

Sheffield Independent Film and Television Limited

Independent learning provider

Inspection dates

9–11 January 2019

Overall effectiveness		Inadequate	
Effectiveness of leadership and management	Inadequate	16 to 19 study programmes	Inadequate
Quality of teaching, learning and assessment	Inadequate		
Personal development, behaviour and welfare	Requires improvement		
Outcomes for learners	Inadequate		
Overall effectiveness at previous inspection		Good	

Summary of key findings

This is an inadequate provider

- Senior leaders do not hold managers and staff to account for their performance sufficiently. As a result, the quality of the provision has declined and is inadequate.
- Senior leaders and managers do not evaluate the quality of teaching, learning and assessment effectively. Consequently, they do not have a sufficient understanding of the strengths and weaknesses of the provision.
- Leaders and managers do not have accurate data to monitor learners' progress. Data management and reporting systems are poor.
- Staff do not establish learners' starting points well enough to provide learning that meets individual needs.
- Attendance in the large majority of lessons is low. Punctuality is poor.
- Tutors do not use the outcomes from learners' education, health and care plans effectively to develop individual study programmes for learners who have high needs.
- Too many learners make slow progress towards achieving their vocational qualifications and in developing the skills that they need to progress to their chosen next steps.
- Too few learners complete their study programme.
- The proportion of learners who progress to further study, apprenticeships or employment is low.
- Learners' achievements in English and mathematics are too low. Learners do not develop the English and mathematics skills that they require to be successful in future learning or at work.

The provider has the following strengths

- Most learners enjoy their programme and value the kind and caring approach of the staff.
- Learners who attend their programme benefit from high-quality and relevant work-related learning that complements their qualifications.
- Leaders work effectively with local partners and employers in the media sector across the city of Sheffield. Employers provide meaningful work experience activities that help learners to develop their knowledge and understanding of the creative industries.

Full report

Information about the provider

- Sheffield Independent Film and Television Limited (SHIFT) is an independent learning provider working with the creative and cultural industries and universities in the city of Sheffield. SHIFT provides training at one site in the city centre. The majority of learners were not previously in employment, education or training prior to enrolling on courses at SHIFT. Currently, the provider has 51 learners enrolled on 16 to 19 study programmes, around a third of whom are learners who have high needs. In addition to English and mathematics qualifications, SHIFT provides vocational training in a variety of creative media subjects.
- The proportion of people unemployed in Sheffield is 6.9%, which is in line with that for the Yorkshire and Humber region and above the national rate. Around 5% of young people in the Sheffield area are not in education, employment or training, which is lower than the national average.

What does the provider need to do to improve further?

- Ensure that senior leaders urgently clarify management roles and responsibilities, set high expectations for the quality of teaching, learning and assessment and hold managers and staff to account for their performance.
- Improve the quality of teaching, learning and assessment by:
 - ensuring that tutors use information on learners' starting points to plan and deliver learning that meets their individual needs
 - ensuring that tutors closely monitor learners' progress in their vocational, personal and social skills development and intervene quickly if they fall behind
 - ensuring that tutors support learners to respond to feedback on their submitted assignments promptly and make improvements to their work
 - developing a mechanism for evaluating the quality of teaching, learning and assessment accurately and use it to set clear improvement actions for tutors.
- Urgently improve learners' English and mathematics skills and their achievement of qualifications by:
 - developing tutors' skills in the use of written English to enable them to challenge learners and correct their work effectively
 - embedding high standards of spelling, punctuation and grammar throughout all elements of learners' study programmes
 - monitoring the progress that learners make in their English and mathematics skills development.
- Ensure that tutors use information from early assessments to set challenging personal objectives linked to the outcomes of education, health and care plans for learners who have high needs. Tutors should use the personal objectives to plan and deliver activities that accelerate the progress of these learners.

- Rapidly improve learners' attendance and punctuality by setting high expectations for attendance and punctuality. Ensure that all staff challenge learners who do not meet these expectations and swiftly intervene to address poor attendance and punctuality.
- Significantly increase the proportion of learners who complete their study programmes by:
 - ensuring that tutors set appropriately challenging targets for learners
 - ensuring that tutors plan appropriate learning activities that focus on the personal and social skills that individual learners need to develop alongside their qualifications.
- Urgently improve the monitoring of learners' progress and the management of data by:
 - ensuring accurate data collection for all learning aims
 - developing more effective processes for managing and analysing data to identify risks, strengths and areas for improvement
 - reporting on the progress that learners make in their qualification achievement and personal learning goals.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The performance management of staff is weak. Leaders do not ensure that managers and staff have sufficient clarity about their roles and responsibilities. They do not hold managers and staff to account well enough for their performance and, as a result, the quality of the provision has declined. Managers do not evaluate the performance of staff effectively enough or set clearly defined actions for what staff need to do to improve their practice.
- Leaders and managers do not have accurate data to monitor the progress that learners make. Data management and reporting systems are poor and do not accurately measure the progress, achievement or retention of learners. Managers are unable to identify risks or set effective actions to ensure that learners make good or better progress.
- Leaders and managers are not sufficiently self-critical when evaluating the quality of provision. Managers' self-assessment is too descriptive and does not identify effectively the areas for improvement required to accelerate learners' progress. Quality improvement planning is not effective. Improvement actions are not specific enough to ensure that tutors improve or to identify the appropriate professional development that tutors require.
- The process for evaluating the quality of teaching, learning and assessment is ineffective. Managers do not review teaching, learning and assessment well enough to identify strengths and areas for improvement. Observers focus too much on the practice of the tutor rather than their impact on learners' development of knowledge and skills.
- Senior leaders and managers have ensured that they provide learners with an inclusive, supportive and welcoming learning environment. Managers use their expertise and links with the creative industries well to provide a study programme that gives learners opportunities to develop their vocational arts and media skills.
- Leaders work effectively with local partners and employers in the media sector across the city of Sheffield to plan and provide work-related activities that help learners to develop their knowledge and understanding of the creative industries.
- Staff promote equality effectively and foster an understanding and respectful environment for learners. Staff provide help, support and care to enable those learners who attend to participate in their learning.

The governance of the provider

- Senior leaders and managers have recently formed a learner and learning committee to oversee the governance of the organisation. The committee's actions have not yet had an impact on the quality of provision or the proportion of learners who achieve their qualifications, including in English and mathematics.
- Reports to board meetings do not contain sufficient information to enable those responsible for governance to support or challenge leaders about the decline in the quality of teaching, learning and assessment and outcomes for learners.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that effective policies and procedures are in place regarding the safeguarding of learners. The designated safeguarding officer keeps comprehensive records and has forged good relationships with relevant external bodies. Tutors and pastoral staff ensure that any concerns are seen through to a successful resolution.
- Leaders ensure that all staff are suitably vetted prior to employment and recruit staff who have a good understanding of how to keep vulnerable learners safe.
- Staff are suitably trained and kept up to date regarding safeguarding and the 'Prevent' duty. However, leaders and managers have not ensured that learners have sufficient awareness of the risks associated with radicalisation or extremist groups.

Quality of teaching, learning and assessment

Inadequate

- Staff do not establish learners' starting points well enough to provide learning that meets learners' individual needs. Tutors do not use information about learners' starting points to plan and deliver learning activities or to set individual learner targets. As a result, tutors fail to challenge too many learners to meet their full potential.
- Tutors do not use outcomes from learners' education, health and care plans effectively to develop individual study programmes for learners who have high needs. Tutors do not identify the specific skills that learners need to develop to be successful in their adult life and fail to measure learners' progress in developing skills.
- Tutors do not routinely correct errors in learners' written English and make too many errors in their own written work. Learners do not develop their spelling, punctuation and grammar skills and do not recognise the importance of accurate written communication in the workplace.
- Tutors do not set sufficiently challenging targets for learners during independent study time. Tutors' expectations for learners to meet deadlines are not high enough and too many learners submit their work beyond the planned submission date. The lack of challenge from tutors means that learners do not make rapid progress in their studies.
- Tutors do not focus well enough on the individual personal and social skills that learners need to develop. They accurately identify the skills that are important for learners' futures but do not use this information to provide appropriate learning activities to develop these skills. Tutors too readily accept poor attendance and do not set high enough expectations of what their learners should achieve.
- Although most tutors provide helpful feedback to learners on their vocational and employability assessments, they do not check carefully enough learners' response to feedback. As a result, only a small proportion of learners act on feedback to improve the quality of their work. In a few instances such as specific assignments on the growth of cinema and representation of LGBT in the media, learners complete work to a high standard as a result of tutor feedback.
- Tutors are well qualified to teach and use their vocational knowledge to develop interesting resources and assessments for learners. They use their knowledge and

expertise of the creative industry to design vocationally relevant assignments. Learners benefit from employer involvement in setting work tasks.

- Most learners who attend develop their communication and team work skills well through participation in group work activities. For example, tutors use an adapted 'Jenga' game to engage learners. Learners develop their confidence in speaking and listening by asking and responding to questions that are written on the wooden blocks used in the game.

Personal development, behaviour and welfare

Requires improvement

- Attendance in the large majority of lessons is low. Staff's interventions to improve attendance are not effective and have been too slow to have an impact.
- Too many learners arrive late to their lessons. Tutors do not challenge lateness effectively and latecomers interrupt lessons. Poor punctuality has had a negative effect on learners' progress, particularly for those who are regularly late.
- Learners are often unprepared for their lessons and, in a few instances, do not demonstrate a readiness to work. Tutors do not promote high standards and too many learners do not develop the skills required to be successful in further learning or work.
- Most learners enjoy their programme and value the kind and caring approach of staff. Parents are appreciative of the support that staff provide to young people, many of whom have had previous negative and unsuccessful experiences of education.
- Tutors provide effective and impartial careers advice and guidance to learners. Information, advice and guidance staff are well qualified and use their knowledge to provide detailed guidance sessions that support learners in planning their chosen next steps.
- Learners who attend their programme benefit from high-quality and meaningful work-related learning that complements their qualification and supports them in developing skills relevant for their future aspirations. For example, learners complete tasks set by employers, including designing artwork and creating animations. Employers meet with learners to set the task expectations and provide regular feedback. Employers are complimentary about the high standard of work that learners produce.
- Tutors have developed strong relationships with local employers to provide a broad variety of work experience activities. For example, learners benefit from involvement in an international film documentary festival where they assist the public, take part in live demonstrations and photograph the event. Learners develop their confidence and communication skills while applying their vocational skills in photography.

Outcomes for learners

Inadequate

- Too many learners make slow progress towards achieving their qualifications and developing the skills that they need to progress to their chosen next steps. Very few learners are challenged to improve their work to a higher standard. As a result, they do not make the progress of which they are capable.
- Too few learners complete their study programme. The proportion of learners who remain on their vocational and English and mathematics courses is low.

- Learners' achievements in English and mathematics are too low. The proportion of learners who achieve their English and mathematics qualifications has failed to improve. Learners do not develop the English and mathematics skills needed to be successful in future learning or work.
- The proportion of learners who progress to further study, apprenticeships or employment is low. The large majority of learners who do progress go on to relevant further education at a higher level in, for example, graphic design.
- Too few learners who have high needs achieve their qualifications. The proportion of learners who achieved improved in 2017/18 but remains too low.
- Too many learners do not hand in their assignments by the deadline that tutors set for them. This has a negative impact on the progress that they make in the achievement of their qualifications.
- Most learners who attend lessons produce work that meets the required standard for the qualification they are studying. A small minority of learners produce work of a high standard.

Provider details

Unique reference number	58047
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	80
Principal/CEO	Bridget Kelly
Telephone number	0114 272 6304
Website	www.shiftmedia.org.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	6	1	37	6	1	–	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	–	–	–	–	–	–	–	–
Number of traineeships	16–19		19+		Total			
		–		–		–		–
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	14							
At the time of inspection, the provider contracts with the following main subcontractors:	None							

Information about this inspection

The inspection team was assisted by the chief executive, 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, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews and used a case study approach to evaluate progress. The inspection took into account all relevant provision at the provider.

Inspection team

Sarah Stabler, lead inspector	Her Majesty's Inspector
Rachel Angus	Her Majesty's Inspector
Steve Hunsley	Her Majesty's Inspector
Christopher Young	Ofsted Inspector

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