

Tameside College

General further education college

Inspection dates

14–17 February 2017

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	16 to 19 study programmes	Requires improvement
Quality of teaching, learning and assessment	Requires improvement	Adult learning programmes	Good
Personal development, behaviour and welfare	Requires improvement	Apprenticeships	Requires improvement
Outcomes for learners	Requires improvement	Provision for learners with high needs	Good
Overall effectiveness at previous inspection		Requires improvement	

Summary of key findings

This is a provider that requires improvement

- The quality of teaching and learning is not of a consistently high standard; too few teachers use the information they have about students' abilities to plan learning activities that enable them all to make good progress.
- On too many courses, teachers do not assess the progress of students well enough or provide them with effective feedback to enable them to reach their full potential.
- Too many apprentices are making slow progress and consequently they do not achieve in the time planned.
- Students' attendance is too low, particularly in English and mathematics lessons.
- The proportion of AS-level students who progress to their second year of study is too low.

The provider has the following strengths

- New leaders and managers have implemented a significant change in the culture of the college. This has raised ambitions and expectations of both students and staff and is leading to a range of quality improvements.
- Most adult students, particularly those on access to higher education and English for speakers of other languages (ESOL) programmes, make good progress. They achieve their qualifications and progress to higher education, jobs, further training or become more active and confident members of the community.
- Rates of progression to further study or employment are high.
- Leaders and managers work well to provide an inclusive environment where students from diverse cultures and backgrounds work together, develop their confidence and self-esteem, and feel safe.
- Supported internships for students who have special educational needs and/or disabilities are well planned and enable the vast majority of students to progress to sustained paid employment.

Full report

Information about the provider

- 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, both situated in Ashton-under-Lyne. The new sixth-form centre opened in 2015.
- The number of students in Tameside's schools achieving an A* to C grade in both English and mathematics, although improved, is below the national rate.
- The Metropolitan Borough of Tameside has a population of approximately 222,000. The unemployment rate for the Tameside region is slightly above that for the North West region and above the national average. Of these residents, 33% have a qualification lower than NVQ level 2 and the number achieving an NVQ at level 4 is below the national and North West averages.

What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that:
 - teachers and assessors set high expectations of what their students and apprentices can achieve to aspire them to achieve the grades and qualifications of which they are capable.
 - teachers and assessors plan learning carefully, taking into account the starting points of their students and apprentices, so that learning activities challenge and extend their learning, regardless of their ability
 - teachers and assessors provide feedback that helps students and apprentices to understand how they can improve their work and accelerate their learning
 - teachers promote the importance of attendance effectively and managers follow up absenteeism meticulously to ensure that more students attend their lessons regularly.
- Increase significantly the proportion of apprentices who achieve their apprenticeship and who complete within the planned timescale.
- Leaders, managers and governors must ensure that their recent actions to improve the quality of the provision continue to be applied rigorously and consistently, so that students on all levels and all courses achieve their qualifications.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The new principal and senior leadership team have developed a clear vision for the future of the college which focuses on the provision of high-quality learning and is linked explicitly to improving the aspirations and achievements of all students. Over the last academic year they have taken swift and decisive action to improve the quality of provision. For example, the decline in retention has been halted, attendance has increased and the poor quality of the provision in accounting and finance has improved. The number of students who participate in work experience has increased considerably.
- While quality assurance strategies and processes have been reviewed since the last inspection and are now rigorous, leaders and managers have not yet improved the quality of teaching, learning and assessment so that it is consistently good. Consequently, achievement rates are not at a high enough level. For example, too many apprentices do not achieve their qualification and too many fail to achieve within their planned timescale.
- Leaders and managers have taken effective steps to improve the quality of the delivery of English and mathematics. However, not enough students make good progress and too few achieve their English and mathematics qualifications. This is particularly the case for apprentices studying functional skills and students on GCSE mathematics programmes.
- Senior leaders have recently developed a comprehensive performance management process that places a strong emphasis on improving the quality of teaching, learning and assessment. As a result, a significant number of teachers and managers whose performance failed to improve have left the college. However, the new process has not yet improved the quality of teaching, learning and assessment consistently across all subject areas. Too many teachers' expectations of students remain too low and not enough students on study programmes and apprenticeships make the progress of which they are capable. Too few students achieve high grades. The introduction of new teachers in many subjects brings much needed expertise, for example, over three quarters of teachers on A-level programmes have been replaced.
- Governors and senior leaders ensure that managers are accountable for the quality of provision and they monitor rigorously the impact of actions taken by middle managers. Senior leaders use a comprehensive range of data to identify underperformance at course, curriculum and college level. The quality improvement plan sets specific targets, which senior leaders and governors monitor effectively. A positive impact in improving quality can be seen against most of the actions.
- Senior leaders and managers have introduced an effective strategy to improve the professional standards of staff and the behaviour of students. Managers are highly visible each day, in study and social areas, reinforcing effectively their high expectations and intervening when the required standards are not met.
- Managers provide comprehensive and effective staff development which is bringing about improvements in teachers' practice. Teachers value the change in culture that the new principal and her managers have introduced and appreciate the wide range of staff development and individual coaching they receive to improve specific aspects of their teaching. Teachers are encouraged to share best practice at a number of events run

throughout the year. Teachers now undertake external work experience to update their technical skills and knowledge.

- Managers have successfully cultivated effective partnerships with a range of stakeholders, resulting in a curriculum that meets local needs well and provides good work experience opportunities. For example, adult learning courses closely match local employment needs. Clear progression pathways ensure that 16- to 18-year-olds and apprentices continue their education or secure long-term employment.
- Senior leaders and governors promote a highly inclusive ethos where the majority of students are tolerant of each other and behave responsibly. The large majority of students and staff demonstrate a culture that aligns well to British values such as tolerance and respect for others. Students of different cultures and backgrounds work harmoniously together. Students take part in a number of activities to increase their cultural and diversity awareness. Students with high needs are supported well to participate fully in college life.

The governance of the provider

- Governors have a good range of business and financial skills, experience and expertise to support senior leaders effectively. However, not enough governors have a good understanding of educational matters.
- Governors recognise that until recently they were too slow to respond to the declining achievement rates for students. The latest self-assessment report provides governors with a clear understanding of the strengths and weaknesses of the college. Link governors in key areas enable them to have a more thorough understanding of the current issues the college faces.
- Governors analyse the extensive data and performance information they now receive from senior leaders and this enables them to provide effective challenge to leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- Students at the college feel safe. They have a good understanding of potential risks and know how to keep themselves safe. The number of students disclosing personal safeguarding concerns has increased and staff resolve them well through very effective partnerships with external agencies. Managers ensure that their students are protected from a range of safeguarding concerns including forced marriages, female genital mutilation and sexual exploitation through effective monitoring and they take swift action when needed. Good support is provided to the most vulnerable students, for example, additional support for students who have learning difficulties and/or disabilities and for students who have mental health concerns.
- Managers ensure that appropriate checks are carried out on all staff, including disclosure and barring service checks and comprehensive scrutiny of job applicants' suitability. Staff and governors have received training in safeguarding and the 'Prevent' duty. Managers' understanding of the local risks posed by radicalisation is good. Students show awareness of how to work safely in workshops and at work, as well as online. However, their

understanding of the risks that radicalisation and extremism pose is not as well developed.

Quality of teaching, learning and assessment

Requires improvement

- Despite a recent focus on improving the quality of teaching, learning and assessment, not enough teachers set high expectations for their students. Too many teachers place too much emphasis on students completing their qualifications to the minimum standard and do not challenge them to achieve to their full potential in relation to their starting points. Teachers on adult learning programmes, particularly access to higher education and ESOL programmes, support students effectively to make good progress and achieve their qualifications.
- Too many teachers of 16 to 19 study programmes fail to plan adequately for the different abilities of their students. As a result, students who find work more difficult often make slow progress and the most able students do not benefit from challenging activities. Work for a minority of students is too easy and tasks and activities do not consistently accelerate learning.
- Teachers effectively use a range of assessment strategies to evaluate students' progress, but they do not routinely ask sufficiently detailed or probing questions to encourage students to develop skills, such as problem-solving or critical evaluation. A small minority of students do not understand what they need to do in lessons because teachers have not given clear enough instructions.
- Too many targets set by teachers and assessors lack challenge and precision. They are often too general for students to develop a greater understanding of the topics they are studying or to identify further learning. As a result, a minority of students do not make the rapid progress and develop the skills of which they are capable.
- Teachers do not consistently provide feedback that is effective in enabling students to make better progress. A minority of students and apprentices do not develop the writing and higher-level theoretical skills of which they are capable. In several courses, such as A-level geography and access to higher education programmes, students benefit from constructive feedback. The work completed by a minority of students does not show that they have developed their knowledge to achieve higher standards over time. However, students studying on level 2 sports and art and design courses as well as students on level 3 animation media and games courses are demonstrating the development of good practical skills.
- Teachers plan effectively to support the majority of students to develop their literacy and numeracy skills. This helps students make progress in achieving their qualification and in developing appropriate technical language. For example, students explain how their confidence has grown through practising the meaning of words and applying more effective communication skills with customers in commercial settings and in the workplace.
- Teachers and assessors have good subject knowledge which reflects current industry standards. Teachers and assessors use their knowledge well and coach students and apprentices to develop high-level professional and industry skills to meet employers' needs. Teachers help students to understand the high expectations that will be demanded

of them when applying to performing arts dance academies, universities and the armed forces.

- Students benefit from good pastoral and effective additional learning support. Learning support assistants provide a good level of appropriate support and guidance for students with focused support needs which ensures that they make at least the expected progress and often better than expected progress, for example in catering and computing.
- The large majority of teachers and college staff promote equality and raise awareness of diversity and life in modern Britain appropriately in lessons. For example, students on a sports coaching course were able to give practical examples of equality of opportunity and the celebration of diversity within a community sport environment. Students studying hairdressing discuss sensitively the impact of mental illness diagnosis on their clients.

Personal development, behaviour and welfare

Requires improvement

- Attendance rates vary considerably across subjects and are lower in English and mathematics lessons. While managers have been effective in raising the level of attendance since the previous year, it remains too low and requires further improvement.
- The standard of students' work in study programmes and apprenticeships varies greatly across levels and subject areas. Not enough teachers and assessors make sufficient demands of all their students and apprentices to improve their analytical skills and produce written work of a high quality, appropriate to their level of study. As a result, a minority of students and apprentices produce work that is at a lower level than the qualification they are studying.
- The majority of students and apprentices are aware of the 'Prevent' duty. Adult students describe how they have become more aware of people who demonstrate withdrawn behaviour and express extreme views. Students explain how they take care about internet safety and the sharing of personal information.
- The majority of students and apprentices develop their practical and technical skills well. Employers value the enhanced contributions that the majority of apprentices make in their workplace. For example, construction, engineering and manufacturing employers identify that their apprentices gain in confidence in practical workshop situations and develop independence. Assessors negotiate carefully with employers the choice of units apprentices select to complement what apprentices do in their jobs.
- The large majority of students and apprentices behave well. They exhibit high levels of respect, tolerance and understanding with each other and with staff. Leaders and managers take effective and timely action to address the low incidence of inappropriate behaviour.
- Leaders and managers have recently strengthened the provision of careers information, advice and guidance. The majority of current students now benefit from impartial careers advice and guidance that helps them to make accurate and informed decisions about their future career choices.
- The majority of students on study programmes benefit from meaningful external work experience placements and work-related learning that help them to develop their skills, knowledge and understanding of the workplace and to explore future career aspirations. External work experience has helped a small minority of students in engineering, and

animation and computer games design gain unconditional offers for their first-choice university.

- Through their participation in voluntary work, students on adult learning programmes develop high levels of confidence and employability skills that help them to apply for jobs successfully and enter the workforce when they leave the college.
- Students have good access to a wide range of enrichment activities, ranging from competitive and recreational sports to safe driving awareness courses. A significant minority of activities encourage equality of opportunity by targeting under-represented groups to take part, for example female students in football, male students in netball and activities for disabled students and those from black and minority ethnic groups. Thirty public services students run Tameside's primary school football programme. Enrichment activities focus on the health and well-being of students, as well as the acquisition of personal, social and skills for employment such as teamwork and communication skills.

Outcomes for learners

Requires improvement

- Leaders and managers have halted the decline in students' performance on study programmes and the proportion of 16- to 19-year-old students who achieve their qualifications on AS-level and vocational courses but it remains too low and is below the national rate.
- Too many students on study programmes across all levels do not make good progress from their starting points or achieve the high grades of which they are capable. Teachers do not set sufficiently challenging targets to help students make better progress or challenge them to increase their knowledge and skills effectively. The large majority of students on adult learning programmes make good progress.
- A minority of students on 16 to 19 study programmes achieve grades A* to C in GCSE English and this is slightly above the national rate. However, very few students on study programmes achieve A* to C grades in mathematics and this is significantly below the national rate. Too few students on study programmes and adult learning programmes successfully achieve functional skills qualifications. The proportion of adult students who achieve grades A* to C GCSE English qualifications is higher than that of similar colleges nationally, but is lower in mathematics.
- Too few apprentices across both intermediate and advanced levels complete their apprenticeships, and the proportion of apprentices who complete their apprenticeships in the planned time is too low. The overall achievement rate and the timely achievement rate have declined significantly since 2014/15. Achievement rates for functional skills are a concern and lower than the national rate. This has had an impact on the achievement of full frameworks.
- The gap in performance between male and female students has widened. This can be attributed to lower achievement rates in subjects where learners were mostly male, for example in construction and computing. Bangladeshi students, who make up the largest ethnic group at the college on both study programmes and adult learning programmes, performed less well in 2015/16 than the majority of students, largely due to poor achievement on functional skills courses.
- The achievement rate for A levels is high and has remained high over the last three years.
- Adult students on access to higher education programmes acquire the academic and

research skills they need to study at degree level and a large majority of these students progress to university. Students on ESOL programmes, many from disadvantaged communities, quickly improve their confidence to progress to courses at higher levels or into voluntary work. A high proportion progress into jobs.

- Students with high needs make good progress and the vast majority achieve their targets and qualifications. They become more independent in their learning and use the skills they learn to develop the independence they need in their personal lives. A small minority progress into paid employment.

Types of provision

16 to 19 study programmes

Requires improvement

- Currently, approximately 2,200 students aged 16 to 19 are enrolled on a wide range of study programmes. The greatest proportion of students are on A-level, bakery and catering, construction and creative study programmes. Students study from entry level to level 3 programmes, with around 990 taking courses at level 3, 680 at level 2 and 530 at entry and level 1. Senior leaders and managers have effectively implemented the requirements of study programmes.
- Too many students on study programmes do not make the progress expected of them. Too often, teachers do not plan and structure learning effectively to challenge students to develop higher-order thinking skills, and students with a wide range of abilities often complete the same task. Teachers do not routinely carry out frequent and accurate checks on students' learning and consequently they do not identify and address gaps in their knowledge and understanding.
- The majority of students know the targets they have been set and understand the progress that they are making towards them. However, in too many subject areas teachers do not plan effectively to meet students' individual needs. They provide work that is too easy and do not inspire and challenge their students, particularly the most able, to make good progress and achieve the highest standards of which they are capable.
- Attendance in too many sessions is low. Staff have taken effective action to increase students' understanding of the importance of attendance in the context of having a job. As a result, attendance has improved in the current academic year, but it still does not meet college targets.
- Teachers do not consistently provide helpful feedback that enables students to improve their work. Their feedback is often limited to superficial comments that do not enable students to improve and achieve higher grades. In some A-level subjects, for example geography and English, teachers' feedback is detailed, specific and enables students to know exactly what they need to do to improve.
- Most teachers successfully develop students' literacy and mathematical skills in their lessons, resulting in students using technical language and calculations appropriately which enhance their standards of work. For example, in one lesson, students calculated the break-even point on a start-up business and in another, students developed their professional language skills in a group feedback activity.
- The majority of students benefit from meaningful external work experience which is

improving their communication skills, supporting their learning and preparing them well for their next steps. For example, hair and media make-up level 2 students have developed their industry skills by working with local theatre groups.

- Staff give effective advice and guidance that supports students to develop ambitious plans for their future. As a result, most students are clear about their long-term career goals and the steps that they need to take to fulfil them. Students also benefit from a range of enrichment activities that include skilled professionals from industry, which helps them to make informed choices about their future. For example, in public services, a variety of employers and organisations contributed to a careers day that helped students to decide on their future career pathway.

Adult learning programmes

Good

- Adults have access to a wide range of adult learning courses. These are made up of access to higher education and pre-access to higher education programmes, courses in English and mathematics, including GCSEs, courses in ESOL and vocational courses. Around 1,061 adults are enrolled on adult learning programmes.
- Leaders and managers have a good understanding of the local labour market and work effectively with partners, including Jobcentre Plus, employers, community organisations and public sector organisations, to ensure that adult learning programmes are inclusive, meet local needs and increase students' chances of securing sustained employment and participating more effectively in everyday life.
- Students on adult learning programmes make good progress. The large majority achieve their qualifications and progress to further or higher education, training or employment. Students on access to higher education courses acquire good subject knowledge and they develop good academic research and writing skills that prepare them effectively for university.
- Students develop a range of useful skills that they apply to their personal and working lives. For example, students on mathematics courses apply their knowledge of percentages to calculate discounts when they are shopping for food and clothing. On vocational courses, students develop successfully the practical skills they need to work in industry. For example, students on health and social care courses demonstrate that they understand the need for keeping accurate and detailed records in a care setting and are able to use the relevant medical terminology.
- The large majority of teachers make good use of a range of teaching and learning activities to interest students. They use effective initial assessment of students' starting points to plan their lessons and ensure that teaching is appropriate to the range of students' abilities. For example, in a mathematics lesson, the most able students calculated the areas of more complex shapes, such as a trapezium, while students with lower levels of ability did the same calculation with simple shapes such as a triangle. However, on a minority of occasions, all students work on the same tasks. As a result, the most able students do not make as much progress as they could because they have to wait for those who work more slowly to catch up.
- Teachers use effective questioning techniques to ensure that students make good progress and to check that they fully understand industry requirements. For example, in a

hairdressing class, students demonstrated that they could identify why their cuts were uneven and layers were too long. In a beauty class, students showed good knowledge of industry timings for treatments and the consequences of taking too much time.

- The large majority of teachers assess and record students' progress and achievements carefully. They make effective use of the results of students' assessments to plan further learning that enables students to improve the specific skills they need to achieve their qualification or learning goals.
- Attendance on adult learning provision is low in too many lessons. This means that a minority of students do not progress as quickly as their peers.

Apprenticeships

Requires improvement

- At the time of the inspection, there were around 630 apprentices on a number of different frameworks and at different levels, mainly in engineering and manufacturing, construction and business administration programmes.
- In 2015/16, overall achievement rates for apprenticeships decreased further from the previous year. Too few apprentices achieved their qualifications and even fewer completed them within the agreed timescales. Leaders and managers have taken appropriate action to ensure that assessors are held more accountable for apprentices' progress and achievement. However, a minority of apprentices who have passed their planned end date and a small minority of apprentices who started their apprenticeship in 2016/17 are still not making expected progress.
- In 2015/16, a significant majority of apprentices did not achieve their functional skills qualifications. Leaders and managers have implemented interventions to support apprentices more effectively in developing their English, mathematics and information and communication technology (ICT) skills. The majority of apprentices who started their apprenticeships in 2016/17 are now progressing towards their qualifications within agreed timescales. Apprentices are not provided with enough opportunities to improve their English and mathematics skills to a higher level.
- A minority of apprentices produce written work of a low standard. Consequently, they do not produce accurate and professional industry-ready documents or make clear and detailed enough records for their clients and managers. Assessors do not consistently provide apprentices with strategies to identify and correct spelling and grammatical errors for themselves. As a result, apprentices continue to make the same mistakes.
- The tracking and monitoring of apprentices' progress has not been sufficiently effective. As a result, the progress of too many apprentices has been slow, which has contributed to significant numbers of apprentices continuing beyond their planned end dates. Leaders and managers have recently introduced a broad range of new progress tracking and monitoring systems to identify those falling behind and making slow progress. These are beginning to identify more effectively apprentices at risk of not achieving and to prompt more timely support interventions, such as intensive functional skills workshops and online learning resources.
- A minority of assessors do not plan sufficiently demanding learning that challenges their apprentices to make sustained and substantial progress from their vocational and academic starting points. In addition, assessors do not routinely set specific and

challenging targets that support their apprentices to develop their knowledge and understanding further. Assessors' checking of learning is not consistently effective to clarify the depth and security of apprentices' understanding. Consequently, assessors do not routinely identify exactly apprentices' next steps in order for them to improve their learning and be more competent in their job role.

- The majority of apprentices who started their apprenticeship in 2016/17 make the progress expected of them because of improved regular on-the-job assessments and frequent review visits from experienced and supportive assessors.
- Practical, off-the-job training sessions are well planned and enable most apprentices to make good progress in the development of their technical skills. The majority of teachers make good use of learning resources to support the development of apprentices' vocational knowledge and understanding. For example, in a bakery session, students were able to compare critically the different processes for developing doughs and how technology impacts on the modern bakery industry.
- Employers value the regular communication and flexibility of assessors. Effective collaboration between employers, assessors and apprentices means that apprentices follow pathways that are tailored to meet their future career aspirations and meet employers' needs. The majority of apprentices who complete their training go on to sustained employment and a significant proportion on intermediate apprenticeships progress to advanced apprenticeships.
- Apprentices develop effective personal, social and employability skills as a result of both on-the-job and off-the-job training. They develop confidence in dealing with customers, clients and colleagues and, through their training, become more aware of their professional responsibilities. Most apprentices are ambitious and focused, and are enjoying their studies. They feel safe and comfortable in the workplace and in the college, and understand how to keep themselves safe. Teaching staff, assessors and employers have high expectations of apprentices and ensure that they meet professional and industry standards, including industry health and safety requirements.

Provision for learners with high needs

Good

- There are 100 students with high needs at the college and the college receives direct funding for 94 of those students. Of the total, 75 are taught in discrete groups with specialist staff and 25 are supported on study programmes across the college. There are 20 students working in supported internships.
- Staff have high aspirations for all students. In 2015/16, a very large majority of the students on courses specifically for those with high needs achieved a higher-level qualification or accreditation than would be expected based on their starting points. All students with high needs who were on study programmes successfully achieved their qualification. Students benefit from well designed and individualised learning programmes that match the outcomes from their education, health and care plans (EHCPs), take account of their starting points and help them to progress to higher level programmes and/or employment.
- Teachers design programmes successfully to make clear links between the knowledge and skills required for employment and those for independent living, and they skilfully

integrate English and communication skills into practical activities. As a result, students develop effective social and personal skills that can be transferred to situations outside the classroom. For example, students develop meaningful daily living skills relating to tying a tie and ironing a shirt, personal safety, developing a curriculum vitae and independent travel.

- Managers use funding for students with high needs effectively to create a supportive learning environment. Students benefit from good-quality specialist resources, including assistive technology, which enhance learning. Staff-to-student ratios are well matched to students' individual needs. As a result, students make good progress and develop independence.
- Students on study programmes use their specialist support very well, including in practical activities, and have strong aspirations for their future. As a result, they are able to participate effectively in learning and a large majority of these students make better progress than their peers.
- For students with sensory needs, and for those with profound and multiple learning difficulties, teachers and support staff use a range of teaching and learning strategies with integrated therapies which help students to develop essential communication skills that enable them to express their choices and preferences independently.
- Leaders and managers have invested in high-quality training and development for staff that is personalised and specific to the needs of individual students. Staff receive regular updates from external specialists. For example, speech and language therapists, physiotherapists and behaviour specialists train staff on techniques that they can use to support students on a daily basis.
- Supported internships are well coordinated and provide good work experience and employment opportunities, with the vast majority of students on an internship progressing to paid work.
- Students develop effective skills that will help them to secure employment. Over half of students on courses specifically for students with high needs benefit from external work experience placements. Students develop their team-working, problem-solving and customer service skills in the college, for example through selling bird feeders, jute bags and picture frames they have made in college workshops. A minority of students run their own sandwich business in the college and independently and successfully implemented ideas to improve the queuing system.
- Transition arrangements with partner schools and other agencies are effective. Staff get to know their students well before they enter the college. The thorough and effective communication at transition helps teachers to plan meaningful programmes around students' individual learning styles and their requirements for specialist learning support. As a result, students adapt quickly to the college environment and most enjoy their learning. Parents value these effective transition arrangements. Relationships with the local authority have recently improved and are now good. College staff are fully engaged in drawing up and reviewing the students' EHCPs. However, a minority of parents are not aware that they can be directly involved in the annual review of the EHCPs.
- Students are respectful and tolerant of each other and behaviour is good and well managed. Attendance is high.
- Managers and tutors place a high priority on safeguarding students and ensuring their

safety. Students know how to keep themselves safe and what they should do if they have a problem. For those students who are non-verbal, staff are confident and equipped to recognise any concerning changes in behaviour. Students know how and to whom they should report their concerns.

Provider details

Unique reference number	130516
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	5,343
Principal/CEO	Jackie Moores
Telephone number	0161 908 6600
Website	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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	535	451	681	478	990	215	3	3
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	245	238	98	173	0	2		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	5 (not directly funded)							
Number of learners for which the provider receives high-needs funding	94							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Strive Training TPG Education							

Information about this inspection

The inspection team was assisted by the deputy principal, as nominee. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the college.

Inspection team

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