

SELF ASSESSMENT REPORT DECEMBER 2019



	Grade
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 2019 the total population for Tameside was estimated to be 225,200.

Males in Tameside = 110,700

Females in Tameside = 114,500

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.

Claimant Rates

Under Universal Credit a broader span of claimants are required to look for work than 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 October 2019 for people claiming Jobseekers Allowance (JSA) and out-of-work element of Universal Credit (UC) in Tameside is 5,625 an additional 880 claimants in the period. In 2018 17.1% of households in Tameside households were described as workless.

Health and wellbeing is a priority for the Borough as 61% of those residents on welfare to work programmes report that they have a health condition or disability that could affect their ability to get a job, while 48% clients say their condition could affect their ability to stay in the job. Tameside's

unemployed residents have various health problems. Our service works closely with employment provision such as Working Well Programme and Routes to Work, to target and help these residents.

Skills Shortages in Tameside

In 2018, the rate of Tameside residents holding no qualifications remained at to 10.1. Tameside residents are still amongst the highest proportion of residents with no qualifications in GM. Tameside Adult and Community Education (ACE) plays a vital role in supporting these adults by equipping them with the confidence and qualifications needed to access work. ACE is an important element of a progression pathway into work.

Course Level	Tameside %	GM %
None	10.1	9.8
Level 1	81.9	83.5
Level 2	70.3	72.7
Level 3	47.5	54.9
Level 4	26.2	35.6

Tameside’s labour market profile shows the economy will be led by 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 ACE offer both community learning provision and formal qualifications up to and including Level 2.

Service Overview and Context

Tameside ACE is a key service in the Council, responsible for delivering Adult and Community Education. Following devolution of the Adult Education Budget (AEB) from August 2019 the service receives funding from Greater Manchester Combined Authority (GMCA). Funding grants remain the same.

ACE is proud to be part of an education and skills system that works for everyone as part of the Greater Manchester Strategy Priorities including:

- Young people equipped for life and work
- Good jobs with opportunities for people to progress and develop
- A thriving and productive economy in all parts of the city-region.

Tameside ACE contributes directly to the following priorities in the Tameside Corporate Plan (adopted across the multi-agency Public Service Reform Board)

- Aspiration and hope through learning and moving with confidence from childhood to adulthood
- Resilient families and supportive networks to protect and grow our young people
- Opportunities for people to fulfil their potential through work, skills and enterprise

Each year we educate and support around 600 learners, helping them to move into employment, volunteering opportunities and further study. In academic year 18/19, enrolments totalled 1064 with 583 individual learners.

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.
- Provide learners with the skills required to support businesses growth.
- 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 and participate in the wider Tameside community.

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 37% 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 Service for ACE within the Employment and Skills and Growth Directorate Service. 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. The Governing Board is multi-agency (including Jobcentre Plus and business representative) and effectively monitors the service and holds the leadership team to account.

Breakdown of provision

Non-accredited provision

- The highest proportion of our provision, 64% is non-accredited with 671 enrolments

The service continues to use 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 and progression to employment through volunteering and work placements.
- Engage low level ESOL learners in pre-entry learning.
- Equip parents with the skills to support their children at school to raise attainment.

Qualifications

In 18-19 there were 393 enrolments onto regulated courses leading to nationally recognised qualifications.

The service continues to use 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

- Effective curriculum offer aimed at widening participation, addressing barriers and improving confidence, employability skills and life opportunities
- Good information, advice and guidance offered to learners to meet the development needs of individual learners
- Good partnerships with a range of organisations to recruit harder to reach learners
- Effective Governing board

Areas for Improvement

- To further improve retention on longer programmes
- Plan and monitor sustainable curriculum routes for learners returning to education
- Strengthen retention and recruitment of staff

Ambitious and challenging targets

Staff are valued by senior leaders and managers this is communicated through regular meetings, 1-2-1s and Huddles. Staff development sessions are well planned and timetabled to ensure access for all staff and focus on the improvement of the quality of teaching, learning and assessment and outcomes for learners external agencies are used to add breadth and rigour to this process. 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 in the classroom. Managers operate on an open door policy to enable any staff who wish to meet with managers are able to do so.

Management review and develop the quality improvement plan (QIP) and strategies for Outstanding teaching, learning and assessment (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 and drive up performance. Managers continue to participate in local and regional networks with other learner providers, this is valuable for curriculum development and partnerships, during 19/20 this will be strengthened through the GMCA delivery model with a greater emphasis on how Adult Education Budget is meeting the needs of Tameside as a whole, ACE are a key partner in this and managers are at the forefront of designing and implementing how adult learning is delivered to meet the needs of Tameside residents.

Safeguarding

Arrangements of safeguarding are effective. Timely and effective interventions promote the welfare of learners, ensure learners feel safe and minimise the risk of harm. Staff safeguarding information and training is held centrally in line with national guidance, including Prevent training and awareness. DBS process is robustly followed ensuring safe recruitment practices match national processes. All learners have an induction which includes information on health and safety and safeguarding.

Effective Governance

The Governing Board is effective and meets termly to provide scrutiny, overview and agree strategic directions of the service. Our governors continue to fully endorse the priorities and vision for inclusive growth in Tameside. Governors and tutors have the shared interest of helping to strengthen the local business community by up-skilling Tameside residents, maximising well-being and building confidence for employment opportunities. The investment in a new MIS system has enabled managers to better use data to monitor performance, enrolments and attendance. Reports are produced prior to governors meetings to enable Governors to have a clear overview of ACE provision and to allow for appropriate questioning, challenge and to support managers with a clear direction for the service.

ACE managers and leaders ensure that the curriculum offer is effective and aimed at widening participation, addressing barriers and improving confidence, employability skills and life opportunities. Review and monitoring by learning managers and Head of Service throughout 18/19 ensured that planning and profiling for new devolution funding model met required curriculum offer to best support Tameside residents.

Outcomes for Learners

Key Strengths

- Processes are robust and effectively monitor and track learner progression
- Increased entry level maths achievement rates

Areas for improvement

- Increase number of learners moving into employment or further education
- Improve recruitment attendance and retention with family learning courses
- Continue to review curriculum intent and implementation

Headline statistics for all courses 18/19

	Enrolments	Retained	Passed	Achievement rate	Retention Rate	Pass Rate
2016-17	1342	1214	1160	86.44%	90.46%	95.55%
2017-18	1192	1099	1058	88.76%	92.20%	96.27%
2018-19	1064	923	881	82.80%	86.75%	95.45%

ACE's overall pass rate remains consistent to previous years' levels (95-96%) in the last three years with a slight drop to 95.45% in 2018/19. This shows continued performance where learners are retained and complete their learning with ACE. The achievement rate has fallen from 88.76% to 82.80%. This fall is directly correlated to the fall in our retention rates from 90.46% to 86.75%. We have identified courses where we need to target retention and have also taken steps to manage the retention and recruitment of tutors in 2019/20 through increased flexibility across teaching staff.

Moving forward in 19/20, the way we report on data will mirror the new Ofsted Framework (launched in September 2019). The overall reduction in achievement rates for 2018/19 was particularly evident in some community based family learning courses where retention was low leading to early leavers not achieving planned learning outcomes. Wider Family Learning is valued in the education community and ACE interacts with school parent engagement partners to ensure that commitment to seeing a programme of learning through is communicated to prospective learners and that the impact on a child's learning is valued in both the children's families and school environment.

The pass rate for those who completed their learning programme on regulated courses leading to qualifications was 90.22% above previous years' levels. However the achievement rate of 75.30% fell due to outcomes on higher level courses particularly maths and English GCSE. ACE took a decision in July 2019 to no longer deliver GCSE courses for both maths and English.

Headline Statistics for Qualification Learning

Qualification courses - 3 year comparison	Enrolments	Retained	Passed	Achievement Rate	Retention Rate	Pass Rate
2016-2017	351	324	277	79%	92%	85%
2017-2018	356	330	292	82%	93%	88%
2018-2019	392	328	295	75%	83%	90%

Headline statistics for Community Learning

Community Learning - 3 year comparison	Enrolments	Retained	Passed	Achievement Rate	Retention Rate	Pass Rate
2016 - 2017	991	890	883	89%	90%	99%
2017 - 2018	836	769	766	92%	92%	100%
2018-2019	671	595	595	89%	89%	100%

Functional Skills English

English	Retention 16/17	Achievement 16/17	Retention 17/18	Achievement 17/18	Retention 18/19	Achievement 18/19	National rates 17/18
Entry 2	94%	88%	100%	100%	87%	87%	87%
Entry 3	100%	96%	90%	86%	84%	68%	87%
Level 1	97%	66%	96%	75%	83%	75%	68%
Level 2	95%	59%	100%	85%	94%	81%	65%
GCSE	-	-	-	-	67%	67%	48.2%

Outcomes for English were above the national rates (17/18) in all but E3 fell from 17/18 (in all but Level 1 where performance was maintained). Our English achievement rates for Level 1 and 2 remain above 16/17 outcomes when considered over a three year period. For 19/20 English schemes of work have been developed to allow for more learners to be infilled throughout the year to keep classes at an effective number of 10. To improve provision in 2019/20 we have purchased a subscription for an online learning programme to support all learners with interactive electronic resources. In 19/20, two progress assessments have been planned for English and progress trackers have been improved in term 1 to check for early points of intervention and support for learners. Our GCSE achievement rate was above the national average though we have taken the

decision to remove this qualification from the curriculum in 2019/20 to focus on Entry levels through to Level 2.

Functional Skills Maths

Maths Functional Skills	Retention 16/17	Achievement % 16/17	Retention 17/18	Achievement % 17/18	Retention %18/19	Achievement % 18/19	National achievement rates 17/18
Entry 2	94%	91%	80%	80%	100%	100%	90%
Entry 3	100%	95%	93%	93%	96%	96%	90%
Level 1	92%	68%	94%	83%	84%	78%	68%
Level 2	96%	61%	85%	60%	67%	41%	65%
GCSE	-	-	100%	78%	67%	44%	38.8% (A-C pass)

In 2018/19 our Lead for GCSE and Functional Skills Level 1 left ACE. This meant some learners were unable to be retained following recruitment of a new tutor. Our 3 year performance at L1, L2 and GCSE in terms of retention and achievement rates fell with the exception of E2 and E3 where performance was improved. When considered over a 3 year period we are above 16/17 in all areas except Level 2. We have achieved above the latest national rate in GCSE maths. Similar to English, we have invested in an online learning platform to support and develop learning with resources that focus on Functional Skills Reform skills and standards. In 19/20, two progress assessments have been planned for maths and improved progress trackers have been developed in term 1 to check for early points of intervention and support for learners.

ICT Qualification	Retention 16/17	Achievement 16/17	Retention 17/18	Achievement 17/18	Retention 18/19	Achievement 18/19	National achievement rates 17/18
ICT Functional Skills E2	89%	89%	88%	88%	82%	82%	93%
Award in Digital Employability (VRQ) E3	86%	41%	88%	76%	82%	82%	N/A
Spreadsheet software L1	92%	92%	100%	100%	100%	100%	94%

Desktop Publishing software L1	-	-	100%	100%	-	-	96%
IT User Skills (ITQ) Cert L1	89%	89%	100%	100%	88%	88%	86%
Database software L1	100%	100%	100%	100%	100%	100%	99%
Presentation software L1	100%	100%	100%	100%	50%	50%	100%
Word Processing software L1	76%	62%	100%	100%	100%	100%	94%
Presentation software L2	-	-	100%	100%	-	-	97%
Word Processing software L2	67%	67%	100%	100%	100%	100%	90%
ECDL Certification in IT User Skills L2	100%	100%	100%	100%	100%	100%	80%
Spreadsheet software L2	-	-	100%	100%	100%	100%	91%

Considerable improvements have been made to IT in 18/19 to ensure achievement rates have been maintained from previous years. The embedding of full day courses for IT study which allowed the learners to focus more on completing assignments and exercises within the day has continued to produce positive results with Level 2 IT user skills maintaining 100% achievement for the third year. We will continue to review the teaching of single units and its impact on achievement rates. On Presentation Software Level 1, 50% achievement is a result of two learners doing the unit – with one early leaver. 2019-2020 is a transitional year for ICT qualifications as a full reform of functional skills awards is ongoing. ACE will continue to monitor the ICT curriculum to ensure that our qualification offer best suits learners and their aspirations.

Caring for Children

Childcare	Retention	Achievement	Retention	Achievement	Retention	Achievement	National achievement rates 17/18
	16/17	16/17	17/18	17/18	18/19	18/19	
BTEC Award in Caring for Children E3	75%	75%	100%	100%	88%	88%	91.7%
BTEC Diploma in Caring for Children L1	-	-	78%	78%	90%	90%	Not available

Building on previous years the Caring for Children award at E3 acts as a progression route to those that want to achieve the full diploma at Level 1. Responding to feedback from the external verifier, in 19/20 the BTEC course is now an introductory course that allows for pass, merit and distinction grades. There has been a considerable rise in the achievement rates for L1 showing a maintained quality of teaching and provision. Lower retention on the E3 programme in 18/19 has reduced achievement rates. As a result in 19/20 we have introduced a non-accredited programme which enables learners to experience a flavour of the sector to ensure learners are committed to undertaking the qualifications and complete the course successfully.

Retail and Life and Living

The retail course has continued to provide learners with high quality teaching with learners completing units that will assist them into work. As a result of a change in the internal verifications process (IV), the Life and Living Skills Certificate improved considerably on achievement. This course is aimed at those furthest from employment with additional needs and is based within a community garden. The course focuses on building confidence, travel training, planning to become involved in the community, clearing and preparing a planting site and working safely. The award in Life and Living Skills was delivered through an employability programme with our partner Positive Steps and retention was effected due learners leaving into employment. Looking forward, implementation of employability programmes will consider a compressed timetable to enable learners to obtain the necessary skills quicker.

Learner Destinations and Progression

In-year Progression 18/19	Number progressed	% of learners progressed to learning at a higher level
PCDL to Qualification	114	20%
Progression to further level	Number progressed	% of those courses learners progressed to being a higher level
Entry Level 1	3	75%
Entry Level 2	28	100%
Entry Level 3	54	67%
Level 1	73	62%
Level 2	63	*
Cross year Progression from 18/19 – 19/20	Number progressed	% of those courses learners progressed to being a higher level
Entry Level 1	5	20%
Entry Level 2	34	94%
Entry Level 3	64	58%
Level 1	59	42%
Level 2	37	*

*qualifications only offered up to Level 2 enrolled for more than one course

In Year Progression

Progression levels are strong with data showing that learners are moving onto courses in year at a higher level. Of the 114 PCDL learners to progress, 20% of the courses they enrolled in were at a higher qualification level. Analysis shows that all qualification levels demonstrate a higher progression rate as learners choose to step up to a higher level in the subject of study or progressed to the relevant level in another subject. 100% of Entry 2 learners who progressed moved to a higher level while 67% of Entry 3 and 62% of Level 1 moved up levels in a year. We recognise that learners' journeys need to be reflective of their needs and aspiration which may include consolidated learning in a different curriculum area. Our curriculum and approach is designed to support the best step for the learner, which in the majority cases is a higher level of learning.

Cross Year Progression

Cross year progression remains a strength for ACE with learners choosing to return to study at a higher level from 2018-19 to the current year. Of those learners enrolling on a new course in 2019-20 from Entry 2 94% went onto a higher level, with 58% at Entry 3 and 42% at Level 1. As with in year progression we support our learners' bespoke journeys with an aspiration to move learners into higher level learning at the appropriate pace in the subject of study or progression to the relevant level in another subject. 153 learners from 18/19 have returned to learning in 19/20 with the total enrolments progressing from 18/19 to 19/20 totalling 199.

Learner Destinations and Progression

Overall destination outcome	2017/18	2018/19
Employed	16.2%	17.76%
Unemployed and looking for work	47%	39.96%
Unemployed and not looking for work	21.3%	25.62%
Volunteering	4.0%	4.2%
Unknown	11.4%	-
Education		12.4%

Destinations by working age residents only (removing retirement age)	2018/19
Employed	18%
Unemployed and looking for work	40.12%
Unemployed and not looking for work	25.05%
Volunteering	4.31%
Education	12.52%

The percentage of learners who leave into employment has increased from 16.2% to 18% when analysing working age learners only, however this continues as an area for improvement to match local and regional priorities. Data gathered at enrolment enables for better targeting of opportunity as staff are aware of which learners are looking for work. ACE's governing body includes representatives from Tameside business (Findel Education) and Jobcentre Plus to reflect the employability requirements within the Borough which in turn adds value to the curriculum offer. ACE continues to support volunteering opportunities within our provision. This remains an option for those looking to build on employability skills, particularly learners with additional barriers. It also helps them to build confidence when communicating with others and give them the chance to gain experience of cash handling and taking on classroom support roles for high level learners.

The introduction of pathways to measure the starting points of learners enables us to better understand where a learner is focussing their expected achievement and supports better mapping of destinations upon completion. [Further destination tables are at appendix A5].

Personal Development, Behaviour and Welfare

Key Strengths

- Learners are punctual and enthusiastic about their courses
- All staff are effectively signposting learners onto the right courses
- Good partnerships allow learners with significant barriers to receive effective support and remain in learning
- All staff have received safeguarding training and feel confident when talking to learners

Areas for improvement

- Strategies for monitoring attendance need to be maintained to increase attendance to target levels and maintain punctuality
- Further develop links with employers and support agencies to support learners into employment

Headline Attendance and Punctuality 18/19:

	Attendance %	Punctuality %
Term 1 2018/19	87.24	96.69
Term 2 2018/19	81.90	96.48
Term 3 2018/19	84.31	96.01
Average for 18/19	84%	96%
	(Target 90%)	(Target 96%)
Average for 17/18	86%	94%
Average for 16/17	85%	95%

High punctuality 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 Governing Board and management team at ACE continue to place expected learner attendance as a high priority and strive for learner attendance to achieve the 90% target, this not been met during 18/19 with 84% attendance. This is 2% below the previous year and has been attributed in part to the teaching staff turnover, highlighting a need to implement our longer term strategy.

In order to improve attendance next year:

- Quality and Learning Managers to ensure attendance policy consistently and effectively implemented by tutors and evolved where improvements are identified
- Introduction of electronic attendance management system to ensure accurate recording and facilitate robust monitoring, reporting and real-time response

- Expected learner behaviours and levels of commitment are robustly communicated at both enrolment and induction and understanding checked via follow-up at review

Student Services

Over the last year there has been a large increase in learners accessing support services and interventions from student services, careers advice and support has risen to a 3 year high of 73 (27% of all interactions) and volunteering also tripled to 22 reflecting our enhanced focus on employability. The relocation of the student services within the admin and data insight team has allowed for stronger leadership and focused support with appointments being made with learners. External agencies now regularly visit Stamford Chambers to offer underpinning welfare support and employment opportunities for learners including the NHS, Routes to Work, Healthy Minds and National Careers Service. This continues to ensure that there is highly effective student support in place supporting learners with significant barriers to learning. ACE continues to maintain the Matrix standard accreditation for Information Advice and Guidance (IAG) ensuring our student services are underpinned by a recognised guidance framework [see detailed data tables in Appendix A4]. A service wide text system is used to promote wellbeing and employment events taking place. This facility also allows us to be confident that learners receive updates and information relating to their learning and progression opportunities.

Learners speak very positively about their learning with ACE. Learners are asked to evaluate the service they received during their time at ACE following induction and at the end of their course. In 2018/19 100% of learners who completed an induction evaluation stated that they received good or excellent information and advice to help towards career goals and that the assessment and advice given on courses was excellent. In 2018-19 96.1% of learners who completed an end of course evaluation rated teaching and support at ACE as excellent and 94.29% rated the advice they received from their tutor about progression as excellent. [Detailed data tables are available in appendix A1-A3].

Quality of Teaching, Learning and Assessment

Key Strengths

- Most lessons are good with outstanding features
- Schemes of work show robust planning for embedding of English, maths and ICT
- Staff development sessions have a clear focus in exploring new techniques to improve teaching, learning and assessment
- Embedding of peer observations allowing for tutors to become reflective practitioners and share best practice

Areas for improvement

- Stretch and challenge learners demonstrating high expectations for learning to be standardised across all curriculum areas.
- Further support progression from ACE to other providers that can offer higher qualifications or work experience.

Curriculum Intent

ACE planned the curriculum to ensure that it developed the knowledge, skills and behaviours that new and progressing learners need to prepare them for the next steps in education or work. Managers have identified that there are some courses that will need to promote learners moving onto another provider to achieve the higher qualification.

Schemes of Work (SoW) audited September 2018		9
Number of SoW highlighting areas for improvement		
Stretch and Challenge	Assessment methods	Embedding explicit wider skills (Equality and diversity, ICT, English, maths, etc)
6 (of 9)	8 (of 9)	8 (of 9)

A scheme of work audit was conducted in September 2018 to identify how the curriculum develops and scaffolds skills, develops interpersonal skills and sets high expectations of learning in sessions. This gave us a positive baseline at the start of 2018/19 for further improvement. The results from this audit identified that most areas are planning sessions with wider skills aiding the development of confidence, interpersonal skills, improving maths and English skills and IT literacy. Themes for improvement were planning for stretch and challenge, explicitly planning for learners to explore topics that are diverse and assessment methods being worksheet based. These were prioritised on the staff development sessions throughout the year. The scheme of work audit for 19-20 shows a marked improvement in tutors' planning of ICT based assessments, to aid with marking and

workload, stretch and challenge and a variety of diverse resources to give learners a well-rounded and cultured curriculum.

Managers have planned for curriculum to engage and develop learners within the borough. The community learning courses are built to ignite and expand on skills that are transferable to qualification courses. Confidence Building is geared around learners becoming lifelong learners by developing strategies to engage with other learners, reflect on dealing with stress and anxiety and being able to deliver a presentation in front of their peers.

By fully utilising the capabilities of the new MIS system, managers continue to review and target how many courses new learners are enrolled onto. The amount of new learners that are being introduced to our service is a credit to our partnership working and our local reputation. This has also meant that there have been some cases of new learners taking on two or three courses and not being retained. To help encourage learners to learn at a suitable and sustainable pace, we will continue to improve the analysis of starting points for new learners. Key indicators include years out of education, caring responsibilities, referral agencies and aspirations the learner has.

Tutors assess all learners' starting points at the beginning of the course, allowing for gaps to be recognised and for targets to be set. Tutors plan for reviews to provide clear and developmental feedback. Using the full capabilities of the new MIS system 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.

Learning support were deployed to ensure that all learners have the tools to support success. More learning support was deployed into higher level courses, demonstrating effective planning for an ambitious curriculum offering quality education for all learners. In 2019-20 we have further improved the tracking documents for learners in receipt of learning support to track progress, identify actions to support further learning and to aid further planning for learning with the tutors.

Curriculum Implementation

Learning walks and observations identified tutors improving explicit links to improving English and maths skills within curriculum areas. There were 17 observations of teaching and learning in 2018/19. To respond to feedback from the previous Ofsted inspection, SAR and QIP managers updated the observation report to address specific instances of where certain areas for improvement are seen within a session, or curriculum plan.

Headline data for observations 2018-19

	Observed sessions showing explicit evidence of good/outstanding delivery or planning.	
	As a fraction	As %
English (excluding English sessions)	9/14	64%
Maths (excluding maths sessions)	8/15	53%
ICT (excluding ICT sessions)	8/14	57%

We have ensured high standards of TLA are supported and developed by issuing development points after observed sessions. Despite there being a larger number of tutors planning for English, maths and ICT throughout the year, we have issued development points to push tutors to try new methods, explore different approaches and try to encourage an awareness in how specific skills they are developing meet the needs for the English and maths qualification. For example, if a tutor is embedding maths into a class by asking learners to explore percentages, tutors are encouraged to find out which level of maths this is equivalent to. This allows them to reflect on the pitching of topics they are introducing when embedding, but also offers tutors the opportunity to become aware of the wider curriculum.

Responding to the scheme of work audit, staff development sessions focused on embedding English and maths, ICT and stretching and challenging learners. Following two staff development sessions, more sessions showed evidence of tutors trying new methods of embedding English, maths and ICT into their lessons. The improvements for 2019-20 will be in building confidence in using ICT in community learning venues because observed sessions in term 2 and 3, which were held outside of the main building, identified that tutors were not planning for ICT within sessions due to limitations within venues.

Moving forward, we need to ensure there is a high emphasis maintained on expectations for learners, stretch and challenge and creating self-reflection opportunities for learners to become metacognitive. 1-2-1s with managers will continue to focus on supporting learner progression and building strategies to close achievement gaps.

Supporting reflection through peer observations and training.

In term 2, we piloted a peer observation program. Six peer observations took place between teaching staff. Managers worked closely to support peer observations through covering sessions or deploying learning support to support learning for tutors to peer observe activities in other sessions. Managers will further promote peer observations by including them as a main support focus in the Teaching and Learning policy for 2019-20. Ultimately, this will aid staff to become more reflective practitioners. Good practice can easily be disseminated and development points can be signed off quicker.

Continuous professional development has always been supported at ACE through staff development days, guest speakers and sending staff to external training providers. English and maths tutors all benefitted from Functional Skills Reform training for various awarding bodies to allow for tutors to reflect on suitability of awarding bodies and how they can develop future schemes of work to be in line with new standards.

Observations of Teaching, Learning and Assessment

	End of 2017-18		Target for 2018-19		End of 2018-19	
	As %	As a fraction	As %	As a fraction	As %	As a fraction
Staff showing good or outstanding TLA	78%	7/9	89%	8/9	89%	8/9

The target for tutors to be showing evidence of good or outstanding observed sessions was achieved through ensuring that managers were responding quickly to offer supportive and honest feedback on observations and creating a supportive plan to ensure that development points were signed off. We RAG rated tutors depending on the weighting and urgency of development points that were issued. Staff were supported through meetings, peer observations and mentoring to show evidence of improvement and for their development points to be signed off. Throughout the year, there were 193 logged supportive transactions with staff to help develop how curriculum is delivered. The amount of support staff receive is determined by the status of their development points. Managers will offer more support to a tutor that has development points moving into extended review or further.

Development Points 2018-19 Summary

Development points issued	Signed off at first review	Signed off at extended review	Ongoing
45	32 (71%)	4 (9%)	9 (20%)

Development points were mostly issued after an observation, averaging 2.5 development points being issued per observed tutor. That 71% of these were signed off when first reviewed (often 6 weeks after issue) demonstrates that tutors are reflecting on feedback to improve practice. We standardise on evidence gathered to sign off development points to ensure that sufficient quality is seen to confidently sign off development points. Roughly 9% of development points were signed off on an extended review date, highlighting that there was not enough evidence seen on first review date. This highlights the high standard that we are placing to ensure tutors are being sufficiently supported to improve practice to achieve targets set for good to outstanding sessions at the end of 2018-19. The 20% remaining development points are either those that were not signed off on their extended review date so would be in the next stage of the process, or are development points issued at the end of term 3 and to be reviewed term 1 of 2019-20.

Appendices

A1. Learner Feedback

Why did you choose to learn here?	
Recommended/referred here	103
Convenient/local	46
Returning learner	22
Found it on the internet	2

A2. Induction Evaluation

Question	Helpfulness of staff when you first made contact	Assessment session & advice given to get you on this course	Induction to the centre or course	Content of the learner handbook	Support provided by student services (if applicable)	Info & advice given to help you towards your career goals	Health & safety info given to keep you safe
Excellent	33	28	27	25	26	24	33
Good	0	5	5	7	6	8	0
Poor	0	0	0	0	0	0	0
NA	0	0	0	0	0	0	0
Unanswered	0	0	1	1	1	1	0
Total	33	33	32	32	32	32	33
Excellent	100.00%	84.85%	84.38%	78.13%	81.25%	75.00%	100.00%
Good	0.00%	15.15%	15.63%	21.88%	18.75%	25.00%	0.00%
Poor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total	100%	100%	100%	100%	100%	100%	100%

A3. End of Course Evaluation 18/19

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
	Pre-course advice	Induction to the centre/ course	Course meeting your needs	Teaching and support	Facilities	Handouts, resources, equipment	Advice from tutor about progression
Excellent	159	159	181	197	155	173	198
OK	39	35	27	8	53	36	12
Poor	1	0	0	0	1	0	0
NA	0	0	0	0	0	0	0
Unans	13	18	4	7	3	3	2
Total	199	194	208	205	209	209	210
Excellent	79.90%	81.96%	87.02%	96.10%	74.16%	82.78%	94.29%
OK	19.60%	18.04%	12.98%	3.90%	25.36%	17.22%	5.71%
Poor	0.50%	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%
Total	159	159	181	197	155	100%	100%

Q1		Q5	
Conf/build	1	Start IT	1

A3 (CONTINUED) Please answer yes or no to the following questions:

	Q8	Q9	Q10	Q11	Q12
	Do you feel safe learning here?	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 positive about your ability to learn new things?	Did you enjoy meeting new people?
Yes	197	202	179	201	192
No	1	4	8	5	6
NA	0	2	19	1	1
Unans	14	4	6	5	13
Total	198	206	187	206	198
Yes	99.49%	98.06%	95.72%	97.57%	96.97%
No	0.51%	1.94%	4.28%	2.43%	3.03%
Total	100%	100%	100%	100%	100%

Q8	Q9	Q10	Q11	Q12					
C o n f/ b u i l d	1	Step into IT (DNW)	3	English	1	Step into IT (DNW)	2	Conf/Build	1
		WOW	1	Step into IT (DNW)	2	WOW	1	Maths L2	1
				WOW	1	Conf/build	1	IT	1
				Word L1	1	iTQ	1	ITQ	1
				UCJ	1			WOW	2
				OE	1				
				iTQ	1				

A4. Student Support Services

Student Support Totals	15/16	16/17	17/18	18/19
Advocacy	7	6	4	2
Application to DLS Fund	NR	NR	3	18
Business Start Up Support	NR	NR	NR	3
Careers Advice and Support	7	46	5	73
Computer Buddies	8	3	5	2
Council Tax Advice	0	1	0	0
External Courses/Progression	15	16	6	42
Financial Advice	0	9	3	1
Food Support/Bank	3	6	1	4
Health and Wellbeing	2	9	3	12
Healthy Eating	0	2	3	0
Housing Advice	0	4	1	8
Legal Advice	5	0	2	1
Mental Health	10	18	8	28
One to One Reading Support	16	9	14	6
Routes to Work	0	0	2	1
Student Support Other	2	12	8	40
Volunteering	0	8	3	22
Welfare Rights Advice	1	3	10	7
Work Placement	NR	NR	2	0
Apprenticeship/YES Scheme	NR	NR	1	1
Total	76	152	84	271

A5. Learner Destinations Data

Overall destination outcome	2016/17	2017/18	2018/19	
Employed	16.1%	16.2%	18%	
Not in paid employment	42.6%	47%	65.5%	
Further learning	25%	21.3%	12.5%	
Volunteering	4.7%	4.0%	4%	
Unknown	10.8%	11.4%	0*	*No longer collected

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

Destination outcome by gender

Outcomes by Gender	17/18		18/19	
	Male	Female	Male	Female
Employed	26%	74%	26%	74%
Unemployed and looking	37%	63%	32%	68%
Unemployed and not looking	30%	70%	25%	75%
Volunteering	38%	62%	36%	64%
Education			25%	75%

Overview of destination outcome for learners with a declared disability

Outcomes by Learners' with a disability	17/18	18/19 *
Employed	19%	18%
Unemployed and looking	38%	31%
Unemployed and not looking	43%	25%
Volunteering	90%	17%
Education		32%

*% of total learners

Overview of destination outcome for by ethnicity

Outcomes by ethnic background	Employed	Unemployed and looking	Unemployed and not looking	Volunteering	Education
Irish	1.1%	1.9%	3.7%	0%	0%
English/WI/Sc/NI/British	54.8%	51.7%	35.1%	68.2%	21.5%
Gypsy or Irish Traveller	0%	0%	0%	3.85%	0%
Other white bkgd	5.4%	1.9%	3.7%	0%	6.2%
White and Black Carib	1.1%	0.5%	0%	0%	1.5%
White and Black African	0%	0.5%	0%	0%	0%
White and Asian	0%	1.9%	2.2%	4.6%	1.5%
Other Mixed/mult bkgd	1.1%	0%	0%	0%	0%
Indian	2.2%	2.9%	3.0%	0%	0.68%
Pakistani	3.2%	9.1%	9.7%	4.6%	3.1%
Bangladeshi	8.6%	7.7%	14.2%	9.1%	40%

Chinese	0%	0%	0%	0%	0%
Other Asian background	2.2%	3.3%	3%	0%	0%
African	19.4%	12.0%	16.4%	9.1%	16.9%
Caribbean	0%	0%	0%	0%	0%
Other Blk/Afc/Carib Bkgd	0%	1.4%	0.7%	0%	0%
Arab	0%	1.9%	2.2%	0%	3.1%
Any other ethnic group	1.1%	3.3%	6%	0%	6.2%

Glossary of terms (Development Points Process)

- Development points issued: how many development points were assigned (typically after an observation). Support is offered and development points are given a first review date for Quality Team to observe if development points have been actioned and are eligible to be signed off.
- Development points signed off at first review: total of development points signed off when first reviewed. Insufficient evidence leads to an extended review date being set with support offered.
- Development points signed off at extended review: total of development points signed off at extended review date. Insufficient evidence leads to action plan.
- Ongoing: development points currently in action plan, or were due to be reviewed in term 1 of 2019-20.