

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 26 June 2018
Time: 3.30 pm
Place: Lesser Hall 2 - Dukinfield Town Hall

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive any apologies for the meeting from Members of the Board.	
2.	DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board.	
3.	MINUTES To receive the Minutes of the previous meeting held on 27 March 2018.	1 - 4
4.	FORWARD PLAN 2018/19 Report of the Director of Children's Services attached.	5 - 8
5.	SUMMARY OF EDUCATION Report of the Interim Head of School Improvement attached.	9 - 14
6.	SCHOOL ADMISSIONS ANNUAL REPORT Report of the Assistant Director, Learning, attached.	15 - 28
7.	ADULT EDUCATION 2018 Report of the Head of Employment and Skills attached.	29 - 44
8.	URGENT ITEMS To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	

This page is intentionally left blank

EDUCATION ATTAINMENT IMPROVEMENT BOARD

27 March 2018

Commenced: 3.30 pm

Terminated: 5.05pm

Present:

Councillor L Travis (Chair)	
Councillor Peet	
Councillor R Welsh	
Paul Jacques	ASCL
Sandra Stewart	Borough Solicitor
James Thomas	Director of Children's Services
Bob Berry	Assistant Director, Learning
Catherine Moseley	Head of Access
Helen Mellor	Head of Pupil Support Service

Apologies for **Councillors J Fitzpatrick, M Smith and Jon Murray**

Absence:

25. DECLARATIONS OF INTEREST

There were no declarations of interest submitted by Members of the Board.

26. MINUTES

The Minutes of the Education Attainment Improvement Board held on 16 January 2018 were approved as a correct record.

27. GREAT ACADEMIES EDUCATION TRUST (GAET) –UPDATE ON PROGRESS

Alison Crompton, CBE, Chief Executive Officer, Greater Academies Trust, attended before Members and gave information on progress in respect of each of the Tameside schools within the Trust as follows:

Great Academy, Ashton;
Copley Academy; and
Silver Springs Primary Academy.

Ms Crompton gave details of attendance levels, Ofsted visits, governance and attainment for each school and commented on a number of recent positive changes in schools, which had resulted in improved student outcomes.

Discussion ensued with regard to schools' attainment and the changes outlined. Members were pleased to note the continuing progress and positive outcomes reported.

28. WORK OF TAMESIDE VIRTUAL SCHOOL

The Assistant Director of Learning submitted a report outlining the role of the Virtual School in Tameside including the priorities for the summer term 2018.

The Head of Tameside Virtual School, Amanda Aylward, then attended before Members and gave information in respect of:

- Data/statistics for Looked After Children in the Borough;
- Personal Education Plans;
- Pupil Premium Plus funding;
- Tracking of attendance;
- Monitoring of key groups;
- Exclusions;
- Pupils with SEND; and
- Collaborative working.

Priorities for summer term 2018 were identified as follows:

- To ensure the number of completed Personal Education Plans increased to meet a target of 85% working towards 100% by Christmas 2018 through direct work with schools and social care colleagues;
- Focused tracking of Year 6 and Year 11 pupils to ensure appropriate targeted support for pupils sitting SATs and GCSE examinations was identified and provided; and
- Improve attendance rates for looked after pupils through commissioning of attendance monitoring data package and recruitment of Education Welfare Officer.

Members thanked Ms Aylward for the presentation and were pleased to note the multi-agency approach and collaborative work undertaken, as detailed in the report.

RESOLVED

That the content of the report be noted.

29. PERFORMANCE OF SEND PUPILS IN 2016/17 AND SEND UPDATE

Consideration was given to a report of the Assistant Director, Learning, which provided a comprehensive view of Special Educational Needs and Disability (SEND) pupils in the Borough in 2016/17 and an update on the Borough's work with SEND.

A summary of the performance data presented explained that the progress being made by SEN pupils in Tameside at the end of KS4 was below that of all pupils nationally. In addition, disadvantaged pupils who were SEN were not making good progress. There was, however, evidence that pupils with significant needs were achieving more than their peers nationally.

At the end of KS2, when benchmarked against all pupils nationally, the progress scores of SEN pupils were below national average. When comparing the progress scores of SEN support pupils in the Borough to SEN support pupils nationally, they were in line in writing and maths, and in reading, SEN support pupils made slightly more progress than SEN support pupils nationally. SEN EHC/S pupils also made more progress than the national average for pupils with an EHC/S in each subject. There were, however, gaps between the progress of disadvantaged pupils with SEN and non-disadvantaged pupils with SEN.

At the end of KS1 and at EYFS, not enough SEN pupils in Tameside achieved the expected standard and the Borough did not compare favourably to other local authorities in these areas.

In respect of the Borough's work with SEND, it was explained that the SEND team had been working on the final transfers of Education Statements to Education Health Care Plans. The national deadline was 31 March 2018 and there was confidence that this would be met. There were currently 15 in draft form to be finalised.

In Tameside, there were now 987 children and young people with an EHCP. Since September 2014 there had been 670 new requests of which 348 had become EHCP's.

The SEND team, following 31 March 2018 would be able to invest more time in settings and further enhance links and improve relationships further with SENDCO's. Although developing good communication had been a focus the numbers of conversions and requests had created some limitations on the accessibility of Case Workers at times.

A partnership agreement with Salford Education Psychology had been agreed and this would enable us to re-establish a Tameside team and would further enhance relationships with settings, develop early identification and preventative interventions. Educational Psychology had significant statutory functions within the SEND process.

SEND Networks had continued and had been very well attended. Inclusion networks had also continued which enabled further cross cutting and sharing across partner agencies. The team recognised that there was scope to improve links with Social Care colleagues. Plans were in place to work together with colleagues from Health and Social Care to develop practice in writing plans together and developing awareness and training with teams and partners.

Specialist provision was under review and the report and recommendations was awaited. Relationships had been strengthened with the Special Schools Partnership and they attended panels. Main stream representation at panel was an area to be looked at.

Work with the Pupil Referral service continued. Permanent Exclusions were a concern in Tameside as they were nationally. Alternative provision was being reviewed and networking opportunities were being developed further Post 16.

Details of the most recent statistics in terms of SENDIASS, referrals to Pupil Support Services and EHCP's were appended to the report.

RESOLVED

- (i) **That the content of the report be noted; and**
- (ii) **That further updates be provided to future meeting of the Education Attainment Improvement Board.**

30. URGENT ITEMS

The Chair reported that there were no urgent items received for consideration at this meeting.

31. CHAIR'S CLOSING REMARKS - RETIREMENT OF THE CHAIR AND THE ASSISTANT DIRECTOR OF LEARNING

The Chair announced that this was the last meeting of the Education Attainment Improvement Board for Bob Berry, Assistant Director of Learning, who was leaving the authority at the end of the month.

Members thanked Bob for all his hard work and wished him well for his future endeavours.



The Chair further announced that this was her final meeting of the Board as she was retiring from her role as Councillor in May 2018.

Members thanked the Chair for her dedicated service as a Councillor and her commitment to improving education across the Borough and also wished her well in her retirement.

CHAIR

This page is intentionally left blank

Agenda Item 4

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	26 June 2018
Reporting Officer:	Councillor Leanne Feeley – Executive Member, Lifelong Learning, Skills & Employment James Thomas – Director of Children’s Services (DCS)
Subject:	EAIB FORWARD PLAN 2018/19
Report Summary:	The Forward Plan sets out a proposal for a structured approach to the work of the EAIB which addresses the strategic priorities for education and lifelong learning in Tameside.
Recommendations:	The Board is asked to consider the proposed Forward Plan and any amendments or additions it wishes to make – and then approve the Plan. There will remain the opportunity to make further amendments through the course of the year.
Links to the Corporate Plan:	The Corporate Plan outlines the priorities for improving the borough of Tameside including the quality of life for children and families.
Financial Implications:	There are no financial implications arising from this report.
Legal Implications:	Good governance is about a clear direction and forward planning.
Risk Management:	A failure to have appropriate challenge and oversight of the complex landscape of education provision creates a risk to the effectiveness and quality of education provision, which is of fundamental importance to the life chances of Tameside’s children and residents.
Access to Information :	The background papers relating to this report can be inspected by contacting the report writer James Thomas:  Telephone: 0161 342 3354  e-mail: james.thomas@tameside.gov.uk

1. BACKGROUND

- 1.1 The EAIB has previously only planned agendas one meeting at a time, which has led to an ad hoc or reactive approach that is not best suited to ensuring a focus upon strategic priorities.
- 1.2 The work of the Board will benefit from the best possible preparation and this will be enhanced by service leads having a clear understanding of the point in the year when they will be expected to report on each key issue.

2. PROPOSED FORWARD PLAN

- 2.1 The proposed Forward Plan is set out below:



Meeting	Topic	Lead
26 June 2018	Forward Plan	James Thomas
	Schools Overview	Joanne McLauchlan
	Admissions	Catherine Moseley
	Adult Education	Dave Berry
23 Oct 2018	Provisional School Results 2018	Joanne McLauchlan
	Virtual School Results 2018	Amanda Aylward
	Focus on Secondary School Improvement	Joanne McLauchlan
	Plans to improve School Attendance	Catherine Moseley
	Plans to reduce School Exclusions	Tim Bowman
	Presentation by School or MAT	TBC
15 Jan 2019	Pupil Place Planning Annual Report	Catherine Moseley
	Inclusion Strategy for Tameside	Tim Bowman
	Focus on 16 to 19 Improvement	Dave Berry
	Presentation by School or MAT	TBC
26 Mar 2019	Focus on Early Years Improvement	Lorraine Butler
	Focus on Primary School Improvement	Joanne McLauchlan
	Presentation by School or MAT	TBC

- 2.2 The Board has an established approach of inviting Multi-Academy Trusts to present the work that they are doing to drive improved educational attainment in the borough. In the past year, presentations have been made by Aspire Plus, Enquire and GAET.
- 2.3 A proposed short-list of Schools or MAT's to be invited to this year's programme is set out below, and it may be helpful to seek to match the school or MAT with the agenda most closely aligned to their provision. Options include:
- * Victorious MAT – local primary schools
 - * Laurus Trust – in respect of the new Free School
 - * Mossley Hollins – Secondary Teaching School Alliance
 - * Tameside College – as both provider and sponsor of Droylsden Academy
 - * Special Schools
- 2.4 It is likely that the forward plan will need to be developed and amended through the year in response to issues arising.

3. RECOMMENDATIONS

- 3.1 It is recommended that the Board discuss and agree the Forward Plan with any required amendments.

This page is intentionally left blank

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	26 June 2018
Reporting Officer:	Tim Bowman, Assistant Director, Learning
Subject :	SUMMARY OF EDUCATION
Report Summary :	<p>This report provides an overview of key school improvement information and challenges for the borough. It also details the LA's educational performance in 2017. In July we will receive provisional 2018 primary school data. Provisional 2018 GCSE results will be available at the end of August.</p>
Recommendations :	That the board note the content of the report.
Links to Sustainable Community Strategy :	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications :	There are none arising from this report.
Financial Implications :	There are no financial implications arising from this report.
(Authorised by the Section 151 Officer)	
Legal Implications :	The Council as an education authority has a duty to promote high standards of education and fair access to education. It also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with SEN.
(Authorised by the Borough Solicitor)	<p>The local authority has a duty to:</p> <ul style="list-style-type: none">▪ Provide information, distribute report and to produce and distribute a post-inspection action plan for Joint Area Reviews and OFSTED inspections▪ Produce an action plan if a school goes into special measures following an OFSTED inspection▪ Comply with statutory requirements if the authority decides to use its powers to intervene (s64-66 of the Education and Inspections Act 2006)▪ To comply with a direction of the Secretary of state to give a school a warning notice (s60A and 69B of the Education & Inspections Act 2006)
Risk Management :	There are significant reputational risks to the Council if it does not monitor and challenge schools' performance and standards effectively, and intervene where appropriate.
Access to Information :	<p>The background papers relating to this report can be inspected by contacting Joanne McLauchlan, Interim Head of School Improvement</p> <p> Telephone: 0161 342 2330</p> <p> e-mail: joanne.mclauchlan@tameside.gov.uk</p>

1. BACKGROUND

- 1.1 This report provides an overview of key information and challenges for the borough. It also details the LA's educational performance in 2017. In July we will receive provisional 2018 primary school data. Provisional 2018 GCSE results will be available at the end of August.

2. SCHOOLS

- 2.1 There are 97 schools in the borough:
- 76 primary schools – of which 17 are academies
 - 15 secondary schools – of which 9 are academies
 - 1 PRU
 - 5 special schools – of which 1 is an academy
- 2.2 Currently, 93% of pupils are in good or outstanding primary schools (3 schools are yet to be inspected due to being either new schools or a recently opened sponsor led academies). 71% of pupils are in good or outstanding secondary schools (1 school is yet to be inspected as it is a recently opened sponsor led academy).
- 2.3 Of the **74 primary schools** with an inspection judgement attached to them (Academies noted*):
- 5 are Outstanding - Canon Burrows CofE Primary School, Millbrook Primary School, St Christopher's RC Primary School, St Mary's RC Primary School and St Peter's Catholic Primary School.
 - 64 are Good.
 - 5 are Requires Improvement - Greenfield Primary School, Canon Johnson CofE Primary School, St John Fisher RC Primary School, Manchester Road Primary Academy* and Waterloo Primary School*
- 2.4 Of the **14 secondary schools** with an inspection judgement attached to them:
- 3 are Outstanding - Fairfield High School for Girls*, St Damian's RC Science College and Mossley Hollins High School.
 - 7 are Good – Alder Community High School, Audenshaw School*, Denton Community College, Droylsden Academy*, Longdendale High School*, St Thomas More RC College and West Hill School*
 - 2 are Requires Improvement - Hyde Community College and Copley Academy*
 - 2 are Inadequate - Great Academy Ashton* and All Saints Catholic College*.
- 2.5 Of the **5 special schools** with an inspection judgement attached to them:
- 2 are Outstanding- Hawthorns School* and Cromwell High School.
 - 2 are Good - Thomas Ashton School and Oakdale School.
 - 1 is Requires Improvement - Samuel Laycock School.

3. EYFS

- 3.1 66% of pupils achieved a GLD compared to 71% nationally. The gap between Tameside and national has been narrowing over the last 3 years.
- 3.2 Among the 10 authorities in Greater Manchester, Tameside is 7th (alongside Bolton and Manchester) for the percentage of pupils achieving a good level of development – the borough was 9th in GM in 2016. In addition, out of the 23 North West local authorities, Tameside was 19th in 2016 and is 18th in 2017.

4. Y1 PHONICS

- 4.1 79% of pupils achieved the expected standard in phonics – the biggest increase across Greater Manchester. Tameside is now 2% below the national average of 81% having been 4% below in 2016. In addition, Tameside is 7th in Greater Manchester for the % of pupils achieving the expected standard in phonics - alongside Manchester - having been 9th in GM in 2016. In terms of the borough's position in the North West, the borough was 19th out of 23 LAs in 2016 and is seventeenth in 2017.

5. KEY STAGE 1

- 5.1 72% of pupils achieved the expected standard in reading compared to 76% nationally, 65% of pupils achieved the expected standard in writing compared to 68% nationally and 72% achieved the expected standard in maths compared to 75% nationally.
- 5.2 In terms of GM, Tameside is 7th in reading, 8th in writing and 6th in maths.
- 5.3 Despite the improved performance at KS1 the borough remains below national averages in each subject by approximately 3%.

6. KEY STAGE 2

- 6.1 60% of pupils achieved the expected standard in reading, writing and maths combined at the end of KS2 – an increase of 5% on the previous year. Tameside is in line with both national and regional averages and the borough is joint 8th out of 10 GM local authorities. The borough is 13th out of 23 in the North West having been 8th in 2016.
- 6.2 In terms of progress made by pupils between KS1 and KS2, Tameside's progress score has declined from 0.1 to -0.3 in reading, a change of 0.4. This means that in reading pupils made marginally less progress than pupils nationally. In writing and maths Tameside pupils made more progress than pupils nationally. The national average for each subject is 0.

7. KEY STAGE 4

- 7.1 Strong passes (grade 5 and above) in both English and maths have been achieved by 39% of the borough's pupils in mainstream schools compared to 43% nationally. In addition, 62% of pupils also achieving a standard pass (grade 4 and above) which is the same as the percentage who achieve a standard pass nationally.
- 7.2 18% of pupils achieved the English Baccalaureate (EBacc) having obtained a strong pass in English and maths compared to 21% of pupils nationally.
- 7.3 The Attainment 8 figure for Tameside is 44.8, below the national figure of 46.4. This is the sum of grades from: English and maths (double weighted), three Ebacc subjects (from humanities, languages and science) and three other subjects from the remaining Ebacc subjects, non Ebacc GCSEs or vocational qualifications. However, it is worth noting that Attainment 8 this year dropped by approximately 4 points nationally due to the introduction of the new GCSEs in English and maths.
- 7.4 The Progress 8 score (the average progress of pupils compared to their peers nationally with the same KS2 starting points across the same suite of Attainment 8 subjects) for Tameside is -0.13, which is the same as 2016, though this is not directly comparable given the changes to English and maths. This progress score is below the national average of 0

meaning pupils in Tameside are not making as much overall progress in KS4 as pupils nationally.

- 7.5 In Greater Manchester, out of 10 authorities, Tameside is:
- 4th on Progress 8, behind Trafford, Stockport and Manchester
 - 5th on Attainment 8, behind Trafford, Stockport, Wigan and Bury.
 - 4th on 4+ in English and maths, behind Trafford, Stockport and Bury.
 - 3rd on 5+ in English and maths, with only Trafford and Stockport ahead.
 - 4th for attainment of the EBacc with a standard pass in E&M and EBacc with a strong pass in E&M
- 7.6 In the North West, out of 23 authorities, Tameside is:
- 9th on Progress 8
 - 10th on attainment of a strong pass in E&M
 - 12th on attainment of a standard pass in E&M
 - 14th on Attainment 8
 - 12th for EBacc with a standard pass in English and maths
 - 14th for EBacc with a strong pass in English and maths.

8. DISADVANTAGED PUPILS

- 8.1 At KS2, 47% of pupils achieved the expected standard in each subject compared to 67% of other pupils nationally meaning there is a gap between disadvantaged pupils and other pupils nationally of 20%. This gap has widened slightly from 2016.
- 8.2 In terms of progress at KS2, there are gaps between disadvantaged pupils and other pupils nationally in each subject. The biggest concern is in reading. The progress of disadvantaged pupils in reading is below that of other pupils nationally. Gaps also remain between disadvantaged pupils and other pupils in maths in Tameside compared to other pupils nationally. However, in writing the gap between disadvantaged pupils and other pupils nationally has narrowed in 2017.
- 8.3 Disadvantaged pupils achieved better in Tameside in KS4 English and maths than national. 26.3% of disadvantaged pupils in Tameside achieved a strong pass compared to 24.5% of disadvantaged pupils nationally and 49.7% of non-disadvantaged pupils nationally. In addition 45.6% of disadvantaged pupils achieved a standard pass in English and maths compared to 44.5% of disadvantaged pupils nationally and 71.5% of all non-disadvantaged pupils nationally. This means that the attainment gap between disadvantaged pupils and other pupils nationally in English and maths in Tameside is narrower than the national gap.
- 8.4 The Progress 8 score of disadvantaged pupils at KS4 was -0.51, with the national for non-disadvantaged being 0.11 (and non-disadvantaged pupils in Tameside being -0.08) meaning that the gap between disadvantaged pupils in Tameside and non-disadvantaged pupils nationally is -0.62.

9. SEND OUTCOMES

- 9.1 At the end of KS2, when benchmarked against all pupils nationally, the progress scores of SEN pupils are below national. When comparing the progress scores of SEN support pupils in the borough to SEN support pupils nationally, they are in line in writing and maths, and in reading SEN support pupils made slightly more progress than SEN support pupils nationally. SEN EHC/S pupils also made more progress than the national average for pupils with an EHC/S in each subject. There are, however, gaps between the progress of disadvantaged pupils with SEN and non-disadvantaged pupils with SEN.

- 9.2 The progress being made by SEN pupils in Tameside at the end of KS4 is below that of all pupils nationally. In addition, disadvantaged pupils who are SEN are not making good progress. There is, however, evidence that pupils with significant needs are achieving more than their peers nationally.

10. OVERALL CONCLUSIONS/PRIORITIES

- 10.1 Continue improvements in EYFS to narrow the attainment gap further and increase the number of pupils who are school ready.
- 10.2 In KS1 continue upward trajectory to come closer to (or even meet) national averages for reading, writing and maths.
- 10.3 In KS2 improve progress in reading and maintain the pace of progress in writing and maths.
- 10.4 In KS4:
- continue to increase the number of pupils achieving strong passes in English and maths
 - increase Attainment 8
 - increase the progress pupils make between KS2 and KS4.

11. SERVICE PLAN PRIORITIES

- 11.1 Children and young people will experience high quality educational experiences in all Tameside schools so that they gain the skills they need to succeed in life, learning and work. The local authority will build capacity in the system by:
- 11.2 Establishing the LA team for school improvement – substantive, commissioned and interim combo at the moment.
- 11.3 Developing robust processes and practices which ensure intelligence about schools' performance is systematically gathered, analysed and effectively shared in ways which can inform targeted interventions in underperforming schools
- 11.4 Evolving our partnerships with schools and other providers to create a truly effective and inclusive school to school improvement model of practice.
- 11.5 Improving outcomes in all keys stages; with special cross-directorate focus on achieving improvements for SEN and disadvantaged learners.

12. RECOMMENDATIONS

- 12.1 As set out at front of the report.

This page is intentionally left blank

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	26 June 2018
Reporting Officer:	Tim Bowman, Assistant Director, Learning
Subject :	SCHOOL ADMISSIONS ANNUAL REPORT
Report Summary :	The following report outlines the successes of the School Admissions Team in allocating school places and shares the annual report to the School Adjudicator
Recommendations :	That the board note the content of the report
Links to Sustainable Community Strategy :	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications :	There are none arising from this report.
Financial Implications : (Authorised by the Section 151 Officer)	There are no financial implications arising from this report.
Legal Implications : (Authorised by the Borough Solicitor)	<p>The council has duties in relation to school admissions both as local authority and as the admission authority for all community and voluntary controlled schools. These duties are:</p> <ul style="list-style-type: none"><input type="checkbox"/> To provide advice and assistance to parents when deciding on a school place and allow parents to express a preference (s86(1A) School Standards and Framework Act 1998)<input type="checkbox"/> For each school year, the local authority must publish the prescribed information about the admission arrangements for each of the maintained schools in their area, and if regulations so provide, such maintained schools outside their area (s92 SSFA)<input type="checkbox"/> To publish each year a composite prospectus for all publicly funded schools in the area<input type="checkbox"/> To formulate, publish and adopt a scheme to co-ordinate admission arrangements for all publicly-funded schools in the area, which allows parents to apply to schools in other local authority areas, and to provide information to the Secretary of State on secondary school admissions on National Offer Day<input type="checkbox"/> To make arrangements for parents to appeal against admissions decisions<input type="checkbox"/> To establish and manage a Fair Access protocol for in year admissions<input type="checkbox"/> To annually write to parents of prospective schools in their locality with information about schools with atypical admission ages within the local authority or within reasonable travelling distance.<input type="checkbox"/> To include details of schools with atypical admission

ages in the local authority or within reasonable travelling distance in their composite prospectus.

As an admissions authority, the council has to determine each year the admissions arrangements for community and voluntary-controlled schools in Tameside.

Risk Management :

There is a risk of our looked after children not achieving their potential if statutory functions are not carried out.

Access to Information :

The background papers relating to this report can be inspected by contacting Amanda Aylward, Virtual School Headteacher



Telephone:0161 342 4057



e-mail: amanda.aylward@tameside.gov.uk

1 BACKGROUND

- 1.1 The Council is the admission authority for all community and voluntary controlled schools in the borough but it is also responsible for coordinating the school admissions system for all schools in the borough.
- 1.2 The coordination scheme is published on an annual basis and is the agreed way that all applications for Reception, Year 3 (Stalyhill Junior School) and Year 7 places are allocated. This is a statutory responsibility of the local authority. The coordinated scheme also provides information on how in year transfers are dealt with. In Tameside almost all schools choose the local authority to administer their in year transfers.
- 1.3 All school admissions in England are guided by the School Admissions Code. As part of the responsibility, every local authority is required to submit an annual report to the School Adjudicator on how effectively the admissions systems works in their area and this needs to be submitted at the end of June each year.

2 SCHOOL ALLOCATIONS

- 2.1 The national offer day for secondary school applications is 1 March and 15 April for primary and junior schools. On these days, applicants that have submitted an on time application will receive an offer of a place. Tameside has been very successful in offering a high level of parental preferences as demonstrated in the tables below.

Primary school allocations

- 2.2 For September 2018, we have increased the percentage of pupils getting their first preference by more than 2%. We have managed to offer 93.5% (2579) first preferences as compared to 91% (2530) last year. This is the fifth successive year that we have increased the percentage of applicants receiving their first preference school.
- 2.3 Overall 98.1% of applicants have been allocated one of their preferences compared with 97.6% last year and only 38 applicants have not got any of their preferences. Tameside has exceeded all England averages in 2018 with 91% of applicants receiving their first preference primary school nationally. The table below gives more detail over recent years.

OFFER DAY STATS - PRIMARY												
	2018			2017			2016			2015		
	No	%	England	No	%	England	No	%	England	No	%	England
Total applications (received by closing date)	2753			2866			2970			2897		
1st preferences	2753			2866			2970			2897		
2nd preferences	1402			1565			1663			1621		
3rd and other preferences	1962			2160			2173			2128		
Total applications from other boroughs (1st prefs)	63	2.3%		94	3.3%		93	3.1%		94	3.2%	
Tameside residents applying extra district (1st prefs)	80	2.9%		57	2.0%		71	2.4%		58	2.0%	
Total allocated (inc lateres)	2759	100.0%		2780	100.0%		2952	100.0%		2891	100.0%	
1st preferences	2579	93.5%	91.0%	2530	91.0%	90.0%	2612	88.5%	88.5%	2543	88.0%	87.8%
2nd preferences	122	4.4%	5.3%	130	4.7%	5.6%	179	6.1%	6.0%	177	6.1%	6.1%
3rd and other preferences	20	0.7%	1.8%	52	1.9%	2.1%	69	2.3%	2.5%	74	2.6%	2.7%
No preference	38	1.4%	1.9%	68	2.4%	2.3%	92	3.1%	2.3%	97	3.4%	3.4%

Secondary school allocations

- 2.4 In 2018 we received 3008 applications compared to 2983 last year. We have offered 3000 places which is 51 higher than last year and the most we have offered for over 10 years.
- 2.5 Our policy of adding places into our secondary schools has paid off and we have increased the percentage of pupils getting their first preference this year. We have been able to offer 84.6% (2537) first preferences which is significantly higher than last year when we offered 82.6% (2436) first preferences.
- 2.6 Overall, 96.4% of applicants have been allocated one of their preferences compared with 95.5% last year. Tameside has exceeded all England averages in 2018 with 82.1% of applicants receiving their first preference secondary school nationally. The table below gives more detail over recent years.

NATIONAL OFFER DAY STATS - SECONDARY												
	2018			2017			2016			2015		
	No	%	England	No	%	England	No	%	England	No	%	England
Total applications (received by closing date)	3008			2983			2821			2797		
1st preferences	3008			2983			2821			2797		
2nd preferences	2142			2015			2026			2038		
3rd and other preferences	1443			1865			1901			2039		
Total applications from other boroughs (1st prefs)	340	11.3%		318	10.7%		374	13.3%		334	11.9%	
Tameside residents applying extra district (1st prefs)	202	6.7%		241	8.1%		199	7.1%		179	6.4%	
Total allocated (inc lates)	3000	100.0%		2949	100.0%		2791	100.0%		2791	100.0%	
1st preferences	2537	84.6%	82.1%	2436	82.6%	83.5%	2483	89.0%	84.1%	2422	86.8%	84.2%
2nd preferences	272	9.1%	8.7%	289	9.8%	8.3%	215	7.7%	8.2%	231	8.3%	8.0%
3rd and other preferences	89	3.0%	4.7%	90	3.1%	4.2%	64	2.3%	4.2%	58	2.1%	4.2%
No preference	102	3.4%	4.5%	134	4.5%	4.0%	122	4.4%	3.5%	68	2.4%	3.6%

3 ANNUAL REPORT TO THE SCHOOL ADJUDICATOR

- 3.1 The School Admissions Code requires the Council to produce an annual report on admissions for all the schools. The Report must be published locally and sent to the School Adjudicator by 30 June each year following the admissions round.
- 3.2 The School Adjudicator has a template for the report and the report must cover as a minimum:
- Information about how admission arrangements in the area of the local authority serve the interests of looked after children and previously looked after children, children with disabilities and children with special educational needs, including any details of where problems have arisen.
 - An assessment of the effectiveness of fair access protocols and coordination in their area, including how many children were admitted to each school under them.
 - The number and percentage of lodged and upheld parental appeals.
 - Any other issues the local authority may wish to include.
- 3.3 The 2018 report is attached at Appendix 1 for information. It highlights that the school admissions system in Tameside is effective at placing pupils, particularly our most vulnerable pupils.
- 3.4 The School Adjudicator uses the information submitted by all local authorities as the basis for her annual report.

4 RECOMMENDATION

- 4.1 That the board note the content of the report



Office of
the Schools
Adjudicator

Local Authority Report
To
The Schools Adjudicator
From
Tameside Local Authority

30 June 2018

Report Cleared by (Name & Title): Cllr Leanne Feeley – Executive Member – Lifelong Learning, Skills and Employment

Date submitted:

By (Name & Title): Catherine Moseley, Head of Access Services

Contact email address: catherine.moseley@tameside.gov.uk

Telephone number: 0161 342 3302

www.gov.uk/government/organisations/office-of-the-schools-adjudicator

Please email your completed report to: osa.team@osa.gsi.gov.uk by 30 June 2018 and earlier if possible

INTRODUCTION

Section 88P of the School Standards and Framework Act 1998 (the Act) requires every local authority to make an annual report to the adjudicator. The Chief Adjudicator then includes a summary of these reports in her annual report to the Secretary for State for Education. The School Admissions Code (the Code) sets out the requirements for reports by local authorities in paragraph 6. Paragraph 3.23 specifies what must be included as a minimum in the report to the adjudicator and makes provision for the local authority to include any other issues. The report **must** be returned to the Office of the Schools Adjudicator by **30 June 2018**.

The report to the Secretary of State for 2017 highlighted that at the normal points of admission the main admissions rounds for entry to schools work well. The Chief Adjudicator expressed less confidence that the needs of children who need a place outside the normal admissions rounds were so well met. In order to test this concern, local authorities are therefore asked to differentiate their answers in this year's report between the main admissions round and in year admissions¹. The order of this template for the annual report by local authorities reflects this.

INFORMATION REQUESTED

1. Normal point of admission

A. Determined arrangements

- i. Please specify the date your local authority determined its arrangements for admissions in 2019 for its voluntary controlled and community schools. Please state if this question is not applicable as there are no voluntary controlled or community schools in the local authority area.

07/02/2018

- ii. Please specify the date the determined arrangements for voluntary controlled and community schools were published on the local authority's website. Say if not applicable.

07/03/2018

- iii. What proportion of arrangements for own admission schools was provided to the local authority by 15 March?

☐ Not applicable ☐ None ☐ Minority ☒ Majority ☐ All

	Primary middle primary	including deemed	Secondary including deemed secondary	middle	All through
iv. How many sets of admission arrangements of schools that are their own admission	2		1		N/A

¹ By in year we mean admission at the start of any school year which is not a normal point of entry for the school concerned (for example at the beginning of Year 2 for a five to eleven primary school) and admission during the course of any school year.

authority were queried directly by your local authority because they were considered not to comply with the Code?			
<p>v. If, when you considered arrangements for own admission authority schools for 2019, you had any concerns about Code compliance, please indicate which paragraphs of the Code you thought were mainly being breached.</p> <p>1.8 1.15 1.42 1.44</p>			
<p>vi. Further comment: please provide any comments on the determination of admission arrangements not covered above.</p> <p>New convertor Academies don't appear to fully understand the timeframes to work within, as part of becoming an academy. We are unsure what guidance is provided to them to understand their requirements to consult and determine their own admission arrangements.</p>			

B. Co-ordination

- i. Provision of rankings: what proportion of own admission authority schools provided their rankings correctly undertaken by the agreed date?

☐ Not applicable ☐ None ☐ Minority ☐ Majority ☒ All

How well did co-ordination of the main admissions round work?	Not well	A large number of small problems or a major problem	Well with few small problems	Very well
ii. Reception				yes
iii. Year 7				Yes
iv. Other relevant years of entry				Yes
v. Please give examples to illustrate your answer:				

C. Looked after and previously looked after children

- i. How well do admission arrangements in your local authority area serve the interests of looked after children at normal points of admission?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

- ii. How well do the admission arrangements in other local authority areas serve the interests of your looked after children at normal points of admission?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

- iii. How well do admission arrangements in your local authority area serve the interests of previously looked after children at normal points of admission?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

- iv. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement:

D. Special educational needs and disabilities

- i. How well served are children with disabilities and/or special educational needs who have an education health and care plan or a statement of special educational needs that names a school at normal points of admission?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

- ii. How well served are children with disabilities and/or special educational needs who do not have an education health and care plan or a statement of special educational needs at normal points of admission?

☐ Not at all ☐ Not well ☒ Well ☐ Very well ☐ Not applicable

iii. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement.
A few parents of children with SEND report that they are put off by schools from making an application at open days. Additionally, we have been made aware of schools erroneously telling parents that they do not have the resources to meet a child's needs. This has been addressed with the school.

2. In year admissions

- A. **The number of in year admissions.** We are asking for two years' data for comparative purposes. If you do not have the data for the year 1/9/16 to 31/8/17 available, please still provide the data for 1/9/17 to 31/3/18.

i.	Primary aged children	Secondary aged children
Number of in year admissions between 1/9/17 and 31/3/18	735	377
Number of in year admissions between 1/9/16	919	504

and 31/8/17		
The reasons for children seeking in year admission will vary across the country. What do you consider to be the main reasons in your area?	Moving House	Moving House

- ii. The Code requires the setting of a published admission number (PAN) for each normal year of entry. In the annual reports for 2017 several local authorities referred to problems in relation to in year admissions when schools which are their own admission authority refuse to admit applicants even if the year group concerned contains fewer children than the relevant PAN suggested could be accommodated. This was referred to sometimes as 'capping' in-year admissions and local authorities observed that it reduced the number of places available below that anticipated by the local authority. Please comment on your experience as a local authority.

This has not happened in Tameside

B. Co-ordination of in year admissions

- i. To what proportion of community and voluntary controlled schools does the local authority delegate responsibility for in year admissions?

- a) Primary: ☐ Not applicable ☒ None ☐ Minority ☐ Majority ☐ All
b) Secondary: ☐ Not applicable ☒ None ☐ Minority ☐ Majority ☐ All
c) All-through: ☒ Not applicable ☐ None ☐ Minority ☐ Majority ☐ All

d) What do you consider to be the advantages and disadvantages of delegating responsibility for in year admissions (where applicable)?

- ii. For what proportion of own admission authority schools does the local authority co-ordinate in year admissions?

- a) Primary: ☐ Not applicable ☐ None ☐ Minority ☒ Majority ☐ All
b) Secondary: ☐ Not applicable ☐ None ☐ Minority ☒ Majority ☐ All
c) All-through: ☒ Not applicable ☐ None ☐ minority ☐ Majority ☐ All

d) What do you consider are the advantages and disadvantages of the local authority co-ordinating in year admissions (where applicable)?

The Local Authority can allocate an alternative school in a timely manner if the preferred school(s) are full.

The LA can keep track of pupils.

The LA can record the number of pupils transferring schools.

C. Looked after children and previously looked after children

- i. How well do in year admission arrangements in your local authority area serve the interests of looked after children?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

- ii. How well do the in year admission arrangements in other local authority areas serve the interests of your looked after children?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

- iii. How well do in year admission arrangements in your local authority area serve the interests of previously looked after children?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

- vii. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement:

All LAC and previous LAC are prioritised and dealt with immediately upon receipt of the application. All schools are asked to admit a LAC/previous LAC even if they are full in the relevant year group. Schools are asked for a full explanation if they refuse to offer a LAC student a place.

D. Children with disabilities and children with special educational needs

- i. How well served are children with disabilities and/or special educational needs who have an education health and care plan or a statement of special educational needs that names a school when they need to be admitted in year?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

- ii. How well served are children with disabilities and/or special educational needs who do not have an education health and care plan or a statement of special educational needs when they need to be admitted in year?

☐ Not at all ☐ Not well ☒ Well ☐ Very well ☐ Not applicable

- iii. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement:

A few parents of children with SEND report that they are put off by schools from making an application at open days. Additionally, we have been made aware of schools erroneously telling parents that they do not have the resources to meet a child's needs. This has been addressed with the school.

E. Other children

- i. How well served are other children when they need to be admitted in year?

☐ Not at all ☐ Not well ☒ Well ☐ Very well ☐ Not applicable

ii. Paragraph 3.12 of the Code - several local authorities referred to paragraph 3.12 in their annual report for 2017 stating that this was being used “*inappropriately*” by some admission authorities. Please could you comment on your experience as a local authority:

3. Fair Access Protocol

A. Has your Fair Access Protocol been agreed with the majority of state-funded mainstream schools in your area?

☒ Yes for primary

☒ Yes for secondary

B. If you have not been able to tick both boxes above, please explain why:

C. How many children have been admitted or refused admission under the Fair Access Protocol to schools in your area between 31 March 2017 and 31 March 2018?

Type of School	Number of children admitted		Number of children refused admission	
	Primary aged child	Secondary aged child	Primary aged children	Secondary aged children
Community and voluntary controlled	98	30	0	0
Own admission authority schools	89	61	0	2
Total	187	91	0	2

D. If a number of children have not secured school places following the use of the protocol, please indicate what provision is made for these children.

Not applicable

E. How well do you consider hard to place children are served by the Fair Access Protocol in your area?

☐ Not at all

☐ Not well

☒ Well

☐ Very well

☐ Not applicable

F. Please explain your answer giving examples of good and poor practice, successes and difficulties as appropriate.

The majority of FA pupils are placed within a timely manner. A small number of

admissions are delayed where the school is not a preference however they are subsequently all offered school places within a reasonable timescale.

4. Directions

A. How many directions did the local authority make between 31 March 2017 and 31 March 2018 for children in the local authority area?				
	Primary aged children (not looked after)	Primary aged looked after children	Secondary aged children (not looked after)	Secondary aged looked after children
Voluntary aided or foundation	0	0	0	0
B. Please add any comments on the authority's experiences of making directions.				

C. How many directions did the local authority make between 31 March 2017 and 31 March 2018 for a maintained school in another local authority area to admit a looked after child?	
For primary aged children	For secondary aged children
0	0
D. Please add any comments on the authority's experiences of making directions.	

E.	How many requests to the ESFA to direct an academy to admit a child did the local authority make between 31 March 2017 and 31 March 2018?	How many children were admitted to school as a result of the request for a direction by the local authority to the ESFA between 31 March 2017 and 31 March 2018?	How many requests were outstanding as at 31 March 2018?
For primary aged children (not looked after)			
For primary aged looked after children			
For secondary aged children (not looked after)	2	2	0
For secondary aged looked after children			
F. Please add any comments on the authority's experiences of requesting			

<p>directions.</p> <p>The process was very lengthy resulting in the children being out of school for a significant period of time</p>
<p>G. Any other comments on the admission of children in year.</p>

5. Pupil, service and early years pupil premiums (the premiums)

A. How many community or voluntary controlled schools in the local authority area will use a premium as an oversubscription criterion for admissions in 2019?	Primary including middle deemed primary	Secondary including middle deemed secondary	All through
Pupil premium	0	0	N/A
Service premium	0	0	N/A
Early years pupil premium	0	N/A	
Total number of schools using at least one premium in their oversubscription criteria	0	0	N/A

B.		How many own admission authority schools in your area will use one of the premiums as an oversubscription criterion for 2019?	Total number of own admission authority schools using at least one of the premiums in their over subscription criteria for 2019
Primary including middle deemed primary	Early years	0	2
	Pupil	0	
	Service	2	
Secondary including middle deemed secondary	Pupil	0	0
	Service	0	
All through	Early years	N/A	N/A
	Pupil	N/A	
	Service	N/a	
C. Do you have any further comments on the use of premiums?			

6. Electively home educated children

A. How many children were recorded as being electively home educated in the local authority area on 29 March 2018?

119

B. Any comments to make relating to admissions and children electively home

educated?

There has been a significant increase in the number of pupils who are being home educated in the borough although some targeted intervention has resulted in a reduction over recent months.

7. Other matters

Are there any other matters that the local authority would like to raise that have not been covered by the questions above?

Not applicable



8. Feedback on the Local Authority Report template

In previous years we have asked for feedback on the process of completing the template in the following November to inform what is asked in the following year. We are aware that it may be easier to provide feedback on providing information for the annual report at the time rather than later. We would therefore be grateful if you could provide any feedback on completing this report to inform our practice for 2019.

The form is easy to complete

Thank you for completing this template.

Please return to Lisa Short at OSA.Team@osa.gsi.gov.uk by 30 June 2018







Report To:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	26 June 2018
Reporting Officer:	Tim Bowman, Assistant Director, Learning David Berry, Head of Employment and Skills
Subject:	ADULT COMMUNITY EDUCATION OFSTED INSPECTION 2018 OUTCOME
Report Summary:	This report provides an update to Executive Board on the performance of Adult Community Education in the Ofsted Inspection which took place on 26 February to 1 March. The service has moved up a grade to '2' or 'Good' from '3' or 'Requires Improvement' and sets outline actions to move to being an Outstanding provider..
Recommendations:	Executive Board is requested to: <ol style="list-style-type: none">1. Note and comment on this report.2. Support the improvement journey set out in the report from 'Good' to 'Outstanding'
Links To Community Strategy:	Prosperous and Learning Tameside
Policy Implications:	Tameside is below the GM average for residents with qualifications at Levels 1 and 2. Addressing this gap will support economic growth, productivity and wages in the borough. The strength and effectiveness of our local provision will support improved outcomes.
Financial Implications: (Authorised By Section 151 Officer)	There are no direct financial implications as a result of this report.
Legal Implications: (Authorised By The Borough Solicitor)	This is a pleasing and important report in terms of setting out improved performance. The next steps will be to have a strategy and implementation plan to be in the top quartile and to understand how to achieve that within reducing budget and achieving value for money.
Risk Management:	Review and performance management of the Service is essential to ensuring high quality provision.
Access To Information:	Appendix 1 – Inspection Report The background papers relating to this report can be inspected by contacting the report writer, David Berry, Head of Employment and Skills by:  Telephone: 0161 342 2246  e-mail: david.berry@tameside.gov.uk

1. INTRODUCTION

- 1.1 The Tameside Adult Community Education (ACE) service was inspected by Ofsted on the 26 February to 1 March 2018. Our provision has been judged as '2' or 'Good' moving up from our previous inspection grade of '3' or 'Requires Improvement' when last inspected in April 2016. This is an excellent outcome for the service, council, partner, learners and residents and is reflective of the hard work and improvements made by the service since the last inspection. The Ofsted Report is attached at **Appendix 1**.
- 1.2 Tameside ACE is a key service within the Council, responsible for delivering Adult and Community Education. Each year we educate and support over 700 learners, helping them to move into employment, volunteering opportunities and further study. In the academic year 16/17, enrolments totalled 1,342. The Service is financially strong.
- 1.3 It is important to acknowledge that 74% of all learners are from the top 30% of the most deprived areas in Tameside. Therefore, an area of strength is our ability to engage and support the hardest to reach learners, building their self-esteem and confidence to help them reach their potential.
- 1.4 As a service, our aims are set out in our Strategy and Outstanding Teaching and Learning documents:
- Reduce the proportion of adults who have poor English, maths and ICT skills.
 - Support residents in the borough in developing a range of skills for everyday life.
 - Improve the employment rate of the borough.
 - Provide parents and carers with the knowledge and skills to raise the attainment of children in their care.

2. INSPECTION OUTCOME

- 2.1 The table below sets out our current and previous inspection grades. Ofsted found that effective leadership and management since the last inspection had been a key driver for improvement of teaching, learning, assessment and outcomes.

	Current Grade 2018	Previous Grade 2016	Direction of Travel
Overall effectiveness	2 / Good	3 / Requires Improvement	
Effectiveness of leadership and management	2 / Good	3 / Requires Improvement	
Outcomes for learners	2 / Good	3 / Requires Improvement	
Quality of teaching, learning and assessment	2 / Good	3 / Requires Improvement	
Personal development, behaviour and welfare	2 / Good	3 / Requires Improvement	
Adult Learning Programmes	2 / Good	3 / Requires Improvement	

3. ACTIONS TO PROGRESS TO OUTSTANDING

- 3.1 ACE will pursue continual improvement and is targeting to be a Grade '1' or 'Outstanding' service within the next three years. The journey to outstanding will require continued improved performance and commitment to excellence across all aspects of the service. The Ofsted report at **Appendix 1** provides a basis for our Quality Improvement Plan (QIP).

The QIP is a wider piece of work that enables us to drive improvements identified throughout the year with learners and specifically in our Annual Self-Assessment Report (SAR). Our improvement work will be led by the multi-agency Governing Board of ACE chaired by the Executive Member for Lifelong Learning, Skills and Employment.

- 3.2 The ACE Governing Board will consider, review and approve the QIP at the next scheduled Board meeting on the 7 August. The table below sets out the key areas for improvement raised by Ofsted and our initial/existing actions in response.

Area for improvement		Actions
1	General improvement actions not identified by Ofsted	<ul style="list-style-type: none"> Recruit to full capacity including the Quality Improvement Manager post. Further develop the staff lead engagement and empowerment approach to improvement. Embed replacement Information System for AQUA to improve use of data to provide insight to planning and delivery.
2	Analyse destinations of learners	<ul style="list-style-type: none"> The method for collecting destination data was improved prior to inspection but was too new. The Governing Board and Full Staff meetings in May have received a full analysis of destinations (for 2016/17 and part year 2017/18) to inform course planning and delivery. Governors will receive a actions report on destinations in August including where we are targeting job starts. The Self Assessment Report 2018 will be strengthened in relation to destinations analysis.
3	Develop strategies to improve learners' attendance further	<ul style="list-style-type: none"> The Outstanding Teaching and Learning Strategy and Attendance Policy were both relaunched in 2017 and will continue to be our main focus for improving attendance. During inspection week following feedback we adjusted our communications to learners to focus on 100% attendance. We use attendance and punctuality data at Governors in a much more insightful way to understand issues and put solutions in place.
4	Ensure tutors help learners improve their English knowledge by identifying and checking spelling, punctuation and grammatical errors in their work	<ul style="list-style-type: none"> Renewed focus on checking all work and correcting errors immediately.
5	Monitor and evaluate the effectiveness of the actions which have been implemented to improve English and Maths qualification outcomes	<ul style="list-style-type: none"> Governors now receive regular updates on in year tracking on learners' progress. Deliver the Outstanding Teaching and Learning Strategy.
6	Ensure that the observations of teaching, learning and assessment focus on what the learners are learning and their progress	<ul style="list-style-type: none"> All assessments including walkthroughs and observations have been evolved to encompass a greater focus on learning and progress.

4. RECOMMENDATIONS

- 4.1 See recommendations on the front of the report.

Tameside Metropolitan Borough Council

Local authority

Inspection dates

26 February–1 March 2018

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

Summary of key findings

This is a good provider

- Since the previous inspection, senior leaders, managers and governors have worked hard to improve the quality of provision. As a result, teaching, learning, assessment and outcomes for adult learners are now good.
- Leaders and managers have developed good partnerships with a range of organisations that are of considerable benefit to learners. These include the National Careers Service, a housing association and Jobcentre Plus.
- Leaders and managers are responsive to the local residents' training needs and they provide courses for a wide range of adult learners, including the hardest to reach and those in the most deprived communities in Tameside.
- Successful relocation of the service to the centre of town benefits staff and learners. Staff create an inclusive and safe learning environment that supports learners well.
- Rigorous and accurate assessment of learners' starting points contributes to the good progress they make on their courses.
- Learners on English for speakers of other languages (ESOL) courses improve their English skills so they can become more involved in their communities.
- Learners benefit from good, impartial careers information, advice and guidance to help them plan their next steps and longer term career aspirations.
- Good learning and pastoral support help learners to stay on their courses, make good progress and achieve their goals.
- Learners on information and communication technology (ICT) courses develop good and useful practical skills and achieve well.
- Staff who observe teaching, learning and assessment give insufficient attention to learners' progress and what they have learned.
- Too few learners progress from their courses to further education, apprenticeships, volunteering or employment.
- Attendance, while improving, is not yet high enough.
- Learners make slow progress in developing their knowledge and skills in English because their spelling, punctuation and grammatical errors are not always checked or corrected.
- Learners' achievement rates on ICT courses are high, but require improvement on functional skills English and mathematics at levels 1 and 2.

Full report

Information about the provider

- Tameside Adult and Community Education (the service) is part of the Employment and Skills Directorate within Tameside Metropolitan Borough Council. The service currently delivers courses in English, mathematics, ICT, ESOL, retail, childcare, family learning, British Sign Language and employability. Approximately two thirds of learners are enrolled on courses that do not lead to formal qualifications. Courses range from pre-entry to level 2. The service works with learners who are hardest to reach, including those who have been away from education for extended periods of time. Many learners are from areas of high deprivation.
- Tameside is one of 10 metropolitan boroughs of Manchester. It has a population of approximately 223,200 residents. Tameside has the third highest proportion of residents with no qualifications in Greater Manchester. The unemployment rate in the borough is slightly higher than for the north-west region and the national rate.

What does the provider need to do to improve further?

- Analyse carefully the destinations of learners who leave Tameside Adult and Community Education to inform the planning of courses and increase the proportion of learners who progress to further education, apprenticeships, volunteering or employment.
- Develop strategies to improve learners' attendance further.
- Ensure that tutors help learners improve their English knowledge and skills by identifying and checking spelling, punctuation and grammatical errors in their work.
- Monitor and evaluate the effectiveness of the actions that have been implemented to improve English and mathematics qualification outcomes.
- Ensure that the observations of teaching, learning and assessment focus on what learners are learning and the progress they are making, so that feedback to tutors helps them to improve their techniques for managing learning.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, senior leaders and managers have been unremitting in their attempts to improve the quality of teaching, learning and assessment, and outcomes for learners. As a result, the quality of provision and outcomes for learners have improved and are now good.
- When the service was inspected previously, training was delivered in two separate learning centres, one in Ashton-under-Lyne and the other in Hyde. Senior leaders and managers made a carefully considered, rational and strategic decision to bring the service together in one location. They acquired new premises and relocated the service very successfully in central Ashton-under-Lyne. Tutors now have many more opportunities for working collaboratively, including identifying and sharing good practice, and developing learning resources. Staff are enthusiastic and their morale is high.
- Senior leaders and managers have high expectations of staff and learners. They have promoted equality, inclusion and diversity very successfully and created a culture of mutual respect in which learners flourish and succeed in learning new skills and gaining confidence. Leaders and tutors have zero tolerance of harassment, discrimination, unfair treatment and bullying. Learners feel safe and are safe. They have a good understanding of fundamental British values. Their knowledge of radicalisation and extremism is underdeveloped.
- Performance management of staff is now good. Staff are much more accountable for the quality of learners' experiences, including retention, attendance, progress and achievements. Through the annual performance reviews and monthly one-to-one meetings with managers, the performance of staff is evaluated thoroughly. When leaders and managers identify unsatisfactory performance, swift action is taken to ensure that it improves. If it does not improve, capability procedures are implemented effectively.
- Managers and tutors recruit a wide range of learners successfully, many of whom are unemployed or from areas of high deprivation in Tameside. They have a good awareness of, and are very responsive to, the training needs of learners. They work hard to ensure that the courses meet learners' needs and enable them to develop the knowledge, skills and understanding that will enrich them personally and socially, and prepare them for employment.
- Leaders and managers have been particularly successful in obtaining specific funding to meet the increasing need for courses in ESOL, enabling them to support an additional 125 pre-entry ESOL learners in the current academic year. In response to learners' requests for higher level courses, they have also introduced successfully GCSE mathematics and the diploma in caring for children at level 1 in the current academic year.
- Leaders and managers have developed very good partnerships with a range of organisations, including several employment-related organisations. They work closely, for example, with the National Careers Service, Jobcentre Plus and the local authority supported employment team, which offers advice, support and practical assistance to local residents who have a disability or mental health condition or are substance misusers. These partnerships are of considerable benefit to learners.

- Leaders and managers collect and use a wide range of information for self-assessment purposes. The self-assessment report is detailed and evaluative. Although the key questions are graded accurately, leaders and managers did not identify all the strengths and weaknesses found by inspectors. The quality improvement plan is insufficiently focused on the key areas for improvement and the criteria for measuring progress over time are not specific enough.
- Senior leaders, managers and tutors have implemented a number of strategies to improve learners' attendance and punctuality. They ensure that learners understand the importance of attending regularly and on time. Although attendance has improved since the previous inspection, further improvements are required.
- Since the previous inspection, leaders and managers have strengthened the arrangements to evaluate and improve continuously the quality of teaching, learning and assessment. In addition to observing teaching, learning and assessment, they also carry out short, focused observations based on particular themes, such as health and safety and the use of individual learning plans. However, observers still do not give enough attention to evaluating what learners learn in sessions and the progress they make. The observation reports are too descriptive and insufficiently concise. Leaders and managers place too little importance on developing tutors so that they can reflect on their teaching and evaluate the effectiveness of the learning they facilitate.

The governance of the provider

- Since the service was inspected previously, governance has improved. The number of governors has increased and so has their diversity. In addition to elected councillors, senior service managers, tutor and learner representatives, an employer and a partnership manager from Jobcentre Plus have been appointed. Governors are aware that defined areas of responsibility have still to be allocated to them.
- Governors endorse fully the priorities of the council, which include supporting economic growth and opportunity, and helping to strengthen the local business community by upskilling Tameside residents and maximising their well-being. They challenge and support senior leaders and managers to assess the extent to which they provide a service that gives value for money and meets the needs of the local communities.
- Before the termly board meetings, governors receive a wide range of statistical information, for example about learners' retention, attendance and performance. However, they still do not have enough detailed information about the quality of teaching, learning and assessment to be able to challenge and support leaders and managers to improve continuously the quality of provision.

Safeguarding

- The arrangements for safeguarding are effective.
- Senior leaders and managers ensure that all staff are appropriately checked to ensure that they are suitable for working with adult learners, as they did when the provision was inspected previously. They also ensure that caretaking staff who are not directly employed by the council are checked appropriately. Managers maintain an up-to-date record of the Disclosure and Barring Service (DBS) checks that are received and when

they are due to be renewed.

- Since the previous inspection, senior leaders and managers have given particular attention to ensuring that the new premises provide a welcoming and safe learning environment. Managers follow the council's procedures very closely and take all reported safeguarding and safeguarding-related incidents very seriously. They take the appropriate action and keep detailed records of the actions taken and the outcomes.
- Although leaders and managers raise learners' awareness about keeping safe, including e-safety, staff and learners do not have sufficient periodic update training on radicalisation and extremism. The service has a trained designated safeguarding officer and has recently appointed a deputy designated safeguarding officer, and plans are in place for the selected officer to receive additional training.

Quality of teaching, learning and assessment

Good

- Most tutors assess learners thoroughly at the start of their course. They identify learners' starting levels and individual learning needs accurately. As a result, tutors are able to match learning very closely to learners' needs, taking into account their prior learning and their existing knowledge, skills and understanding. Learners with learning difficulties and/or disabilities are identified quickly and assessed appropriately to ensure that the required resources are provided to facilitate their learning.
- Most tutors use their expertise successfully to provide a range of learning activities that stimulate learners and enable them to make good progress. For example, the most able learners on mathematics courses are given additional higher level tasks to extend their understanding, while those who are less able are often encouraged to work together to solve problems.
- Learners who are on ESOL courses are enthusiastic, engaged fully and keen to learn more. Their motivation is high because they know that when they become proficient in speaking and writing English they can become more integrated into British society and will be in a stronger position to apply for, and obtain, employment. They enjoy conversing with other learners and with their tutor.
- Learners make good use of their newly acquired practical skills. For example, learners on short introductory ICT courses send emails, word process and edit documents and use basic publishing techniques. They develop self-confidence and are able to use technical terms to describe the skills they are using. Learners on practical parenting skills courses use the techniques they have developed for managing their children's behaviour, including challenging behaviours.
- Learners have good access to impartial careers information, advice and guidance. Those who want to move into employment or become self-employed enrol on courses that help them to develop the knowledge, skills and understanding that employers value.
- Tutors provide good learning support that makes a strong contribution to learners' progress. They provide good individual support in sessions that enables learners working at different levels to make at least the expected, and often better, progress. Learners on GCSE mathematics courses benefit considerably from additional online learning activities outside the classroom that supplement their in-session learning.
- Tutors assess learners regularly during their training to evaluate their progress. In

learning reviews, tutors provide clear feedback to learners on the progress they have made and the extent to which they have achieved their personal learning goals. As a result, most learners have a good understanding of what they have achieved and what they need to do to improve further and to make rapid progress.

- Tutors successfully promote equality, inclusion and diversity in learning and teaching. Learners from different ethnic groups work together very successfully. In family learning sessions, learners develop a good understanding of their different family traditions and can explain what they have learned about specific celebration events, for example Eid, the Burmese New Year and the Christian calendar.
- Learners from diverse communities develop a good understanding of what fundamental British values mean to them. They enjoy sharing their opinions in safe and supportive learning environments through which they gain a deeper understanding of their communities and British society. Many learners become increasingly independent in their personal lives and more self-assured.
- In a small number of sessions, tutors do not plan effectively to meet the needs of all the learners. Where this happens, activities are not linked specifically to the learning outcomes and their purpose is not explained clearly. Often the activities are too easy or too difficult. In these sessions, learners are not challenged sufficiently and they do not make the progress of which they are capable.
- Tutors do not identify English errors in learners' work systematically. Too many learners make repeated spelling, punctuation and grammatical errors that remain unchecked. As a result, learners do not improve the quality of their written work as much and as quickly as they should do.
- Learners' starting points for the newly introduced GCSE mathematics course are not recorded fully by tutors. As a result, it is difficult for the tutors to measure learners' progress accurately towards achieving their qualification.

Personal development, behaviour and welfare

Good

- Learners are enthusiastic and enjoy their learning. They are punctual and fully prepared for their sessions. Learners who are returning to education after a period away from learning improve their self-confidence and self-esteem as a result of their training. They are proud of the new skills they are learning and the progress they are making. For example, in mathematics, learners become conversant with metric conversions, and in ICT they learn how to send and receive emails.
- Learners receive good information, advice and guidance. Tutors ensure that learners are placed on the correct course and signpost them, when appropriate, to additional or further courses that will help them achieve their aspirational goals.
- Staff have developed very effective partnerships with the National Careers Service. Learners receive good independent careers advice from qualified advisers that helps them make informed choices about their next steps and longer term career plans. Careers advisers support learners in improving their curricula vitae (CVs), completing job applications and developing their interview techniques.
- Learners, many of whom face significant barriers to learning, benefit from the very good support they receive. Staff work with a range of external agencies that provide support

and advice on housing, finance and mental health issues. The support learners receive helps them to stay on their courses and achieve their learning goals.

- Tutors plan courses so that learners develop knowledge, skills and understanding that will help them in further learning and employment or in developing greater independence in their everyday lives. For example, learners on retail courses learn how to communicate with customers, use a till and manage money. Learners on 'Get Online Safely' courses learn how pay bills and compare products and services online, as well as how to keep themselves safe online.
- Learners develop good practical skills and produce work of a high standard. For example, on childcare courses, learners take care in creating activities such as jigsaws, story sacks and puzzles that will help develop language skills for young children.
- Tutors integrate diversity and fundamental British values into learning activities carefully. They promote British values very effectively through displays in classrooms and in corridors throughout the centre. Learners have a good understanding of, and demonstrate tolerance and respect. They work cooperatively with each other and their tutors. Learners' behaviour is very good.
- Staff have created an inclusive and welcoming environment in which learners feel safe. Learners have a good understanding of how to keep themselves safe. They know to whom they should report any concerns. However, learners do not have a sufficient understanding of the risks associated with radicalisation and extremism.
- While attendance has improved since the previous inspection, it is still not high enough.

Outcomes for learners

Good

- The majority of learners, many of whom have few or no prior qualifications, make good or better progress from their starting points.
- Since the previous inspection, leaders and managers have improved the processes for the recognition and recording of learners' progress and achievement. The processes are more rigorous and enable learners' progress to be monitored accurately.
- Learners develop new skills that help them into employment and in their everyday lives. For example, learners on ICT courses learn how to use social networking sites safely so that they can keep in touch with family and friends. Learners on ESOL courses improve their English and ICT skills so that they can apply for employment.
- In 2016/17, approximately three quarters of learners were on courses that did not lead to formal qualifications. Most learners achieved their personal learning goals. There is too much variation in achievement rates between courses. For example, learners on ICT courses have high achievement, while learners' achievements on courses in family learning and ESOL are lower.
- In the current year, the proportion of learners on courses that do not lead to formal qualifications who have achieved their personal learning goals is higher than at the same time in the previous year and is now high.
- In 2016/17, of the learners on courses that led to nationally recognised qualifications, just over half were on functional skills English and mathematics courses. Learners' achievement of functional skills qualifications at entry level for English and mathematics is

high. However, learners' achievement of functional skills qualifications at levels 1 and 2 for English and mathematics is too low.

- Managers identified that in 2016/17, achievement for learners who have learning difficulties and/or disabilities in mathematics functional skills qualifications at levels 1 and 2 was low. Actions to improve outcomes for this group of learners have been implemented and managers are closely monitoring learners' progress.
- In 2016/17, the proportion of learners who left the service after completing their courses and progressed to employment, apprenticeships, volunteering or further education was too low. However, so far this year, two fifths of learners who started courses that did not lead to a qualification have progressed to courses that lead to nationally recognised qualifications.

Provider details

Unique reference number	54739
Type of provider	Local authority
Age range of learners	19+
Approximate number of all learners over the previous full contract year	754
Principal/CEO	Jean Quinn
Telephone number	0161 342 4063
Website	www.tameside.gov.uk/adultlearning

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	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	0	248	0	81	0	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	0							
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 head of service, 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 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. The inspection took into account all relevant provision at the provider.

Inspection team

Elaine Price, lead inspector	Her Majesty's Inspector
Ken Fisher	Ofsted Inspector
Tracey Baron	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 2018

This page is intentionally left blank