

The Manchester College Board

Minutes of the meeting held on 24 November 2022 at 10.00am at City Campus, CCM 104

Present: Cllr John Hacking, Lisa O'Loughlin (Principal) and Pauline Waterhouse OBE (Chair), Catherine Hill OBE, Mark Fletcher, Philip Johnson

Apology: Justice Ellis, Jenifer Burden MBE (who was noted to be on an agreed leave of absence)

In Attendance: Barry Atkins (VP FE Curriculum), Linda Barlow, (Assistant Company Secretary and Legal Officer), Rachel Curry (Deputy Principal), Christian Jowles, (Director of Quality Assurance), Christine Kenyon (Deputy Principal), Debbie Sanderson (Divisional Finance Director - College and Income Team), Marie Stock MBE (Vice Principal – Student Experience and Support), Michael Walsh (Vice Principal and Dean) and Lorna Lloyd-Williams (Company Secretary and General Counsel).

Victoria Cornwell-Lyon (Vice Principal – Quality) – Via MS Teams

No declaration of interests were received.

At the start of the meeting, in acknowledgement that this would be Pauline Waterhouse's final meeting as member and Chair of The Manchester College Board, the Principal thanked her for her valued contribution to the Board and development of UCEN Manchester. The Board echoed the Principal's comments and thanked her for her support to the Board and the governance of LTE Group.

Part A

24/22	<p>Part A minutes of the meeting held on 8 July 2022</p> <p>The Part A minutes of the meeting held on 8 July 2022 were received and approved as a correct record and signed by the Chair in hard copy.</p>
25/22	<p>Acknowledgement of new Principal/update re: TMC Chair Recruitment</p> <p>The Board was informed that Rachel Curry had been offered and accepted the role of Principal. The Board congratulated Rachel on her new role.</p> <p>The Board also took the opportunity to congratulate Lisa O'Loughlin on her appointment as Principal and CEO of the Nelson and Colne College Group and thanked her for her commitment and contribution to the LTE Group during her tenure as Principal and Deputy Chief Executive Officer.</p>

	<p>The Board was informed that Dame Ann Limb had been offered and had accepted the role of Governor on the LTE Group Board and member and Chair of The Manchester College Board from the 1st January 2023. The Board was appraised of Dame Limb's professional background and it was confirmed that inductions would be arranged as part of the onboarding process.</p>
<p>26/22</p>	<p>College SAR 2021-22 & QIP 2022-23</p> <p>The above was presented and it was explained that the SAR and QIP had been agreed and validated by the Group Director of Quality and would be built around the key Areas for Improvement ("AFIs") set out at the end of the SAR.</p> <p>For context, it was explained to the Board that a number of contextual challenges attributed to educational reform impacting a range of measures and lack of visibility on national and other provider rates had led to challenges in production of the SAR. Acknowledging that this SAR could be the last before the next Ofsted inspection, the team had developed an approach that started from a strong evidence base to test judgements across all curriculum areas.</p> <p>25 key strengths were reported which were mapped to the sub-categories in the Education Inspection Framework (EIF). It was highlighted that both the 16-18 and adult curriculum is closely aligned to employment needs which had enabled the College to make a strong contribution to meeting skills needs. Strong technical skills and experience of teachers effectively support students to make excellent progress and achieve high grades and achieve positive destinations. A strong focus on vulnerable and disadvantaged groups had resulted in those groups achieving in line with or exceeding the achievements of their peers. Consistently high achievement rates had been reached by students from ethnically diverse backgrounds. Welfare services had enabled many students to overcome significant personal challenges and high-quality careers and employability services had led to 94% of students progressing on to positive destinations.</p> <p>In response to a query around why there was no specific section in the report on contribution to skills need, it was confirmed that this had been discussed at length and because the report included a number of strengths relating to skills, the inclusion of a specific section was thought repetitious. It was confirmed that headline data on skills needs at curriculum level is distilled and produced in accessible format for inspection.</p> <p>In response to a further query around whether there was sufficient evidence to support the key strengths, the Board was assured that there had been detailed discussions around this and the team were confident that there was strong supporting evidence.</p> <p>15 key AFIs were reported which were mapped to the sub-categories in the EIF. Progress on the following were highlighted to the Board:</p> <ul style="list-style-type: none"> • Planning and management of learning and support within some curriculum departments to enhance opportunities for students with EAL, SEND and HNs to progress onto higher levels of study.

- Teachers' use of adaptive learning techniques, whilst improving, may not yet focus sufficiently on the needs and progress of students who are neurodiverse.
- The extent to which students in some subjects are supported to remember more and complete their qualifications with a rounded body of critical knowledge.
- Teachers' AfL practice, as well as the tracking of formative assessments, requires further development to enhance support sufficiently for students who fall behind.
- Achievement of GCSE English high grades which remains below the national rate.

The AFI - Students' attendance and punctuality, especially in relation to the wider aspects of their study programmes, continued to require improvement was highlighted as an area of focus. It was explained that current difficulties with recording attendance data and cleansing of historic data, which was controlled at the Group level, had led to difficulties in accessing clear and accurate attendance data.

The Board tested the issues raised in relation to accurate attendance data and the impact a central depository of the collation of such data within the Group structure had impacted the ability for the College to access sophisticated and agile data to address the AFI. Governors questioned whether attendance was the "Achilles heel" that would prohibit a grade 1 and whether more needed to be invested. The Board discussed the granularity of approach in attendance for particular students and debated the tension between inclusion and responsiveness.

The Board positively acknowledged the thoroughness and detail of the report but tested around the need to balance this with importance of evidencing the largest impact on students in the report, particularly around areas of improvement.

For assurance, it was confirmed to the Board that the next steps would be to sharpen and distill the information in the report, to agree the Principalship and operational-level leads for each Afl and to develop action plans designed for maximum impact. The board will be able to review a fully comprehensive version of the QIP at the first progress monitoring point at the February Board.

The Board was reminded that at this point it would be usual practice for the College SAR to be approved and subsequently included in the Group SAR. Following discussion, it was proposed that an amended SAR be circulated by email to the Board for approval.

ACTION PRINCIPAL: amended SAR to be circulated to TMC Board by email for approval.

**It was
RESOLVED** that The Manchester College SAR for 2021-22 be amended and circulated by email for approval for inclusion in the LTE Group SAR.

27/22

Student Outcomes Report inc. E & D Achievement Gaps

The Board received the Student Outcomes Report for 2021/22 which included all ESFA-funded, classroom-based provision.

It was explained that at whole College level, targets are being set for 2022/23 for retention, pass and achievement rates, both overall and by age and level. Achievement rate targets would also be set for key qualification types.

The contextual challenges of the available data to produce the report was explained to the Board which included the lack of up to date National Achievement Rates Tables (NARTs), the use of Centre-Assessed Grades (CAGs) and Teacher Assessed Grades (TAGs) on 16-18 outcomes over the pandemic and the complex qualification and assessment environment, including qualification reform in adult provision.

A series of tables covering student outcomes at the end of 2021/22 academic year were presented which included: achievement rates at whole college level, across English and Maths provision, curriculum department performance, student performance measures using internal measures as well as ALPs and DfE methodologies.

The report listed 21 positives which included:

- Achievement rates for 16-18 students have increased by 2pp since 18/19 and remain 7.7pp above the last set of national published rates.
- Achievement rates for adult students have increased by 0.2pp since 20-21 and are 2.4pp above national rates.
- Achievement rates across all ages currently remain in line with 18-19 rates, though could increase by another 0.2pp, and are 4.7 pp above national rates.
- Retention rates for both 16-18 and adults exceed national rates and All ages have improved since 18-19 and are 3pp above national rates.
- Pass rates are very strong across all age groups and exceed national rates.

Ten areas for improvement were also signalled which included:

- 16-18 achievement rates at L3 dipped below 18/19 rates though we expect to exceed current national rates once they are published.
- Adult achievement rates at L2 and L3 are below 18-19 national rates, though again we expect this picture to look more positive once current national rates are published.
- Achievement rates of students undertaking Diplomas, especially at L3, both within the 16-18 and adult age groups have declined and are below 18-19 rates.
- GCSE English and Maths achievement rates for 16-18 students have declined since 18/19.
- 16-18 high grade passes in GCSE English are below 18-19 rates and recently published AoC rates.

	<ul style="list-style-type: none"> Achievement rates of two departments (business and music) across the college have declined significantly since 18/19. In business, accounting and bookkeeping qualifications have negatively impacted on overall rates. In music, the issue was retention rates at L2, coupled with a mixture of retention and pass rates at L2 and 3. <p>The Board tested around using the low national rates as a benchmark and instead stressed the importance of drawing comparisons with colleges rated as outstanding as a better performance indicator in the College's own journey to outstanding. For assurance, it was confirmed that there was an intention to complete that comparison and work was in train to compile that data from a range of sources.</p> <p><i>Cllr John Hacking left the meeting and the meeting remained quorate.</i></p>
	<p>RESOLVED that as the items to be considered are deemed commercially sensitive, the Board moved into confidential session.</p>
	<p>----- Chair</p> <p>----- Date</p>

The meeting closed at 1.30pm