

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.