

Peter Pyne Training School Ltd

Inspection report

Unique reference number: 53863

Name of lead inspector: Julia Horsman HMI

Last day of inspection: 04 March 2010

Type of provider: Independent learning provider

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Information about the provider

1. Peter Pyne Training School Ltd (PPTS) started providing training in 1987. The training school is in Walsall, West Midlands. Since 2001, PPTS has held a contract with the Black Country Learning and Skills Council (LSC) to offer hairdressing apprenticeships and advanced apprenticeships and from 2008, a contract to offer beauty therapy apprenticeships. Hairdressing and beauty therapy learners work in 60 salons in Walsall and surrounding areas. Approximately 50% of the apprentices are employed the remainder are on salon placements.
2. Since 2006, PPTS has held sub-contracts from the Black Country Training Group consortium to deliver Train to Gain programmes and Age Concern Training to deliver Entry to Employment (E2E) programmes. Since September 2009, PPTS has offered the diploma in hair and beauty to school pupils in as part of the Walsall and Sandwell consortium with funding from the local authority. A local Academy school sends a group of 16-18 year old pupils to PPTS to study for hairdressing NVQ level 1. PPTS do not sub-contract any of its own provision.
3. PPTS has doubled its number of learners and staff since the previous inspection in 2005. In hairdressing, PPTS has 92 apprentices at NVQ level 2, three advanced apprentices at NVQ level 3, 22 school pupils at NVQ level 1, 10 school pupils on Diploma programmes, 11 Train to Gain learners and three learners on E2E programmes. In beauty therapy, it has five apprentices at NVQ level 2 and three E2E learners. Most learners attend the Walsall training centre one day a week. Ten learners are male; 84 have additional social and/or learning needs and 19 are from a black or ethnic group. PPTS have 25 staff, 10 of whom are full-time.
4. In 2008/09, the proportion of pupils in Walsall achieving five or more GCSEs at grade A* to C including English and mathematics was 44% compared with the national average of 50%. The unemployment rate in Walsall is well above the national average.

Type of provision	Number of enrolled learners in 2008/09
Employer provision:	
Train to Gain	2 learners
Apprenticeships	59 apprentices
Advanced apprenticeships	10 advanced 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 and beauty therapy	3

Overall effectiveness

5. The overall effectiveness of PPTS' provision is satisfactory. Success rates for hairdressing advanced apprentices are outstanding, consistently at 100% since 2005/06, although numbers of learners are low. Timely success rates for hairdressing intermediate apprentices aged 16 to 18 were high in 2008/09. Overall success rates were well above national averages in 2008/09. Overall success rates were well above national averages in 2008/09 for apprentices aged 16-18; but slightly below for the numbers of learners aged 19-24 years.
6. Standards of learners' skills are satisfactory, including examples of creative skills in hairdressing by Train to Gain level 3 learners and in nail art by school pupils on the Diploma programme. Apprentices with low level literacy and numeracy abilities at the start of their programmes make good progress to improve them. Key skills provision is good. The hairdressing and beauty training is mostly satisfactory. Well-planned theory sessions ensure good use of staff to support learners effectively. Practical salon sessions are insufficiently well-planned to make good use of learning opportunities; and too high a proportion of sessions have insufficient clients. Despite an increase in PPTS' assessors' visits to learners' salons, too little practical assessment takes place in the workplace and only four of the 60 salons have work-based assessors.
7. Learners say they feel safe and enjoy attending PPTS. Arrangements to safeguard learners and equality and diversity are satisfactory. Improvements

since the last inspection relate to business planning; and the focus has been on increasing the quantity and range of learning programmes which has widened participation. The monitoring of staff targets for learners' success rates is effective but the changes in the hairdressing apprenticeship framework from August 2009 the provider has not implemented. Quality assurance arrangements, including self-assessment are not sufficiently effective in informing action planning for quality improvement.

Main findings

- Overall success rates are good. Those for advanced apprentices are outstanding, at 100%. Timely success rates for apprentice's aged 16-18 have steadily increased and they are high. Overall success rates have been more erratic, but in 2008/09 they were well above national averages for the majority of apprentices
- Key skills provision is good. Apprentices who have low literacy and numeracy levels when they join programmes make good progress to improve their skills.
- Standards of learners' work are satisfactory but learners have insufficient creative stimulus to enhance their practical skills development.
- Learners enjoy attending the training school and feel safe but too few progress onto advanced apprenticeships.
- Teaching and learning is mostly satisfactory. The planning and provision of theory sessions are better than for practical sessions. Theory sessions make good use of staff and technological resources to promote learning. Practical sessions are insufficiently well-planned to make good use of learning opportunities and there are too few clients.
- Partnership working with local schools and consortiums has provided good opportunities for PPTS to expand the range of programmes it offers. However, despite good working relationships with employers, apprentices in salon placements take too long to gain employment.
- Support for learners is good. Staff use formal and informal opportunities to provide effective learning and pastoral support.
- Initial assessment identifies additional learning and/or social support needs and gives these learners extended expected end dates. In 2008/09, success rates for learners with additional learning and/or social needs were only slightly lower than for other PPTS learners.
- Senior managers successfully promote a culture of staff cohesion and shared responsibility. Staff working arrangements are flexible. Staff have clear targets, which managers monitor monthly.
- Arrangements for safeguarding learners are satisfactory. Criminal Records Bureau (CRB) checks have taken place for staff since 2005 but learners and employers are insufficiently clear how safeguarding relates to salon working.
- Equality and diversity are satisfactory. Male learners remain an under-represented group. However, the proportion of learners from ethnic minority groups doubled in 2009 by the enrolment of school pupils.

- Internal verification is mostly thorough but too little practical assessment takes place in workplace salons, despite PPTS increasing their assessors' visits to learners' salons. Only a small minority of salons have work-based assessors.
- Effective business planning has increased the quantity of the provision and widened learner participation. However, managers have not responded promptly to implement the changes in hairdressing apprenticeship framework from August 2009.
- Quality assurance arrangements do not sufficiently inform quality improvement planning, including self-assessment.
- PPTS offers satisfactory value for money. Learners' success rates are good. Business planning is thorough, the provision has expanded and programmes are generally well resourced. However, staff deployment does not fully use learning and assessment opportunities; and action in improving the quality of the provision has been slow.

What does PPTS need to do to improve further?

- Ensure learners can achieve the apprentice award by implementing the 2009 changes in the hairdressing apprenticeship framework.
- Further improve and sustain learners' overall success rates, by improving target-setting and monitoring of learners' progress; and through better planning of assessment to increase use of work-place salon opportunities.
- Improve the promotion of advanced apprenticeships with learners and employers to increase numbers of apprentices progressing onto them.
- Increase the effectiveness of salon and training school activities by reviewing learners' individual training plans with employers, the use of timely NVQ practise and increased work-place assessment.
- Improve the planning of practical sessions at the training school by ensuring that good use is made of learning opportunities and staff support, sufficient and appropriate clients are booked and good contingency tasks are in place to help learners improve their standards of work.
- Provide learners with stimulating learning strategies and materials through revising the teaching and learning observation process to identify better staff support needs.
- Improve communications to ensure learners and employers understand better how safeguarding relates to salon activities.
- Research new locations for promotion of the provision with effective strategies to increase under-represented groups on apprenticeship programmes.
- Develop quality improvement planning by revising the arrangements for quality assurance and ensuring these, including self-assessment identify how to raise standards.

Summary of the views of users as confirmed by inspectors

What learners like:

- everyone contributing to the really friendly atmosphere at the training school
- how easy it is to talk to tutors and how they are very helpful
- everyone in the group getting on well and the support and help for each other
- all learners studying on hairdressing and beauty programmes
- the smallness of PPTS and staff giving learners much individual support.

What learners would like to see improved:

- more consistency in the way practical skills are taught, as a minority of tutors have different methods
- more clients in the training school practical sessions
- practise head blocks that are all in a good condition
- the lift, as it does not provide a welcoming entrance to the salons
- the entrance, as it does not look like the building has salons
- the option to study at level 3 in beauty therapy.

Summary of the views of employers as confirmed by inspectors

What employers like:

- support from PPTS and not too much paper work
- very approachable and supportive PPTS staff
- PPTS can be trusted and are supportive
- frequent visits by PPTS staff to salons
- having a learner on placement from PPTS and not having to employ them
- problems dealt with quickly and efficiently by PPTS
- very supportive PPTS staff when opening a new salon.

What employers would like to see improved:

- better communications from PPTS about their learners' progress
- a copy of the PPTS training programme, so they know what topic is being covered each week
- less paperwork
- ideas about how to get models at the salon for learners to practise
- more regular information about changes in the industry that affect apprentices.

Main inspection report

Capacity to make and sustain improvement

Grade 3

8. Since the last inspection, PPTS has retained 100% success rates on hairdressing advanced apprenticeship programmes. Timely success rates for hairdressing apprentices aged 16 to 18 are high and have steadily increased since the previous inspection. The four-year trend of overall success rates for all apprentices has been erratic. Although in 2008/09 it was well above the national average for the majority, who were aged 16-18 years.
9. PPTS has clear annual business planning, with strategic objectives that managers communicate well to staff. It has doubled its number of learners and staff since the previous inspection, expanded its accommodation and invested in learning technology. PPTS has extended its range of programmes to offer barbering and beauty therapy as well as hairdressing and to provide provision for adult learners and school pupils.
10. PPTS effectively uses the learners' feedback to contribute to management decisions to make improvements. However, its teaching and learning quality assurance process had over-graded sessions and not clearly identified areas for staff development to improve the quality of teaching and learning sessions. PPTS annual self-assessment reports since 2007 have almost identical key judgments and supporting text. Quality assurance arrangements are not accurately informing self-assessment for effective quality improvement planning.

Outcomes for learners

Grade 3

11. Learners enjoy their training programmes and their success rates are good. PPTS has retained 100% success rates on advanced apprenticeship programmes but the numbers are low. The majority of learners are hairdressing apprentices aged 16 to 18. Their timely success rates have steadily increased and in 2008/09, they were high. Overall success rates for all apprentices have been erratic; in 2008/09 they rose to eleven percentage points above the national average for learners aged 16 to 18, but dropped to five percentage points below for the low numbers of apprentices aged 19 to 24. Train to Gain learners' success rates are good. PPTS carefully monitor the success rates of different cohorts of learners and since 2006/07 there have only been minor differences in percentage points.
12. Learners' standards of work are satisfactory. At level 3 hairdressing and nail art sessions a few learners produce particularly creative work. PPTS has responded to learners' feedback for activities to enhance the creativity and has plans to introduce subsidised visits to industry shows and competitions.

13. Apprentices at initial assessment with low literacy and numeracy levels make good progress to improve their skills. The standards of learners' written and portfolio work is satisfactory and meets award body criteria.
14. Learners feel safe at the training school. PPTS has good security measures on their internal doors, as the public can access corridors used by learners. Learners clearly understand their rights and responsibilities. They have safe working practises and a satisfactory understanding of salon health and safety procedures.
15. Learners take part in charity fund-raising activities in their workplace salons and make satisfactory contributions to their communities. Employers support learners' economic and social well-being through commercial training. PPTS does not have an awards event to celebrate learners' success or stage internal competitions for their learners.

The quality of provision

Grade 3

16. Teaching, learning and assessment are satisfactory. Initial assessment clearly identifies learners' additional learning and support needs, which are addressed promptly; and learners are given extended expected end dates. A good range of support materials and learning aids are available, such as coloured over-lays for learners with dyslexia.
17. Key skills provision is good and learners complete their awards early in their programmes. Learners can choose whether to have individual and/or small group sessions. Teaching is good, with clear explanations by skilled staff. Learners with low literacy and numeracy levels respond well to learning strategies and materials used and improve their skills quickly.
18. Teaching and learning sessions are mostly satisfactory; a few are good. Theory sessions are better than practical classes, due to better planning, effective team teaching, the use learning technologies and good quality learning materials. The use of the internet for research is effective and staff use good questioning techniques in sessions to check learning.
19. Insufficiently well planned practical salon sessions do not ensure good use is made of learning opportunities. Practical sessions are insufficiently busy to provide good realistic working environments. In hairdressing, the use of the high ratio of staff to learners is not effective at providing stimulating and challenging learning.
20. The self-assessment report and learners' feedback identifies sessions have insufficient number and variety of clients. During the inspection, one hairdressing session only had six clients booked for 16 NVQ level 2 learners and who were due to be assisted by NVQ level 1 learners, so affecting learning and assessment opportunities for nearly 30 learners.

21. PPTS has identified the need for more clients in its SAR and has recently appointed a salon manager to introduce new strategies, such as an incentive schemes to attract a wider variety of clients.
22. Inspectors agreed with the self-assessment report that insufficient commercial salon work-place assessment takes place. PPTS has recently increased their assessors' visits to salons, for two peripatetic assessors on some week-days. Too few salons have work-based assessors. Only four of 60 hairdressing salons have a work-based assessor.
23. Internal verification is thorough in sampling assessments and providing support for new assessors. However, monitoring of beauty therapy assessors has not been sufficiently rigorous in assuring assessor's actions are always appropriate.
24. Partnership working with local schools and consortiums is good. It has provided opportunities for PPTS to expand its range of programmes to meet the needs and interests of a wider range of learners including adults and school pupils. However, despite PPTS' good working relationships with employers, apprentices in salon placements take too long to gain employment.
25. Support for learners is good. Staff use formal progress reviews and informal opportunities well to provide good learning and pastoral support. Reviews are thorough and include checking of learners' understanding of safeguarding, health and safety and equality and diversity.

Leadership and management

Grade 3

26. PPTS has clear annual business planning, with strategic objectives that managers communicate well to staff. It has successfully expanded its provision and accommodation, started new partnership working and invested in human and physical resources to enhance learning. Senior managers monitor monthly, staff targets linked to learners' success rates.
27. Senior managers successfully promote a culture of staff cohesion and shared responsibility. Re-structuring is taking place to respond to the developing needs of the business and the changing requirements of staff. PPTS supports flexible working arrangements.
28. Management does not ensure there are sufficient workplace salons for its beauty therapy apprentices. Actions to implement the August 2009 changes in the requirements for hairdressing apprenticeship framework have been too slow. This will not affect learners gaining NVQs, although it would affect them gaining their apprenticeship framework award.
29. Arrangements for safeguarding learners are satisfactory. CRB checks have taken place for staff since 2005. PPTS has a safeguarding policy, risk assessment and action plan. However, the help-lines displayed relate more to organisations supporting additional and specific learning needs than safeguarding issues.

Learners and employers know whom at PPTS to ask for support, but are insufficiently clear about how safeguarding relates to their workplace roles and responsibilities.

30. Equality and diversity are satisfactory. PPTS has a range of relevant policies for this area. Managers annually evaluate data for different groups. In the three years, since 2006/07, the success rates for the high numbers of learners with additional learning and/or social support needs were only slightly lower than for other learners. The number of learners who are male or from minority ethnic groups remain too low to realistically evaluate the differences.
31. Since September 2009, the percentage of learners from minority ethnic groups has doubled by the enrolment of school pupils. PPTS has a new partnership to provide hairdressing NVQ level 1 to school pupils from a range of Asian groups. Male learners remain an under-represented group since the previous inspection. The training school staff are predominately female, although they are good roles models for age and cultural heritage and include European, Asian and Afro-Caribbean team members.
32. PPTS has satisfactory arrangements to engage with its users. The learner involvement strategy introduced in 2008/09 is effective in gaining learners' views, which managers use to inform improvements. PPTS communicates learners' views by large colourful posters in the training school. Employers' feedback also contributes to action plans for improvements.
33. Business planning objectives relate to improvements at PPTS; learners' success rates have improved and there is a greater awareness of safeguarding. However, quality assurance arrangements including self-assessment, do not sufficiently inform the identification of clear priorities for quality improvement planning.
34. PPTS offers satisfactory value for money. Learners' overall success rates are good. Business planning is thorough, the provision has expanded and programmes are generally well resourced. However, staff deployment does not fully use learning and assessment opportunities; and action in improving the quality of the provision has been slow.

Information about the inspection

35. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's financial 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 local Learning and Skills Council (LSC), the 2005 inspection report, the progress judgments of the 2008 monitoring visit and data on learners and their achievement over the period since the previous inspection.
36. Inspectors used group and individual interviews, telephone calls and emails. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in both hairdressing and beauty therapy.

Record of Main Findings (RMF)
Peter Pyne Training School Ltd
 Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners				
Full-time learners	116	0	6	110
Part-time learners	32	20	12	0
Overall effectiveness	3	3	3	3
Capacity to improve	3			
Outcomes for learners	3	3	3	3
How well do learners achieve and enjoy their learning?	2			
How well do learners attain their learning goals?	2			
How well do learners progress?	3			
How well do learners improve their economic and social well-being through learning and development?	3			
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	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?	3			
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3			
How effective are the care, guidance and support learners receive in helping them to achieve?	2			
Leadership and management	3	3	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3			
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	na			
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?	3			
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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