

The Manchester College Board

Minutes of the meeting held on Wednesday 7th March 2018 at 10am at OP116/117.

Present: Jenifer Burden, Cllr John Hacking, Lisa O'Loughlin (Principal), Malcolm Sugden, Pauline Waterhouse OBE (Chair)

Apologies: Hassan Mohamed

In Attendance: Rebecca Bishop (Group HR Director), Rachel Curry (Vice Principal Planning and Performance), John Evans (Vice Principal Quality and Standards), Lindsey Johnson (VP- HE Curriculum and Support), Christine Kenyon (Vice Principal FE), Kate Mackenzie (Assistant Company Secretary and Solicitor), Debbie Sanderson (Divisional Finance Director -College and Income Team), Michael Walsh (VP- HE and Higher Skills)

Hilda Koon (AP- Employability, Engagement, ESOL, English & Math's) for item 06/18 , Marie Stock (AP- Student Experience) for item 10/18, Becca Bromley -Woods (AP- Supported Learning) for item 05/18, Karen Wright (AP-Careers, Employer Partnerships & Skills) for item 03/18) and members of the Staff Consultative Quality Forum for item 13/18.

No declarations of interest were received.

Part A

01/18	<p>Minutes of the meeting held on 10th November 2017</p> <p>The Part A minutes of the meeting held on 10th November 2017 were received and approved as a correct record.</p> <p>The Chair welcomed the VP- HE Curriculum and Support to her first Board meeting.</p>
02/18	<p>Improving Teaching, Learning and Assessment: Mid -Year Update</p> <p>The paper was received by the Board and taken as read. Discussion followed. The Board probed how the College was using learner feedback to determine the impact for learners, especially in relation to any impact felt in the second year. The Board was informed of the methods employed to gain learner feedback, including questioning during class visits and it was acknowledged that this should be carried out more systematically. It was accepted by the Principalship, that there was still work to do in respect of learner feedback engagement. The embedded tools for all learner feedback were explained and how these were managed through the student experience team, with focused work currently around the 'Deal' which had shown positive results on learning walks.</p> <p>The Board expressed concern that a long running yet consistent theme in respect of teachers not providing sufficient stretch and challenge for learners and therefore not giving learners the opportunity to achieve to their full potential in year 2 had been present in reports. The lack of consistency with questioning techniques amongst</p>

teaching colleagues was also a concern. The Board challenged why the College was not stepping up the pace and progress in these most basic teacher techniques.

The Principalship acknowledged that these issues had been documented over a period of time. In terms of support for teachers, they considered that the traditional methods of support had been diverse, including CPD but it had become apparent that CPD and quality interventions on their own were not enough. The Board was informed that blockers to progress had now been identified as attitude and compliance.

It was confirmed to the Board that the focus of the College was shifting from a quality approach to a holistic one. The Board was also informed that the ETLA was helping to break down barriers as this was a more of a consultative approach to development plans. The nature of the support in place was explained including the embedding of specialists in math's and English and quality HODs.

The Board was informed however there were still teachers who were resistant and unwilling to change and the approach being adopted was to move these forward or move them on. The Board was informed that the strategy being utilised involved greater use of competency procedures.

The Board was reminded of the recent history of the organisation, from the initial focus on restructuring to deliver financial stability through to frameworks for study programmes being embedded. The Board was also informed that it was apparent that there was an historical culture of seeing the learner journey as one of mostly providing support. This however was not synonymous with ability. Attitudes therefore needed to be changed.

The Board sought guidance as to how to interpret the results of the ETLA and this was explained. It was agreed that the process pulled out the complexities of the journey teachers were going on and was helpful. It was confirmed that the previous OTL would only have captured 50% of the elements of teacher practice and its weakness was that a teacher could have put on a good performance for just one lesson. The challenge acknowledged by the Principalship was to step up the pace to make sure that it was having a valid impact and that a formative evaluation could be made by the College leadership team. The methods being used in this regard included developing campus based teams trained to carry out learning walks.

The Board queried the recruitment process and sought confirmation that the College was recruiting to its values. It was confirmed to the Board that the move to more values based recruitment was required and the key was in respect of middle management. This was noted as challenging in light of the deficit of good English, math's and science teachers in the pool.

The Board was of the view that all of the papers for the meeting were interconnected and that the culture and attitude shift of colleagues was critical for the College to become Outstanding. It was noted that further discussion on this would be relevant when consideration was given to the Best Companies Survey.

<p>03/18</p>	<p>Work Experience, Destinations and Progression Mid-Year Evaluation</p> <p><i>Karen Wright joined the meeting.</i></p> <p>The AP-Careers, Employer Partnership and Skills) highlighted key aspects of the report, including the three year trend analysis of destination data. The Board acknowledged the success of the College in bidding for the DfE funding to support Extended Work Placements and that it was helpful for the College to have the strong links with the Gatsby Standards. The Board queried whether one hour of timetabled 'Employability' was sufficient time to have impact and the success of this was confirmed. The Board queried the process for gaining assurance on the quality of assistance provided and ensuring that it was delivering what was needed. It was confirmed that the College was accredited and the internal audit processes were explained.</p> <p>It was acknowledged that there was a risk on staff succession planning and this needed to be taken seriously. It was confirmed to the Board that a plan was being put in place to invest in and upskill staff. In relation to IAG at sign up, the Board was of the view that the 'right learner, right course and right time' was the key to the College improving the progress measure. The Board queried how progress of IAG at sign up was being evaluated. This was explained, including the proposed move to seeing every learner before they signed up for their programme. The Board probed whether the team on the ground realised the negative impact they could have on the future of the learners if they did not get this right. Assurance was given that that this had been identified and had been considered in some depth. The Board reiterated that every member of staff needed to understand their part in the holistic picture of the learner's journey. Until everyone understood their vital role in the College, the College would not move forward and become an outstanding organisation for learners. The emphasis on culture was again referred to.</p> <p><i>Karen Wright left the meeting.</i></p>
<p>04/18</p>	<p>Evaluation re Progress Against Achievement Gaps and High Risk Groups</p> <p>Following on from the last meeting in relation to WB and BAME learners (Minute No. 35/17 refers), it was noted that when the data had been further analysed it was evident that both WB male and female learners in both age groups achieved less well than the whole of their gender age group. The data however did show that this gap was narrowing over time. It was also noted that, although the number of learners was smaller, the greatest gap in achievement that the College experienced was in relation to both male and female learners of Caribbean heritage. The progress in respect of narrowing the achievement gap for disadvantaged learners was also shared.</p> <p>The Board noted the positive position on the whole but probed why some curriculum areas were more successful than others in narrowing the gap. The team confirmed that this was the next step, for them to understand the factors and that the AP's were focused on this.</p>
<p>05/18</p>	<p>High Needs Evaluation and Action Plan</p> <p><i>Becca Bromley-Woods joined the meeting.</i></p>

	<p>The Board received the report and the substantive paper was taken as read. The VP- Supported Learning provided key highlights. The Board noted that the majority of learners were studying a mainstream qualification or on a supported internship programme due to the College's strategy to progress learners into mainstream faster. The 72% increase in high needs recruitment since 2015/16 was noted.</p> <p>The contract income received from local authorities was analysed and the issue of Stockport only funding 13% of the requested high needs funds. The fact that it was not in step with other local authorities was discussed. Discussion focused on what pressure could be brought to bear on this issue.</p> <p>The Board focused in on reference in the report to 4 out of 8 staff in the discrete LDD provision having action plans with two on formal capacity, as it was considered that the absolute key to success for learners was the high calibre of teachers in this area. An update on new recruitment was provided. It was clarified for the Board that the discrete provision, which had been identified by Ofsted as requiring improvement, was 20% of high needs provision. It was confirmed that a consultant was working with the college in the discrete area. The Board thanked the team for sharing the strategy and confirmed support for the College bringing in external expertise in selected ways when required.</p> <p><i>Becca Bromley Woods left the meeting.</i></p>
06/18	<p>Maths and English</p> <p><i>Hilda Koon joined the meeting.</i></p> <p>The Board received the update on the provision of English and maths in college. The highlights were presented by AP- Employability, Engagement, ESOL, English and maths. These included the outcomes for GCSE English 16-18 being above NR, with maths however being below and functional skills 19+ being above national average. The Board considered statistics on trends since 2014/15 together with predicted grades for 2017/18.</p> <p>In relation to attendance, the plan to move to site based timetabling of English and math's was shared. The Board congratulated the team on the progress made to date and understood that this was as a result of hard work. The Board commented however, that further detail on the progress made in respect of the whole College policy in respect of English and math's was needed, especially in respect of assessment and feedback and written work by colleagues who were not E&M specialists. The Board queried what guidance had been provided.</p> <p>The Board was of the view that insufficient progress in this area had been made over the last three years despite the hard work and resource but stated that there was no suggestion of failure with the management or leadership. The move from looking at E&M in isolation to this year looking to embed support for vocational tutors to be more confident and for them to take responsibility for E&M too was shared and the move to provide them with some strategies was in train. The Board considered that this was helpful and that it was appropriate for vocational staff to take the lead. The Board expressed the view that vocational staff must understand their role in the holistic sense and once again reflected on the ongoing theme of culture in discussions.</p> <p><i>Hilda Koon left the meeting.</i></p>

07/18	<p>Ofsted Update- From Support and Challenge Visit</p> <p>The letter from Ofsted was received by the Board and taken as read as it was noted that those items in the letter were covered in the papers for the meeting. The Board was informed that the date for a second support and challenge meeting was for the College to determine and it was considered that Autumn would be preferable. The Board was informed that the College had been offered a third support and challenge visit in respect of sub- contracting. A paper and discussion in respect of sub- contracting was considered useful for a subsequent meeting..</p>
08/18	<p>Progress , Value Strategy and Mid-year Update</p> <p>The Board received the strategy update and the substantive paper was taken as read. The Board acknowledged that the College was on learning curve and journey, and that Progress was key to the College moving forwards. The aim of the College was to travel at least half of the journey in the current academic year. The Board reflected on the fact that it had watched the College steadily improve Achievement rates and that this was positive but as Progress and Achievement was inextricably linked it was hard to receive that Progress was still negative. The Board reflected on the fact that the fundamental premise remained that teachers needed to be far better teachers in the traditional sense of the word and the cultural shift from just support focused to stretch and challenge. The pedagogical development in trade departments was considered vital and the recruitment to dual professionalism.</p> <p>The need to ensure consistency across all campuses was felt by the Board to be vital and it also sought clarification as to how the Principalship was assuring strategies to ensure progress on VA. The Principalship confirmed the work in progress and the balance of having some aspects being departmental based and some campus. The campus based M&E initiative was reflected on.</p>
9/18	<p>Attendance Strategy and Performance Update</p> <p><i>Marie Stock Joined the meeting.</i></p> <p>Highlights of the report were provided by the AP- Student Experience. The Board was informed that the drive to keep up the momentum in respect of the 'Deal' was continuing and the 'Deal plus' would be launched next year as part of this process. The Board noted the improvement in attendance and congratulated the team on this and noted the strategies that had been employed. In respect of Markbook Progress the new MIS report, allowing managers to view all aspects of a learner's progression in one place, was considered by the Board to be a useful tool however, it was noted that it would only work if staff complied</p> <p><i>Marie Stock left the meeting.</i></p>
10/18	<p>SAR</p> <p>The Board received the paper on the SAR and the substantive paper was taken as read. The Board reflected on the meeting discussions so far and noted that everything that had been discussed underpinned the SAR. Issues in relation to the requirement for continued investment in IT were discussed, in part to enable teachers to be confident in using IT in classrooms. Budget constraints were noted.</p>

<p>11/18</p>	<p>Staff Consultative Quality Forum (SCQF) Presentation</p> <p><i>Members from the SCQF joined the meeting.</i></p> <p>The Board welcomed members from the SCQF. The Board questioned the members on some of the new quality initiatives, since the last Ofsted and how these were working in practice throughout the college. Peer observation opportunity was highlighted as a positive step and the new observations were deemed less stressful and colleagues felt that they had the freedom to experiment and receive feedback, they felt more comfortable. The consensus was that this two way approach was working well. The Board also asked members to share what frustrated them about the College. The size of the college was cited and a more centralised approach was suggested. The issue of wanting to be supported to work smarter not harder was evident and the removal of administrative tasks that impacted on the ability to focus time on teaching and learning aspects.</p> <p>The Board also sought to establish whether there were any examples of changes that had really worked for colleagues and learners. Achievement Tutors was highlighted and investment in laptops which enabled colleagues to work from home and felt as though they were being treated as professionals. Coaching was also identified as a positive and the introduction of quality HODs.</p> <p><i>Jenifer Burden left the meeting</i> <i>Members from the SCQF left the meeting.</i></p>
<p>12/18</p>	<p>Strategic Challenges in FE</p> <p>The Board received the strategic challenges paper and the information in detail was noted. The Board was informed that the Spring Statement would be the next likely juncture when an indication of future direction might be revealed.</p>
	<p>-----</p> <p>Chair</p> <p>-----</p> <p>Date</p>

The meeting closed at 3pm.