

Tameside College

General further education college

Inspection dates

24–27 April 2018

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

Summary of key findings

This is a good provider

- Senior leaders and managers have developed and implemented an 'excellence in learning framework', which communicates clearly to staff the standards of teaching that are expected. The quality of teaching, learning and assessment is now good on most courses, especially at the sixth-form centre.
- Governance is highly effective. Governors support and challenge senior leaders to improve the quality of courses.
- Senior leaders and managers are focused and relentless in their pursuit of high-quality provision for all students and apprentices.
- Senior leaders have rectified successfully most of the weaknesses that were identified at the previous inspection. Achievements are now high on the vast majority of courses for 16- to 18-year-olds, students who have learning difficulties and/or disabilities, apprentices, and adults.
- Students and apprentices show high levels of respect and tolerance for each other, their teachers and visitors.
- Most students' behaviour is very good. Where it is not of the expected standard, staff quickly challenge it.
- A significant proportion of students now achieve high grades on level 3 courses. Current students on A-level and vocational courses and apprentices make good progress.
- The vast majority of students progress to further study, higher education or employment.
- Most apprentices gain permanent employment with their employer following completion of their programme.
- Attendance rates, while improved overall, remain low in English and mathematics lessons, for adults and in a minority of study programmes.
- Leaders and managers have not yet addressed successfully all the weaknesses in teaching, learning and assessment. Too many current students on hairdressing, health and social care, and information and communication technology (ICT) courses do not make the expected progress and achieve their qualifications.
- In the current year, too many apprentices on electro-technical programmes and joinery and accounting courses make slow progress and do not achieve by their planned end date.

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 sixth-form centre opened in 2015. The number of students in Tameside schools achieving GCSE grades 9 to 4 (previously A* to C) 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 at level 2 and the number achieving an NVQ at level 4 is below the North West and national averages.

What does the provider need to do to improve further?

- Improve attendance rates, particularly in English and mathematics lessons for adults and for a minority of study-programme learners, by ensuring that teachers promote the importance of attendance effectively and managers follow up absenteeism assiduously to ensure that all students attend their lessons regularly and promptly.
- Leaders and managers should address the weaknesses in teaching, learning and assessment in the subject areas where performance is persistently low. Teachers and assessors should plan learning carefully by taking into account the starting points of their students and apprentices so that learning activities challenge them and extend their knowledge, skills and understanding.
- Leaders and managers should ensure that assessors and employers carefully review the progress that apprentices make on electro-technical programmes, and joinery and accounting courses and swiftly make the necessary interventions where they do not make the expected progress.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal and governors have an ambitious vision for Tameside College to be an outstanding college, providing first-class education and training for the people of Tameside. Senior leaders work closely in partnership with the local authority on the 'Vision Tameside' strategy to transform education in Tameside.
- Governors, senior leaders and managers have created a culture of high expectations among staff and students. Leaders are focused on, and relentless in their pursuit of, improving the quality of experience for all students and apprentices. The vast majority of weaknesses identified in the previous inspection have been rectified successfully. As a result, the quality of teaching, learning and assessment is now good. However, senior leaders and managers have not yet eradicated all the weaknesses in teaching, learning and assessment in every subject area.
- Senior leaders have embedded rigorous quality-assurance processes to monitor performance at all levels. Managers make good use of data to identify quickly any underperforming teachers, subjects or courses. They set specific targets for improvement, which they monitor closely. Achievement rates for students and apprentices have improved for the past two years and are now high.
- Senior leaders and governors have a good understanding of the key strengths and areas for improvement. The self-assessment report is evaluative and accurate, and it very closely reflects the areas for improvement found by inspectors. Leaders and managers use the quality improvement plan effectively to implement actions and to bring about rapid improvement.
- Senior leaders and managers have developed and implemented an 'excellence in learning framework' that communicates clearly to staff the standards of performance that are expected of them. Managers use the performance-management processes effectively to improve teaching, learning and assessment. When staff do not improve their performance quickly, leaders take appropriate action to terminate their contracts.
- Since the previous inspection, senior leaders have withdrawn from subcontracting with partners who do not deliver high-quality programmes or meet local needs. Managers work with only one subcontractor that provides specific courses to meet the individual needs of a small number of students. The management and monitoring of the quality of the provision are effective. Students at Tropical Palms Training who are ex-offenders make good progress and achieve their qualifications.
- Managers support teachers effectively. They provide support through learning coaches, which helps them improve their teaching practice. Teachers benefit from regular, targeted and meaningful continuing professional development, which they value.
- Senior leaders and managers have highly effective partnerships with a range of stakeholders, which they use to develop courses that are responsive to the needs of employers and learners in Tameside and the Greater Manchester region. For example, they work with Jobcentre Plus and local employers to provide programmes that create local employment opportunities for adults, including at the NHS trust.
- Leaders and managers ensure that there are clear progression pathways for students and

that careers information, advice and guidance are effective. Local employers attend organised events such as master classes and career days so that students can make informed choices about their next steps and career opportunities. The vast majority of students progress successfully to further study, employment or higher education.

- Senior leaders, managers and teachers promote a culture of inclusion. They promote diversity very effectively through structured tutorial sessions, organised events and displays throughout the college. As a result, students, apprentices and staff are respectful and tolerant of each other and of their differences.
- Senior leaders' and managers' actions to improve the quality of teaching in English and mathematics are having a beneficial impact. They were successful in increasing the number of students and apprentices who achieved English and mathematics qualifications in 2016/17. However, the numbers who achieve GCSEs in English and particularly in mathematics at grades 9 to 4 (previously A* to C) remain low.

The governance of the provider

- Since the previous inspection, the appointment of new governors has strengthened the range of skills and expertise that governors have, particularly in further education and skills. They are highly committed and ambitious for the college to be a provider of outstanding education and training to improve social mobility for the people of Tameside.
- Governors provide effective support and challenge to senior leaders to improve the quality of the provision further. Senior leaders provide governors with detailed and insightful reports, which they use very effectively to scrutinise performance. This enables them to hold leaders to account for the quality of courses and apprenticeships, and for students' and apprentices' achievement rates.
- Individual governors use their skills and knowledge to link with areas in the college, for example A levels, English and mathematics, apprenticeships and safeguarding. They spend time with staff and students to obtain information so they can report to the board on progress.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and managers place a high priority on safeguarding. They have maintained the effective arrangements for safeguarding all students that were identified at the previous inspection.
- Managers ensure that staff have appropriate training to enable them to identify and respond appropriately to any safeguarding concerns they have about their students.
- Managers and staff work effectively with a range of external agencies and partners to provide support for students to ensure that they protect them from any safeguarding concerns.
- Leaders and managers meet their obligations of the 'Prevent' duty. The vast majority of students know how to identify and keep themselves and others safe from the risks associated with radicalisation and extremist behaviour.

Quality of teaching, learning and assessment

Good

- Senior leaders' strategies to improve the quality of teaching, learning and assessment have been successful. As a result, the standard of education and training is now good; this is particularly the case for students at the Clarendon Sixth Form Centre.
- Most teachers plan learning successfully and challenge learners and apprentices to reach their potential. Teachers have developed creative activities that motivate and encourage students and apprentices to acquire knowledge and skills, and make good progress. For example, in patisserie and confectionery lessons, adults make high-quality two- and three-dimensional table-centre decorations out of sugar paste based on the theme of the sea. Joinery apprentices advise customers confidently on the best value for money when choosing flooring and identify accurately the advantages and disadvantages of different types of flooring. However, in a minority of lessons, teachers do not sufficiently challenge students to reach their full potential.
- Teachers and assessors are knowledgeable and experienced. The large majority of teachers and assessors successfully use their knowledge and expertise to link theory to practice, which motivates students and apprentices to meet their learning goals. As a result, they develop good practical skills. For example, motor-vehicle teachers use real-life scenarios to enable students to investigate solutions for technical faults in cars.
- Managers and teachers effectively assess the starting points of the vast majority of students. They ensure that they place students on the correct programme at the right level and that they receive the appropriate support. As a result, the large majority of students make at least the progress expected of them. Assessors do not identify apprentices' starting points accurately and, consequently, apprentices do not make the progress of which they are capable.
- Most teachers track students' progress effectively. They take swift action to set specific targets for improvement that students act upon. However, a very small minority of teachers and assessors do not set meaningful targets for students and apprentices to improve. As a result, these students are unclear about what they need to do to improve or achieve their qualifications.
- Teachers effectively encourage students, including those with high needs, to reflect on their work and to consider how they can improve it further. Teachers encourage students to become more evaluative about the quality of their own work by assessing other students' work. However, in a minority of lessons and reviews, teachers and assessors do not provide students and apprentices with sufficient or effective feedback to help them to improve.
- Staff make very effective arrangements to help students with high needs to settle into college. Specialist staff liaise regularly with a range of external agencies, parents and carers. Teachers work with students and parents closely to plan their programme of learning. This helps students to progress towards independence and prepares them for their future.
- Teachers promote equality and diversity themes in lessons effectively. For example, adult students in sports plan events successfully that take into account wheelchair users and people who have hearing difficulties and sight loss. Apprentices demonstrate a good understanding of equality and diversity and how they apply in the workplace. For

example, they understand the importance of considering their customers' individual needs and differences.

- Most students and apprentices develop good English and mathematical knowledge and skills in lessons, including the use of technical language. For example, in access to higher education, the teacher challenged adult students about their preconceptions of secularisation and encouraged lively debate and discussion. As a result, their confidence develops and they apply their knowledge and skills successfully to their specialist subject area. In a small minority of lessons, teachers do not check routinely and correct students' spellings in lessons and in marked work.
- Teachers do not challenge students sufficiently in all lessons to reach their full potential. In a small minority of lessons and reviews, teachers and assessors do not provide students and apprentices with sufficient or effective feedback to help them to improve.
- Assessors do not use apprentices' starting points sufficiently to enable all apprentices to make the progress of which they are capable. In the majority of reviews, employers are not sufficiently involved in assessing their apprentices' progress. Managers and assessors do not keep all employers informed enough about apprentices' attendance and progress.

Personal development, behaviour and welfare

Good

- Students and apprentices show high levels of respect for, and tolerance of, each other, teachers and visitors. Overall, students' behaviour is very good. Where it is not at the expected standard, staff quickly challenge it. Students and apprentices respect people from different cultures and backgrounds and this contributes to a welcoming and friendly atmosphere in the college.
- Students develop the technical knowledge, skills and terminology they need for their chosen job or career. They benefit from work-related activities in practical work environments. As a result, they work to high commercial standards. For example, catering students prepare and serve food to customers in a realistic time period.
- Most students and apprentices develop effective communication skills and the behaviours they need for work. They receive positive feedback from employers for the knowledge and skills they develop. For example, they improve their communication skills and develop appropriate team-building and problem-solving skills when dealing with customers. Apprentices grow in confidence and make good contributions to their employers' businesses.
- Students enhance their knowledge, skills and understanding through a range of voluntary events in the local community. For example, students work alongside 'Action Together', where they gain valuable volunteering and team-leading skills.
- Students who have learning difficulties and/or disabilities make good progress towards their personal goals. They develop their independence very successfully through internal or external work experience.
- Students and apprentices feel safe in the college and in the workplace. They follow healthy and safe working practices in practical lessons, in workshops and in workplaces. Students and apprentices know whom to report any safeguarding issues to if they arise.

- A high proportion of students make good progress in developing their English and mathematical skills in vocational lessons. Teachers plan appropriate activities that allow them to apply and reinforce the knowledge and skills they need for work.
- Most students benefit from thorough assessments at the start of their programme, which include an assessment of their starting points in English and mathematics. On a minority of courses, teachers assess students' existing technical skills at the start of their course. For example, performing arts students complete an audition, and art and design students present a portfolio of their work.
- Students who speak English as an additional language complete assessments in speaking, listening, reading and writing to ensure that they study at the most appropriate level. Teachers assess any additional needs they have and additional specialist support is provided quickly.
- Staff work very effectively with a wide range of external services to provide effective, impartial careers information, advice and guidance at the start of and during students' programmes of study. This helps most students to choose the correct course. A high proportion of students and apprentices progress successfully to the next stage of their career.
- Most students have a good understanding of the risks associated with radicalisation and extremism and know where to go to share any concerns. However, this is not the case in a very small number of adult courses and for apprentices.
- Attendance rates, while improved overall, remain low in English and mathematics lessons, for adults and in a minority of study programmes.

Outcomes for learners

Good

- Leaders and managers have rectified successfully most of the weaknesses that were identified at the last inspection. Achievements have risen since 2015/16 and are now high for 16- to 18-year-olds, for students who have learning difficulties and/or disabilities, and for adults and apprentices.
- The differences that existed between levels and subjects have been largely eliminated. Only a very small number of subjects now have low achievement rates, for example in GCSE mathematics, health and social care, hairdressing, ICT, electro-technical and some AS-level subjects, particularly biology.
- Since the previous inspection, the proportion of students aged 16 to 18 who achieve their qualifications has increased considerably. The majority of students on study programmes, who account for more than half of the college's students, make the progress expected of them from their starting points. A high proportion of students gain their qualifications but a small minority of students on advanced-level courses do not always attain the grades they are capable of achieving.
- A high proportion of students who attempt functional skills examinations in English and mathematics are successful. However, too many students do not improve their GCSE grades in English and particularly in mathematics.
- Students and apprentices make very good progress in developing new practical skills in

their chosen subjects. They work to high-level industry standards because they benefit from coaching and support from knowledgeable and well-qualified staff. Consequently, the vast majority of students progress to further study, higher education or employment. Most apprentices gain permanent employment with their employer following completion of their programmes.

- Achievements for adult students have improved further since the previous inspection, when inspectors judged them as good. The vast majority of adult learners stay on their course and achieve their qualifications successfully, with a large majority progressing into further study, higher education or work. Achievement rates are lower in a small number of courses such as hairdressing, and health and social care.
- The vast majority of students for whom the college receives high-needs funding make excellent progress in developing their practical, employability and communication skills. They also develop their confidence and independence very successfully and achieve their qualifications.
- Managers' strategies to narrow gaps in achievement rates between different groups of students have been successful. Students who have learning difficulties and/or disabilities and those from disadvantaged backgrounds are as successful as their peers. Mixed-race, Black Caribbean and Asian students now achieve better than White students. Male students now achieve as well as female students. Young people who are looked after and who had very low attainment rates at school make good progress in relation to their starting points. The vast majority who stay on their course achieve their qualifications.
- Most current apprentices make good progress and develop the technical knowledge and skills they need for work. The proportion of apprentices who achieve their qualifications by their planned end date has risen since the previous inspection. In the current year, it is high. In 2016/17, the number of apprentices on electro-technical, joinery and accounting programmes who gained their qualification is low and these apprentices continue to make slow progress in the current year.

Types of provision

16 to 19 study programmes

Good

- Approximately 2,200 students are enrolled on study programmes. The majority of students study at level 3 on A-level and vocational courses. Of the remainder, approximately half study at entry level or level 1 and half at level 2. A wide range of A-level and vocational courses is offered.
- Leaders and teachers set high expectations, which students respond to positively. For example, teachers challenge routinely students who are late, lack attentiveness or use mobile phones when these are not permitted. College managers monitor closely the quality of written feedback that students receive to ensure that they are able to improve their work.
- Teachers plan activities to meet a diverse range of individual needs in almost all lessons. Consequently, most students make good progress from their starting points. However, teaching does not always challenge the most able students and, as a result, a small minority do not make the progress of which they are capable.

- Staff have good subject knowledge that reflects industry standards on vocational study programmes. This leads to a high level of student enthusiasm and engagement in their learning. For example, in vehicle repair, students learn how to repair damaged car doors to a professional standard.
- Effective in-class support helps to remove barriers to learning and enables students to achieve as highly as they can. For example, in art and design, the additional learning support tutor was helping students to organise their sketchbooks and reflect on how they will produce their final major projects.
- In many lessons, teachers use varied and creative learning activities effectively to motivate students and develop their knowledge, skills and understanding. For example, in performing arts, students learn how to represent visually high and low status through collaborative group work.
- In most lessons, teachers use good questioning and other techniques such as peer assessment to check students' recall and understanding. As a result, teachers have a better awareness of the progress students make and they make good use of this to inform subsequent lesson planning. Students receive helpful oral and written feedback from their teachers to help them improve.
- Students work collaboratively, offering each other feedback to support improvement. This helps them to develop evaluative skills and promotes a deeper reflection on their own work. For example, in games design, students analyse each other's projects and offer valuable advice on how to improve their designs.
- Teachers help students very effectively to develop English skills through using subject-specific terminology, extended writing and oral skills. For example, in sociology, students learn about the impact of globalisation on religious fundamentalism. However, in a minority of lessons, students miss opportunities to develop and practise their numeracy skills.
- Most teachers and students make effective use of technology. For example, teachers provide electronic learning resources to enable students to develop their independent learning skills outside the classroom.
- Teachers' promotion of equality and diversity is good. Students feel that they receive fair and equal treatment and their individuality is valued. Behaviour in lessons is good. Staff are quick to challenge behaviour that falls below expectations. However, students' attendance is too low in a minority of classes and consequently they do not make the progress they should.
- Students have positive attitudes to learning and they take pride in their work. Relationships between teachers and students are respectful. Teachers help students to develop effective personal, social and employability skills. For example, in a public services lesson, students demonstrated the importance of effective communication when carrying out body searches.
- Students benefit from an effective work-experience programme. They complete external work placements in preparation for their future career, a minority of which are in prestigious settings. For example, catering and hospitality students undertook work experience at Buckingham Palace and in a prestigious hotel in Mayfair.
- An extensive enrichment programme provides a variety of activities, many of these as a

direct result of feedback from students. For example, students now benefit from Zumba, trampolining, female boxing and dance. These activities enhance their well-being.

- Most students receive effective independent careers information, advice and guidance that build on prior attainment to support their progression. However, in a minority of cases, students do not receive careers guidance in a timely way to enable them to make informed choices about their next steps. Consequently, a small minority of students who are due to complete their study programme have no clear plans for their future.
- Students are aware of how to keep themselves safe and know how to report any concerns they have. The majority of students speak confidently about the dangers of radicalisation and extremism. However, a very small minority of students are unclear about British values and the importance of these in society.
- In a minority of lessons, the level and pace of learning are not appropriate and, as a result, students do not make the progress of which they are capable. For example, in English and mathematics at level 2, while lessons are planned for students to progress through bronze, silver and gold activities, few students complete activities at the highest level. A small minority of students are unaware of their target grades and the progress they are making.

Adult learning programmes

Good

- Approximately 2,000 adults are enrolled on a wide range of courses. More than two thirds study at levels 1 or 2 with the remainder studying at level 3. The majority study English for speakers of other languages (ESOL), English, mathematics, access to higher education, or vocational courses.
- Teachers provide students with effective, impartial careers information, advice and guidance that enable them to have clear career plans that link to their studies.
- Students show high levels of mutual respect for each other and their teachers. They understand the importance of respecting the opinions and views of others.
- Teachers make good use of a range of technology to provide resources for students to use outside lessons to enhance their learning. For example, they use the virtual learning environment to access learning resources while at home or in the library, which helps them to complete their assignments and get feedback from their teachers.
- Students are highly motivated to learn. They take pride in their work and work independently. Teachers provide good developmental feedback on students' written work, with the result that their vocational knowledge and understanding increase. Teachers set students clear targets so they are aware of what they need to do to progress further.
- Teachers support and challenge students so they make good progress on most courses. Students who fall behind with their work benefit from effective support to help them to catch up.
- Most students on ESOL and English courses develop a good range of skills and are able to communicate more effectively. As a result, they increase their chances of participating and interacting in their local communities and in employment.
- Students become self-confident and believe in their potential to be successful and pursue their chosen career. Teachers develop students' independent learning skills and technical

vocabularies successfully, which prepares them appropriately for further study or employment. The large majority of students continue to study or progress into work. Most students on access to higher education programmes progress to higher education.

- The vast majority of students demonstrate an appropriate awareness of how to keep themselves and others safe. Students feel safe in college and the large majority know how to report any concerns they may have. They have a good awareness of correct health and safety procedures. For example, construction students understand the importance of wearing appropriate protective clothing. Students' understanding of safeguarding is good.
- Most students are aware of the dangers of radicalisation and extremism and they work safely online. However, a few pre-access students are unaware of what radicalisation means.
- Teachers promote British values and equality and diversity effectively in their lessons. Students have a good awareness of the different traditions and cultures within their peer groups. For example, sports students take into account when they plan an event the needs of wheelchair users and those who have hearing difficulties or sight loss. Students on the access to higher education course discuss relevant topics such as secularisation.
- The college works closely with a wide range of partners, including the local authority, local employers and community organisations including Tameside General Hospital, Jobcentre Plus and Refugee Action. This helps students find employment or further and higher education courses. The adult learning courses meet the needs of adults and employers in Tameside.
- Despite managers' and teachers' actions, attendance has improved slightly, but it remains low in too many lessons and this hinders learners' progress.
- In a small minority of lessons, the pace of learning is too slow. Activities set by teachers in these lessons lack clarity and structure. Students are not challenged sufficiently, which results in them not making the progress they should.
- In a minority of cases, teachers do not always provide helpful feedback to students on how they can improve their spelling, and so they repeat their mistakes.
- The proportion of students that achieve their qualifications is low in a small number of courses in plumbing, electrical installation, health and social care, accounting, and hairdressing. The proportion of students who achieve GCSE grades 9 to 4 (previously A* to C) in English and particularly in mathematics is low.

Apprenticeships

Good

- Currently 455 apprentices are on a range of frameworks at intermediate and advanced level. The majority of apprentices are on building, business administration, children and young people's workforce, construction, electro-technical, heating, and plumbing frameworks. Recently, 44 apprentices enrolled onto new standards in accountancy, dental nursing and electro-technical courses.
- Managers make sure that they meet fully the principles of framework and standards apprenticeships. They ensure that staff are trained and developed for the new apprenticeship standards. Assessors and employers have a good understanding of the

new apprenticeship standards for dental nursing.

- Senior leaders' and managers' strategies to increase the proportion of apprentices who achieve their qualifications by the planned end date are successful. Since the previous inspection, achievement rates have risen considerably. They are now high, particularly in beauty, business administration, hairdressing, health and social care, and warehousing. The small number of apprentices on subcontracted courses in hairdressing are also successful. In the current year, the large majority of apprentices make good progress.
- Teachers set challenging activities for apprentices to complete independently, which builds their confidence in the workplace. For example, business administration apprentices reflect on their own performance at work and identify how they can improve further. Employers value the contribution that apprentices make to their businesses.
- Apprentices develop the technical language they need for work. For example, construction apprentices use the correct terms when learning about roof structures. Apprentices in business administration and childcare produce written work of a high standard. Conversely, assessors do not set advanced apprentices in electro-technical and joinery sufficiently demanding work and consequently the written work they produce is below the standard required. Assessors do not provide sufficient helpful feedback to help these apprentices to improve their work.
- Apprentices develop the good mathematical skills they need for work. For example, hairdressing apprentices are able to calculate accurately the proportion of chemicals required to mix colours safely.
- Apprentices develop the knowledge, skills and behaviours that they need for work through good-quality off-the-job training. For example, bricklaying apprentices use effective teamwork and communication to move bricks safely from stock to several workstations, and business administration apprentices create and lead on presentations in the workplace. Apprentices on electrical apprenticeships advise clients on safe voltage levels and compare these between the United Kingdom and the USA. Many apprentices receive additional training and qualifications relevant to their job role. For example, apprentices benefit from training in personal finance management and customer service.
- The quality of teaching in English and mathematics lessons is good. Consequently, the majority of apprentices make good progress in these subjects and achieve their functional skills qualifications. Apprentices make good use of the electronic portfolio to access additional learning to develop their English and mathematical skills further. Apprentices understand how these skills can help them in their job. For example, joinery apprentices use their numeracy skills to convert measurements from imperial to metric and use good oracy skills to discuss options confidently with customers.
- Apprentices receive frequent visits from their assessors, who are flexible and arrange additional visits and tutorials when needed. Assessors plan thoroughly and record systematically on- and off-the-job training both in college and the workplace. Apprentices keep good records about what they have done, and reflect on what they have learned and how they will use the new knowledge and skills in the workplace.
- Teachers and assessors set clear and time-bound targets during apprentices' reviews. Consequently, the majority of current apprentices are making good progress. During reviews, assessors provide good guidance to apprentices to help them prepare for their next steps. However, in too many instances, employers are not involved sufficiently in

their apprentices' reviews, which hinders their progress. The vast majority of apprentices remain in sustained employment at the end of their apprenticeship.

- Employers provide good support to their apprentices. They have good working relationships with assessors, which are beneficial to apprentices. Apprentices' behaviour at work is good because employers set high standards. They take swift action if behaviour in college does not meet their high standards.
- Apprentices have a good understanding of health and safety regulations and they use personal protective equipment correctly. Teachers ensure that apprentices have a good awareness of healthy lifestyles through lively debates in class. For example, they discuss how smoking and alcohol can affect their health adversely. Apprentices feel safe and know how to protect themselves both in the workplace and in college.
- Teachers and assessors ensure that apprentices have a good understanding of equality and diversity. For example, in functional skills lessons, apprentices debate gender equality and use current, topical examples to explore and challenge their beliefs. Assessors ensure that the majority of apprentices have a good understanding how to apply British values in the workplace. However, a minority of apprentices do not understand British values fully because their teachers and assessors introduce them too late in their programme.
- Assessors do not use the assessments completed at the start of the training and apprentices' prior experiences to plan apprentices' learning in detail. Assessors do not ensure that all employers are involved fully in planning on-the-job training. A minority of assessors do not review sufficiently and record the knowledge and skills that apprentices develop. This means that a minority of apprentices do not make the progress of which they are capable.
- In 2016/17, the proportion of apprentices who achieved successfully in accounting, joinery and electro-technical programmes was low. Current apprentices in these vocational areas continue to make slow progress.
- Most apprentices do not have a good awareness of the dangers of extremism and radicalisation and how they apply at work and in their everyday lives.

Provision for learners with high needs

Good

- The college receives funding for 94 learners with high needs; of these, 42 are on pre-entry study programmes, 30 are on entry-level study programmes and 22 are on vocational study programmes.
- Leaders and managers use high needs funding effectively. Students benefit from carefully designed, individual learning programmes that take into account their starting points and their education, health and care (EHC) plans. Many learners progress onto higher level courses and employment.
- Teachers and support staff set high expectations for their students and prepare lessons that provide sufficient challenge. As a result, students make at least the expected progress.
- The arrangements that staff make for students with high needs to settle into college are very effective. Specialist staff liaise appropriately with a range of external agencies, parents and carers. Teachers work with students and parents closely to plan their

programme of learning. This helps students to progress towards independence and prepares them effectively for their future.

- The majority of teachers use teaching methods and strategies that ensure that students participate effectively in learning. For example, students participate in group activities based on individual ability, and tasks provide suitable challenge for all individuals in the group. The majority of teachers provide helpful developmental feedback on written work, which means that students know what to do to improve.
- Teachers set suitably challenging targets, which they monitor frequently. This results in students achieving the specific knowledge, skills and behaviours they need. For example, students learn how to stay safe online, how to communicate and dress for work, and how to eat a healthy diet. Teachers make good use of effective tracking systems to identify quickly students who do not meet their targets. They put suitable interventions in place to get them back on track.
- Teachers integrate English and mathematics skilfully into practical tasks in classes. Consequently, students develop the knowledge and skills they need in English and mathematics for work and their daily lives. For example, students can manage their time and money, and they can spell correctly and understand new words. Students on vocational courses make good progress, including in English and mathematics.
- Classrooms and workshops are equipped appropriately and they are bright and clean. They provide good learning environments that encourage students to respect their surroundings. Teachers make good use of a range of technological resources to enable students to learn effectively and make progress.
- Teachers expect good behaviour and they promote respect for all. Consequently, students develop valuable interpersonal skills, learn self-management strategies and show respect consistently to each other, staff and visitors.
- Students learn new skills that prepare them for independence and future life in Britain. For example, students learn about choice and that they have a voice in society. Students develop transferable skills that they use at home and in the workplace. For example, they cook at home where previously they had not, can use money when shopping and, in a minority of cases, can travel independently.
- Students benefit from a wide range of meaningful work experience that prepares them for employment and community work. For example, students understand the importance of being on time, dressing smartly and knowing how to stay safe at work. Students communicate effectively, show respect and demonstrate good social skills. For example, students are now able to communicate with people they do not know, make eye contact and show visitors around the college. A small number of students benefit from good supported internships and these lead to progression to work.
- Teachers place a high priority on safeguarding students. Most students have a good understanding, at an appropriate level, of how to stay safe online and they know whom to go to if they have concerns.
- Teachers and support staff are well qualified, with specialist training and experience. They work cooperatively with other professionals, which means that they meet the learning and support needs of individual students fully.
- Managers ensure that students receive impartial and thorough careers information, advice

and guidance. Transition arrangements when students join the college are very effective, with good involvement of other specialists, schools, parents and carers. As a result, students adapt to college life quickly and are ready to learn.

- In a small minority of lessons, teachers do not plan thoroughly enough to meet students' individual needs or provide individual feedback to help students improve. Consequently, they do not make the progress of which they are capable.
- In a minority of cases, workplace mentors are insufficiently aware of students' targets, which hinders their learning and development during work experience.

Provider details

Unique reference number	130516
Type of provider	General further education college
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	4,826
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)	597	848	542	838	1,083	284	0	26
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	214	165	125	155	0	1		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	94							
At the time of inspection, the provider contracts with the following main subcontractors:	Tropical Palms Group							

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 learners 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 provider.

Inspection team

Andrea Machell, lead inspector	Her Majesty's Inspector
Elaine Price	Her Majesty's Inspector
Jill Gray	Ofsted Inspector
Maura Cummins	Ofsted Inspector
Jackie Shopland-Reed	Ofsted Inspector
Kay Hedges	Ofsted Inspector
Tracey Greenaway-Jones	Ofsted Inspector
Fallon Southwell	Ofsted Inspector
Alison Cameron Brandwood	Her Majesty's Inspector

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