. Assessment is frequent, rigorous and carefully planned. Assessors use a very wide variety of methods to record activity, including digital cameras and recordings. They make excellent use of questioning to develop understanding and promote learning. Assessment practices do not always accurately reflect the extent of learning taking place in the workplace.
19. Arrangements for induction and initial assessment are excellent. Staff make good use of the outcomes to plan learning. Very effective support is readily available in the workplace and at the centre for those learners needing help to develop their literacy or numeracy skills. All learners speak highly of the excellent key skills sessions and the benefits they gain from these both in the workplace and in their personal lives. Staff use information about preferred learning styles very effectively in the planning and delivery of teaching.
20. TT has well-established, productive partnerships with local employers. It meets their needs and the needs of learners very successfully. Workplace visits are carefully planned to minimise disruption. Additional and specialist training, such

as that delivered during apprenticeship week, provides excellent opportunities for learners and employers to develop additional skills. Staff use the regular reviews effectively to track learner progress, highlight any problems and to agree future action plans. Staff completion of the documentation is good, but they do not always clearly identify actions needed to ensure further progress. Too few reviews of learner progress take place on employers' premises, missing the opportunity to review workplace progress.

21. Learners successfully achieve their learning goals through high-quality and individualised care, guidance and support. Staff closely monitor learners to ensure they are making good progress and they take prompt action should a support need be identified. Excellent links with external agencies provide learners with expert help should they need it.

## Leadership and management

## Grade 2

22. Leadership and management are extremely strong. The two directors are passionate about ensuring the provision is of the highest quality and are highly successful in promoting ambition and raising standards. They have established a clear strategy to ensure the provision successfully meets the needs of learners and employers. Communication is excellent and morale is high. There is a clear focus on meeting the needs of the local community and reaching learners from the most deprived and disadvantaged areas. The use of data to plan, monitor and review the provision is very good.
23. Arrangements to promote safeguarding are robust. The induction programme includes comprehensive coverage of health and safety which staff regularly reinforce during reviews and teaching. A clear safeguarding policy is well-established and implemented effectively. Staff and learners are well informed about safeguarding matters and procedures. An appropriate staff development strategy includes regular online learning for all staff. Guidance on the safe use of the intranet is detailed and consistently reinforced during teaching and assessments. Learners are confident that the provider listens and responds to any concerns they raise. Links with the local support agencies are strong and good use is made of them for guidance and support.
24. Promotion of equality and diversity by TT is good. Equality and diversity are embedded into most aspects of the learners' programmes. Celebration of diversity through calendars, celebrations and social activities is also good. Staff ensure that learners are treated with respect and receive individual support to help them achieve their potential. The company has particularly high expectations of learners' behaviour; they are all expected to adhere to a well-defined class code of conduct. Learners are confident that any incidents of bullying would be dealt with promptly, although all of those spoken to reported that they had not experienced any bullying. Data are carefully monitored to ensure that all learners achieve highly. Students with learning difficulties and/or disabilities achieve well.
25. A well-established learner panel plays a central role in the development and improvement of the provision. TT makes good use of feedback from learners'

questionnaires to support and promote improvement. The involvement of employers in the planning and reviewing of provision is satisfactory, although their involvement in the development of training is at an early stage.

26. Arrangements to improve the quality of provision are very effective. A strong commitment to continuous improvement is at the core of the organisation. TT uses team meetings and quality improvement days very effectively to share good practice and to develop high-quality learning materials. Self-assessment is comprehensive and staff make a good contribution to the process. Observation of all aspects of learning is well-established, but supporting actions for improvement lack clarity.
27. TT provides outstanding value for money. Financial arrangements are robust. Learners develop their skills and knowledge exceptionally well. Staff use resources very efficiently and sustainably to support developments in learning. The quality and availability of resources are excellent and of the highest standard. Managers give investment in the development of staff a very high priority.

## Information about the inspection

28. One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the provider's 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 funding body, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
29. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

**Record of Main Findings (RMF)**  
**Taylor's Training Ltd**

**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full-time and part-time courses, Foundation learning tier, including E2E); **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
<b>Approximate number of enrolled learners at the time of inspection</b>		
Full-time learners	0	0
Part-time learners	43	43
<b>Overall effectiveness</b>	<b>1</b>	<b>1</b>
<b>Capacity to improve</b>	1	
<b>A. Outcomes for learners</b>	<b>1</b>	<b>1</b>
A1. How well do learners achieve and enjoy their learning?	1	
A1.a) How well do learners attain their learning goals?	1	
A1.b) How well do learners progress?	1	
A2. How well do learners improve their economic and social well-being through learning and development?	1	
A3. How safe do learners feel?	2	
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
A5. <i>How well do learners make a positive contribution to the community?*</i>	n/a	
<b>B. Quality of provision</b>	<b>1</b>	<b>1</b>
B1. How effectively do teaching, training and assessment support learning and development?	1	
B2. How effectively does the provision meet the needs and interests of users?	2	
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	1	
<b>C. Leadership and management</b>	<b>2</b>	<b>2</b>
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1	
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
C3. How effectively does the provider promote the safeguarding of learners?	2	
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
C5. How effectively does the provider engage with users to support and promote improvement?	2	
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	1	

\*where applicable to the type of provision

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