

Sheffield Independent Film and Television Limited (SHIFT)

Independent learning provider

**Inspection dates**

15–17 March 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
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a good provider

- Highly qualified and enthusiastic tutors set high aspirations and expectations for learners; as a result, learners make good progress and the majority achieve their qualification.
- Tutors use a wide range of activities and individual coaching to motivate and engage learners.
- The inclusive and supportive ethos of SHIFT is outstanding and ensures that learners with complex needs are supported exceptionally well in helping them achieve their qualification
- The majority of learners develop confidence and self-esteem, improving their social and personal skills.
- Learners develop their English and mathematics skills well and understand their importance in the workplace and everyday life.
- Senior managers provide comprehensive training and support to ensure that tutors and learners have a good understanding of equality, diversity, safeguarding, the dangers of radicalisation and British values.
- Excellent partnerships with employers and community groups ensure that training programmes meet local and national needs.

It is not yet an outstanding provider

- Too few learners on 16 to 19 study programmes take part in meaningful work experience linked to their personal development needs, long-term employment or education objectives.
- Data is not systematically analysed and as a result managers do not always measure progress over time against actions for improvement in the quality improvement plan.

Full report

Information about the provider

- SHIFT is an independent learning provider working in the creative and cultural industry. SHIFT provides training at one site based in Sheffield city centre. Prior to enrolling on courses at SHIFT, the majority of learners are not in education employment or training. Sixty-one learners are currently enrolled on 16 to 19 study programmes. 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 at 8.6% is slightly higher than that for the Yorkshire and Humber region. Around 5.9 % of young people in the Sheffield area are not in education, employment or training, which is higher than the national average.

What does the provider need to do to improve further?

- Ensure that data is analysed to measure progress against actions for improvement in the quality improvement plan.
- Extend and further develop work experience opportunities for learners that meaningfully link to their longer-term employment goals and further education, ensuring that they are better prepared for their chosen employment.

Inspection judgements

Effectiveness of leadership and management is good

- Senior managers and trustees have an ambitious vision for SHIFT, with clear priorities to improve the quality of provision, develop the skills of teaching staff, improve accommodation and extend the provision, focusing on supporting vulnerable learners. The board of trustees, managers and tutors have developed an excellent, supportive culture where learners are able to develop their personal and employability skills in a safe and purposeful learning environment.
- Senior managers have developed and improved the system for the observation of teaching, learning and assessment. Consequently, better-planned and comprehensive arrangements for the observation of teaching and learning focus on improving the quality of teaching. Senior managers skilfully use the outcomes from lesson observations to identify tutors who need extra support.
- Staff development is well targeted to develop and improve teaching practices, and is closely based on the evaluation of tutors' work. Tutors are encouraged to apply their learning from staff development and training to improve their teaching, and are supported by managers well to do so.
- Senior managers' collection and analysis of data of learner progress and destinations are good, providing both senior managers and tutors with a clear and realistic view to use in planning learning and in identifying underperformance.
- Senior managers have introduced study programmes that meet the essential requirements well. Learners without GCSE English and mathematics at grade C or above enrol on appropriate English and mathematics courses. Study programmes are planned to meet learners' individual needs and aspirations, and take into account learners' starting points and prior attainment.
- Learners receive good advice and guidance prior to the start of their programme; consequently, learners are placed on the most appropriate course to meet their individual needs and very few learners leave their course. Careers guidance provides most learners with a good understanding of progression and employment routes. Targets in a small minority of learners' action plans are insufficiently clear; consequently, a few learners are not sure about their next steps in achieving their career objectives.
- The self-assessment process is clear and inclusive. The resulting self-assessment report is evaluative but insufficient use is made of data analysis to support judgements. Most areas for improvement found by inspectors are identified in the self-assessment report. Analysis of data is not used sufficiently well to set targets for improvement or judge progress made.
- The recent review of the 16 to 19 study programme by senior managers and the board of trustees has led to an improved curriculum, which better meets the individual priorities of learners and focuses on improved opportunities for more meaningful work experience.
- A high proportion of SHIFT's learners have not been engaged in education for some considerable time and are developing the skills required to be more effective in their learning and employment.
- Senior managers and trustees have developed excellent partnerships with employers within the creative media industry and community groups within the area. These links are highly effectively in ensuring that programmes meet local and national needs.
- Senior managers, trustees and tutors have prioritised the development of learners' English and mathematical skills well. Senior managers and specialist English and mathematics tutors have set clear expectations for subject tutors, regarding teaching practices to help learners develop these important skills. Tutors are required to plan the development of English and mathematics into their lessons, helping learners extend their use of vocabulary and the better use of English, and routinely correcting learners' spelling and grammar. As a result, learners develop a good standard of skills, and recognise the importance of good English and mathematics skills as important for employment and their everyday lives.
- The development and promotion of equality and diversity are good. Senior managers and tutors successfully develop a culture of fair treatment and respect for different views. Tutors have received effective training on democracy, individual liberty, the rule of law, mutual respect and tolerance of those with different faiths and beliefs. Learners, guided by their tutors, engage in film production with topics that explore cultural and social difference. Consequently, these values are promoted well with learners. Tutors are skilled at incorporating and exploring these values in lessons; for example, in media classes learners discuss the rule of law in relation to copyrighting.
- **The governance of the provider**
 - Governance arrangements are good.
 - The board of trustees have a clear understanding of the strengths and weaknesses of the provision

and board trustees use the main indicators of quality, such as the quality of training and the proportion of learners who succeed, to provide effective support and challenge.

■ **The arrangements for safeguarding are effective**

- SHIFT has appropriate safeguarding procedures that are implemented fully and consistently. Managers respond quickly and effectively to any safeguarding concerns and involve external agencies when necessary.
- Links between SHIFT, the local safeguarding board and external agencies such as the youth offending service are good and they work together effectively to ensure that learners identified at risk stay in learning.
- Clear recruitment policies are in place to ensure that learners are protected and remain safe.
- Training for staff is regular and comprehensive and helps them develop a good understanding of safeguarding and the threat of radicalisation and extremism.

Quality of teaching, learning and assessment is good

- Well-qualified and experienced tutors have high expectations of learners and a determination that learners will succeed. As a result, learners are motivated to develop their skills from the start of their programme.
- Tutors use a wide range of innovative and interesting activities, providing learners with good individual support and group coaching sessions, which learners value highly.
- Mathematics is integrated well in vocational lessons. For example, tutors help learners develop and apply basic mathematical skills, such as the use of mathematics in surveys representing media views and the application of algebra to make decisions about value for money.
- Tutors involve learners in meaningful discussions, helping them skilfully to develop their speaking and listening skills. Consequently, the quality of spoken English is good; learners are able to articulate their opinions with confidence and independence, using words such as antithesis and empathetic accurately.
- Tutors highly effectively encourage learners to develop a high standard of written English. Learners use complex sentences and technical language very well. Tutors routinely correct spelling, punctuation and grammatical errors in learners' written work.
- Tutors use their experience within the creative and media industries to help learners make rapid progress in their vocational studies; helping them enjoy and build on the new experiences that digital media offers.
- Equality and diversity is explored and developed well in lessons. Tutors skilfully help learners understand diverse needs, respect and differing views. During learners' progress reviews, tutors effectively challenge learners' understanding of stereotypes, the impact of bullying and acceptable standards of behaviour.
- Tutors use information gathered at the start of the course on learners' prior attainment and background to provide quickly any additional support needed. Very good planning for learning skilfully meets the needs of learners. The very positive impact this has on learners allows them to progress at their own pace and develops their independence and confidence very effectively. The most-able learners are challenged well and are motivated in their studies.
- Learners, their peers and tutors work together well, demonstrating a high level of mutual respect for each other.
- Tutors skilfully prepare learners for work experience, but not enough external work experience is meaningfully linked to learners' individual personal and social development or longer-term employment goals.
- Tutors do not always set sufficiently clear targets to help learners help them improve their work. As a result, a small minority of learners are unclear about what they need to do next to improve their work.

Personal development, behaviour and welfare are good

- Learners, many with complex needs, and who prior to commencing their course at SHIFT were not in education, employment or training, develop confidence and self-esteem in their learning enabling them to make better life choices.
- Learners make good progress in improving their English and mathematics skills, becoming confident in both written and spoken English. Learners understand how to use mathematics well in their vocational subjects, producing charts in surveys of preferences for different music genres. Learners have a good understanding of the importance of developing their English and mathematics skill for use in employment and their everyday lives.

- Tutors develop learners' understanding of equality and diversity highly effectively within lessons; consequently, learners understand the importance of respecting others and differing viewpoints. In media classes, learners confidently and sensitively discuss different music types, their meanings and opinions of their value and worth.
- Tutors, as part of learners' vocational courses, help learners produce films with topics that include complex social and cultural issues, such as 'gang and gun' culture and stereotyping, enabling learners to develop a wide understanding of respect for people from different backgrounds and cultures
- Learners have a good understanding of life in modern Britain and the importance of tolerance and mutual respect. The standard of learner behaviour is good, with a high level of mutual respect and trust between learners and tutors.
- Learners feel safe and know how to report any concerns about their safety or the safety of others. Learners have a good understanding of the dangers of radicalisation and extremism and the risks related to internet use.
- Tutors rigorously and consistently emphasise the importance of developing employability skills both in lessons and outside the classroom to ensure that learners have clear expectations of the attitudes and behaviours expected in the workplace.
- Tutors provide good advice and guidance to learners before they start their courses, ensuring that they are clear about the requirements of the course and what is expected of them. A small minority of learners are not clear about what steps they need to take next to progress to their longer-term career objective.
- Learners' attendance and punctuality is generally good. however, attendance is too low for a small minority of learners with complex needs.

Outcomes for learners

are good

- Learners, many with low prior achievement and complex educational needs, make good progress while attending SHIFT. Few learners leave their programmes early and retention is good.
- On vocational courses, the majority of learners achieve their qualification, most within the planned time. In 2014/15, not enough learners studying computer games development and moving images achieved their qualification. Current learners on vocational courses are all making good progress toward achieving their qualification.
- Learners develop relevant vocational skills to a high standard. Practical work, such as detailed and complex illustrations, exceeds the requirements of the qualification. Learners produce written work which is well presented and to a high standard.
- Learners improve their English and mathematical skills exceptionally well. Learners make good progress given their starting point. Learners on GCSE English and mathematics courses are motivated and keen to learn; as a result, most make good improvements in their exam results. Success rates for functional skills declined in 2014/15. Senior managers have taken swift and decisive action to make improvements, and learners following these courses are now making good progress.
- Most learners with learning disabilities and/or difficulties benefit from the additional individual learning support they receive, and achieve their qualifications equally as well as other learners. Learners from ethnic minority groups achieve less well than other learner groups, managers have implemented additional support measures and current learners are now making good progress.
- The majority of learners successfully progress into training or employment at the end of their programme.

Provider details

Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	69
Principal/ CEO	Bridget Kelly
Website address	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 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	16	3	42	N/A	N/A	N/A	N/A	N/A
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	N/A	N/A	N/A	N/A	N/A		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14–16	N/A							
Funding received from	Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	N/A							

Information about this inspection

Inspection team

Stephen Miller, lead inspector	Her Majesty's Inspector
Julie Gibson	Ofsted Inspector
Paul Young	Ofsted Inspector

The above 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 students 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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