

Tameside College

General further education college

| | | |
|--|-------------------------|-------------------------------|
| Inspection dates | | 2–6 March 2015 |
| Overall effectiveness | This inspection: | Requires improvement-3 |
| | Previous inspection: | Good-2 |
| Outcomes for learners | | Requires improvement-3 |
| Quality of teaching, learning and assessment | | Requires improvement-3 |
| Effectiveness of leadership and management | | Requires improvement-3 |

Summary of key findings for learners

This provider requires improvement because:

- the proportion of learners who complete their qualifications successfully varies considerably and is too dependent on their chosen course; too many adults leave the college early before completing their qualification
- the teaching in GCSE English and mathematics is weak and too few learners achieve a grade C; the provision for accounting and finance learners is inadequate
- the quality of teaching, learning and assessment is too variable, from outstanding in engineering to inadequate in accountancy
- The introduction of study programmes has been insufficiently effective; a minority of learners do not benefit from external work experience
- leaders' and managers' recent actions for improvements to the quality of teaching, learning and assessment have not yet had sufficient impact to ensure consistently good outcomes
- self-assessment and quality assurance are insufficiently rigorous in curriculum areas and managers have not applied measures to improve quality consistently enough across the college.

This provider has the following strengths:

- the college makes a very significant difference to learners' lives, as the majority of learners come from challenging backgrounds; many learners develop strong work-related skills through a range of successful college-based initiatives which develop self-confidence and work-readiness; learners enjoy and take pride in studying at the college
- success rates are very high for apprentices and workplace learners
- support from staff helps learners to overcome barriers to learning; learners use of the virtual learning environment (VLE) well to consolidate learning and develop study and research skills
- teachers' high levels of industrial experience and good links with employers enthuse and motivate learners
- successful partnership work with employers, the local enterprise partnership (LEP) and the community results in a dynamic and relevant curriculum that meets the needs of the community
- the good safeguarding arrangements and strong recent initiatives to promote staff and learners' awareness of the risks of extremism and radicalisation, as a result, learners feel safe.

Full report

What does the provider need to do to improve further?

- Urgently improve the quality of teaching, learning and assessment in English, accounting and finance so that learners receive a good or better learning experience and the proportion that achieve their qualification significantly increases.
- Introduce more rigorous and systematic tracking of learners' progress against more precise and appropriately challenging targets and provide high quality written feedback so that learners know more precisely, what they need to do to improve their performance.
- Improve learners' English and mathematical skills through skilful use of appropriate vocational contexts; develop learners' examination techniques to ensure a greater proportion achieve grade C in their GCSE.
- Extend the availability of good quality, external work placements to prepare all learners better for transition into employment or further study; build upon good existing practices within the college to benefit learners across all subject areas.
- Improve curriculum managers' ability to use data, to self-assess and to write more critically about their curriculum area so that managers provide greater consistency in monitoring performance against clear targets, have a much better understanding of the strengths and areas for development and prioritise and implement successful quality improvements.

Inspection judgements

| Outcomes for learners | Requires improvement |
|---|----------------------|
| <ul style="list-style-type: none"> ▪ Learners aged 16 to 18 on study programmes account for two thirds of the college's provision. Most adult learners are on part-time courses at levels 1, 2 and 3. Around 500 apprentices, mostly at intermediate level, are enrolled and nearly 300 learners aged 14 to 16 from local schools study part time at the college. ▪ The college makes a substantial difference to the lives of learners of all ages within its local community. Learners leave the college with a wide range of skills that enhance their personal lives and work-readiness. The proportion of learners on college-based courses who successfully complete their qualifications has improved year-on-year since the previous inspection. In 2013/14, learners aged 16 to 18 achieved well. However, too many adult learners left the college early without completing their qualification. ▪ Learners' success rates vary considerably between different subjects. They are particularly high in engineering, visual arts, media, hairdressing and beauty therapy. However, they are low in health and social care, science, construction and English. Most learners make good or better progress from their low starting points. ▪ Most A-level learners achieve their qualification and many achieve high grades. Overall, too many learners do not pass their AS qualification course; they are good in sociology, applied information and communication technology and media but low in psychology, English and law. Progression from AS to A-level is low. ▪ The college's implementation of study programmes is not yet fully effective. The vast majority of learners on study programmes who did not achieve a grade C in English and/or mathematics in their GCSE at school study the qualification, including those with low prior attainment; the numbers enrolled have increased significantly. The proportion of learners successfully achieving grade C or better in 2013/14 was low in mathematics and very low in English. ▪ The quality of work placements and numbers participating are good in several subjects. Learners on creative arts and media, engineering, hospitality and catering and business administration courses develop very good practical skills and industry-relevant knowledge | |

through a wide range of community and work-related activities, including placements with employers. However, not all learners benefit from external work placements. For example, accountancy learners' technical skill development is weak and most do not benefit from a work placement.

- Learners achieve well in functional skills English; in mathematics success rates are broadly at the national rate. The number of learners who pass their functional skills test on the first attempt is high.
- Attendance has improved following the implementation of a number of successful initiatives although it remains low in a minority of subjects. Punctuality to lessons is good. Learners behave well in lessons and around the college. Learners enjoy and take pride in studying at the college. The college is an inclusive and friendly environment; learners' feel safe and they respect each other, teachers and visitors.
- The college has a strong focus on developing many learners' work-related skills through college-based activities. Learners work on projects set by employers, participate in volunteering, compete in national competitions and achieve employer-sponsored awards, all of which develop their self-confidence and work-readiness. For example, learners in hospitality and catering and business work together effectively to organise, cost and cater for the college end-of-year student award event. As a result, learners develop essential business skills; they exhibit good standards of communication and financial management skills, and they confidently network with local community and business leaders.
- Success rates for apprentices and learners studying courses in the workplace are very high. Good partnership working with a range of employers results in substantial benefits for learners who progress well at work and are very successful in achieving their qualifications. Apprentices in business administration and customer service develop high levels of skills that meet the needs of local employers and as a result, most progress into full-time employment.
- The college works effectively with a number of community partners to provide training to over 250 unemployed people and those with low skill levels; progression from these courses to apprenticeships, employment or further education is good. In 2013/14, the proportion of learners aged 14 to 16 who passed their qualification and progressed to a college course was low but current learners are making good progress.
- The college has been successful in reducing the gaps in achievement for some, but not all, of the diverse groups of learners. Learners aged with learning difficulties, looked after children and dyslexic learners perform well. However, adults do not perform as well as learners aged 16 to 19 and the small group of adult learners from minority ethnic heritages, most notably African and Bangladeshi learners, do not perform as well as their peer group nationally.
- A high proportion of learners progress to higher-level courses or employment. The proportion of level 3 learners progressing to higher education has improved over the past three years and is average.

The quality of teaching, learning and assessment

Requires improvement

- As part of this inspection, in addition to the subject areas inspected in depth and graded, inspectors sampled provision across the full range of the college's work. Although the provision in three of the subject areas graded in this report was good, and was outstanding in one other, too much teaching, learning and assessment across the college, affecting substantial numbers of learners, require improvement. This reflects outcomes for learners, which require improvement.
- The quality of teaching, learning and assessment is inconsistent across the range of the college's work and in subject areas. Teachers, for example, in engineering, public services and sports studies, make good use of their industrial knowledge and experience to inspire their learners. However, too many teachers, for example in English and mathematics, do not sufficiently adapt their teaching styles and strategies to meet the needs of the high proportion of learners who have low prior attainment, as a result, not all learners make sufficient progress.

- The introduction of study programmes has been insufficiently effective. Learners engage in a wide range of college-based activities that develop their self-confidence and work-readiness, for example, working on projects set by employers. However, too few learners have sufficient opportunities to develop their work-related skills through external work experience.
- The development of learners' English and mathematics skills requires improvement. Learners do not sufficiently recognise the importance of developing these skills and achieving a grade C or better in their GCSE to improve their employment opportunities. Attendance to discrete lessons is low. Teachers, for example in engineering, construction and public services, emphasise the importance of the correct pronunciation and spelling of technical language by encouraging learners to use glossaries and word-maps in lessons. However, too few teachers regularly promote reading and listening skills or identify grammar and spelling errors in learners' written work. Several subjects embed mathematics skills development well, for example, in a media lesson; learners confidently calculated the detailed film recording timings while creating a storyboard for a promotional film advert. Many teachers do not introduce relevant calculations and mathematical problem solving in vocational lessons.
- Teachers work well with progress tutors and additional learning support staff to provide good quality, coordinated support, which helps learners overcome barriers to learning. Most learners value the support they receive, which helps them make good progress. However, learners do not always receive appropriate and timely support in GCSE English and mathematics.
- The planning for learning and assessment requires improvement. Teachers do not always make good use of information about learners' prior achievements in planning their lessons. As a result, learning tasks do not challenge the more-able learners, nor are they sufficiently adapted for learners who struggle with a particular topic. Work-based assessors carefully plan assessments to meet apprentices and their employer's needs.
- Teaching, learning and assessment for learners aged 14 to 16 in hospitality and catering and engineering are good. Teachers plan lessons very effectively to include a wide range of interesting and stimulating activities that promote enjoyment and as a result, learners make good progress. Teachers check learning frequently and their constructive feedback helps to ensure learners develop good skills and gain high levels of understanding.
- The college's VLE contains a good variety of learning resources. Many learners enjoy using the well-structured materials, which teachers use effectively to reinforce and consolidate learning in lessons. Learners increase and extend their study and research skills using this resource. However, learners with particular learning needs or difficulties find it difficult to access the VLE, as it is not adapted to meet their needs; as a result, the opportunities for them to extend their learning both inside and outside of lessons are limited.
- The quality of feedback to learners is too variable in its effectiveness in helping learners improve. Teachers use effective questioning techniques to check learning in lessons but they do not always provide learners with sufficiently clear, detailed and constructive written feedback on how to improve their work. Too many learners are unaware of how much progress they are making on their courses. Most teachers mark learners' work and return it quickly. However, a minority of learners have to wait for extended periods to receive their feedback.
- Assessment in the workplace is frequent and very thorough. Assessors undertake well-planned and frequent assessments, providing apprentices with detailed feedback on their strengths and on how to improve further. For example, administration and motor vehicle apprentices benefit from frequent reviews, which include a detailed analysis of their progress. Where a minority of apprentices are not making the progress expected, assessors agree very effective remedial action plans with them and monitor their progress closely, to ensure most achieve in the planned time.
- Teachers do not always use individual learning plans effectively to agree aspirational target grades or to monitor learners' progress. Although target setting has improved, targets are often too generic and they do not provide learners with sufficient detail on how to attain their goals.
- The quality of advice and careers guidance requires improvement to ensure learners are enrolled on the right course and are fully aware of its demands.

- Learning takes place in an atmosphere where learners treat each other and their teachers with mutual respect. Learners understand well the importance of equality and diversity, which teachers promote effectively in group tutorials. In one public and uniformed services lesson, the teacher used a recent terrorist incident that had been widely reported in the media, to explore sensitively, behaviour and attitudes. As a result, learners were able to discuss tolerance and, how inappropriate behaviour can negatively influence a situation. However, too few lessons contain planned or spontaneous activity that increases learners' understanding and appreciation of diversity and cultural difference.

Science and mathematics

16-19 study programmes
19+ learning programmes

Requires improvement

Teaching, learning and assessment in science and mathematics require improvement because:

- the quality of classroom teaching and learning varies too much, reflecting the low proportion of AS-level and GCSE mathematics learners who achieved their qualifications in 2013/14
- teachers do not always plan learning activities that meet the needs of learners with low prior attainment; in a minority of lessons the less-able learners are not engaging in sustained periods of verbal questioning from the teacher, they lose focus and do not make sufficient progress
- too many lessons are delivered at a pedestrian pace and learners are not sufficiently challenged to extend their depth of understanding
- learners' targets are not always specific enough to direct them on what they need to do to improve; monitoring and subsequent support arrangement for learners on GCSE mathematics requires improvement
- teachers' advice and guidance on the importance of learners achieving grade C or higher in GCSE mathematics is not sufficiently effective; attendance to these lessons has recently improved but remains too low.

In science and mathematics, the provider has the following strengths:

- more-able AS- and A-level learners benefit from challenging learning activities and make good progress; for example, in an A-level mathematics lesson on integration, learners developed a good understanding of the trapezoidal rule and had a good knowledge of differentiation, integration and the relationship between the two
- teachers in the best lessons are careful to use a range of teaching methods and learning activities that meet the needs of all learners; for example, a biology lesson about the importance of surface area in a respiratory organ developed all learners understanding well by drawing the structure, reading notes, watching a video then dissecting a dead fish
- learners on AS- and A-level science courses develop good mathematical skills that help them to understand fundamental scientific concepts; for example, in an AS-level physics lesson, learners clearly understood why the results from an experiment to test whether a conductor was obeying Ohm's law should produce a straight-line graph.

Engineering and motor vehicle

16-19 study programmes
19+ learning programmes

Outstanding

Teaching, learning and assessment in engineering and motor vehicle are outstanding because:

- excellent teaching and support for learners have led to improving and very high success rates on the very large majority of courses
- learners make particularly good progress; they develop excellent occupational skills, become more confident, work independently and produce a very high standard of work; for example, learners in vehicle-body repair diagnose faults in body work, apply correct procedures to rectify faults and repair damage to a very high professional standard
- learners have excellent additional work experience as part of their study programme; they benefit from placements in high-quality engineering and manufacturing companies, which prepare them well for the demands of employment in industry
- teachers make good use of learning resources including the virtual learning environment, to enrich learning and support learners' progress; learners use information learning technology frequently and effectively for independent research
- enthusiastic, highly motivated teachers have excellent vocational experience, which they use well to inspire learners to develop their vocational skills, resulting in excellent progress
- teachers develop learners' English skills extremely effectively; in most lessons, learners are challenged to spell and explain the meaning of new words to the rest of the group; teachers expect the correct use of technical language and learners do this extremely well
- teachers promote and develop learners' use of mathematics particularly effectively; mathematics is embedded extremely well into the curriculum; teachers take particular care to reinforce mathematical concepts throughout lessons
- staff provide particularly good information, advice and guidance and inform learners about the course requirements and the options they have to progress to employment or higher level of study; staff are constantly engaged in dialogue with local employers to help learners find employment or apprenticeships and as a result, progression into these areas is very high
- learners receive highly supportive and developmental feedback in lessons and their assessed work; as a result the standard of their work improves rapidly
- all learners have a thorough understanding of safeguarding and they implement health and safety procedures particularly well in the workshop and work placement environments; for example, making sure that colleagues remain safe from tripping hazards or welding sparks.

Hospitality and catering

16-19 study programmes
19+ learning programmes

Good

Teaching, learning and assessment in catering and hospitality are good because:

- learners make good progress in lessons, develop high standards of practical work and develop good work-related, personal and social skills, which are highly regarded by local hospitality employers

- staff assess learners’ work frequently and accurately and provide clear feedback on how well they have done and what they need to do to improve
- learners’ develop good mathematics skills in vocational lessons, for example, they understand and can apply the calculations to decide on the correct cooking time for different weights of meat and how to serve accurate drink measures
- staff work very effectively as a team to meet the personal and pastoral needs of their learners; learners benefit from good support and feel safe in college
- learners develop high levels of enthusiasm for working in hospitality and catering; staff set high expectations in lessons and practical sessions
- learners’ professional catering skills, that are valued by local employers, are enhanced by their participation in a good range of external and internal hospitality events, as well as national competitions
- teachers ensure that their learners make good links between theory and work-related practice; for example, level 3 hospitality learners confidently discussed the personal and professional skills required when working at supervisor and manager level, and how they had developed skills while on work experience and or in the college’s restaurant
- work placements effectively prepare learners for employment or for further training; they result in learners developing good skills in customer service, food preparation and drinks service
- teachers are effective at monitoring learners’ progress which has resulted in learners making good or better progress towards achieving their current qualifications
- information, advice and guidance are good; learners are well informed of their future education and career choices when they complete their course and the majority progress to higher-level programmes or employment.

Catering and hospitality are not yet outstanding because:

- a minority of level 1 learners are not given sufficiently challenging activities in professional cookery sessions; consequently, these learners lose interest and do not progress quickly enough
- too many adult learners left the college early and before completing their qualification
- teachers do not always help learners to develop their English beyond the level required to be successful in their course.

| | |
|--|-------------------|
| <p>English</p> <p>16-19 study programmes</p> <p>19+ learning programmes</p> | <p>Inadequate</p> |
|--|-------------------|

Teaching, learning and assessment in English are inadequate because:

- the proportion of learners achieving a grade C in GCSE English is poor and this accounts for three quarters of the provision
- ineffective initial advice and guidance result in too many learners being inappropriately placed on a GCSE English course; teachers do not use learning activities that improve the specific skills needs of individual learners, as the range of abilities in each lesson is too great
- support and intervention strategies for less-able GCSE learners are insufficient; too many learners are struggling to produce work to a standard to achieve a grade C
- teachers’ questioning and feedback in lessons does not always help learners understand how they can improve either their oral or their written responses to learning activities, and this limits their progress, particularly on A-level English language and GCSE courses

- teachers do not set high enough expectations for GCSE learners aged 16 to 19 on study programmes; learners do not always work at a suitable pace and too many written tasks are unfinished
- teachers do too little to develop GCSE learners study skills; learners’ files are often disorganised and several are not prepared for learning, for example, they turn up to lessons without a pen
- too many GCSE learners make technical errors in their written work; teachers do not focus enough on developing learners’ basic skills and they do not know how to improve their spelling, punctuation and grammar
- learners’ progress is not monitored well enough; assessments are infrequent, teachers’ questioning in lessons is often superficial and systems to track learners’ in-year performance are still underdeveloped; as a result, teachers are not able to plan learning sessions that are successful in securing good progress for all learners
- the planning for and coordination of the GCSE English provision is weak and does not enable teachers to deliver consistently effective lessons.

In English, the provider has the following strengths:

- teachers develop advanced-level learners analytical skills well. For example, in a lesson on language and gender, learners could talk with insight about the differences between male and female speech and relate this perceptively to the work of language theorists
- learners engage with confidence in class debates and teachers develop their discussion skills in lessons; in a GCSE class for adults, learners enjoyed exploring the concept of the ‘American Dream’ in relation to the novel *Of Mice and Men* and were articulate in expressing their own ideas and attentive when listening to those of their peers.

| | |
|--|-------------|
| <p>Independent living and leisure</p> <p>16-19 study programmes 19+ learning programmes</p> | <p>Good</p> |
|--|-------------|

Teaching, learning and assessment in independent living and leisure skills are good because:

- teaching, learning and assessment contribute well to the high success rates and substantial progress made by learners with moderate to severe learning difficulties and/or disabilities
- support for learners is good and as a result, learners develop the necessary independence, communication and work-related skills that will benefit them in their future lives
- staff use specialist communication devices well to support learners with complex needs; staff are competent signers, use symbolised resources effectively to aid understanding, and learners benefit from the use of a good range of interactive technology
- assessment of learning is good; learners’ progress is monitored well, teachers’ feedback to learners is frequent and provides clear guidance on what they need to do to improve
- a minority of learners participate in highly effective workshops led by health and social care learners, who gain experience of working with learners with complex needs; learners with learning difficulties develop their communication skills well as they complete tasks alongside learners from the wider college community
- mathematics skills are integrated well into practical activities; learners develop effective money-management skills when serving customers in the craft shop and when making and selling

sandwiches in the college cafe; learners keep accurate records of items they have sold for stock taking purposes

- learners develop good reading and writing skills; learners read their targets and instructions well and accurately write daily entries in their communication diaries
- learners' confidence in speaking and listening is developed well through carefully structured activities to share their opinions with teachers and peers
- learners benefit from good information, advice and guidance; a multi-disciplinary team uses its expertise well to provide highly effective support in the transition from school to college and beyond and a range of professionals sensitively support wider personal issues.

Teaching, learning and assessment in independent living and leisure skills are not yet outstanding because:

- learners' initial assessments do not always identify precisely enough their starting points, consequently the tracking of learners' progress over time is not always managed effectively
- the setting of targets for a small, yet significant number of learners requires improvement; the language used by teachers is occasionally too complex for learners to understand and remember them
- opportunities for learners to develop a broader understanding of the basics of running a business require improvement; learners who manage the college shops do not fully appreciate how the costs incurred will impact on profit margins
- learners' access to the college's VLE requires improvement; learners with complex needs do not have an adapted format of the VLE to use to develop their independent study and research skills.

Accounting and finance

16-19 study programmes
19+ learning programmes

Inadequate

Teaching, learning and assessment in accounting and finance are inadequate because:

- a high proportion of learners in accounting and finance do not achieve their qualifications and the development of technical skills for too many learners at level 2 is weak
- too often teachers do not sufficiently challenge the most able learners; they use a narrow range of resources which fail to engage learners and their progress is slow
- assessment strategies are weak; too few learners are entered for their external examinations when they have demonstrated they have the skills to pass and this reduces their opportunities, to resit them if required
- initial information, advice and guidance is poor; a minority of accounting and finance learners do not have the correct prior skills and knowledge to enable them to complete the course successfully, several learners did not originally intend to study accountancy and are only doing so because their business course was cancelled
- the majority of classroom-based learners on study programmes do not benefit from external work experience which significantly weakens their learning experience; as a result, learners who are not in employment within related fields have a technical skills gap
- teachers do not monitor learners' progress well enough; actions to improve the achievement of adults have not been effective, attendance is slow and strategies to add rigour to course level management have had no measurable impact.

In accounting and finance, the provider has the following strengths:

- the vast majority of the very small cohort of level 4 accountancy learners achieve their qualification
- most teachers are practising accountants and in the better sessions they use their industry expertise well to enhance their teaching
- in the minority of lessons, particularly at the higher-level of study, teachers and assessors carefully plan their activities to ensure that they are sufficiently challenging for learners, while developing skills that are transferable and which can be applied in the workplace.

| | |
|--|------|
| Administration Apprenticeships 16-19 study programmes 19+ learning programmes | Good |
|--|------|

Teaching, learning and assessment in administration are good because:

- classroom-based learners and apprentices in administration achieve well, develop very good commercial skills and produce a high standard of work
- many of the administration teachers and assessors have recently moved from industry into education; they retain close links with local employers and use these well to provide realistic scenarios in lessons and to deliver employer-led workshops to learners
- in the majority of lessons, teachers and assessors carefully plan challenging activities that develop workplace skills that are valued by employers
- apprentices’ targets are challenging and related to their individual job roles and future career aspirations; assessors work closely with employers to develop apprentices workplace skills relevant to their specific role at work
- apprentices’ progress is monitored closely and accurately; assessors work closely with apprentices to ensure their learning is individualised to meet their particular needs and career plans; apprentices who are behind schedule are effectively supported by assessors who agree challenging targets with them and most achieve in the planned time
- tutors and assessors carefully design the courses to ensure incremental skills development; as a result, learners and apprentices make good, sustained progress towards achieving their qualifications and frameworks.

Teaching, learning and assessment in administration are not yet outstanding because:

- assessors are, in a minority of cases, setting rather than agreeing apprentices’ targets, and as a result, apprentices do not always understand what they have been asked to complete or why
- a minority of classroom-based learners at level 2 in business administration do not benefit from external work experience.

| | |
|---|-----------------------------|
| The effectiveness of leadership and management | Requires improvement |
|---|-----------------------------|

- The college’s senior leaders are highly regarded by employers, community partners and the local authority. Leaders are very responsive to meeting the needs of the local community and develop courses that seek to engage learners with complex social needs and low skills levels. Governors and senior leaders have steered a planned programme of new, high quality accommodation to

raise the aspirations of learners and to meet the dynamic and diverse skills needs of the Tameside area.

- Governors scrutinise performance frequently. They recently reviewed the college's self-assessment and asked probing questions of managers, but recognise the need to challenge more fully the correlation between managers' evaluation of the quality of teaching and learning and learners' outcomes. Governors contribute well to the life of the college and a few join managers in learning walks to look more closely at learners' experiences. They use their good knowledge of local and regional skills needs and the community to assist the college's development.
- The quality of curriculum management is inconsistent. Recent strategies to improve the quality of teaching, learning and assessment have not yet had sufficient impact, as reflected in the variable quality of learners' outcomes. Excellent teaching and assessment practices in engineering, including apprenticeships, results in high success rates but the quality is poor in accounting and finance. Actions put in place to ensure good teaching in English and mathematics are not yet improving the quality of provision.
- Managers take action quickly where college observers identify poor practice in lessons. Teachers' benefit from appropriate targeted staff development; capability procedures are implemented for those that do not improve. Teaching and learning coaches share best practice but there are too few opportunities to share ideas between subject areas.
- Senior managers have recently strengthened the arrangements for performance management and staff appraisals. Frequent reviews of underperforming subject areas enable senior managers to better monitor progress in areas requiring improvement. Too many curriculum managers are not using data well enough to inform planning and manage the quality of their courses.
- The college's strategy to improve learners' English and mathematics skills has not had the desired impact on learners' outcomes. The rapid growth in learner numbers needing to improve their specialist English and mathematics skills and working towards a qualification has caused difficulties. Specialist teacher's work closely with academic and vocational teachers to support the development of learners' skills but this requires further development.
- The college's self-assessment report correctly identifies the majority of key areas requiring improvement although it is over-generous in its grading. Subject area reports are insufficiently self-critical and do not always take account of learners' outcomes and progress. For example, in English, managers identified several areas requiring improvement but were over-generous in their grading of the subject area.
- The wide range of subjects offered by the college meets local and regional needs well. The college reaches out to a large number of partners as part of its strategy to help achieve local priorities. Strong collaborative links with employers, partner colleges, community stakeholders and LEAs have enhanced the curriculum, including new courses for the unemployed and in computer numerical control and computer-aided drawing, a specific skill need in local engineering employers. However, the college does not provide functional skills provision at level 2 for those who are not yet ready to take GCSEs.
- The management of the 16 to 19 study programmes requires improvement. Staff manage existing work experience well, although a minority of courses have yet to establish external work placements. The vast majority of courses have clear progression routes. The management of apprenticeship and workplace learning is outstanding. Accommodation and resources to support learning are good.
- Managers have had some success in narrowing achievement gaps, both males and females aged 16 to 19 perform better than the national rate. However, adult learners perform less well and learners with a disability perform well below the national rate. Staff raise awareness of equality and promote diversity well through regular college-wide promotional activities and tutorials. Teachers make good use of topical issues such as the behaviour of football fans on the Paris Metro and the risks of extremism and radicalisation, to promote discussion of diversity.
- Staff provide an inclusive and welcoming environment for learners. Learners with learning difficulties enjoy the opportunity to run the college craft shop in the reception area. The college

successfully recruits a higher proportion of learners from diverse ethnic heritage backgrounds than are found in the local area. Learners are mutually respectful, culturally sensitive and their behaviour is good. However, not all teachers make sufficient use of opportunities to extend learners' knowledge of equality successfully in lessons.

- Arrangements for safeguarding are good and meet statutory requirements. Learners use the internet and e-technology safely. The college is proactive in responding to any local tensions and increasing numbers of teachers explore themes such as tolerance and hate crime through their curriculum. For example, learners in visual arts produced lively posters identifying the root causes of hate crimes under headings such as sexual orientation, religion and disability to prompt discussion of tolerance with their peers.

Record of Main Findings (RMF)

Provider name

| | | | | | | | | | | |
|---|--|---------------------------|---------------------------|------------------------|--------------|-------------------------|-----------------|---------------|--------------------|-----|
| Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate | | | | | | | | | | |
| | Overall | 14-16 part-time provision | 14-16 full-time provision | 16-19 study programmes | Traineeships | 19+ learning programmes | Apprenticeships | Employability | Community learning | |
| | Overall effectiveness | 3 | 3 | N/A | 3 | N/A | 3 | 1 | N/A | N/A |
| | Outcomes for learners | 3 | 3 | N/A | 3 | N/A | 3 | 1 | N/A | N/A |
| | The quality of teaching, learning and assessment | 3 | 2 | N/A | 3 | N/A | 3 | 1 | N/A | N/A |
| | The effectiveness of leadership and management | 3 | 3 | N/A | 3 | N/A | 3 | 1 | N/A | N/A |

| Subject areas graded for the quality of teaching, learning and assessment | Grade |
|---|----------|
| Science | 3 |
| Mathematics and statistics | 3 |
| Engineering | 1 |
| Motor vehicle | 1 |
| Hospitality and catering | 2 |
| English | 4 |
| Independent Living | 2 |
| Administration | 2 |
| Accounting and finance | 4 |

Provider details

| | | | | | | | | |
|---|---|-----|-----------------|------|----------------|-----|--------------------------|-----|
| Type of provider | General further education college | | | | | | | |
| Age range of learners | 14+ | | | | | | | |
| Approximate number of all learners over the previous full contract year | 7310 | | | | | | | |
| Principal/CEO | Mr Peter Ryder | | | | | | | |
| Date of previous inspection | July 2009 | | | | | | | |
| Website address | www.tameside.ac.uk | | | | | | | |
| Provider information at the time of the inspection | | | | | | | | |
| Main course or learning programme level | Level 1 or below | | Level 2 | | Level 3 | | Level 4 and above | |
| Total number of learners (excluding apprenticeships) | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ |
| | 437 | 819 | 819 | 1419 | 900 | 662 | 13 | 307 |
| Number of apprentices by Apprenticeship level and age | Intermediate | | Advanced | | Higher | | | |
| | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | | |
| | 76 | 107 | 149 | 174 | 5 | 14 | | |
| Number of traineeships | 16-19 | | 19+ | | Total | | | |
| | 9 | | 0 | | 9 | | | |
| Number of learners aged 14-16 | | | | | | | | |
| Full-time | | | | | | | | |
| Part-time | 165 | | | | | | | |
| Number of community learners | 75 | | | | | | | |
| Number of employability learners | 46 | | | | | | | |
| Funding received from | Education Funding Agency (EFA) Skills Funding Agency (SFA) | | | | | | | |
| At the time of inspection the provider contracts with the following main subcontractors: | <ul style="list-style-type: none"> ▪ None | | | | | | | |

Contextual information

Tameside College was formed in 1998 following the merger between Tameside College of Technology and Hyde Clarendon Sixth Form College. The college has two main centres situated in Ashton-under-Lyne and Hyde. The population of Tameside is over 200,000, 11% of residents are from a minority ethnic background, 34% of residents have a qualification lower than NVQ level 2 and the number achieving an NVQ at level 4 is well below the UK and regional average. The proportion of learners in Tameside schools achieving five A* to C grades, including English and mathematics, is low. The majority of college learners aged 16 to 18 and over half of adult learners, reside in areas of high socio-economic deprivation. Tameside is ranked as the 42nd most deprived area in England.

Information about this inspection

Lead inspector

Denise Olander HMI

Two of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the Deputy Principal as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the college. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

| Grade | Judgement |
|---------|----------------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires improvement |
| Grade 4 | Inadequate |

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to www.employerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit <https://reports.ofsted.gov.uk/user>.

[Piccadilly Gate](#)
[Store Street](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

