

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 15 January 2019
Time: 3.30 pm
Place: Lesser Hall 2 - Dukinfield Town Hall

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE	
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 23 October 2018.	1 - 6
4.	PUPIL PLACE PLANNING ANNUAL REPORT Report of the Assistant Director, Learning, attached.	7 - 22
5.	LEVEL 3 POST 16 PERFORMANCE Report of the Head of Employment and Skills attached.	23 - 26
6.	ADULT COMMUNITY EDUCATION SELF ASSESSMENT REPORT Report of the Head of Employment and Skills attached.	27 - 46
7.	FORWARD PLAN Report of the Assistant Director, Learning, attached.	47 - 48
8.	URGENT ITEMS To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

23 October 2018

Comm: 3.30pm

Term: 5.30pm

Present: Councillors: Feeley (Chair), Boyle, Patrick, Peet and M Smith, Paul Jacques, Elizabeth Turner

In Attendance:

Sandra Stewart	Director of Governance and Pensions
Richard Hancock	Director of Children's Services
Tim Bowman	Assistant Director, Learning
Catherine Moseley	Head of Access and Inclusion
Helen Mellor	Head of Pupil Support Service
Amanda Aylward	Virtual School Headteacher
Jane Sowerby	Lead Primary School Performance and Standards Officer
David Berry	Head of Employment and Skills
Dean McDonagh	School Performance Analyst

Apologies for absence: Councillor Ryan

9. CHAIR'S OPENING REMARKS

The Chair welcomed everyone to the meeting and introduced a new member of the Board, Elizabeth Turner, Headteacher representative, who had replaced Jon Murray.

10. DECLARATIONS OF INTEREST

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

11. MINUTES

The Minutes of the Education Attainment Improvement Board held on 26 June 2018 were approved as a correct record.

12. PROVISIONAL SCHOOL RESULTS 2018

The Assistant Director, Learning, submitted a report setting out the headline figures for Tameside at each assessment point, the issues arising and how those issues needed to be addressed.

At Early Years Foundation Stage, 66% of pupils achieved a good level of development in 2018, the same as 2017. The figures for both boys and girls achieving a good level of development had also remained the same as 2017, 59% of boys achieved a good level of development in 2018 and 73% of girls achieved a good level of development. Tameside was 19th out of 23 local authorities in the North West (the same position as 2017) and 8th out of 10 local authorities in Greater Manchester (having been 7th in 2017). The results of other North West and Greater Manchester authorities were contained within Appendix A to the report.

At Y1 Phonics, 79% of pupils were working at the expected standard in Tameside in 2018 – the same as 2017. Tameside was 19th out of 23 local authorities in the North West and 9th out of 10 local authorities in Greater Manchester.

In KS1 reading, 73% of pupils achieved the expected standard in 2018 – an increase of 1% on 2017. In KS1 writing, 67% of pupils achieved the expected standard in 2018 – an increase of 2% on 2017. In KS1 maths, 73% of pupils achieved the expected standard in 2018 – an increase of 1% on 2017.

At KS2, 63% of pupils achieved the expected standard in reading, writing and maths combined in 2018 – an increase of 3% on 2017.

Tameside was 12th out of 23 local authorities in the North West (having been 13th in 2017) for the achievement of the expected standard in reading, writing and maths combined. Tameside was 6th out of 10 local authorities in Greater Manchester (having been 7th in 2017) on this measure. The results of other North West and Greater Manchester authorities were detailed in Appendix A to the report.

When looking at the KS2 results by gender, there had been a 5% increase in the percentage of girls achieving the expected standard in reading, writing and maths combined in the borough: 69% of girls achieved the expected standard compared to 57% of boys (who were up 1% on 2017). In comparison to provisional national averages Tameside girls were above the national average (68%) whilst boys were 3% below their national average of 60%.

There had been a 3% increase in the percentage of pupils achieving the expected standard in reading: 73% of pupils achieved the expected standard compared to 75% nationally and 70% in 2017. The national average for reading had also increased by 3% from 72% to 75%. Tameside remained 2% below the national average.

There had been a 2% increase in the percentage of pupils who achieved the expected standard in writing; 79% achieved the expected standard compared to 78% nationally and 77% in 2017. The percentage of pupils achieving the expected standard in writing had increased in Tameside and nationally by 2%. Tameside remained 1% above the national average.

There had been a 1% increase in the percentage of pupils who achieved the expected standard in maths; 76% of pupils achieved the expected standard in maths compared to 75% in 2017 and 75% nationally. Both the Tameside average and the national average had increased by 1% in 2018 (national in 2017 was 74%) meaning the borough remained 1% above the national average.

Tameside's provisional progress scores at KS2, and progress scores for boys and girls in Tameside, were detailed in the report.

Members were informed that the local authority had only just received the unvalidated GCSE and progress 8 results from the Department for Education, which was too late for the publication of the report. Further details would be reported to future meetings of the Board. Analysis of school level data showed that many schools had done well and some had made significant gains in 2018, however improvement across schools was inconsistent and, as a result, the Borough had not made significant improvements against the national picture.

In terms of strategic priorities, prioritising reading, attendance and SEN support across the Borough could deliver improvement which also cut across outcomes for disadvantaged children and boys, as both these groups performed particularly poorly in reading. Any strategical plan to improve reading in Tameside would, by necessity, focus on disadvantaged children, boys and early language development in the early years.

These priorities required a focus on practice in schools and settings, delivered through leading a refreshed school-led improvement model in Tameside which would take time to develop and embed. Raised expectations and aspirations in schools and settings about what could be achieved in Tameside were required.

Discussion ensued with regard to the provisional results as detailed in the report and Members commented on the difficulties faced in respect of the retention of teachers and the need to set and monitor targets.

RESOLVED

- (i) That the content of the report be noted; and**
- (ii) That suggestions for target setting, particularly in respect of Looked After Children, be brought to a future meeting of the Board.**

13. VIRTUAL SCHOOL ANNUAL REPORT

Consideration was given to a report of the Assistant Director, Learning, outlining the successes of the Virtual School over the last year and also the priorities for the coming year.

It was reported that this year had seen a relentless focus on increasing the Personal Education Plan (PEP) completion rate as the PEPs were critical documents for young people, their carers and schools. The completion rate had risen from 69% to 97% in term 3 of 2017/18.

Effective use of Pupil Premium Grant to help ensure all Looked After Children pupils achieved their full educational potential had also been a priority. There had been some good examples of this including accelerating learning for a young person who had missed periods of education by providing additional tutors. The service continued to review PPG in conjunction with the Corporate Parenting Board and schools.

Promoting good attendance levels remained a priority for the service after a steep rise in LAC pupils who were persistently absent (PA) in 2016/17. All members of the team had focused on attendance in contacts with schools and young people and this appeared to have had some impact with PA around 14% in 2017/18. However, the staffing within the team had increased to include an Education Welfare Officer to continue this focus and provide a more bespoke service.

There had been no permanent exclusions of LAC pupils in 2017/18 and this had been achieved with targeted work with the Pupil Referral Service, better use of alternative provision to engage pupils, particularly those in Key Stage 4 and to be responsive to crises and closer work with colleagues in the SEND Team to ensure young people were in the most appropriate placements to meet their needs. The level of fixed term exclusions of LAC pupils remained too high and would be a priority in 2018/19.

The number of LAC pupils with an Education Health and Care Plan (EHCP) was significantly below statistical neighbours (24%). The necessity to appropriately identify special educational needs and disabilities in a timely manner was a priority for the Tameside area and this year a triage system had been introduced for when a child becomes LAC to appropriately support them if necessary.

Attainment in Key Stage 1 remained patchy with reading, writing and maths performing less well in 2018 than in 2017. However, phonics saw a big increase. Latest results in Key Stage 2 in English and maths increased and all outperformed the England average. Key Stage 4 showed increases in attainment 8 scores and 19% of our young people achieved a standard pass in English and maths compared to 17.5% nationally.

Current levels of young people not in education, employment or training (NEET) were too high. The Virtual Head was to develop a Virtual College to raise aspirations among young people, reduce levels of NEET, increase participation and support transition into post 16 learning. With the development of Virtual School into a Virtual College the current Year 11 (Class of 2018) would be tracked as a priority group working collaboratively with the Leaving Care and Employment and Skills teams alongside external partners to ensure more robust pathways to higher education and employment.

Impact of the Virtual School in 2017/18

- In 2017/18, progress in Key Stage 2 reading, writing and maths had all increased;
- In 2017, attainment 8 scores were increased;
- In 2017, LAC pupils outperformed national average for LAC pupils achieving a standard pass in English and maths (19% compared to 17.5% nationally);
- In 2017, 79% of LAC pupils achieved a pass in any GCSE subject;
- Significantly increased PEP completion rates;
- Introduced a SEND triage system to quickly identify and appropriately support LAC pupils if necessary; and
- Had no permanent exclusions of LAC pupils.

Priorities for 2018/19

- Ensuring PEPs were of good quality to inform the progress of LAC pupils;
- Reducing levels of persistent absence for LAC pupils;
- Reducing levels of fixed term exclusions for LAC pupils;
- To develop better transitions from Year 6 to Year 7;
- Ensure SEND needs were identified and addressed at the earliest opportunity;
- Working with the School Improvement Team and schools to increase attainment in Key Stage 1;
- Developing a Virtual College for post 16 learners; and
- Reduce levels of NEET.

RESOLVED

That the content of the report be noted.

14. TAMESIDE STRATEGY FOR SCHOOLS

The Assistant Director, Learning, submitted a report setting out the strategic leadership proposed for Tameside MBC in relation to schools and school improvement, noting the complexity of the current education landscape. The strategic approach set out the role of local authority leadership in a system of school-led improvement and the strategic aims in relation to academisation. The report also set out the issues in relation to academisation of PFI schools.

RESOLVED

That the content of the report be noted.

15. PRIORITIES FOR IMPROVEMENT

It was explained that the Council had undertaken a review of provisional and unvalidated data from the range of national performance measures at the end of the academic year along with additional data relating to other important indicators including EYFS outcomes, KS1 teacher assessment, SEND performance and pupil attendance.

Through analysis and research of these data corroborated by consultation with the primary school head teacher community, priorities for education had been identified and were presented.

Underpinning the education priorities were two significant service priorities: developing positive relationships and partnerships with the school community locally and regionally; and through this building capacity to create more stability in the system.

Three priorities across the Borough have been identified: SEN support; attendance; and reading, these were presented as follows:

SEN support: The number of EHCPs in Tameside, which had been historically at a low level, was increasing and requests for assessment were continuing to increase. Need was changing and increasing in complexity. There was pressure on places, budgets and resources in the system.

Attendance: Pupil absence, although around the national average, was increasing. For the Borough's most vulnerable pupils, children in need, the level of persistent absence was extremely high. The rate of primary and secondary permanent exclusions both increased in 17/18. The rate of fixed term exclusion had increased year on year overall. Fixed term exclusions had increased year on year in secondary schools.

Reading: Children who could not read well at the end of primary school were less likely to succeed in secondary school and, in adulthood, were likely to earn less than their peers. The challenge in Tameside started in the early years with GLD 6% below national and 7% below national for the reading ELG. Phonics outcomes were 3% below national and KS1 reading attainment was low especially at Greater Depth. In 2018 children at the end of KS2 broadly caught up with children nationally in reading but not at the Higher Standard. Boys performed particularly poorly in reading in Tameside with disadvantaged boys performing particularly poorly across all phases.

Improvement priorities were then outlined as follows:

School readiness: 66% of pupils achieved a GLD in 2018, the same as 2017. The national average in 2018 had provisionally increased by 1% to 72%.

Boys: Boys in Tameside underperformed boys nationally in EYFS, Phonics, at the end of KS2, and KS4.

Disadvantaged pupils: Almost half of disadvantaged children in Tameside did not reach a good level of development at the end of EYFS and only 46% of disadvantaged boys achieved a GLD. There was a 20 percentage point gap between disadvantaged pupil attainment in Tameside and non-disadvantaged children nationally. Achieving a strong pass at KS4, Tameside pupils exceeded disadvantaged pupils nationally by almost 2% (26.3%), however the progress for disadvantaged pupils at KS4 was worse than the progress of non-disadvantaged pupils in Tameside and nationally.

Progression to adulthood: NEET in Tameside outperformed the North West region however outcomes for 19+ were behind the North West. The North West outperformed Tameside on all employment measures.

The report and presentation concluded that a plan for each priority was being developed.

Detailed discussion ensued with regard to the content of the presentation, including:

- Increasing numbers of EHCP's (Education, Health and Care Plans) and the increasing complexity of need nationally;
- Increasing rates of persistent absence in the Borough and how this linked to Exclusion rates; and
- Low outcomes in EYFS, school readiness and the possibility of an extensive reading campaign.

16. FORWARD PLAN 2018/19

The Assistant Director, Learning, submitted a Forward Plan, providing an update to the proposal discussed and agreed at the June 2018 meeting of the Board, for a structured approach to the work of the EAIB which addressed the strategic priorities for education and lifelong learning in Tameside.

RESOLVED

That the updated Forward Plan, as detailed in the report, be approved, with the opportunity to make further amendments throughout the course of the year.

17. URGENT ITEMS

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

CHAIR

Agenda Item 4

Report To:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	15 January 2019
Reporting Officer:	Tim Bowman, Assistant Director, Learning
Subject:	SCHOOL PLACE PLANNING ANNUAL REPORT
Report Summary:	The following report outlines the way that school place planning in Tameside takes place and outlines current issues particularly with secondary school for September 2021 onwards.
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)	<p>The place planning within the borough, will present financial challenge for schools as the pupil population starts to drop as the authority and schools are funded on a per pupil basis.</p> <p>Place planning is kept under review and close working between the admissions team and finance will be necessary to ensure schools are supported effectively where they are likely to see a drop in future funding.</p>
Legal Implications: (Authorised by the Borough Solicitor)	<p>A debate has been raging for many years about the role that councils should play in education given the very wide range of legal duties to promote high educational standards locally, ensure fair access to schools, and protect the interest of the most vulnerable pupils. What is not in dispute is the unique responsibility that councils have in making sure there are enough school places available to local children and young people (section 14 (1) Education Act 1996). No other local or national body shares with the Council the duty “to secure sufficient primary and secondary schools”, although councils increasingly have to work with schools and other partners to deliver the places needed. There is no dispute, either, that councils are facing an enormous challenge in responding to the recent surge in demand for school places. We need to be clear about the needs over the next decade or more (certainly for secondary as children already born) and in particular clarity as to the delivery and implementation of those places whilst ensuring improved access to quality places.</p>
Risk Management:	It is a statutory duty of the local authority to provide sufficient school places for all pupils living in the borough.
Access to Information :	<p>The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access Services</p> <p> Telephone:0161 342 3302</p> <p> e-mail: catherine.moseley@tameside.gov.uk</p>

EXECUTIVE SUMMARY

All local authorities have a statutory duty to ensure that there are sufficient school places to meet demand in the area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools.

Planning for fluctuations in demand for school places is an important function which needs to be carried out at a local level and will differ depending on the phase of learning, for example, pupils will travel further to secondary schools than primary schools. The compact geography of Tameside and the mix of types of school eg single sex means that place planning happens at a level higher than wards or towns.

School place planning is a complex process, that takes account a range of factors including the number of births in the borough, in year movement and cohort survival rates as well as parental preference and planned housing development. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need for school places requires a proactive approach to best respond to both short and medium-term demand for places. By taking this approach, the Council has managed to ensure sufficient places to meet increasing demand over the last 15 years which has seen a 27% rise in birth rates in the borough and a 24% increase in pupils coming into primary schools.

This report sets out how the forecasting of demand is matched to need and where there is a need for additional places to be created, how this is achieved.

The report looks at the factors affecting demand which are birth rates, in year movements within and without the borough, travel to learn patterns of pupils into schools in other local authorities, and equally pupils travelling to schools in Tameside from other boroughs, housing developments and availability of social housing and parental preference. Many of these are subject to quite short-term uncertainty and are difficult to plan for on a long-term basis. An analysis of this data gives a cohort survival rate which is used to give an estimate of demand. Currently, with a falling birthrate, the need for additional places is in the secondary sector for four years from September 2021 to September 2024.

Then we look at the factors affecting supply which are the availability of capital funding, land and premises. Expansion of existing schools is affected by the capacity of premises, the size of sites as well as wider considerations of their location. Establishing any new schools requires a longer lead in time through the competition framework. Equally, additional places can be introduced into the system through expansion proposals by governing bodies or admission authorities that increase admission numbers into a school and the establishment of Free Schools that receive approval by central government.

All our secondary schools are aware of the issues relating to the need for additional places and the relative number of places that are still needed for these four years. It is not anticipated that September 24 will pose a great deal of problems as many schools have offered to take small number of additional pupils as a flexible intake into Year 7 as happened in September 2017 where several schools took up to 6 extra pupils to meet the predicted shortfall in places. September 2021 - 2023 pose greater issues as additional classes will be needed to accommodate predicted demand. These numbers however will be accommodated on a temporary basis and will not necessitate permanent increases in published admission numbers as this will generate significant levels of surplus capacity in future years. Officers will continue to work with all secondary schools to identify where additional capacity can be found to meet the forecast demand.

1. FUTURE SCHOOL PLACES REQUIREMENTS IN TAMESIDE

Context

- 1.1 All local authorities have a statutory duty to ensure that there are sufficient school places to meet demand in the area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools. In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting.
- 1.2 Planning for fluctuations in demand for school places is an important function which needs to be carried out at a local level and will differ depending on the phase of learning, for example, pupils will travel further to secondary schools than primary schools. The compact geography of the borough and the mix of types of school eg single sex means that place planning happens at a level higher than wards or towns.
- 1.3 School place planning is a complex process, that takes account a range of factors including the number of births in the borough, in year movement and cohort survival rates as well as parental preference and planned housing development. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need for school places requires a proactive approach to best respond to both short and medium-term demand for places.
- 1.4 In 2006, the Council reviewed its secondary school provision under the Building Schools for the Future programme. The review led to some fundamental changes to the secondary school landscape in the borough including closing six schools and opening three including the creation of two new academies and the building of five new mainstream secondary schools.

Strategic Planning

- 1.5 Planning school places is a dynamic process. Tameside Council has taken the view that, in the current situation of rising demand for places, our strategy needs to be refreshed on a regular basis to be responsive to fluid and contemporaneous data. In order to do this, the Council's Executive Cabinet receives recommendations on an annual basis through the annual determination of admission arrangements process. The annual reports highlight current issues and potential solutions in advance of the annual consultation on admission arrangements which includes consultation on changes to published admission numbers. By taking this approach, the Council has managed to ensure sufficient places to meet increasing demand over the last 15 years which has seen a 27% rise in birth rates in the borough and a 24% increase in pupils coming into primary schools.

Factors affecting Demand

- 1.6 The main factors affecting demand for school places are birth rates, in year movements within and without the borough, travel to learn patterns of pupils into schools in other local authorities, and equally pupils travelling to schools in Tameside from other boroughs, housing developments and availability of social housing and parental preference. Many of these are subject to quite short-term uncertainty and are difficult to plan for on a long-term basis.

Factors affecting Supply

- 1.7 The main factors affecting the supply of school places are the availability of capital funding, land and premises. Expansion of existing schools is affected by the capacity of premises, the size of sites as well as wider considerations of their location. Establishing any new schools requires a longer lead in time through the competition framework. Equally, additional places can be introduced into the system through expansion proposals by governing bodies or admission authorities that increase admission numbers into a school and the establishment of Free Schools that receive approval by central government.

Challenges affecting Planning to Meet Demand

- 1.8 The main issues that can affect the Council's strategic plans are late applications and in-year admissions which complicate planning both at school and at local authority level. Previously well-understood trends are changing and are proving difficult to predict, including short term tenancies, mobile populations and other changes in the housing market. Changes in parental preference are also difficult to predict.
- 1.9 As demand increases, there are new challenges. An increase in demand for primary school places mean lower levels of surplus places which could have helped to meet demand for in year transfers and any surplus places are often not in the right geographical area. At secondary level, the right levels of existing unfilled places need to be protected so that they will be available when they are needed, as primary growth feeds through.

Tameside Track Record

- 1.10 The Council has been proactive in tackling the issue of rising births over recent years. The Published Admission Number (PAN) has been increased at many primary schools and overall by almost 18% as illustrated in the table below.

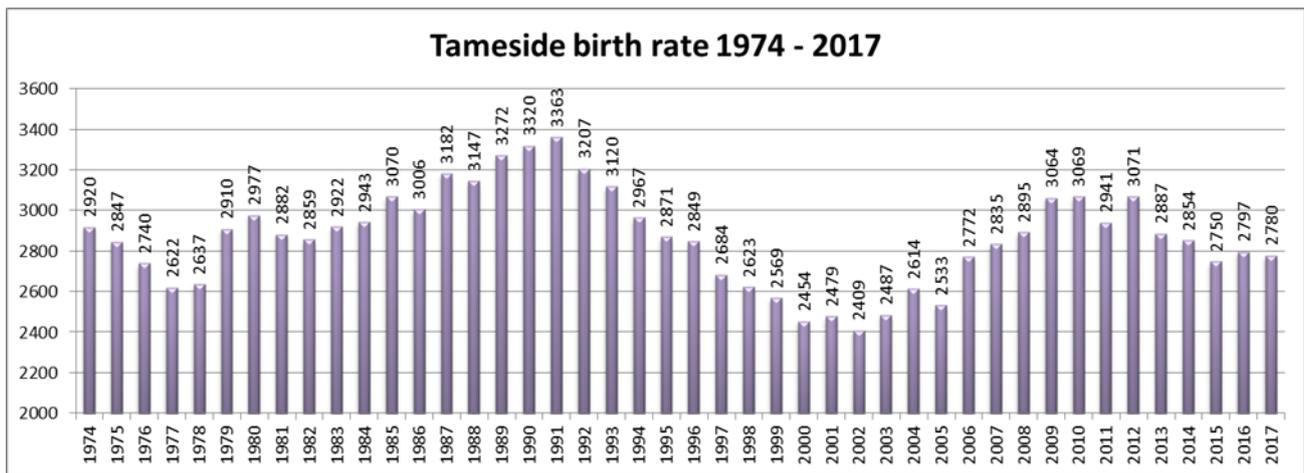
TAMESIDE PRIMARY SCHOOL PLACES – TOTAL PLACES FOR RECEPTION ENTRY											
07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
2810	2764	2734	2802	2907	2917	3085	3125	3190	3220	3195	3195

- 1.11 By being proactive, the Council has been able to meet its statutory duty to provide sufficient primary places in the face of a 27% increase in birth rate and 24% increase in pupils starting primary schools over the last few years whilst also managing to maintain high levels of meeting parental preference.

Preference allocations on national offer day	2014		2015		2016		2017		2018	
	SECONDARY SCHOOLS									
	T'side	Eng	T'side	Eng	T'side	Eng	T'side	Eng	T'side	Eng
% 1 st preference	88.2%	85.2%	86.8%	84.2%	87.6%	84.1%	82.2%	83.5%	84.6%	82.1%
% any preference	98.0%	96.8%	97.2%	96.4%	96.9%	96.5%	94.9%	96.1%	96.6%	95.5%
PRIMARY SCHOOLS										
% 1 st preference	86.9%	87.7%	88.0%	87.8%	88.7%	88.4%	90.9%	90.0%	93.5%	91.0%
% any preference	95.6%	96.4%	96.5%	96.5%	96.8%	96.9%	97.5%	97.7%	98.6%	98.1%

2 Current Demand

- 2.1 In common with many areas of the country, Tameside has experienced a surge in births. The birth rate rose from a low of 2,409 in 2002 to a recent high of 3,069 in 2010, a 27% increase.
- 2.2 As can be seen from the graph below, over the last 43 years, the birth rate in the borough has followed a distinct cycle which appears to repeat over a 25 year period. The peak of births in the borough was reached in 1991 when 3,363 babies were born. The most recent peak was in 2010 with 3,069 babies born. In 2017, this had dropped back to 2,780. Birth rates form the basis for any school place planning model. It can also be seen that the surge in births is not predicted to be a permanent issue as it has begun to fall. Therefore, proposals to increase the number of school places need to be a mix of permanent and temporary as these will become surplus in years to come.



2.3 A number of factors are used to predict how many year 7 places will be needed in the borough and to some extent planning to meet secondary needs is easier as pupils are in primary schools already. These include birth rates, the number of pupils in primary schools, in year pupil movement and planned housing developments. These factors give a range within which demand for school places need to be assessed. For many years, the Council has used an average of Year 6 numbers plus 5% to give an indication of demand; however, this has increased to 6% in recent years.

In Year Transfers

2.4 The School Admissions Team in the Council deal with approximately 3,000 transfer movements every year. Around 2,000 are primary school movements and 1,000 are secondary. This is in common with most areas of the country where house moves are the commonest reason for moving schools. The tables below shows pupil numbers in each year group from 2004 onwards. As can be seen the number of children in Tameside primary schools has increased steadily over the years in line with the increase in the birth rate.

All Tameside primary schools January census numbers in each year group								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
2004/05	2460	2562	2593	2618	2712	2712	2745	18402
2005/06	2397	2472	2550	2591	2615	2706	2718	18049
2006/07	2406	2396	2463	2553	2598	2611	2695	17722
2007/08	2453	2384	2429	2457	2535	2619	2617	17494
2008/09	2586	2463	2400	2427	2470	2536	2617	17499
2009/10	2549	2589	2499	2411	2404	2461	2531	17444
2010/11	2681	2549	2600	2453	2414	2397	2473	17567
2011/12	2760	2690	2574	2581	2467	2420	2369	17861
2012/13	2908	2770	2701	2544	2544	2430	2394	18291
2013/14	2926	2953	2773	2699	2567	2581	2465	18964
2014/15	3104	2929	2931	2761	2692	2597	2580	19594
2015/16	3002	3128	2929	2942	2790	2725	2606	20122
2016/17	3066	3029	3127	2936	2951	2789	2727	20625
2017/18	2998	3089	3009	3118	2917	2926	2779	20836
Updated Oct 18	Total % Change							113%

- 2.5 The table below shows the percentage change in numbers due to in year transfers from one year to the next in Tameside.

Change in numbers year to year								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall R to Y6
2004/05								
2005/06		12	-12	-2	-3	-6	6	
2006/07		-1	-9	3	7	-4	-11	
2007/08		-22	33	-6	-18	21	6	
2008/09		10	16	-2	13	1	-2	
2009/10		3	36	11	-23	-9	-5	
2010/11		0	11	-46	3	-7	12	-13
2011/12		9	25	-19	14	6	-28	28
2012/13		10	11	-30	-37	-37	-26	12
2013/14		45	3	-2	23	37	35	-12
2014/15		3	-22	-12	-7	30	-1	6
2015/16		24	0	11	29	33	9	-57
2016/17		27	-1	7	9	-1	2	-46
2017/18		23	-20	-9	-19	-25	-10	-19

Percentage change year to year								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall R to Y6
2004/05								
2005/06		0.49%	-0.47%	-0.08%	-0.11%	-0.22%	0.22%	
2006/07		-0.04%	-0.37%	0.12%	0.27%	-0.15%	-0.41%	
2007/08		-0.92%	1.36%	-0.24%	-0.71%	0.80%	0.23%	
2008/09		0.41%	0.67%	-0.08%	0.53%	0.04%	-0.08%	
2009/10		0.12%	1.44%	0.46%	-0.96%	-0.37%	-0.20%	
2010/11		0.00%	0.42%	-1.88%	0.12%	-0.29%	0.49%	-0.53%
2011/12		0.33%	0.97%	-0.74%	0.57%	0.25%	-1.18%	1.18%
2012/13		0.36%	0.41%	-1.18%	-1.45%	-1.52%	-1.09%	0.50%
2013/14		1.52%	0.11%	-0.07%	0.90%	1.43%	1.42%	-0.49%
2014/15		0.10%	-0.75%	-0.43%	-0.26%	1.16%	-0.04%	0.23%
2015/16		0.77%	0.00%	0.37%	1.04%	1.21%	0.35%	-2.19%
2016/17		0.89%	-0.03%	0.24%	0.30%	-0.04%	0.07%	-1.69%
2017/18		0.74%	-0.66%	-0.29%	-0.65%	-0.85%	-0.36%	-0.68%

2.6 For secondary schools, the same data is as follows:

All Tameside secondary schools January census numbers in each year group							
	Y6	Y7	Y8	Y9	Y10	Y11	TOTAL
2004/05	2746	2991	3213	3213	3123	2996	15536
2005/06	2720	2918	2984	3202	3185	3061	15350
2006/07	2695	2858	2915	2983	3177	3159	15092
2007/08	2617	2874	2851	2895	2956	3150	14726
2008/09	2617	2712	2861	2851	2901	2942	14267
2009/10	2531	2714	2705	2829	2830	2876	13954
2010/11	2473	2582	2712	2713	2813	2819	13639
2011/12	2369	2519	2582	2710	2721	2809	13341
2012/13	2394	2438	2504	2581	2697	2683	12903
2013/14	2465	2538	2445	2528	2580	2686	12777
2014/15	2580	2538	2553	2431	2513	2551	12586
2015/16	2606	2677	2552	2548	2429	2475	12681
2016/17	2727	2694	2701	2549	2517	2411	12872
2017/18	2779	2791	2680	2674	2506	2496	13147
Updated Oct 18	Total % Change						85%

Change in numbers year to year						
	Y7	Y8	Y9	Y10	Y11	Overall Y7 to Y11
2004/05						
2005/06	172	-7	-11	-28	-62	
2006/07	138	-3	-1	-25	-26	
2007/08	179	-7	-20	-27	-27	
2008/09	95	-13	0	6	-14	-49
2009/10	97	-7	-32	-21	-25	-42
2010/11	51	-2	8	-16	-11	-39

2011/12	46	0	-2	8	-4	-65
2012/13	69	-15	-1	-13	-38	-29
2013/14	144	7	24	-1	-11	-28
2014/15	73	15	-14	-15	-29	-31
2015/16	97	14	-5	-2	-38	-44
2016/17	88	24	-3	-31	-18	-27
2017/18	64	-14	-27	-43	-21	-42

Percentage change year to year						
	Y7	Y8	Y9	Y10	Y11	Overall Y7 to Y11
2004/05						
2005/06	5.9%	-0.2%	-0.3%	-0.9%	-2.0%	
2006/07	4.8%	-0.1%	0.0%	-0.8%	-0.8%	
2007/08	6.2%	-0.2%	-0.7%	-0.9%	-0.9%	
2008/09	3.5%	-0.5%	0.0%	0.2%	-0.5%	-1.7%
2009/10	3.6%	-0.3%	-1.1%	-0.7%	-0.9%	-1.5%
2010/11	2.0%	-0.1%	0.3%	-0.6%	-0.4%	-1.4%
2011/12	1.8%	0.0%	-0.1%	0.3%	-0.1%	-2.3%
2012/13	2.8%	-0.6%	0.0%	-0.5%	-1.4%	-1.1%
2013/14	5.7%	0.3%	0.9%	0.0%	-0.4%	-1.0%
2014/15	2.9%	0.6%	-0.6%	-0.6%	-1.1%	-1.2%
2015/16	3.6%	0.5%	-0.2%	-0.1%	-1.5%	-1.8%
2016/17	3.3%	0.9%	-0.1%	-1.2%	-0.7%	-1.1%
2017/18	2.3%	-0.5%	-1.0%	-1.7%	-0.8%	-1.7%

2.7 The data in the tables shows that whilst there might be a large number of transfers in any given year, the overall change in pupil numbers is relatively small. In effect, for primary schools, the number of pupils that start in Reception are then relatively steady whereas in secondary schools, there is a steady decline in numbers as pupils move through the year groups.

Cohort Survival Rate

2.8 When taken together, all of the above factors gives a cohort survival rate. This is the ratio of the relationship of number of pupils from one point in time to another, for example, the birth rate number compared to the number of pupils allocated a place in Reception or the number of pupils in Year 6 in a Tameside school compared to the number of pupils allocated a place in Year 7. In order to effectively plan for changes to school places in secondary schools, which starts two years in advance of entry into Year 7, a cohort survival rate based on year 4 numbers is also calculated. A five year rolling average of this ratio is the method used in Tameside to predict the number of places needed in any particular intake year.

2.9 The cohort survival rate for Year 7 is shown in the table below:

YEAR 7 ACTUALS						
	2103	2014	2015	2016	2017	2018
Total on time applications	2547	2611	2797	2821	2949	3008
Tameside schools 1 st pref inc SEN	2419	2470	2618	2605	2739	2613
Tameside resident out of borough 1 st prefs	128	141	179	216	244	203
Out of borough 1 st prefs for Tameside schools	253	324	334	374	327	340
Total allocated – Sept	2758	2742	2976	2953	3069	3125

Total allocated for Tameside schools - Sept	2547	2552	2758	2761	2824	296
Total allocated to out of borough and independent	166	154	218	192	201	174
Primary school Year 6	2420	2430	2581	2606	2727	2779
Cohort survival rate (Y6-Y7)	105.2%	105.0%	106.9%	105.9%	103.6%	104.6%
Primary school Year 4	2414	2467	2544	2567	2692	2790
Cohort survival rate (Y4-Y7)	105.5%	103.4%	108.4%	107.6%	104.9%	104.2%
Birthrate	2,409	2,487	2,614	2,533	2772	2835
Cohort survival rate (birth – Y7)	105.7%	102.6%	105.5%	109.9%	101.9%	102.5%

2.10 The five-year rolling cohort survival rate for entry into secondary schools over the last six years can be seen to have risen steadily to its present level of 106%. The rise in the birth – Y7 cohort survival rate mirrors the in-year changes to primary numbers.

Five yrs rolling average to	2012	2013	2014	2015	2016	2017	2018
Average cohort survival rate (Y6-Y7)	105.1%	105.1%	105.0%	105.8%	106.2%	105.3%	105.1%
Average cohort survival rate (Y4-Y7)	105.1%	105.1%	104.6%	105.7%	106.5%	106.0%	105.7%
Average cohort survival rate (birth-Y7)	103.6%	104.2%	103.7%	104.5%	105.5%	104.9%	104.3%

2.11 Taking a five-year rolling average of the cohort survival rate from Year 6 to Year 7; from Year 4 to Year 7 and from birth to Year 7 is very similar and so current secondary school place predictions are based on 106% of Year 4 pupils.

Housing Development

2.12 Another core factor in planning school places, is the amount of new housing development being planned in the borough. Tameside's Core Strategy is the key compulsory Local Development document. Every Local Development document is built on the principles set out in the Core Strategy, regarding the development and use of land in Tameside's planning area. The Core Strategy is currently being reviewed and it is predicted that an additional 8,000 houses, will be built in the borough, over the next 15 years.

2.13 The Council undertakes a housing yield analysis on a regular basis and this has been updated in 2018. The analysis looks at ten new development sites and matches new housing development postcodes to new pupil data from the January 2018 school census together with housing information from the Land Registry and Royal Mail to give intelligence on house move statistics and geographical distribution of the population movement into new development postcodes.

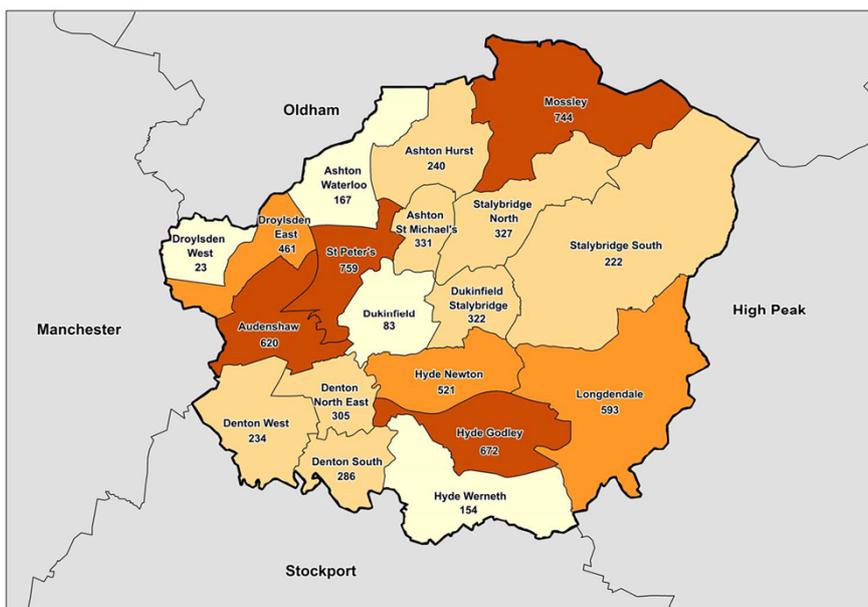
2.14 The ten development sites have been categorised based upon the type of housing present at each location, with pupil yield statistics generated for each category. The categorisation is as follows:

- Category A: Market housing, mostly semi-detached and terraced properties
- Category B: Market housing, larger proportion of detached properties
- Category C: Social housing

2.15 The Local Plan housing growth trajectory for Tameside suggests that the number of new developments in the borough could be as high as 850 units per year to 2020/21 (graph below). Since 2012/13, completions have averaged 491 per year but the Local Plan is estimating an uplift in housing growth to 815 per year between 2016/17–2020/21, reducing to 598 per year between 2021/22–2025/26 and 438 per year between 2026/27–2030/31.

2.16 Over the next ten years, housing growth is anticipated in each of Tameside's nineteen wards, with the highest levels of growth expected in the wards of Audenshaw (+620 units),

Hyde Godley (+672 units), Mossley (+744 units) and St Peter's (+759 units).



2.17 Using all of the above, pupil yield is anticipated to be:

- Category A: Market housing, mostly semi-detached and terraced properties**
 The school census data suggests a primary pupil yield of 0.15–0.36 per new home and a secondary pupil yield of 0.04–0.10 per new home. An estimated 44% of moves to these developments originate from outside Tameside.
- Category B: Market housing, larger proportion of detached properties**
 The primary pupil yield averages 0.29 per new home. The secondary pupil yield averages 0.08 per new home. An estimated 45% of moves to these developments originate from outside Tameside.
- Category C: Social housing**
 The school census data suggests a primary pupil yield of 0.36–0.55 per new home and a secondary pupil yield of 0.31–0.34 per new home. However, it is estimated that only 20% of moves to these new developments originate from outside Tameside.

2.18 As an overall model for calculating pupil yield and developer contributions, the Council uses a pupil yield per new home of 0.22 for primary aged pupils and 0.09 for secondary aged pupils. This is predicted to lead to the following number of additional pupils:

	Housing numbers	Primary places	Secondary places
2018/19	815	179.3	73.35
2019/20	815	179.3	73.35
2020/21	815	179.3	73.35
2021/22	598	131.56	53.82
2022/23	598	131.56	53.82
2023/24	598	131.56	53.82
2024/25	598	131.56	53.82
2025/26	598	131.56	53.82
2026/27	438	96.36	39.42

2027/28	438	96.36	39.42
2028/29	438	96.36	39.42
2029/30	438	96.36	39.42
2030/31	438	96.36	39.42
TOTAL	7625	1677.5	686.25

2.19 Taking all the above into consideration, projected demand for places is shown in the tables below:

PRIMARY SCHOOL PLACES

Primary school planning area	2018/19	2019/20	2020/21	2021/22	2022/23
357001 (Ashton, Droylsden, Mossley)					
Predicted intake	1090	1100	1126	1099	1090
Places available	1160	1160	1160	1160	1160
357002 (Audenshaw/ Dukinfield / Stalybridge)					
Predicted intake	854	869	888	850	841
Places available	915	915	915	915	915
357003 (Denton / Hyde/ Longdendale)					
Predicted intake	1051	1038	1031	1029	1021
	1120	1120	1120	1120	1120
Total					
Predicted intake	2995	3007	3045	2978	2952
Places available	3195	3195	3195	3195	3195

SECONDARY SCHOOL PLACES

SECONDARY SCHOOL PREDICTIONS 6% COHORT SURVIVAL 2018 (JAN 18 PUPIL CENSUS)											
	Sep 2018	Sep 2019	Sep 2020	Sep 2021	Sep 2022	Sep 2023	Sep 2024	Sep 2025	Sep 2026	Sep 2027	Sep 2028
Primary nos	2779	2926	2917	3118	3009	3089	2998	2839	2740	2807	2806
Predicted Intake	2946	3102	3092	3305	3190	3274	3178	3009	2904	2975	2974
Places available	3035	3080	3140	3140	3140	3140	3140	3110	3310	3110	3110
Balance of places	89	-22	48	-165	-50	-134	-38	101	206	135	136

3 SUPPLY

Primary Places Supply

- 3.1 The Council plans primary places using three geographical planning areas. The planning areas are based on linked towns, specific geography and travel to learn patterns. The number of primary school places has increased substantially over the last 10 years through a mixture of permanent and temporary places.
- 3.2 As shown in 2.20 above, taking into account the demand for primary school places combined with a predicted declining birth rate should ensure that Tameside has sufficient school places for another 10 to 15 years even taking into account the increased housing levels predicted in the borough. This will be kept under review annually through the report to Executive Cabinet.

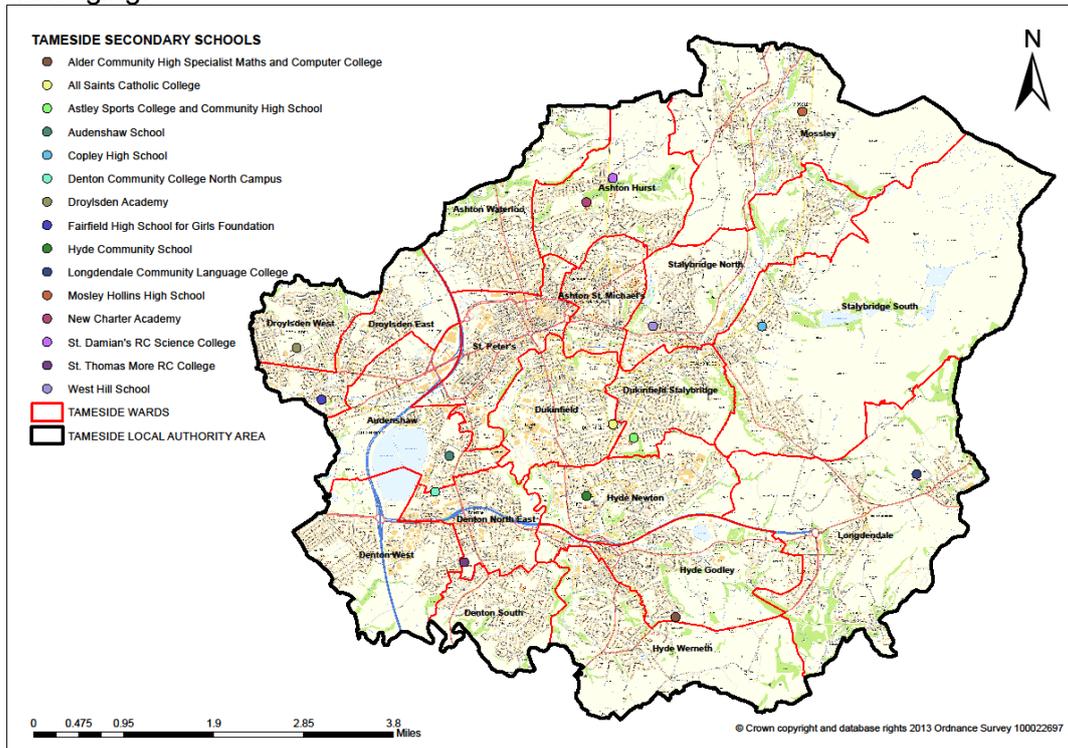
Secondary Places Supply

- 3.3 The Council plans secondary school places in a single borough wide planning area. The

demographics of the borough are complicated with 15 high schools of which:

- 11 out of 15 are voluntary aided or academies
- 10 out of the 15 being on the outskirts of the borough leading to high levels of cross local authority area travel to learn patterns
- three Roman Catholic high schools
- two single sex boys schools
- one single sex girls school
- a new free school

3.4 All of these factors mean that ensuring sufficient places for secondary schools is challenging.



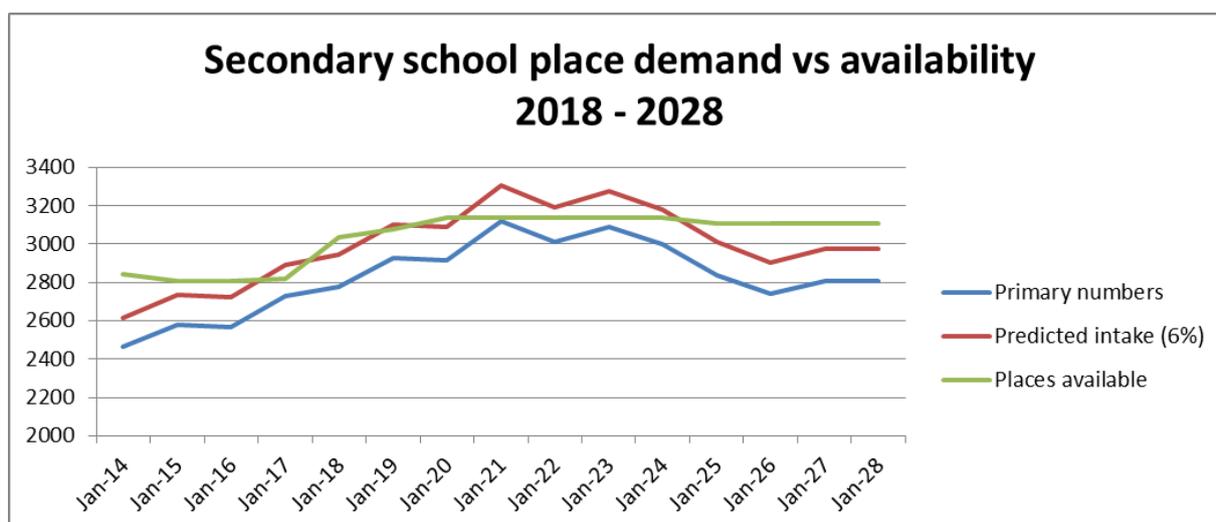
3.5 Due to the rising numbers of pupils in primary schools, the focus of increasing places has been on the secondary phase. Tameside has used a mixture of permanent and temporary places in primary schools to accommodate the increase in population. A bulge group in secondary schools is somewhat different to a bulge class in a primary school due to the different nature of how learning takes place. Primary provision is largely based in one classroom so a bulge class can be accommodated with the addition of one classroom which were often accommodated in either surplus accommodation such as a room that was used as a community room or IT suite within a school or in a demountable classroom. Secondary schools pupils move around school for different lessons and also learn in specialist resources such as science labs and so a bulge group requires a more detailed look at the accommodation required. However, secondary schools usually have much smaller average class sizes than primary schools.

3.6 Tameside Council has a statutory duty to secure sufficient places for all pupils resident in the borough but the ability to directly procure these places is limited to its community schools. Officers from the Council have been talking to Headteachers at all schools in Tameside but particularly from voluntary aided schools and academies for a number of years to encourage them to put forward proposals to increase their admission numbers in view of the increase in numbers coming through from primary schools. Tameside Council is the admission authority for four community schools in the borough and therefore can propose increases in published admission numbers at its own schools.

3.7 By being proactive in discussions with secondary headteachers has resulted in an increased number of secondary places being agreed and the number of places available has increased by 11% from its lowest point of 2796 in 2010 to 3140 in September 2020.

TAMESIDE YEAR 7 PUBLISHED ADMISSION NUMBERS (CURRENT)									
School	Type	Ward	2014	2015	2016	2017	2018	2019	2020
St Damians	Vol Aided	Ashton Hurst	150	150	150	165	165	165	165
Great Academy Ashton	Academy	Ashton Hurst	270	270	270	270	270	270	270
Denton Comm College	Community	Denton North East	270	270	270	270	270	330	330
St Thomas More	Vol Aided	Denton North East	150	150	150	150	150	150	150
Audenshaw (boys)	Academy	A'shaw	196	210	210	210	210	210	210
Fairfield (girls)	Academy	Droy East	195	195	195	195	195	195	195
Droylsden Academy	Academy	Droy West	240	240	240	180	180	180	180
Laurus Ryecroft	Free School	Droy East					150	150	210
Rayner Stephens	Academy	Duk/Staly	150	150	150	150	180	180	180
Copley	Academy	Staly South	180	150	150	165	165	150	150
All Saints	Academy	Dukinfield	170	150	150	150	150	150	150
West Hill	Academy	Staly North	170	170	170	170	170	170	170
Alder	Community	Hyde Godley	155	155	155	155	180	180	180
Hyde Comm College	Community	Hyde Newton	210	210	210	210	240	240	240
Longdendale	Academy	Longdendale	180	180	180	180	180	180	180
Mossley Hollins	Community	Mossley	156	156	156	156	180	180	180
		Total	2842	2806	2806	2776	3035	3080	3140

3.8 The increased places that have been determined and /or agreed with our secondary schools means that supply is now able to meet demand for all but four years between now and 2028 based on the assumption that the cohort survival rate does not exceed 106%.



4 PLANS TO MEET FORECAST DEMAND

- 4.1 The Council's strategy and plans to meet future forecast demand are approved by Executive Cabinet at least on an annual basis when school admission arrangements are also determined. The latest approval was on 7 February 2018.
- 4.2 The table in section 2.20 demonstrates that currently, additional places are needed for September 2021, September 2022 and September 2023 and September 2024. After that point, predicted demand begins to fall and there is sufficient surplus capacity to begin to reduce published admission numbers again. The predicted shortfall in places equates to:

Year Group	Either	Or additional places across all schools
September 21	4 additional classes of 30	165 places (every school takes 10 extra pupils)
September 22	2 additional classes of 30	50 places (every school takes 3 extra pupil)
September 23	4 additional classes of 30	134 places (every school takes 8 extra pupils)
September 24	1 additional class of 30	38 places (every school takes 2 extra pupils)

- 4.3 All schools are aware of the issues and the relative number of places that are still needed for these four years. It is not anticipated that September 24 will pose a great deal of problems as many schools have offered to take small number of additional pupils as a flexible intake into Year 7 as happened in September 2017 where several schools took up to 6 extra pupils to meet the predicted shortfall in places. September 2021 - 2023 pose greater issues as additional classes will be needed to accommodate predicted demand. These numbers however will be accommodated on a temporary basis and will not necessitate permanent increases in published admission numbers as this will generate significant levels of surplus capacity in future years.
- 4.4 Possible solutions have already been identified which includes working with the Academy schools that have closed their sixth form provision with no increase in published admission numbers:

	Date of sixth form closure	Capacity released
Droylsden Academy	September 2015	200 places
All Saints Catholic College	September 2015	150 places
New Charter Academy	September 2017	300 places
Audenshaw School	CONSULTING	200 places
Places made available for September 2018 using following sixth form space		
Hyde Community College	September 2015	180 places
Total places released due to sixth form closures		1030 places

- 4.5 As happened with Hyde Community College for September 2018, sixth form accommodation can be remodelled to provide Year 7 - 11 places and there is sufficient capacity in these three academies to achieve the places required to meet predicted demand.
- 4.6 The necessity for temporary accommodation using basic need funding is also an option if schools with spare capacity are reluctant to take additional pupils on a temporary basis but public consultation on options will only start in autumn term of 2019 giving a further two years lead in time.

Risk posed by the opening of an additional Free School

- 4.7 None of the above scenarios would indicate that an additional free school is necessary in the borough. The predicted numbers start to fall from 2024 and levels of surplus capacity would rise. Numbers are currently predictable up to 2028 using known births to 2017. The Office for National Statistics is currently predicting that Tameside’s overall population will grow to 2024 by 3.8% as compared with a national predicted growth of 7.5%.
- 4.8 Some of our schools currently have substantial deficit budgets due to a combination of factors but the main one is surplus capacity. The predicted increase in pupils will wipe out any current capacity within 3 years but when pupil numbers drop as they are now doing in primary schools, the level of surplus will increase again. It was only in September 2012 that we had our smallest Year 7 for 25 years with approximately 2450 pupils going into year 7 (those that were born in 2001/02). Should numbers fall following the same demographic pattern, it is predicted that levels of surplus capacity could be as follows:

Year	2018	2019	2020	2021	2022	2023	2024	2025
Total current places	3035	3080	3140	3140	3140	3140	3140	3110
Additional free school			210	210	210	210	210	210
Total Places	3035	3080	3350	3530	3350	3350	3350	3320
Predicted demand	2946		3305	3190	3190	3178	3178	3009
Surplus places (with additional free school)	89	-22	258	45	160	76	172	311
Year	2026	2027	2028	2029	2030	2031	2032	2033
Total current places	3310	3310	3080	3080	3080	3080	3080	3080
Additional free school	210	210	210	210	210	210	210	210
Total Places	3320	3320	3290	3290	3290	3290	3290	3290
Predicted demand	2904	2975	2974	2754	2693	2639	2665	2590
Surplus places (with additional free school)	89	345	536	536	651	651	625	700

- 4.9 The data used in the table above takes known birth rates up to intake year 2028 (2017 births) and projects forward based on previous population patterns. As can be seen, this leads to significant levels of surplus places per year group in the borough up to the equivalent level of the Year 7 intake for 3 of our larger schools. This would seriously jeopardise the financial viability of some schools as inevitably, some schools would remain parental favourites and therefore be full whilst others would bear the brunt of the spare capacity as has recently happened with two schools having significant deficit budgets due to high levels of surplus capacity in Pfi schools.
- 4.10 The Council would not wish to see any schools close in the borough and so would not advocate opening any further secondary provision without clear evidence of demand.

5 RECOMMENDATION

- 5.1 The Board are asked to note the content of the report

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Agenda Item 5

Report To:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	15 January 2019
Reporting Officer:	David Berry, Head of Employment and Skills
Subject:	LEVEL 3 POST 16 PERFORMANCE
Report Summary:	This summary report sets out an overview of Level 3 post 16 performance in Tameside. Tameside has good performance and levels of participation though also faces challenges across the life course.
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:	Effective performance at Level 3 supports economic growth.
Financial Implications: (Authorised by the Section 151 Officer)	There are no financial implications arising directly from this report.
Legal Implications: (Authorised by the Borough Solicitor)	Understanding the data used by Ofsted is always vitally important to schools and colleges in preparing for inspection. For post-16 inspections, Level 3 Value Added and have recently been the primary references for this data. It is also useful data for the Council in determining what focused action needs to be taken to support the economy and population health and wellbeing – with jobs being one of the most significant health determinant.
Risk Management:	High quality Level 3 institutions and provision is essential for increased skill levels and economic growth
Access to Information:	The background papers relating to this report can be inspected by contacting David Berry, Head of Employment and Skills.

 Telephone: 0161 342 2246

 e-mail: david.berry@tameside.gov.uk

1. INTRODUCTION

- 1.1 The overall picture of Level 3 performance (equivalent to A-Level) is improving in Tameside with high quality institutions and an increasing number of residents participating in learning. This summary report provides an overview of performance and sets out next steps to continue our progression as part of a vibrant economy for Tameside. Our approach is to view skills as a continuum throughout the life course.
- 1.2 Level 3 provision includes a range of elements including academic, vocational and apprenticeships.

2. ECONOMIC CONTEXT

- 2.1 Improving skill levels is vital to Tameside's economic growth and population health and wellbeing. Tameside currently has challenges at all levels of skills for our adult working age population set out in table 1 below.

Skill level	% of Tameside population	% of England population
No qualification	10.9	7.7
Level 2+	69.1	74.7
Level 3+	46.1	57.2
Level 4+	26.2	38.6

- 2.2 The importance of achieving outcomes in education up to the age of 16 and effective basic skills provision (entry and Levels 1 and 2) by providers such as Adult Community Education will support the foundation of a higher skilled population.
- 2.3 Skill levels can be linked to levels of both pay and productivity, Tameside workers earn an average of £479 per week compared to the North West average of £514. With the advent of the Government's welfare reform programme including Universal Credit it is essential that Tameside residents who are in work are supported to raise their earnings.
- 2.4 Tameside currently has an unemployment rate of 4.7% compared to the UK rate of 4.2%. Economic inactivity levels in Tameside of 23.4% are also above the UK average of 21.6%. Unemployment has fallen steadily across the UK although it should be noted that quality employment including jobs paid at or above the real living wage or requiring higher level skills are essential to developing a vibrant economy.
- 2.5 In 2017 29.4% of Tameside's 18 year olds gained entry to university slightly lower when compared to the England average of 32.6%. The growth of degree apprenticeships provides alternative options to academic study. It is important that Tameside residents' aspirations are raised and matched to broaden our higher level skill base.
- 2.6 In 2018 96.7% of Tameside's year 11 cohort continued to participate in further education or training. This is positive performance supported by good quality careers advice. Participation rates need to be understood in the context of outcomes and transition into well paid employment.
- 2.7 The combination of low qualification levels, low pay and above average unemployment is a challenge to Tameside's economic growth.

3. PERFORMANCE AT LEVEL 3

- 3.1 Tameside's A-Level performance in 2017 is comparable to England with an average grade of C. Tameside's average points score is 29.89 slightly lower than 31.14 for England. Participation in A-Levels is increased to 934 students in 2016/17 from 774 in 2014/15. Tameside's increases in A-level students is marginally better than the national trend. The future of local provision is strong with both Tameside College and Ashton Sixth Form College rated as 'Good' by Ofsted. High quality teaching and learning is essential to improve learning outcomes.
- 3.2 Tameside's Tech Level 'vocational' performance in 2017 at Level 3 is positive with a 34.19 average point score, higher than the England average of 32.26. Tameside's Applied General 'vocational' performance was 38.62 also higher than the England average of 35.72. The number of students participating in vocational qualifications has increased to 758 in 2016/17 from 681 in 2015/16.
- 3.3 Level 3 Apprenticeship achievement rates are improving at a better rate in Tameside than in England. 610 Level 3 apprenticeships were achieved in 2017/18 compared to 560 in 2016/17, an improvement of 0.68% compared to 0.34% in England. The advent of the National Apprenticeship Levy in 2017 has had a negative impact on the overall number of apprenticeships nationally and within Greater Manchester seeing an overall drop to 28,190 in 2017 from 30,380 in 2016.

4. FUTURE PROVISION AND NEXT STEPS

- 4.1 The development of the Vision Tameside campus will provide further high quality skills facilities and provision for the Borough. This includes the development of an Advanced Skills Centre alongside Clarendon College, Advanced Technologies Centre and also new Skills Construction Centre in 2020.
- 4.2 The Tameside Learner Provider Network was relaunched in 2016 and has grown into a strong strategic and operational network of providers to support the development of new and quality provision. The network now provides an opportunity to lead a multi- agency approach to the local skills agenda identifying gaps and supporting shared solutions to provision.
- 4.3 As set out in this report there are some core strengths in Tameside's Level 3 provision which can be further strengthened through the pursuit of the following activity as part of a wider strategy for a vibrant economy to be developed in early 2019.
- Raise educational performance pre Level 3 and through the life course
 - Improve the quality and availability of Careers Education Information Advice and Guidance (CEIAG)
 - Realise the potential of the Vision Tameside Campus
 - Develop a stronger Level 4 (degree equivalent) offer in Tameside building on Vision Tameside
 - Ensure the development of the Greater Manchester Institute of Technology (with a likely focus on industrial digitisation) supports and enhances Tameside's existing skills offer
 - Ensure the Devolution of Adult Education Budget to Greater Manchester supports residents to gain basic skills essential for progression into employment or higher level learning
 - Continue to develop of a Strategy for a Vibrant Economy including a clear and ambitious action plan for Skills.

5. RECOMMENDATIONS

5.1 It is recommended that the Board note the content of the report.

Agenda Item 6

Report to : EDUCATIONAL ATTAINMENT IMPROVEMENT BOARD

Date : 15 January 2019

Reporting Officer: David Berry, Head of Employment and Skills

Subject : ADULT COMMUNITY EDUCATION SELF ASSESSMENT REPORT

Report Summary : This report provides the draft Tameside Adult Community Education (ACE) Self Assessment Report (SAR). The SAR is due to be submitted before January 2019 in final form to the Education Skills Funding Agency and covers the academic year 2017/18. The SAR provides a comprehensive assessment of performance and areas for development. ACE has shown significant improvement in 2018 by obtaining 'Good' inspection rating from Ofsted and an improvement in qualification results.

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 : Providing an effective Adult Community Education service supports residents to gain or enhance skills.

Financial Implications : There are no financial implications arising directly from this report.
(Authorised by the Section 151 Officer)

Legal Implications : The Self-Assessment Report (SAR) is a mandatory requirement for Ofsted and the Education Skills Funding Agency. The SAR is an important performance and curriculum planning tool. It is important the assessment reflects our position but equally sets out our ambitions and plans to achieve them.
(Authorised by the Borough Solicitor)

Risk Management : Failure to submit the self assessment will leave the Council open to criticism and further action from Ofsted which will not be interests of service or public.

Access to Information : The background papers relating to this report can be inspected by contacting David Berry, Head of Employment and Skills

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Tameside

Adult Community Education



Self-Assessment Report
November 18

Overall effectiveness	2
Effectiveness of leadership and management	2
Outcomes for learners	2
Quality of teaching, learning and assessment	2
Personal development, behaviour and Welfare	2

Socio-economic Information

The Borough of Tameside was created in 1974 as one of the ten Metropolitan Boroughs of Manchester and takes its name from the River Tame. The borough is comprised of nine towns: Ashton-under-Lyne, Audenshaw, Denton, Droylsden, Dukinfield, Hyde, Longdendale, Mossley and Stalybridge. It combines a mix of urban and rural landscapes and the area includes historic market towns, stretching from the edge of Manchester City Centre through to the Peak District.

Tameside has a strong manufacturing tradition, particularly in the areas of textiles and engineering, food industries and manufacturing of high technology chemical, electronic and computer products.

Tameside has good railway, tram and motorway links making it ideally situated for easy access to anywhere in the region and beyond.

Of the 141 areas in Tameside, 8 of these fall within the worst 5% nationally and a further 16 fall within the worst 10% nationally. In total, 13.4% of Tameside residents live in income-deprived households.



Population

In 2017 the total population for Tameside was estimated to be 224,100.

Males in Tameside = 110,100

Females in Tameside = 114,100

There is a rich mix of different cultures, religions and ethnic groups in Tameside. Around 6.5% of the population are people from ethnic minority backgrounds other than European, including Afro-Caribbean, Bangladeshi, Chinese, East African, Asian, Indian and Pakistani. Other residents are of Irish, Italian, Polish or Ukrainian backgrounds.

There are significant concentrations locally, for example, 21.6% of residents in St. Peters' (Ashton) are from ethnic minority groups, the highest rate in the borough. However, most wards in Tameside have fewer than 5% of their population as non-white British.

Employment Rate

The employment rate for July 2016 – June 2017

National (United Kingdom) = 78.4%
 North West = 76.8%
 Tameside = 109,600 people in employment = 76.8%

Unemployment Rates

National Unemployment rate (United Kingdom) is currently 21.6%
 North West Unemployment rate = 23.2%
 Tameside Unemployment is rate = 23.2%
 (Numbers and % are for those aged 16 and over. % 16 - 64)

Claimant Rates

Under Universal Credit a broader span of claimants are required to look for work under Jobseeker’s Allowance. As Universal Full Service is rolled out in particular areas, the number of people recorded as being on the Claimant Count is therefore likely to rise.

Figures as of August 2018 for people claiming Jobseekers Allowance (JSA) and out-of-work element of Universal Credit (UC) in Tameside is 4,745 an increase by 20% in the year.

Health and wellbeing is a priority for the borough as 9.5% of Tameside’s unemployed residents have various health problems. Our service works closely with the Working Well Programme and Routes to Work, to target and help these residents.

Skills Shortages in Tameside

In 2017, the rate of Tameside residents holding no qualifications has risen to 10.9% from 9.3% in 2016. Tameside residents have the third highest proportion of residents with no qualifications in GM. ACE plays a vital role in supporting these adults by equipping them with the confidence and qualifications needed to access work.

Course Level	Tameside	GM
None	10.9	9.0
Level 1	82.6	85.2
Level 2	69.1	73.0%
Level 3	46.1%	54.2%
Level 4	26.2%	34.5%

Tameside’s skills profile shows we will increasingly need more low and high skilled workers and fewer medium skilled workers over the coming years, referred to as the ‘hourglass economy’. For this reason, we at Tameside Adult and Community Education (ACE) offer both community learning provision and formal qualifications up to and including Level 2.

Service Overview and Context

Tameside ACE (ACE) is a key service in the Council, responsible for delivering Adult and Community Education. Each year we educate and support around 700 learners, helping them to move into employment, volunteering opportunities and further study. In academic year 17/18, enrolments totalled 1,206.

It is important to acknowledge that 74% of all learners were 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.

As a service, our aims are to:

- 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.

We are also focused on employability and getting people into work but we understand that not all our learners are able to access employment opportunities as an immediate progression. Approximately 21% of our learners are economically inactive as they are retired, carers or learners who are in receipt of Employment Support Allowance and because of long term health conditions are not expected to be actively seeking work. Therefore, to ensure we meet the needs of all our adult learners, we provide a range of provision which is flexible, responsive and of high quality.

The service is led effectively by the Head of Employment and Skills and the Head of Service for ACE. We work across the council within Employment and Skills, Development and Investment and align to key council principles, championing stronger families, digital inclusion and social mobility. The Service reports on a termly basis to the Governing Board, providing information on performance outcomes and budget. They effectively monitor the service and hold the leadership team to account.

Breakdown of provision

Non-accredited provision

- The highest proportion of our provision, 69% is non-accredited
- **49%** of learners enrolled onto this provision were actively seeking employment of which **12%** gained employment or volunteering placements
- 24% of learners have progressed cross year into further learning with ACE

The service uses this type of provision to:

- Support hard to reach learners in their first steps in preparation for moving onto qualification courses in maths and English.
- Develop learners' digital skills so they can use software applications in everyday life, internet safety and search and apply for jobs online.
- Develop confidence, resilience and skills for employment.
- Engage low level ESOL learners in pre-entry learning.
- Equip parents with the skills to support their children at school.

Qualifications

- 68.7% of learners enrolled onto this provision were looking for work and of these **25%** gained employment or volunteering placements
- 38.5% of learners have progressed cross year onto further qualifications with us.

The service uses this type of provision to:

- Provide accredited courses in maths, English and ICT developing skills for life and improving learners' employment prospects
- Provide vocational programmes in Retail, Enterprise and Caring for Children to provide skills for volunteering and/or moving into further learning or employment

Leadership & Management

Key Strengths

- Management have good visibility with staff due to effective and consistent Huddles and 1-2-1s
- Good promotion of equality, inclusion and diversity
- Good partnerships with a range of organisations

Areas for Improvement

- Increase number of learners moving into employment
- Continue building and monitoring provisions around staff support, reflective practice and development.

Ambitious and challenging targets

Through regular meetings, 1-2-1s and Huddles, senior leaders and managers have worked closely with staff to improve the quality of teaching, learning and assessment and outcomes for learners. As managers are visible and present within the cycle of teaching, learning and assessment it allows for more opportunities to share best practice and develop learning resources. As a result, staff are enthusiastic about teaching and show a high morale.

Management review and develop the QIP and strategies for Outstanding TLA and Service Strategies during each management and quality meeting. These allow for senior leaders, managers and tutors to illustrate issues and implement strategies to improve attendance and punctuality.

Effective Governance

The way data is presented to governors has improved to identify clearly the direction of the service. The data presented show updates of outcomes, staff performance, enrolments, attendance and punctuality rates and partnership relations. Governors are presented with targets for outcomes, attendance, retention and punctuality and feel able to raise concerns or question targets of decisions laid out. This is also helped by quality data being issued prior to the meeting, which allows the governors to attend the meeting with clear and direct questions to challenge service managers and steer the direction of service. The minutes of these meetings provide documentation of reviewing courses offered, discussion of lower learner numbers due to staff illness and keeping firm records of learner starting points.

Our governors fully endorse the priorities and vision for economic growth of the council. Governors and tutors have a shared interest in helping to strengthen the local business community by up-skilling Tameside residents, maximising well-being and building confidence for employment opportunities.

Embedding Employability

A new Life and Living course has been introduced; this course provides a stronger skill set to enable learners to move from education into employment.

Ensuring learners feel safe, listened to and respected

Senior leaders and managers continue to ensure that all staff are appropriately checked that they are suitable for working with adult learners. Managers maintain up-to-date records of all DBS checks that are received (and when they are due to be renewed).

As a service, we are proud that our site provides learners and partners with a welcoming, nurturing and safe environment. We consistently follow the council's safeguarding procedures methodically, and we take all safeguarding and safeguarding-related incidents very seriously. We ensure, when necessary, that appropriate action is taken and that detailed accounts of actions and outcomes are recorded.

Tutors integrate diversity and fundamental British values into learning activities. They promote British values very effectively through displays in classrooms and in the corridors throughout the centre. In April 2018 nine classes received a questionnaire on British Values. This enabled staff to measure learner comprehension of British Values, extremism and radicalisation.

This was a pilot survey and 47 learners took part. The outcome was, learners understand the necessary points of contact at ACE, should they feel bullied, and for topics around extremism and radicalisation, whilst also understanding their role should they suspect someone is being bullied, harassed or radicalised. Using this data, we recognise that we need to work harder at making extremism and the components of British Values more explicit with our learners. It is also worth highlighting that although the cohort surveyed, comparative to the number of learners our service has, is small: we plan to revisit this survey for 18/19 and ensure it is conducted in more lessons.

Health and Safety is regularly monitored and discussed within weekly Huddles, actions are taken when appropriate. Individual risk assessments and PEEPS (Personal Evacuation and Escape Plan) are completed for all learners where needed. All staff understand that it is their responsibility to take reasonable care of their own health and safety and of the learners. Being part of the Council, staff are aware of the Safety Policy and all safety regulations. Health and safety procedures are discussed and highlighted within the induction, and picked up throughout the courses. ACE also ensures that clear signage is present throughout the building, highlighting the Safeguarding Lead, First Aiders and fire escapes.

From a flash group survey taken in January, we were able to ascertain the success of learner understanding of Health and Safety. The results allowed us to develop and strengthen our induction process for 18/19.

E-Safety is of paramount importance, as there is an increase of learners entering the service with experience of using technology and social media. We recognise that we have computers in public areas, and although the monitors are positioned so staff can monitor what learners are looking at, we are going to implement a booking system for computers in public areas, and will be checking internet history once a month. IT suites are only used when supervised by a member of staff or partners.

Complaints and compliments are monitored through our suggestion box, and get discussed by managers when they occur. We ensure that successful outcomes appear on the 'You Said, We Did' board in the main corridor, to enable learners to see the outcomes of their suggestions. Notable mentions would be that we are now running GCSE English for the first time.

Good use of data to manage performance

Data is used well throughout the service, using a comprehensive suite of reports to monitor retention, curriculum, outcomes and learners at risk of going over end dates. The MIS system (Aqua) that ACE has been using to generate reports will be replaced by TERMS for 18/19. This will enable us to use electronic registers to quickly track attendance and punctuality concerns, streamline the enrolment process, and track learner progress easier as all managers will have access to the system.

Responding to learner feedback

	Q1	Q2	Q3	Q4	Q5
	Pre-course advice	Enrolment and induction	Teaching and support	Facilities (classrooms, dining room toilets etc.)	Handouts, resources and equipment
Excellent	190	187	221	190	197
OK	50	59	23	55	47
Poor	3	1	0	0	2
NA	4	2	1	0	0
Unans	3	1	5	5	4
Total	243	247	244	245	246
Excellent	78%	76%	91%	78%	80%
OK	21%	24%	9%	22%	19%
Poor	1%	0%	0%	0%	1%
Total	100%	100%	100%	100%	100%

	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
	Do you feel safe here?	Did the course meet your needs?	Was the pace of the course right for you?	Do you feel more confident to find work in the future/make progress in your current job?	Do you feel more skilled / confident in this subject?	Do you feel more positive about your ability to learn?	Did you enjoy meeting new people?	Have you been advised of your next steps?
Yes	244	243	240	198	240	240	237	193
No	1	1	6	24	5	3	4	21
NA	0	2	1	23	1	2	3	21
Unans	5	4	3	5	4	5	6	15
Total	245	244	246	222	245	243	241	214
Yes	99.59%	99.59%	98%	89%	98%	99%	98%	90%
No	0.41%	0.41%	2%	11%	2%	1%	2%	10%
Total	100%	100%	100%	100%	100%	100%	100%	100%

In summary, learner feedback has identified:

- Quality of teaching and tutor support is at 100% with 91% stating excellent
- How learners feel they are treated by staff and others has maintained a 99.6%
- The satisfaction rate of the quality of resources is at 99% with 80% stating excellent.

Effective leadership of SAR, staff development and training

All staff have contributed to the SAR process including the formulation of the QIP. Staff have worked in teams and have completed annual course reviews which show in-depth analysis of all courses with clear actions points focusing on resources, approaches to assessment and delivery patterns. Learners provide feedback through questionnaires, suggestions and discussions with staff. Improvements are needed to improve the collection and recording of partner feedback. The Governing Board will undertake final validation of the report prior to the submission.

Managers and staff have reviewed the impact of various meetings held at ACE and have changed the format to have a greater impact on the pace of change. We have full staff meetings five times a

year, weekly huddles with curriculum teams and bi-weekly updates for the service. Concise meeting summaries and actions enable the service to respond quickly and efficiently. Staff feel leadership and communication has strengthened across the service since our last inspection.

Since inspection staff 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.

Weekly huddles take place and staff are given the opportunity to discuss their performance with their line manager. We operate an open door policy so that staff have more opportunities to speak with managers as required. With the successful relocation of the service to one building, tutors have more opportunity for working collaboratively, including identifying and sharing good practice, and developing learning resources.

Continual Professional Development (CPD) opportunities are available throughout the year all staff record and evaluate the impact of this, ensuring impact on learner is measured. The Council's Organisational Development team as part of the STRIVE initiative send regular updates and training dates through that can be accessed by all.

Quality of teaching, learning and assessment

Key Strengths

- Tutors provide a range of learning activities that stimulate learners to make good progress.
- Learners receive good access to impartial careers information, advice and guidance.
- Tutors provide good learning support to strengthen learner progress.

Areas for improvement

- Improve consistency of high quality TLA
- Track and monitor clear starting points of learners.
- Offer guidance and support to tutors for offering strategies for learners around improving spelling, punctuation and grammar.

High awareness of learner needs

Most tutors assess learners starting points at beginning of their course, which allows individual learning needs to be accurately mapped out in the group profile and ILP. Tutors are successfully able to use these starting points to address prior learning, gaps in knowledge and set SMART targets. Using various resources and individual support, most learners are stretched and challenged to solidify their learning outcomes, or exceed expectations. Tutors methodically plan for appropriate mid-course reviews to provide clear feedback on learner progress, and to check the status on current or upcoming targets. This allows learners to take ownership and remain accountable for their learning, target setting and progress.

All tutors plan with a clear understanding of the demographic of learners we work with. All tutors plan to instil confidence within their learners from the offset, build interpersonal skills by planning peer working and use technology in their lessons to develop wider skills.

Using the ILP and planning for 1-2-1s, tutors are therefore able to allow learners to track their progress, and plan for progression onto another level or course. The tutors ensure that the learners continue to progress and maintain this passion for learning and developing skills.

Effective support for learners with complex needs

Learners with learning difficulties and/or disabilities are quickly highlighted at the enrolment stage, initial tutor meeting and creation of their ILP. With these quickly identified and assessed, it ensures that required resources and arrangements are provided to facilitate learning.

Using the new MIS system, it will allow us to track learners that have declared a learning difficulty or disability with greater insight. That way we can monitor progression and provide intervention quicker to learners that have a declared difficulty or disability.

High levels of good TLA

Headline statistics for observations:

	Term 1	Term 2	Term 3
Grade 1	1	3	
Grade 2	3	2	
Grade 3 or 4	3	2	2

Out of all observations conducted 17-18:

56% of all (16) observations were Grade 2 or above.

20% of staff increased from a Grade 3 – 2.

20% of staff increased from Grade 2 - 1

At the end of 17-18:

70% of staff were a Grade 2 or 1 Target for end of 18-19: 80%

20% remain a Grade 3, with one tutor (10%) retired July 2018.

Term 1 and 2 were used to observe all tutors, ensuring areas to develop from previous observations had been adhered to, whilst tracking improved performance. Term 3, though showing a significant drop in the amount of observations undertaken, was down to prioritising staff highlighted by Ofsted to improve. The service moved away from graded observations in March, and thus placed more emphasis on feedback and development. Despite term 3 showing two observations under a grade 2, development points were added, supported and signed off timely by term 1 of 18/19.

Performance management of staff adapted to ungraded observations being introduced in March 2018, which placed a higher emphasis on continuous staff development as development points are now issued to staff. Development points are set a date, reviewed and, upon witnessing sufficient evidence, are signed off.

As a result of the Ofsted inspection, managers have improved the observation paperwork and have now branded good teaching as 'expected norm', to document clearly opportunities (or elements) of outstanding teaching clearly to staff. Observers all received observation training to standardise their feedback and expectations for observations, with the aim for feedback to be consistent for 18/19 observations and learning walks. Observers also ensured that they conducted joint observations at the beginning of term 1, enabling them to standardise.

From June, learning walk feedback is now given 1-2-1 with the tutor to aid the tutor to reflect and discuss areas of good practice and aspects to develop. The learning walk themes are designed as checklist, to allow managers to easily identify trends of good practice or areas for development. This will allow for staff development days and external training to be invested with a clear rationale in mind.

During July and August, the service received internal and external training to help build outstanding foundations for learning, with the later training highlighting planning for embedding wider skills within schemes of work. A greater emphasis was placed on group profiles identifying strategies to support learning.

Effective assessment for learning

Tutors continue to effectively monitor assessments and structure individual review sessions. These are used to monitor attendance, targets and assessments. Tutors give high levels of feedback consistently. In July 2018, a learning walk was conducted to review the level of learner feedback. 77% of tutors were seen, with all tutors showing targets being set for learners. There was evidence of these targets being reviewed and feedback mirroring examiner mark schemes. Of the 77% of learning walks previously mentioned, 57% of these showed evidence of staff feedback flagging spelling, punctuation and grammar errors in learner work. Therefore, staff development will look into identifying how to highlight spelling, punctuation and grammar errors and provide feedback or resources to help learners improve these skills. Management will audit schemes of work in September 18 to monitor the impact of the training in the summer, and highlight best practice for embedded English and maths in schemes of work.

Group tracking allows for learners that are at risk of failing to be highlighted quickly by tutors. Managers and tutors work together for strategies to ensure that learners at risk are able to achieve their course. Moving forward, we will ensure that all starting points are documented with clear planning in place to address gaps in knowledge from the offset.

Internal verification is conducted in all vocational courses throughout the year. Verification shows that high standards are put in place to all learners and that feedback is clear and developmental. We worked with 4 awarding bodies in 17/18, and all external verifier/moderator reports were good, praising the high standards we have in place.

Personal development, behaviour and welfare

Key Strengths

- Learners are punctual and enthusiastic about their courses
- Tutors and IAG are effectively signposting learners onto the right courses
- Good partnerships to allow learners with significant barriers to receive effective support.

Areas for improvement

- Strategies for monitoring attendance need to be maintained, as attendance needs to improve.

Headline Attendance and Punctuality 17/18:

	Attendance %	Punctuality %
Term 1 2017/18	87.86	93.94
Term 2 2017/18	80.93	93.85
Term 3 2017/18	89.08%	95.81
Average for 17/18	86%	94%
Average for 16/17	85%	95%

High punctuality rates and improving attendance rates

Tameside ACE is committed to promoting high levels of learner attendance and punctuality across all our provision. There are policies and procedures in place to manage this. The management team at ACE have now developed a strategy to improve learner attendance to achieve the 90% target.

In order to improve attendance next year:

- Quality and Learning Managers to ensure attendance policy adhered to by tutors, admin and MIS and to report findings to Quality Meeting

Student Services

Over the last year, as evidenced in the table below, there was a variation in pastoral student interactions as evidenced in the table below. This was due to staff shortage and has now been rectified by the employment of a Quality Manager.

Student Support and IAG Service

	14/15	15/16	16/17	17/18
Total incidents of support	31	76	152	84
Total learners supported	27	57	108	68
% Incidents to learners	1.1	1.3	1.4	1.2

Pre course IAG Satisfaction

	16/17	17/18
Excellent/Good	149	190
Okay	14	50
Poor	2	3
Unanswered/NA	2	7
Total answered	167	243
% Of Total Excellent/Good	97.6	98.7

In order to meet the high demand for information and support around mental health issues, careers advice and volunteering opportunities, Student Services organised a number of enrichment sessions throughout the year delivered by organisations such as NHS Healthy Minds, National Careers Service and Action Together. Attendance at these sessions were high and learner feedback emphasised how valuable they felt these sessions were.

To facilitate our partnerships, Student Services attended a number of meeting at various JCPs, local community venues. This outreach enabled stronger links to be forged with local organisations and raised awareness of ACE provision in the community.

Highly effective student support in place supporting learners with significant barriers to learning

Student Support Totals	15/16	16/17	17/18
Advocacy	7	6	4
Application to DLS Fund	NR	NR	3
Business Start Up Support	NR	NR	NR
Careers Advice and Support	7	46	5
Computer Buddies	8	3	5
Council Tax Advice	0	1	0
External Courses/Progression	15	16	6
Financial Advice	0	9	3
Food Support/Bank	3	6	1
Health and Wellbeing	2	9	3
Healthy Eating	0	2	3
Housing Advice	0	4	1
Legal Advice	5	0	2

Mental Health	10	18	8
One to One Reading Support	16	9	14
Routes to Work	0	0	2
Student Support Other	2	12	8
Volunteering	0	8	3
Welfare Rights Advice	1	3	10
Work Placement	NR	NR	2
Apprenticeship/YES Scheme	NR	NR	1
Total	76	152	84

Effective strategies in place to develop learner confidence and self-esteem

Learner feedback shows:

Area	Satisfaction rate % 16/17	Satisfaction rate % 17/18
Subject confidence	98	98
Confidence to learn new things	97	99
Confidence in applying for/securing a job	86	89

Outcomes for learners

Key Strengths

- Processes are robust and effectively monitor and track learner progression.
- Overall increase in maths and English outcomes.
- Increase in retention and achievement.

Areas for improvement

- Improve attendance and engagement with family learning courses.

High retention rates for the majority of learners

Headline statistics for all enrolments 2017 - 2018

Enrolments	Retained	Passed	Achievement Rate	Retention Rate	Pass Rate
1192	1099	1058	88.7%	92%	96.2%

Headline statistics for Community Learning 17/18:

Community Learning - 3 year comparison	Enrolments	Retained	Passed	Achievement Rate	Retention Rate	Pass Rate
2015 - 2016	1129	1038	1035	91.6%	92.0%	99.7%
2016 - 2017	991	890	883	89.0%	90.0%	99.0%
2017 - 2018	836	769	766	92.0%	92.0%	100%

Pass rates continue to remain high for CL courses, with a 1% increase this year. There have been marked increases in achievement rates with our ESOL courses. ESOL Chatter Group received a 10% growth and English for Leisure boasting a 17% rise. IT Community Learning courses have seen notable increases in achievement rates from the previous year: Start IT with 6% and Jobs Online with 5%. Community Learning courses that dipped in achievement rates are attributed to dips in retention. These courses (Confidence Building and Time Out for Parents) show an increase in enrolments, but require more surveillance on attendance earlier on. On enrolment, tutors now enquire about holiday commitments that may suggest that learners may be best deferring enrolment.

Headline statistics for Qualification courses 17/18:

Qualification - 3 year comparison	Enrolments	Retained	Passed	Achievement Rate	Retention Rate	Pass Rate
2015 - 2016	342	320	292	85%	94%	91%
2016 - 2017	351	324	277	79%	92%	85%
2017 - 2018	356	330	292	82%	93%	88%

High achievement rates for entry level English and maths

English	Achievement % ACE 16/17	Achievement % ACE 17/18	Retention ACE 16/17	Retention ACE 17/18
Entry 2	88%	100%	94%	100%
Entry 3	96%	86%	100%	90%
Level 1	66%	75%	97%	96%
Level 2	59%	85%	95%	100%

Functional Skills English has shown an overall increase in 17/18, entry 3 was the only level that showed a significant drop in achievement. We recognise that this was down to the classes running on a Saturday, but unlike for maths, these learners were only committing themselves to this session in the week. As such, it meant that learners struggled to maintain consistent attendance. Moving forward, we no longer have a Functional Skills class running on the Saturday, and attendance is now tracked in English and maths Huddles. The continual use of ForSkills and the CPD tutors received helped to support our learners with independent learning skills. The CPD books also promoted learners taking ownership of their own learning. This was especially the case for learners who purchased the book.

The working parties on developing ILP's helped produce a comprehensive document which tracked learner's progress. The focus on personal targets also improved the learner's experience and met recommendations from Ofsted.

Building on last year's focus on employability has continued and is more prominent in the classes now. Our learners are more aware of how the skills they are developing will link into future employment.

Functional Skills Maths

Maths Functional Skills	Achievement % ACE 16/17	Achievement % ACE 17/18	Retention ACE 16/17	Retention ACE 17/18
Entry 2	91%	80%	94%	80%
Entry 3	95%	93%	100%	93%
Level 1	68%	83%	92%	94%
Level 2	61%	60%	96%	85%

Although there is a decrease in Level 2 retention, the volume of learners from last year has increased by 59%. The increase in Level 1 achievements can be attributed to an improved initial assessment. We used the 'For Skills' initial assessment for the first time. We found that it was quicker to complete, therefore not too overwhelming for new learners. Following that, the diagnostic assessment was a past paper and so enabled the tutor to look at gaps in learning and focused the course accordingly for each learner. Tutors used this data to pinpoint areas to work on. Tracking had been made more visual (using a graph system) and robust to pinpoint improvements from starting points with each 6 week assessment, and highlight learners that continued to struggle.

GCSE Maths

Maths GCSE	Achievement % ACE 16/17	Achievement % ACE 17/18	Retention ACE 17/18
GCSE	-	78%	100%

This was the first year GCSE maths ran at ACE. Our achievement rate for grade 4 and above is above national average. To keep pushing high standards, we have recognised that our service doesn't emulate the exam setting enough for qualifications that focus on synoptic exams and summative assessments. In order to prepare for this, we have purchased exam desks to set up a room to replicate the exam setting. This will allow learners to build their experience of sitting an exam in a different setting.

ICT

Qualification title	Level	2016/2017		2017/2018	
		Retention	Achievement %	Retention	Achievement %
Functional Skills qualification in Information and Communication Technology (ICT)	E2	89%	89%	88%	88%
Award in Digital Employability (VRQ)	E3	86%	41%	88%	76%
Spreadsheet software	L1	92%	92%	100%	100%
Desktop Publishing software	L1	-	-	100%	100%
Certificate in IT User Skills (ITQ) (QCF)	L1	89%	89%	100%	100%
Database software	L1	100%	100%	100%	100%
Presentation software	L1	100%	100%	100%	100%
Word Processing software	L1	76%	62%	100%	100%
Presentation software	L2	-	-	100%	100%
Word Processing software	L2	67%	67%	100%	100%
ECDL Certification in IT User Skills (QCF)	L2	100%	100%	100%	100%
Spreadsheet software	L2	-	-	100%	100%

Considerable improvements have been made to IT in 17/18 to ensure an increase in achievement rates. For Digital Employability sessions changed to being a full day, rather than splitting it up. This allowed the learners to focus more on completing assignments and exercises within the day. Tutors also started the course with a different unit to allow learners to build confidence, as they felt previously they had begun with a unit that was required too much reading and made learners disengage previously.

Caring for Children

Qualification title	Level	2016/2017		2017/2018	
		Retention	Achievement %	Retention	Achievement %
BTEC Award in Caring for Children	E3	75%	75%	100%	100%
BTEC Diploma in Caring for Children	L1	-	-	78%	78%

In Entry 3 there has been a 25% increase in achievement. This is down to learner files being developed to include ILPs and assessment work. Having targets, reviews and assessment work in the same place made it easier for learners to reflect on their own learning.

Good levels of achievement and progression onto further learning across all provision

In-year Progression from:	Number progressed 16/17	% progressed 16/17	Number progressed 17/18	% progressed 17/18
PCDL to Qualification	172	23.7%	99	20.4%
WFL to Qualification	1	1.3%	3	4.2%
FEML to Qualification	2	2.8%	6	7.7%
Qualification to any Qualification	83	31.1%	92	37.1%
English E2 to E3			3	37.5%
E3 to L1	0	0%	4	14.8%
L1 to L2	3	11%	10	31.3%
Maths E2 to E3	2	6%	4	36.4%
E3 to L1			6	27.3%
L1 to L2	0	0%	10	38.5%
L2 to GCSE	0	0%	5	17.5%
ICT E2 to E3	0	0%	7	24.1%
E3 to L1	0	0%	2	8%
L1 to L2			2	6.3%

In year progression grew considerably in 17/18, detailing how hard tutors and Student Services have worked to keep learners on the path to developing their education. Given the high frequency of progression from PCDL and qualification courses, it shows that tutors discuss and signpost the relevant next steps for learners. ACE staff do not solely identify learners based on the courses they are currently doing, but the future steps they wish to take in their education and how the staff can help them on this journey.

Improving destination and progression monitoring

At the most recent Ofsted Inspection in February, the service was advised to analyse carefully the destinations of learners who leave ACE to inform the planning of courses and increase the proportion of learners who progress to further education, apprenticeships, volunteering or employment.

Current approach to recording, monitoring and evaluating destination data

At the start of all courses, as part of the ILP, all learners are asked to indicate if they are:

- Unemployed and not looking for work (e.g. retired, caring for children)
- Unemployed and looking for work
- In work

At the end of their course, learners complete a section in their ILP which indicates their destination. This information is collated into a quarterly report reviewed at managers' meetings. Approximately, six months after learners have completed their course, they will be contacted by ACE so that their destination can be further tracked.

Overall Destination data for 16/17 and 17/18:

Our employment destination outcomes remain stable at 16%. Our cohort of learners includes a sizeable element (21%) who are unemployed and not looking for work. Tameside has an above average population of economically inactive residents who claim Employment Support Allowance (ESA) due to their health conditions and this is reflective in ACE's learner cohort. ESA reduces the claimant's requirement and conditionality to make themselves available to work search. We recognise that measuring starting points provides an improved analysis of the progression and Ofsted suggested that for 2018/19 we should further develop our analysis and we have therefore introduced pathways to better show the learner journey and their destination outcomes.

Overall destination outcome	2016/17	2017/18
Employed	16.1%	16.2%
Unemployed and looking for work	42.6%	47%
Unemployed and not looking for work	25%	21.3%
Volunteering	4.7%	4.0%
Unknown	10.8%	11.4%

Overview of destination outcome by Gender, Disability, Age and Ethnicity

The analysis of destinations by gender, disability, age and ethnicity provides further insight for ACE into destination outcomes. This insight has supported the preparation for pathways in 2018/19.

Outcomes by Gender	16/17	16/17	17/18	17/18
	Male	Female	Male	Female
Employed	27%	73%	26%	74%
Unemployed and looking	58%	42%	37%	63%
Unemployed and not looking	22%	78%	30%	70%
Volunteering	45%	55%	38%	62%

Outcomes by Learners' with a disability	16/17	17/18
Employed	24%	19%
Unemployed and	45%	38%

looking		
Unemployed and not looking	33%	43%
Volunteering	5%	90%

Outcomes by ethnic background	Employed	Unemployed and looking	Unemployed and not looking	Volunteering
English/Welsh/Scottish / Northern Irish/ British	50%	43%	47%	90%
Any other White Background	11%	3%	1%	
White and Black Caribbean		1%		
White and Asian	1%		2%	
Any other mixed/multiple ethnic background	1%		1%	
Indian	3%	2%	5%	5%
Pakistani	11%	12%	6%	
Bangladeshi	4%	13%	12%	
Chinese	1%	1%		
Any other Asian background	6%	1%	1%	
African	9%	9%	12%	5%
Any other Black	1%		2%	
Arab		2%	3%	
Any other ethnic group	1%	1%	9%	

As a provider to our community we also supported learners who studied at ACE and were above the age for retirement. Inclusion and participation are important outcomes for these learners to live healthy lives and continue to contribute actively to their communities. Our destination data can be refined to remove those learners who were above the retirement age. The table below sets out the revised figures when considering only those learners who were of working age. Our analysis shows an increase of 2% in those in an employment destination.

Destinations by working age residents only (removing retirement age)	2017/18
Employed	18.8%
Unemployed and looking for work	51.8%
Unemployed and not looking for work	21.0%
Volunteering	3.9%
Unknown	4.1%

For 18/19, we are looking to introduce learner pathways to better show learner journey and destination outcomes. The learners will have already completed an assessment and will be on their chosen course at the correct level, then through discussion with their tutor will ascertain the right pathway for their future.

Pathway to Work

Any learner who is unemployed, able and actively looking for work should be included in this pathway. Undoubtedly, supporting learners into work can be challenging as we work with the hardest to reach who have significant barriers to overcome.

Pathway to Professional and Personal Development

Many of our learners are economically inactive as they are retired, carers or learners who are in receipt of Employment Support Allowance and because of long term health conditions are not expected to be actively seeking work. Although the expected destination outcome is not employment, it is important to measure the impact of learning on personal development. Positive indicators of change would include: developing new interests whilst on the course, making new friends and building networks, feeling more positive about the future, feeling more self-confident and improved sense of wellbeing.

Learners who are already in employment but who are looking to develop new skills should also be considered as part of this pathway. As well as expecting the learner to remain in work, successful outcomes will include improved skills at work, more responsibility at work, increased salary, promotion at work, helped with a career change.

It is recommended we include and analyse the number of learners 'in work' on this pathway.

Pathway to Volunteering

This pathway is for learners who explicitly state that they are not intending to go into employment after their course but are instead aiming to volunteer. Partnerships with Action Together and Routes to Work will help ensure we regularly promote and signpost opportunities to learners. At the same time, we will further develop volunteering opportunities at ACE to provide learners with the opportunity to gain valuable skills which in the longer term may help them back into work.

Pathway to Education

Learners who are wanting to progress to further study, will be considered to be on this pathway. Successful outcomes will include Traineeships, Apprenticeships, Supported Internships, FE full time or FE part-time (including community learning.) In previous years, we have not explicitly captured this data but we have hosted progression events and have regular meetings with Tameside College and Ashton Sixth Form. From this we know only 6 learners in 16/17, progressed to Further Education.

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Agenda Item 7

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	15 January 2019
Reporting Officer:	Tim Bowman – Assistant Director of Education
Subject:	EDUCATION ATTAINMENT IMPROVEMENT BOARD FORWARD PLAN 2018/19
Report Summary:	The Forward Plan provides an update to the proposal, discussed and agreed at the June meeting of this Board, 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 approve this updated Forward 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. It would be helpful to have an annual planner particularly as the law requires us to plan 4 months ahead.
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 Tim Bowman:  Telephone: 0161 342 3354  e-mail: tim.bowman@tameside.gov.uk

1. BACKGROUND

- 1.1 This short report updates the Forward Planner discussed and agreed in June.
- 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 updated Forward Plan is set out below:

Meeting	Topic	Lead
26 Mar 2019	SEND Update	Tim Bowman
	Education Self-Assessment and Action Plan Update	Tim Bowman
	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

3. RECOMMENDATIONS

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