

Dv8 Training (Brighton) Limited

Independent learning provider

Inspection dates

20–23 November 2018

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

Summary of key findings

This is an inadequate provider

- Directors and managers have been too slow to deal with weaknesses identified at the previous inspection and many still exist.
- Directors and managers do not set precise or clear enough targets to measure improvement.
- Managers did not identify what tutors need to improve until very recently. As a result, the quality of teaching and learning has not improved sufficiently.
- Study programmes and the provision for learners with high needs are not well managed.
- Tutors do not set challenging teaching and learning activities that help all learners achieve to their full potential.
- Staff do not review and update the support requirements for a few learners with high needs to ensure that they receive the most appropriate help.
- Too few learners benefit from external work placements.
- Learners do not have access to impartial careers guidance early enough in their programmes to help them make informed choices.
- Tutors do not have high enough expectations for their learners. As a result, learners do not develop independent learning skills or behaviours for employment, or improve their attendance and punctuality.
- Current learners do not make good progress or produce work of a high enough quality.
- Too few learners achieve high grades in GCSE English and mathematics.

The provider has the following strengths

- Staff focus relentlessly on eliminating barriers to participation for young people who have previously not succeeded in education.
- Managers took effective action that raised the proportion of learners who achieved vocational and functional skills qualifications in 2017/18; achievement is now high in many subjects.
- Tutors draw on their good industry experience to set vocationally relevant activities that enable learners to acquire good practical skills.
- Learners gain in confidence and most move on to further education when they finish their courses.

Full report

Information about the provider

- Dv8 Training (Brighton) Limited (Dv8) is an independent learning provider specialising in creative industry courses. The company has a board of two directors and one non-executive director. Many of Dv8's managers, tutors and learning support assistants are relatively new in their roles this year. Dv8 has two centres, in Brighton and Bexhill-on-Sea. The provider offers study programmes to 184 learners aged 16 to 19 in art and design, media, fashion, events management and games development. Four learners have work experience as their core aim. Dv8 is the lead partner for 19 learners on high-needs provision. Dv8 subcontracts preparation for work lessons, as well as a study programme at Bexhill Sailing Club that starts in January, to Medway Youth Training.
- There are 14 school pupils aged 14 to 16 who attend the Bexhill centre as part of their education. London Learning Consortium subcontracts learning for eight adults aged over 19 to Dv8. These learners were not in scope for inspection.

What does the provider need to do to improve further?

- As a priority, directors and managers should review the management of provision for learners with high needs, ensuring that staff review learners' education, health and care (EHC) plans with partners more frequently and identify appropriate support.
- Directors and managers should improve the effectiveness of improvement targets by identifying which staff will be responsible for each improvement action, by holding them to account for progress, and by measuring the impact of actions on the learners' experiences.
- Managers need to improve weak aspects of the study programmes, particularly to ensure that:
 - the work-based programme adequately meets study programmes requirements
 - learners have access to impartial careers guidance
 - learners have suitable, well-planned work placements that are relevant to their career aspirations
 - the English and mathematics teaching strategy better enables GCSE learners to succeed in these subjects.
- Managers need to implement the proposed tutor development, coaching and mentoring programme and lesson re-observation process to help raise the quality of teaching, learning and assessment.
- Tutors need to make better use of learners' starting points when planning learning activities and set more difficult tasks for the most able learners.
- Tutors must set higher expectations so that learners' attendance, punctuality, development of work-related and independent learning skills, progress and standards of work improve.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Directors' and managers' actions to deal with weaknesses identified at the previous inspection have been too slow. As a result, improvement has not been rapid enough and many weaknesses from the time of the previous inspection remain.
- Managers do not have sufficiently established or effective strategies to make sure that the quality of all teaching is good or better. Managers very recently implemented an improved lesson observation process. As a result, they now know what individual tutors need to do to improve. Managers have not yet started the planned re-observation, tutor development, coaching and mentoring activities.
- Directors and managers do not set clear or precise enough targets that allow them to measure the pace of improvement or hold staff to account. They do not allocate responsibility for each action in the quality improvement plan or identify success criteria. Managers do not identify useful, measurable targets during tutors' performance reviews and too many actions have imprecise dates. During course performance reviews, managers and course leaders do not analyse data incisively or accurately enough to focus actions for improvement. Managers have yet to identify the underlying reasons why some groups achieve better than others. As a result, they have not set appropriate actions to narrow gaps in achievement rates, such as those between male and female learners.
- Directors and managers do not manage the study programme well. Because of changes in job roles this year, they have not clarified early enough which staff will be responsible for managing aspects such as work experience or reviews of EHC plans. Directors plan to subcontract impartial careers guidance to Medway Youth Trust, but this has not yet started. As a result, current learners have no access to impartial careers guidance.
- Managers have not devised a strategy for reviewing EHC plans of learners with high needs. As lead partners, they are slow in coordinating support with external partners to update learners' EHC plans. They have missed deadlines for reviewing plans for a few of the current leaders with high needs whose EHC plans are not up to date.
- Managers' strategy for teaching and learning in English and mathematics is weak. This is particularly the case for GCSE courses. They identify too few actions in the quality improvement plan for raising the proportion of learners who achieve grades 4–9 at GCSE. Their strategy to teach functional skills and GCSE learners together during the first term slows learners' progress because most tutors struggle to cope with the wide range of abilities and levels in each group.
- Directors and managers have improved self-assessment since the previous inspection and the process is now more thorough. They analyse data more incisively in self-assessment. Directors and managers accurately identify that teaching, learning and assessment require improvement. However, they miss some key areas for improvement, which means that the resulting quality improvement plan is incomplete.
- Directors and managers took very effective action that increased achievement rates on most vocational and functional skills courses in 2017/18. A newly appointed manager at Bexhill strengthened arrangements for tracking learners' progress and attendance, resulting in better achievement at Bexhill than Brighton. This manager now oversees both

centres and is starting to raise staff morale, implement staff training plans and revise quality improvement arrangements.

- All staff focus relentlessly on removing barriers for learners so that they can participate in learning. Many learners who have not previously enjoyed, or even participated in, education value the caring and nurturing environment that staff create. Directors have grown the provision steadily, working with the subcontractor to ensure that the most disengaged learners' can participate. Last year, the subcontractor ran a very successful course where all learners moved on to further training, education or employment.

The governance of the provider

- Directors do not use management reports or data well enough to hold managers to account.
- During board meetings, directors spend insufficient time overseeing progress on actions in the quality improvement plan and challenging why staff are failing to meet targets.
- Directors set an ambitious vision, mission and values, with a strong ethos of inclusivity, which align well with learners' needs and the type of provision offered.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers and staff use thorough systems to identify learners who are vulnerable, at risk or a cause for concern. They support these learners particularly well with an extensive range of partners and external agencies. The safeguarding team maintains detailed chronologies of actions it takes. It follows these up meticulously and evaluates the impact, for example, on changes in learners' behaviour. A dedicated staff member with responsibility for learners aged 14 to 16 maintains very good contact with the academy trust, case workers, and parents and carers to ensure that these learners are safe while studying at Dv8.
- All staff are suitably trained in safeguarding and the dangers of radicalisation and extremism. They introduce these subjects sensitively during learners' induction and lessons. As a result, learners understand how to stay safe and know whom to speak with if they have concerns.

Quality of teaching, learning and assessment

Requires improvement

- Tutors do not use information about learners' starting points to provide suitable learning activities. They do not plan and provide lessons that ensure the most able learners are challenged to achieve to their full potential. Too many learners find tasks too easy and do not gain new skills and knowledge or build on previous learning.
- Learners' ability to interact with each other in class and to learn effectively is adversely affected by poorly laid out classrooms and cramped learning spaces. Tutors do not consistently ensure that the classroom layout enables groups of learners to work together, benefit from peer learning or share learning support. A few learners, particularly in games design, experience delays in their learning because Dv8's computers do not

have the up-to-date software needed to run their games.

- Tutors do not manage individual learning support assistants well in lessons. Learning support assistants decide on the level and type of help they will provide, often knowing very little about each learner's support needs or the content of the lesson. Managers have not yet analysed the effectiveness of learning support.
- Mathematics tutors struggle to manage the wide range of learners' levels and abilities in each group. They do not plan and provide learning activities that ensure all learners make good progress. Tutors do not consistently check whether learners grasp basic principles before introducing more difficult concepts.
- Tutors do not give learners sufficiently detailed feedback to enable them to make good progress. Too few use effective strategies to check the progress that learners make in lessons. Tutors' feedback to learners is often cursory and does not identify precisely what the learners need to do to improve.
- Tutors do not set learners sufficiently clear targets or objectives for each lesson. This is particularly the case in practice or rehearsal sessions. Too often, learners lack direction and do not link knowledge acquisition to successful skills development or performance. For example, music learners spend too much time at the start of lessons on unproductive tasks rather than learning or considering what they need to do to improve. This restricts how well they apply learning when playing instruments.
- Tutors are enthusiastic and have good subject knowledge that they use to enliven lessons and make them relevant. In Brighton, they draw on knowledge of businesses within the city to help learners learn in realistic external settings. For example, a group of media learners explored the permissions they would need to have from retailers in a local shopping centre before filming 'vox pops'.
- Tutors devise interesting practical learning activities that help most learners acquire good vocational skills. They promote current industry practice well, encouraging learners to use subject-specific language and explore new ideas. For example, tutors teach learners how to 'colour saturate' then apply this to their music videos to create atmosphere.
- Tutors and learners use the recently launched virtual learning environment well during lessons and to support learning. Learners value being able to store their work electronically and the range of activities available to them on the virtual learning environment.
- English teaching at Bexhill in discrete lessons is particularly effective. Tutors consider very carefully each learner's abilities when teaching. They set clear expectations for each learner at the start of each lesson and review these well at the end. As a result, most Bexhill learners develop good literacy skills. Tutors do not yet share good practice in English teaching across both centres, and this is less effective in Brighton.
- Tutors promote equality and diversity effectively in lessons. They encourage learners to explore and discuss topics in a realistic and relevant context. For example, a tutor managed sensitively a group discussion with events learners about gender stereotyping among target audiences.

Personal development, behaviour and welfare

Inadequate

- Learners' attendance is low, and their punctuality is poor, which was the case at the previous two inspections. Attendance improved slightly in 2017/18, but remains low and falls short of targets set by managers. Tutors do not set high expectations for learners to attend and be punctual. Few learners understand the importance of good attendance and punctuality for their careers.
- Managers and tutors have not done enough to stop the low-level disruption in lessons noted in previous inspections. Tutors do not promote sufficiently the positive behaviours expected within the creative industries or encourage learners to understand or practise these.
- Learners do not develop good work-related and independent learning skills. Learners rarely complete homework or research tasks in preparation for their next lesson. For example, tutors do not ask learners to research external speakers' businesses and prepare meaningful questions to ask them.
- Learners do not have access to impartial careers advice and guidance early enough in their programme. Currently, learners needing careers advice and guidance rely too heavily on tutors. As a result, they cannot always make informed choices about their future studies or work.
- The proportion of learners participating in external work experience remains too low, despite increasing in the past year. Over the past two years, around half the learners have not benefited from an external work placement. Two of the four learners enrolled onto a work-based study programme do not yet have a placement and are not completing enough hours currently to meet the requirements of the study programme.
- Learners' development of English and mathematical skills within vocational subjects is weak. Tutors do not pay enough attention to good English and mathematical skills in vocational lessons and when providing feedback on learners' work. They rarely identify or correct spelling and grammatical errors in learners' assignments.
- Staff and tutors are unable to plan support effectively for learners with high needs because they have not updated a few of learners' EHC plans in collaboration with external partners. As a result, tutors and learning support assistants agree the support they think might best suit each learner rather than drawing on information from external specialists' recommendations.
- Most learners demonstrate good practical skills. They become more confident in performing music, developing games and making recordings. For example, level 1 digital media learners are confident enough to apply different filters and alter multiple-exposure images they had created previously.
- Learners gain a good understanding of how to keep themselves healthy and safe. Tutors use walls and noticeboards well to help promote safeguarding, healthy eating and positive mental health. Staff make good use of specialist support services, such as counselling. Following a traumatic incident last year, learners participated in externally run sessions where they expressed their feelings and emotions in lyrics.
- At this early stage in their course, learners develop a suitable understanding of the British values that tutors have covered in lessons. For example, they can explain positively how democracy links to the recent student representative vote.

Outcomes for learners

Requires improvement

- Current learners do not make good progress towards their agreed targets. A significant minority of learners have yet to submit any coursework this year and have missed deadlines for at least one assignment. Managers identify which learners make slow progress, but have not yet taken early enough action to resolve this.
- The majority of learners do not produce course and assignment work of a high enough standard. The proportion who achieve merit or distinction grades in their qualification is too low. Tutors do not inspire level 3 learners to demonstrate the full range of skills needed to achieve well. For example, they do not encourage learners to evaluate the strengths and weaknesses of proposed events. Learners do not always take pride in their written work. Art and design learners' sketchbooks contain mistakes and crossings-out that detract from their illustrations.
- The proportion of learners who achieve high grades at GCSE in English and mathematics is very low and is not improving. Around a quarter of last year's learners took GCSEs in English and mathematics but only a few achieved at grades 4–9.
- Learners' achievement varies too much by subject, level, qualification and between Dv8 and for the subcontractor. Managers do not know why some groups of learners underachieve or the factors that might be affecting this. However, they correctly recognise the better achievement rates at Bexhill last year and are starting to implement the more successful initiatives across both centres.
- The proportion of learners achieving vocational and functional skills qualifications in 2017/18 increased significantly from a very low base the previous year. Learners' achievement is now high in many subjects, and consistently so on music practitioner and art and design qualifications. Learners' achievement of English and mathematics functional skills qualifications is much improved, and in English this is now good.
- Learners with a disability, those with high needs and/or those from disadvantaged areas achieve qualifications better than their peers. These learners consistently achieve well, which was a strength at the previous inspection.
- Most learners move on to further education, including with Dv8, at the end of their courses. Progression rates to further education courses have improved since the previous inspection. However, only a few learners enter employment, an apprenticeship or higher education at the end of their course. Managers plan to raise learners' awareness of these options through careers days.

Provider details

Unique reference number	59191
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	198
Principal/CEO	Dan Wallman
Telephone number	01273 550432
Website	www.dv8sussex.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	32	0	76	0	76	0	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	0	0	0	0	0	0		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	19							
At the time of inspection, the provider contracts with the following main subcontractor:	Medway Youth Trust							

Information about this inspection

The inspection team was assisted by the head of teaching, learning and assessment, 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. The inspection took into account all relevant provision at the provider.

Inspection team

Janet Rodgers, lead inspector	Her Majesty's Inspector
Lisa Smith	Ofsted Inspector
Tricia Collis	Ofsted Inspector
Ray Walker	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019