



Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	12 January 2021
Reporting Officer:	David Berry - Head of Employment and Skills
Subject:	ADULT AND 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 February 2021 in final form to Ofsted and covers the academic year 2019/20. ACE has faced challenges raised by Covid-19 and the resulting national lockdown, which led to closure of face-to-face services. The SAR provides a comprehensive assessment of performance and areas for development.
Recommendations:	That the board note the content of the report
Corporate Plan:	ACE supports across several priorities of the Corporate Plan, most notably with regards to work and skills.
Policy Implications:	Providing an effective Adult Community Education service supporting residents to gain skills to improve life chances
Financial Implications:	There are no financial implications arising directly from this report
(Authorised by the statutory Section 151 Officer & Chief Finance Officer)	
Legal Implications:	The Self-Assessment Report (SAR) is a mandatory requirement for Ofsted and the GMCA. The SAR is an important performance and curriculum-planning tool. It is important the assessment reflects our position but equally set out our ambitions and plan to achieve them
(Authorised by the Borough Solicitor)	
Risk Management:	Failure to submit the self-assessment will the Council open to criticism and further action from Ofsted which will not be in the interests of the service or public.
Access to Information:	NON-CONFIDENTIAL This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting David Berry, Head of Employment and Skills
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1 LOCAL CONTEXT

- 1.1 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.
- 1.2 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.
- 1.3 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.

2 SERVICE OVERVIEW AND CONTEXT

- 2.1 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 the same annual funding grant from Greater Manchester Combined Authority (GMCA) and a small amount from the Educational Skills Funding Agency (ESFA) to support a small number of none GM residents.
- 2.2 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.
- 2.3 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
- 2.4 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.
- 2.5 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.

Summary of Self-Assessment Grades:	ACE Grade 19/20	ACE Grade 18/19	ACE Grade 17/18
Quality of Education	2	2	2
Behaviours and Attitudes	2	2	2
Personal Development	2	2	
Effectiveness of Leadership & Management	2	2	2
Overall Effectiveness	2	2	2

3 INTRODUCTION

- 3.1 Tameside Adult and Community Education (ACE) had 784 enrolments in 2019/20, a decline of 26% compared to 18/19. The March 2020 recruitment window had just been completed with 89 interviews and initial assessment completed for new courses when Stamford Chambers was closed due to Covid and these 89 enrolments would have brought up the 7 month enrolment total for 2019/20 to 98% of the 2018/19 figure.
- 3.2 Achievement has decreased from 82.8%% to 74.5%, -8.3% caused by 96 'early leavers' due to Covid (and any related Covid illness or isolation issues) leaving their course and withdrawing from their studies and not asking for a break for learning. A small number of learners (6) initially chose a 'break in learning', returned in September 2020 to complete by December 2020, then realised they would be unable to complete their course in the 4 months provided so chose to leave resulting in a fail, affecting the achievement data for 2019/20.
- 3.3 Even without a Virtual Learning Environment (VLE), all tutors engaged well on a weekly basis with their learners through a choice of mediums; Social Media, Google classroom, various online assessment tools and by posting out work packs and pens that were returned by learners. All learners were regularly contacted by the Student Support Officer to check on their mental wellbeing.
- 3.4 For three months during early Covid (June to August 2020), all ACE staff were redeployed into other Tameside Council roles supporting residents in the borough, resulting in them being unable to retrain on new EdTech resources and reducing the period they were available to effectively plan for the academic year starting in September 2020.

4 MAIN IMPROVEMENTS SINCE LAST YEAR'S SELF-ASSESSMENT REPORT (SAR)

- 4.1 Improvements since last year's report include:
- Enhanced planning and monitoring of sustainable curriculum routes for learners returning to education
 - Blended delivery available for all regulated courses
 - Introduction of a Virtual Learning Environment (VLE) platform to provide sustainable online learning
- 4.2 The key strategic objectives for ACE is to support a positive lifestyle change for learners, enabling them to lead productive and rewarding lives and to increase their self-sufficiency and resilience, reducing dependence upon reactive public services.

5 ENROLMENT

Number of enrolments:	2019/20	Success 2019/20	Success 2018/19	Success 2017/18
Number of enrolments on PCDL	372	80.1%	89%	92%
Number of enrolments at Entry level (accredited)	123	66.5%	75%	82%
Number of enrolments at Level 1 (accredited)	97			
Number of enrolments at Level 2 (accredited)	46			
	638	74.5%	82.8%	88.8%

- 5.1 The impact of early leavers for Covid is felt much harder with accredited courses than PCDL (80.1% v 66.5% achievement). The majority of PCDL courses were completed at the March 2020 Covid closure and therefore not recorded as withdrawal and non-achiever.
- 5.2 56% of the ACE provision is non-accredited PCDL (64% in 2018/19), whilst 44% is accredited leading to a formal qualification (36% in 2018/19). The decline in success is slightly higher in accredited courses than PCDL courses, 8.5% v 8.1%.

ACE Learners	Learner numbers 19/20		Learner numbers 19/20	
Gender	Female	71.3% (77.2% achieved)	Male	28.7% (66.7% achieved)
Ethnicity	'Other'	62.4% (70.1% achieved)	White British	37.6% (70.8% achieved)
Disadvantaged postcode (Priority 1 & 2 areas)	Yes	72.9% (73.2% achieved)	No	27.1% (73.8% achieved)

- 5.3 **Gender**
Male learner achievement (-10.7% compared to females). Males were 25% more likely to have withdrawn due to Covid.

	Enrolments	Covid WD	
Female	559	51	9.1%
Male	255	32	12.5%
	784	83	10.6%

- 5.4 **Ethnicity**
Almost two thirds of ACE learners are BAME (49.2% in 2018/19, +13.2%) and there is no achievement variation by ethnicity, demonstrating effective teaching and learning to all learners.
- 5.5 **Disadvantaged postcodes**
Nearly three quarters of ACE learners are from a disadvantaged postcode (+6.8% on last year) and there is no achievement variation between them and those living in non-disadvantaged postcode demonstrating effective teaching and learning to all learners.

96 Covid withdrawals course by course in 2019/20

English E1 WD	9
English E2 WD	12
English E3 WD	14
English L1 WD	6
English L2 WD	3
	44

Step into IT WD	2
IT E1/E2 WD	2
IT E3 WD	4
IT L1 WD	3
IT L1 WD	1
	12

Maths E1 WD	1
Maths E2 WD	11
Maths E3 WD	8
Maths L1 WD	4
Maths L2 WD	3
	27

ESOL chatter WD	4
ESOL leisure WD	3
ESOL work WD	5
WOW WD	1
	13

Reason for WD in 2019/20	Learners with a Disability (38%)	Non-disabled learners (62%)
Covid	48%	50%
4 wk absence	5%	1%
Not paying fees	2%	
Volunteering	6%	4%
Medical / ill health	17%	8%
Employment	6%	3%
Carer / personal	6%	3%
Returning abroad	0%	6%

ACE Overall (PCDL & accredited enrolments)	16/17	17/18	18/19	19/20	Variance
Starts (enrolments) <u>without</u> a break in learning	1342	1192	1064	784 *	-280 (-26%)
Starts (enrolments) <u>with</u> a break in learning				638	
Retention	1214 (90.5%)	1099 (92.2%)	923 (86.7%)	476 (74.6%)	
Pass	1160 (95.6%)	1058 (96.3%)	881 (95.4%)	475 (99.8%)	
Achievement (Success)	86.4%	88.8%	82.8%	74.5%	-8.3%

*There were 784 enrolments at ACE up to March 2020 before Covid. Of these, 146 (18.6%) chose to have a break in learning and return to ACE in September 2020 to complete their course by December 2020 and their 'retention / pass / achievement' will appear in next year's SAR.

ACE Overall (7 months)	Up to March 18 th 2019 (7 months) Learners / Enrolments	Up to March 23 rd 2020 (7 months) Learners / Enrolments	Variance 2019 / 2020 (7 months delivery) Learners / Enrolments
PCDL	245 / 310	225 / 339	-20 / +29
Family	60 / 65	29 / 33	-41 / -32
Adult skills (ASB)	224 / 323	149 / 222	-75 / -101
Total	529 / 698	403 / 594	-126 / -104 (-23.8%)

- 5.7 The above table shows a 7 month enrolment comparison for 2019 v 2020. ACE closed quickly due to Covid in mid-March 2020 with only 7 months of completed enrolments having just finished a recruitment drive for March / April courses reducing enrolments by -23.8%.

6 HOW WELL IS THE CURRICULUM PLANNED AND DELIVERED TO MEET THE NEEDS OF LEARNERS, EMPLOYERS AND THE LOCAL/REGIONAL SECTOR CONTEXT?

- 6.1 Managers are very effective at working with partners e.g. Job Centre Plus and employers in Governor meetings and community organisations to ensure that provision is highly relevant to local employment opportunities and support local and national priorities.
- 6.2 Collaboration with partners is good and ensures provision is relevant to local training and the basic skills required by employers as we aim to improve learners' chances of securing work or progressing in their current employment. The recording of this to measure the partner impact will be key action for improvement in 2020/21.
- 6.3 There are a significant number of course referrals from partners who include JCP work coaches (Ashton & Hyde), Holy Trinity, Ingeus, Positive Steps, Children's Centres, Refugee action, Groundwork, Housing associations, The National Careers Service, Diversity Matters and the NHS.
- 6.4 The ACE managers attend community group meetings to hear first-hand local issues and to share advice on how to reach these groups with PCDL community courses.
- 6.5 The ACE curriculum offer covers three broad areas: 1) Skills for employability (English, maths and ICT), 2) ESOL and 3) Wellbeing. Introduction PCDL courses can lead to a Next Steps course or Accredited courses and 92% of ESOL learners progressed onto these.

7 HOW WELL DOES TEACHING AND ASSESSMENT ENABLE LEARNERS TO MAXIMISE THEIR KNOWLEDGE, SKILLS AND BEHAVIOURS TO ENSURE THEY REACH THEIR POTENTIAL?

- 7.1 Limited learning walks took place during the year (67% of staff had one walk through) due to management transition and COVID.
- 7.2 Half of the teaching staff had a lesson observation up to March 2020, where **75%** of teaching staff being observed at 'good or better' at the first observation and 100% after intervention. A greater use of walk throughs before a series of lesson observations will be a planned improvement action for 2020/21.
- 7.3 A thorough Scheme of Work audit was completed at the start of the academic year ensuring all staff work to the same paperwork standards and lesson delivery targets. A limited use of ILP audits was undertaken in 2019/20 due to management transition and COVID and this will be a key improvement action for 2020/21.

8 CONTINUED PROFESSIONAL DEVELOPMENT

- 8.1 Full service CPD sessions that took place in 2019/20 include, 'Setting High Expectations of Learners', 'Using Learning Theory in the Classroom' and an Introduction to Mental Health services in Tameside.
- 8.2 Although plans for further CPD sessions were halted due to Covid, tutors and support staff were encouraged and supported to use periods of time working from home to explore their individual CPD needs and develop areas of interest.

- 8.3 As well as continuing to develop subject specific skills and knowledge, tutors and support staff upskilled themselves in a range of subject areas including health and safety related issues, safeguarding adults, honour based violence, and supporting learners with mental health issues and specific learning needs.
- 8.4 All staff were well supported through a range of CPD opportunities and took advantage of courses as indicated below:

Accredited courses completed	6
E-learning modules / online non-accredited courses completed	47
Webinars attended	23
Other (including research, reading and online training sessions)	19

- 8.5 The CPD of teaching staff during this period had supported the development of Teaching, Learning and Assessment (TLA) moving forward into the 2020/21 academic year. Tutors and support staff have used CPD opportunities to develop their practice in a number of ways:

Personal wellbeing

Staff are now skilfully equipped to manage change and anxiety and able to adapt to meet the needs of learners through the completion of various webinars and e-learning modules.

Health and Safety

Teaching and support staff have comprehensive knowledge on health and safety issues including the completion of fire awareness and counter terrorism e-modules. As a result of this, there is a strong commitment to safety within the centre. Staff are highly engaged in ongoing processes to develop robust fire safety and Covid-19 safety procedures.

Subject / curriculum specific development

All teaching staff have engaged in CPD activities to ensure they are highly competent with subject specific and curriculum knowledge. Staff have attended and contributed to webinars and online learning opportunities including subject specific qualifications, responding effectively to curriculum reforms and developing pedagogical approaches to meet the changing needs of learners and the landscape of adult learning.

Teaching staff are committed to the development of their teaching practice and have developed skills to take forward into the planning and delivery of the 2020/21 curriculum.

Learner Voice

25% of learners completed a Learner Voice survey in 2019/20. From the survey, 91% of learners (98% in 18/19) agreed with the statement 'the teaching and support I received was excellent'. Additionally in the same survey, 96% of learners (100% in 18/19) 'felt safe at ACE or in community venues'. 89% of learners (96% in 18/19) stated that they now "feel more confident to find work in the future/make progress in your current job" and 91% (98% in 18/19) stated that they now "feel more positive about my ability to learn new things".

9 HOW WELL DO LEARNERS ACHIEVE THEIR QUALIFICATIONS?

- 9.1 Whilst the pass rate is very high at 99.8%, there has been a fall in the percentage of learners achieving their qualification.
- 9.2 Achievement has decreased from 82.8% to 74.5%, -8.3% caused by 'early leavers' leaving their course due to Covid having chosen to continue with their studies and not ask for a break for learning. A small number of learners (6 learners) initially chose a 'break in learning', returned in September 2020 to complete by December 2020, then realised they would be

unable to complete their course in the 4 months provided so chose to leave resulting in a fail, affecting the achievement data for 2019/20.

English	2017/18 Retention	2017/18 Achieve	2018/19 Retention	2018/19 Achieve	2019/20 Retention	2019/20 Achieve	National Achieve Rates	Variance
Entry 1					33%	33%		
Entry 2	100%	100%	87%	87%	17%	17%	87%	-70%
Entry 3	90%	86%	84%	68%	50%	50%	87%	-27%
Level 1	96%	75%	83%	75%	78%	78%	71%	+8%
Level 2	100%	85%	94%	81%	78%	78%	71%	+8%

Key strengths

- 100% pass rate on all courses, +8% achievement on L1 and L2 English
- All learners enrolled on 'Reading Ahead' programme
- All staff engaged with learners during Covid lockdown

Areas for improvement

- Need to improve retention on Entry 2 / Entry 3 English. (Learners left due to: (38% 4 wk. absence, 15% returned home (abroad), 15% Covid, 15% illness, 8% had a baby, 8% volunteering)

Of those who completed their course, 100% passed. A number of learners who were not confident of passing their course by continuing with remote learning during Covid were offered a break in learning and could continue their studies in September 2020 to complete in December 2020.

Withdrawals from English courses in 2019/20

English E1 WD	9
English E2 WD	12
English E3 WD	14
English L1 WD	6
English L2 WD	3
	44

Maths	2017/18 Retention	2017/18 Achieve	2018/19 Retention	2018/19 Achieve	2019/20 Retention	2019/20 Achieve	National Rates	Variance
Entry 2	80%	80%	100%	100%	66.7%	66.7%	89%	-22.3%
Entry 3	93%	93%	96%	96%	64.3%	64.3%	89%	-24.7%
Level 1	94%	83%	84%	78%	78%	78%	71%	+7%
Level 2	85%	60%	67%	41%	78%	78%	71%	+7%

Key strengths

- 100% pass rate on all courses
- +7% achievement on L1 and L2 Maths
- All staff engaged with learners during Covid lockdown

Areas for improvement

- Need to improve retention on Entry 2 / Entry 3 maths. (Learners left due to: 33% Covid, 33% illness, 22% volunteering, 11% returned home (abroad))

Even with the effect of Covid, the 2019/20 maths retention levels are up for L2, only slightly lower for L1 and down for E2 & E3 and only half as much compared to the English Courses. Of those who completed their course, 100% achieved. A number of learners who were not confident of passing their course by continuing with remote learning during Covid were offered a break in learning and could continue their studies in September 2020 to complete in December 2020.

Withdrawals from maths courses in 2019/20

Maths E1 WD	1
Maths E2 WD	11
Maths E3 WD	8
Maths L1 WD	4
Maths L2 WD	3
	27

ICT	2017/18 Retention	2017/18 Achieve	2018/19 Retention	2018/19 Achieve	2019/20 Retention	2019/20 Achieve	National Rates	Variance
ICT Func Skills E3	88%	88%	82%	82%	64%	64%	87%	-13%
Cert in ICT User Skills L1	90%	86%	84%	68%	75%	75%	86%	-11%
ECDL Cert in ICT User Skills L2	96%	75%	83%	75%	100%	100%	80%	+20%
Individual units in ICT User Skills L2	100%	85%	94%	81%	80.1%	80.1%	n/a	

Key strengths

- 100% pass rate on all courses
- +20% achievement on L2 ECDL
- All staff engaged with learners during Covid lockdown

Areas for improvement

- Need to improve retention on left Entry 3 ICT during the course. (Of the 4 learners who left during the year: 2 left for work / increased voluntary hours, 1 for caring responsibilities and 1 for poor attendance)

There was a 34% reduction in retention in Entry 3, 9% reduction in L1, and a 17% increase in the L2 ECDL. Of those who completed their course, 100% achieved. A number of learners who were not confident of passing their course by continuing with remote learning during Covid were offered a break in learning and could continue their studies in September 2020 to complete in December 2020.

Withdrawals from ICT courses in 2019/20

Step into IT WD	2
IT E1/E2 WD	2
IT E3 WD	4
IT L1 WD	3
IT L2 WD	1
	12

Caring for Children	2017/18 Retention	2017/18 Achieve	2018/19 Retention	2018/19 Achieve	2019/20 Retention	2019/20 Achieve	National Rates	Variance
BTEC Diploma in Caring for Children L1	78%	78%	90%	90%	100%	100%	97.7%	+2.3%

Key strengths

- 100% pass rate and achievement on course
- +2.3% achievement on L1
- Staff engaged with learners during Covid lockdown

A successful cohort of 8 learners with 100% achievement (+2.3% on National Rate) completed their course used Google classroom.

Life and Living/Retail	2017/18 Retention	2017/18 Achieve	2018/19 Retention	2018/19 Achieve	2019/20 Retention	2019/20 Achieve	National Rates	Variance
Certificate in Life & Living E3			100%	100%	87.5%	87.5%	98.4%	-10.9%
Certificate in Retail E3			88.9%	88.9%	100%	100%	n/a	

Key strengths

- 100% pass rate on all courses / 100% achievement E3 Certificate in Retail
- Staff engaged with learners during Covid lockdown
- Learners on the Life & Living courses benefitted from work experience in Waterloo Park completing a range of horticultural units.

Areas for improvement

- Need to improve achievement rate on Certificate in Life & Living course to be at or above National Rate.

Community Learning Courses (PCDL)

	2017/18 Retention	2017/18 Achieve	2018/19 Retention	2018/19 Achieve	2019/20 Retention	2019/20 Achieve	National Rates	Variance
PCDL overall	92%	92%	89%	89%	81%	81%	n/a	n/a
Z0002129: Pre-entry level ESOL	n/a	n/a	88.9%	100%	75%	75%	n/a	n/a
Z0002130: Entry level ESOL	n/a	n/a	95.9%	100%	76.9%	76.9%	n/a	n/a
Z0007846: IT for beginners	n/a	n/a	97.7%	97.6%	89.2%	89.2%	n/a	n/a

Key strengths

- 100% pass rate on all courses
- Staff engaged with learners during Covid lockdown

Areas for improvement

- Need to improve retention on ESOL PCDL courses. (Learners left due to: 28% can't commit to course, 23% Covid, 18% 4 wk. absence, 10% illness, 10% returned home (abroad), 10% employment, 5% had a baby)

There was a 7% reduction overall in retention in for PCDL courses and for those who completed their course, 100% passed.

10 HOW EFFECTIVE IS THE SUPPORT PROVIDED AND MONITORING OF PROGRESS OF GROUPS OF LEARNERS?

- 10.1 Learning support for learners is appropriate, including support for disabled learners or those with special educational needs.

Achievement % of learners who declared a disability /learning difficulty supported by Learning Support Assistants (54 learners)	41%
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- 10.2 High-need support is provided Learning Support Assistants (LSA) to 54 learners across the curriculum to ensure learners with specific needs are supported to make good progress and is effectively recorded in a learning support log. 41% of high needs learners achieved their course. Of those who were unsuccessful with their course; 61% withdrew due to Covid, 8% with medical reasons, 7% secured a new job / more volunteering hours and 8% had a 4 week absence.

- 10.3 Learners who declared LLDD were more likely to have disengaged from their course earlier than expected during Covid possibly caused by the lack of IT equipment or IT technical skill.

11 HOW EFFECTIVE IS THE PREPARATION FOR NEXT STEPS?

- 11.1 Learner destination is extensively recorded in the ILP and the MIS system on a learner's last day of learning.

- 11.2 Further development work will be continued on this as a QIP action for 2020/21 to develop effective processes to establishing destinations up to six months after leaving.

- 11.3 A similar amount of learners moved into employment and volunteering, with a significant changes in 'unemployed & looking for work' (-21%) and 'moving into education (+23%)'.

Overall destination outcome	2019/20	2018/19	Variance
Employed	14%	18%	-4%
Unemployed & looking for work	19%	40%	-21%
Unemployed & not looking for work	27%	25%	2%
Volunteering	4%	4%	0%
Education	36%	13%	23%
	100%	100%	

- 11.4 From the learner survey, 89% of learners (96% in 18/19) stated that they now 'feel more confident to find work in the future/make progress in your current job', confirming that tutors and support staff are preparing learners for their future.

- 11.5 92% of ESOL learners progressed in year onto the next PCDL course or an accredited course.
- 11.6 A large proportion of potential new learners for September 2020 are completing their studies having taken a break for learning due to Covid. It is likely that these learners will progress onto further courses in January 2021.

Learner progression from 2019/20 to 2020/21	%		
Break in learning (studying now in 2020/21)	54%		
Progressed to next level	18%		
Chose not to progress	28%		

- 11.7 Those learners who chose to take a break in learning and return to complete their course in 20/21 are not included in the data table below. Additionally the closure of Stamford Chambers in March 2020 resulted in the suspension of all new courses, preventing any further progression for those learners who had already completed their programme of learning. These events provide some context for the lower percentage of progressions between courses in 19/20.

Learner progression from 2019/20 to 2020/21	2019/20
Progression to higher Entry level courses	32.7%
Progression to L1 courses	19.3%
Progression to L2 courses	33.8%

11.8 **Success story - English Learner of the Year Award 2020**

ACE was incredibly proud that one of our learners was selected for the Festival of Learning's English Learner of the Year Award 2020 in the biggest celebration on lifelong learning in England. The learner was selected from hundreds of applicants for her inspiring story of how adult education at ACE changed her life.

"Learning at ACE has changed my life. It's made me more confident, more independent, more able to look after my son and happier"

ACE winner, Festival of Learning English Learner of the Year 2020 Winner

12 **HOW WELL DO LEARNERS PRESENT POSITIVE BEHAVIOURS AND ATTITUDES AS A RESULT OF THE SAFE, DISCIPLINED AND POSITIVE LEARNING ENVIRONMENT?**

- 12.1 Learners' positive behaviours and attitudes is good.

- 12.2 The ACE team set high expectations for the learners and positive behaviour and attitude towards learning is encouraged and expected in lessons that is clearly set out during in-depth induction sessions. In the learner survey, 91% of learners (98% in 18/19) agreed with the statement 'the teaching and support I received was excellent'.

"Right from the start the staff were so helpful and welcoming and really put me at ease. I thoroughly recommend ACE - it's a fantastic place to come and learn and I'm so grateful that ACE helped me accomplish the English qualification I needed to gain a place on the university course."

Learner N.

- 12.3 Learners are self-motivated, with many learners taking their first steps back into education either in the UK or from overseas. This helps develop a calming and respectful culture which is fostered by tutors as they are introduced to British Values and the Prevent Agenda.

Additionally, in the same survey, 96% of learners (100% in 18/19) 'felt safe at ACE or in community venues' and 91% (98% in 18/19) stated that they now 'feel more positive about my ability to learn new things'.

"My Son loves being part of the lesson. He has really improved his reading/ confidence. Story time is much more fun and exciting for us at home."

Anonymous, Family learning student.

- 12.4 Attendance for Term 1 & 2 2019/20 (before Covid) was 82.9%, -1.1% compared to 84% for 2018/19. When Term 3 attendance of 91% is included when accredited courses were online with weekly learner engagement, the overall 2019/20 attendance increases to 84%, similar to the attendance achieved in 2018/19. ACE understands it serves a large number of learners where learning is not their main priority, as many juggle with caring responsibilities or struggle with illness and health conditions. Improving the attendance figures will be a key action for 2020/21.

Attendance / Punctuality 2019/20 v 2018/19	Attendance % 2019/20 (Target 95%)	Attendance % 2018/19	Variance	Punctuality % 2019/20 (Target 95%)	Punctuality % 2018/19	Variance
Term 1 2019/20	86.1%	87.2%	-1.1%	95.2%	96.7%	-1.5%
Term 2 2019/20	79.4% *	81.9%	-2.5%	96.3%	96.5%	-0.2%
Term 3 2019/20	91%**	84.3%	+6.7%	100%**	96.01	+15%
Average for 19/20 Term 1 & 2 only	82.9%			95.7%		
Average for 19/20 Term 1, 2 & 3	84%			96.4%		
Average for 18/19	84%			96%		
Average for 17/18	86%			94%		

*Covid ** online course

* online course

13 HOW EFFECTIVE IS THE CAREERS GUIDANCE IN PREPARING LEARNERS FOR THEIR NEXT STEPS?

- 13.1 ACE tutors provide effective progression / employability references in their classes to promote key terms and phrases to improve a learner's confidence in taking a next step.
- 13.2 All ACE tutors provide Information Advice and Guidance (IAG) on relevant progression courses for learners to progress before the end of the course to ensure learners have a path to progress onto. 50% of all Student Officer interventions is for IAG in particular additional signposting to the National Careers Service.
- 13.3 92% of ESOL learners progressed onto the next PCDL course or an accredited course. Further IAG is offered by the Student Support Officer to support learner's potential progression.

14 HOW WELL DEVELOPED IS LEARNERS' UNDERSTANDING OF BRITISH VALUES AND EQUALITY AND DIVERSITY?

- 14.1 ACE learners have a good understanding from a detailed course induction that covers British Values, Prevent and the role of the Student Support Officer and 100% of learners agreed that their induction helped them settle into their studies at ACE. British Values are embedded as part of the induction programme, through classroom displays and noticeboards and developed in class as part of the curriculum.

- 14.2 All learners have a comprehensive knowledge of how to keep themselves safe by the inclusion of the 'Acceptable User IT Policy' into the ILP process.
- 14.3 A thorough Scheme of Work audit was completed at the start of the academic year allowing all staff to work to the same paperwork standards and lesson delivery targets that included British Values and Equality & Diversity. From the learner survey 2019/20, 96% of learners (100% in 18/19) 'felt safe at ACE or in community venues'.
- 14.4 An excellent level of contact was provided by the tutors / Student Support Officer as 100% of learners were contacted during the Covid lockdown with a minority (5%) needing ongoing support with social isolation. Contact consisted of tutors engaging on a weekly basis with their learners through a choice of mediums; Social Media, Google classroom, various online assessment tools and by posting out work packs that were returned by learners.

Student Support interventions in 2019/20:	
Careers Information Advice & Guidance	49.5%
Mental Health	13.4%
Welfare / Housing / Energy / Legal Advice	12.4%
Coronavirus lockdown support	9.7%
Migrant Support Housing / Visas	9.3%
General Health and Wellbeing incl. social isolation	5.2%

15 HOW WELL DO MANAGERS AND SUBJECT LEADERS ENSURE THAT EDUCATION AND TRAINING HAS A POSITIVE IMPACT ON ALL LEARNERS?

- 15.1 Managers manage the ACE delivery so that it has a positive impact on learners.
- 15.2 Managers set ambitious targets for the ACE team through termly Governor meetings where QIP actions are regularly monitored which ensures rigour and quality adherence and provide challenge and hold managers to account for improving the quality of learning and the effectiveness of performance management systems.
- 15.3 IAG is effectively recorded on the ILP form, where stretching and individualised targets are added.
- 15.4 74% (68% in 2018/19) of ACE learners are in full fee remission, demonstrating that the curriculum is reaching the intended learners.
- 15.6 The ACE management staff attend community group meetings, the Local Provider Networks and the Working Well Integration Board to hear first-hand local issues and to share advice on how to reach these groups with community courses. Additionally, managers are very effective at working with Job Centre Plus and local employers in Governor meetings to ensure the curriculum provision is highly relevant to local employment opportunities and supports local and national priorities.
- 15.7 The ACE team have continued to develop an excellent working relationship with JCP by offering a suite of courses for unemployed learners who want to develop their employability skills. Courses offer clear progressions, for example 92% of ESOL learners have gone into further training or employment.
- 15.8 Annual Development Review (ADR) forms were completed at the start and end of the year where staff were assigned responsibilities and CPD targets.

16 TAMESIDE DISTRICT DATA

Tameside districts and percentage of ACE enrolments 2019/20 (number and percentage)									
Ashton-under-Lyne		Audenshaw:		Denton:		Droylsden:		Dukinfield:	
2019/20 254, 44%	2018/19 438, 44%	2019/20 21, 4%	2018/19 29, 3%	2019/20 27, 5%	2018/19 56, 6%	2019/20 34, 6%	2018/19 52, 5%	2019/20 48, 8%	2018/19 86, 9%
Hyde:		Longdendale:		Mossley:		Stalybridge:		2019/20 Total:	2018/19 Total:
2019/20 129, 23%	2018/19 193, 19%	2019/20 7, 1%	2018/19 20, 2%	2019/20 8, 1%	2018/19 39, 4%	2019/20 43, 8%	2018/19 84, 8%	571	997

- 16.1 The two largest districts that ACE draw enrolments from are Ashton (44%) and Hyde (23%) with stable percentages across the majority of districts, with a slight increase in Hyde and a decrease in Mossley.

17 SAFEGUARDING

17.1 Arrangements for safeguarding is effective

17.2 We ensure that community learning venues are assessed for being fit for purpose. All ACE staff complete safeguarding training and staff follow referral venue procedures to ensure learners are safe, evidenced in the learner survey results where **96%** of learners (99% in 18/19) 'felt safe at ACE or in community venues'. Annual Prevent training for staff will a key action for 2020/21.

"ACE is an excellent centre for learning. The staff are lovely and helpful and I feel comfortable and safe."

Learner K.

"During these difficult times due to Covid extra care was taken by the teachers to explain special safety protocol that was instigated to aid in the future health and welfare issues that had been developed during the closure which I can say was done in a smooth and efficient way."

Learner D.

17.3 We educate learners in online safety at induction and learners are issued with online safety details in the learner handbook and ILP. Additionally, **100%** of learners stated *'the course induction helped me settle into my course'*.

17.4 The designated safeguarding lead (DSL) has received updated training in the last year. Managers follow a safe recruitment practice and ensure that staff who work with adult learners are safe to do and all statutory requirements are fully in place.

17.5 A sample of newly recruited staff files is audited to ensure safe recruitment processes are followed.

18 RECOMMENDATIONS

18.1 As set out at the front of the report.