

The Manchester College Board

Minutes of the meeting held on 4th February 2022 at 9:00am via Microsoft Teams.

Present: Jenifer Burden MBE, Justice Ellis, Mark Fletcher for Minute Nos. 01-05/22, Cllr John Hacking, Catherine Hill OBE, Philip Johnson, Lisa O'Loughlin (Principal) and Pauline Waterhouse OBE (Chair)

Apology: Leo Nicholas

In Attendance: Barry Atkins (Vice Principal – FE Curriculum), Amy Avery (Assistant Company Secretary and Solicitor), Victoria Cornwell-Lyon (Vice Principal – Quality), Rachel Curry (Deputy Principal), John Evans (Quality Consultant), Jennifer Foote MBE (General Counsel & Company Secretary), Sue Hadfield (Assistant Principal) for Minute Nos. 01-03/22, Christine Kenyon (Deputy Principal), Debbie Sanderson (Divisional Finance Director - College and Income Team), and Michael Walsh (Vice Principal and Dean - HE and Higher Skills).

Apology: Marie Stock MBE (Vice Principal – Student Experience and Support)

No declaration of interests were received.

The Board congratulated the College on receiving Her Majesty the Queen's Anniversary Prize for the impact its work has had on the communities it serves and the wider benefit it delivers for Greater Manchester through its career focused technical education curriculum.

Part A

01/22	<p>Part A minutes of the meeting held on 12th November 2021</p> <p>The Part A minutes of the meeting held on 12th November 2021 were received, approved as a correct record, to be signed by the Chair in electronic form.</p>
02/22	<p>Ofsted T Levels Survey</p> <p>The Principal provided a verbal update on the Ofsted visit which took place from 1st February. It was explained that this was part of a research project being carried out on behalf of the Department for Education (“DfE”) as part of a national, longitudinal survey intended to inform the DfE, policy makers, current and prospective providers of T Levels and T Level transition programmes and their students and employers about the progress of T Levels. This was a two-year survey and Ofsted would publish an interim, national report in the summer and a summative, national report on conclusion of the full survey. It was noted that the inspectors would not provide the College with feedback. The reports would contain collective judgements about the implementation of T Levels. Ofsted would not make a judgement on individual</p>

	<p>providers and the College's existing inspection grades would not be affected. A follow-up visit was expected to take place in Spring 2023 and the Board would be updated nearer the time.</p> <p>In response to a query, the rationale for selecting the College for the survey was explored.</p> <p>In response to a further query, the College's competitive advantage was discussed in relation to T Levels along with the possibility of the production of a video case study.</p> <p>The Board was pleased to note that the visit was a useful exercise for colleagues and Ofsted was likely to have gained a positive impression of Technical Education at the College.</p>
<p>03/22</p>	<p>Presentation from Curriculum Area – Service Retail Industries (“SRI”)</p> <p><i>Sue Hadfield attended for this item.</i></p> <p>The Board received a presentation on the SRI provision, as an area which was currently facing some challenges (<i>Minute No. 24/21 refers</i>). The key areas which were brought to the Board's attention were:</p> <ul style="list-style-type: none"> • first impressions; • transition; • changes; • headline trend data (for 2018-19, 2019-20 and 2020-21); • departmental QIP actions; • implemented key actions; • industry / behaviour standards; • longer term curriculum and quality development; and • the new City Centre Campus and related goals / aspirations for the SRI. <p>In response to a query, assurance was provided that the complacency of some colleagues was a short-term issue which would be easily managed.</p> <p>The Board tested the size and the timescale of the required changes.</p> <p>In response to a query, it was confirmed that the investment into the new College buildings would ameliorate the challenges, but the crucial factor was to guarantee a shift in culture so that colleagues had high expectations and aspirations for each learner. The meeting acknowledged that culture shifts were difficult to achieve.</p> <p>In response to a query, it was clarified that there was now 100% engagement in ‘<i>The Deal</i>’ which depicted the College's goals and aspirations. It was noted that the bar had been raised and the Board was assured that the high standards would be achieved due to on-going monitoring and consequences being imposed where necessary.</p>

	<p>The Board was pleased to note that that significant changes had already materialised in the SRI provision in the last eight months since the new Assistant Principal of the SRI had joined the College.</p> <p>The Board requested a progress update on the College's SRI curriculum area at a future board meeting.</p>
<p>04/22</p>	<p>Quality Improvement Plan Update 2021-22</p> <p>The Quality Improvement Plan for 2021-22 ("QIP") was presented, with a progress update to the end of January 2022, including systemic Areas for Improvement ("Afls") with three-year milestones. It was explained that the QIP would drive the continuous improvements in quality for the benefit of the learners and to move the College from a good to an outstanding grading. It was flagged that some systemic Afls would take two or three years to fully resolve.</p> <p>The progress on the Afls for year one had been RAG rated. It was articulated that most of the actions in the QIP related to the Quality of Education which was flagged to constitute the most crucial aspect of the Education Inspection Framework. It was positively noted that the overall improvements made against the QIP actions was good and that the following Afls had made strong progress:</p> <ul style="list-style-type: none"> • <i>Afl 1: Improve support for teachers in providing online and other remote forms of TLA, through a Digital Inclusion strategy, which establishes a cross college 'minimum digital standard' of learning resources for all students, whilst also ensuring that they have access to the necessary devices to enable effective independent learning and drive student progress (Implementation);</i> • <i>Afl 2: Teachers more intuitive use of adaptive teaching techniques and their use of metacognition to develop students' ability to recognise key knowledge and understanding and commit it to long term memory (Implementation);</i> • <i>Afl 3: Teachers' planning and management of learning within lessons to take full account of information recorded in the EHC plans of students with High Needs and the wider PfA skills they require, along with a consistently robust process to monitor, measure and support this wider progress (Implementation);</i> • <i>Afl 4: Further development of the quality of teachers' assessment feedback and target setting so that individual students in every department clearly understand what they need to do to improve their work and grades (Implementation);</i> • <i>Afl 5: Continuing to improve the quality and outcomes of English and maths provision (Impact);</i> • <i>Afl 9: Firmer embedding within the curriculum of students' understanding of how a range of contemporary affairs relate to them and their everyday lives, such as equality and diversity issues, the personal dangers associated with</i>

extremist ideologies or radicalisation, and what constates 'healthy relationships';

- *Afl 11: Continued improvement of the granularity and reliability of intelligence about students' destinations over time at curriculum area level to better inform managers' evaluation of the effectiveness of their curriculum; and*
- *Afl 14: Closer collaboration with Group operational services to:

 - *Align the form, ambit and speed of the support more closely they provide to the needs of the curriculum; and*
 - *Improve the efficiency and effectiveness of key support processes in order to reduce the volume of administrative burden on curriculum managers and teachers.**

A discussion on the student voice ensued and it was noted that due to Covid this had weakened over the last couple of years and actions were underway to ensure this was strengthened and embedded across the College.

In response to a query regarding:

- *Afl 9: Firmer embedding within the curriculum of students' understanding of how a range of contemporary affairs relate to them in their everyday lives...'*

the Board considered that this would present a significant challenge to some teachers who would require extra support to meet Afl 9. The Board flagged that the level of difficulty that Afl 9 posed might also depend on the subject matter for each teacher. In response to a further query, it was clarified that Afl 9 also related to apprentice students.

The Board queried the meaning of Target A under Afl 4 '*improve student feedback related to the quality of assessment feedback*' and clarity was provided.

Project Connect was raised by the Board as the only area RAG rated red on the QIP. It was confirmed that Project Connect was progressing towards implementation. The success of the project was accepted as fundamental to supporting the strategic direction of the College.

It was explained that the systemic Afls had remained actions from many years which pervaded the whole College and presented the most intractable challenges. The systemic Afls included English, maths and student attendance. The Board received assurance that the targets would be met by the end of the 2021-22 academic year. The predicted high grades for English were 34% and for maths were 33% and if these were achieved it would put the College in line with the national rates. Attendance before Christmas 2021 was the strongest it had been for four years. The attendance target for the year was 87% and currently it was 87% for adults but not for the under 18s. Attendance stood at above 90% for T Levels which could be improved further.

A discussion took place regarding student destinations and it was established that all planned developments were on track. The figure for '*positive outcomes*' was 91%. It was flagged that challenges were faced when trying to obtain the granular detail. It was recognised that a more longitudinal approach was required over a period of two

	<p>to three years and the data would need to be brought in-house rather than being undertaken by an external third party. The actions to improve the student outcome destinations were highlighted to the meeting. Good progress had been made to embed processes for high needs to improve destinations but there was still further work to do. Also, there was further enhancements to be made regarding the development of managers.</p> <p>In response to a query, the Vice Principal – Quality confirmed her overall first impressions of quality in the College and the Board was assured that quality enrichments were at the heart of the College.</p> <p>The Board welcomed the new QIP which contained extended milestones and increased reference to the student voice.</p> <p>An update of each Afl and its RAG rating would be presented to the next meeting.</p>
<p>05/22</p>	<p>Final Learner Outcomes Report for 2021-22 and Achievement Gap Analysis Report for 2020-21</p> <p>Final Learner Outcomes Report for 2021-22</p> <p>The Board received a report regarding the student outcomes for 2020-21 which were shared at the last meeting.</p> <p>The minor improvements to the headline data for achievement rates in December 2021 were brought to the Board's attention:</p> <ul style="list-style-type: none"> • <i>16-18 achievement rates increased by 0.1% to 91.8%</i> • <i>19+ achievement rates increased by 0.2% to 92.1%</i> • <i>Overall achievement rates increased by 0.1% to 92%</i> • <i>16-18 pass rates increased by 0.1% to 97.1%</i> • <i>19+ pass rates increase by 0.2% to 96.8%</i> • <i>Overall pass rates increased by 0.1%</i> <p>Some slight improvements to the data underneath the headline data were also flagged. The position that some 19+ Functional Skills had significantly improved was positively noted.</p> <p>The data regarding the adult achievement rates in Functional Skills was scrutinized and reflected upon due to the Board having raised a concern at the last meeting (<i>Minute No. 24/21 refers</i>). The Board was assured as the data demonstrated consistent high performance in the College for both English and maths, at all levels, compared to the recently published MiDES ILR R14 2020-21 data which revealed that the College's results were significantly better than the sector average. Whilst the College's adult rates had deteriorated (which would need to be reversed in the context of the Covid-19 pandemic), the College's performance was very good compared with the sector generally.</p>

It was highlighted to the meeting that in April 2022, the College would be able to compare its results with the sector as a whole when the next national rates were published.

Achievement Gaps

The context of the achievement gaps was explained to the Board. It was noted that 8% of enrolments (which equated to 2-3% of students) showed achievement gaps. The College closely monitored the achievement rates of 130 groups and key achievement gaps were highlighted in four of these groups. The rates of the College in general were high compared to the sector generally and therefore the comparison was against a higher rate.

White British students

- *achievement rates improved in the College, in 2020-21, for 16-18 White British male and female students but declined slightly for both adult groups. However, the results were still above the national rate*

Caribbean students

- *achievement rates declined significantly in the College, in 2020-21, for 16-18 male and adult female and male Caribbean students with adult students of both genders showing a year-on-year decline*
- *16-18 female achievement rates increased for three consecutive years which constituted an achievement gap at College level but the results were still 11% above than the corresponding national average rate*

White & Black Caribbean students

- *only adult male white and black Caribbean students showed improved achievement rates in 2020-21*
- *16-18 males and adult females showed sharp declines of 7.1% and 4.2% respectively*
- *three out of the four groups had rates above their peers at a national level but gaps still needed to be addressed at College level*

Students with dyslexia or a mental health difficulty

- *16-18 female and male students with dyslexia and 16-18 female students with a mental health difficulty improved their achievement rates in 2020-21 in the College*
- *the other five groups showed a decline*
- *the decline was significant for adult female students with dyslexia. At present, the reasons were unknown but the College anticipated that it might relate to adult female childcare responsibilities.*

In response to a query, the College's formal testing for dyslexia was explained along with the relevant training for teachers and the strategies which had been implemented to support students with dyslexia. The Board stressed the importance of this as an area for teachers to focus on.

	<p>It was explained that the College was interested in data sets over a three year period as dips in one year and then an increase in the following year (spikey data) did not necessarily signify a problem. It was acknowledged that for courses which had low student enrolment numbers a slight drop in one year could produce spikey data.</p> <p>The Board stressed that the aim was for students to achieve results as high as their peers in the College as the national rates constituted a low bar.</p> <p>In response to a query regarding the qualification achievement rates by sector subject area (SSA) 8 data: Leisure, travel and tourism, it was clarified that although Ofsted no longer considered this data it was still being addressed by the SRI curriculum department and by the whole College more generally in other SSA subject areas.</p> <p>The Board considered it would be helpful to obtain an email of the November 2021 re-sit GCSE exam results and it was agreed this would be sent to the Board.</p> <p>The next steps were highlighted to the meeting that the achievement gap data would be considered by the College's Equality, Diversity & Inclusion Group as a standing item on the agenda to accelerate the narrowing of the gaps. In response to a query, it was clarified that the principle of equity had been applied when the data had been considered from an Equality Diversity & Inclusion perspective.</p> <p>In response to a further query, it was confirmed that the College always considered separate data sets to identify links as had been illustrated by the strong correlation found between attendance data and achievement rates.</p> <p>The Board noted the achievement gaps and was pleased that in some groups there had been a reduction in the achievement gaps.</p> <p><i>Mark Fletcher left the meeting</i></p>
<p>06/21</p>	<p>Predicted Achievement Report</p> <p>The Board received the above report. The contextual background was articulated to enable the Board to understand the scale of challenges the College was facing this year due to a plethora of factors. For example, qualifications reform, students starting courses with a qualification at a higher grade than their actual starting point (due to the impact of CAGs and TAGs), the effect of the pandemic on students' lack of exam practice and the Covid effect upon teachers' confidence levels which then impacted the quality of teaching.</p> <p>The predicted achievements were discussed along with the methodology which had been applied. A 92.8% achievement rate was predicted for the College against a target of 94%. The national average rate was 87%. The Board was assured that in the current context achieving the predicted grades would be a good outcome. However, all efforts would be exercised to try and achieve the target.</p>

	<p>The Board highlighted the importance of ensuring that Ofsted and the ESFA were aware of the difficult context in which the College was operating.</p> <p>The Board stressed that it was more crucial to focus on what the students had lost as a result of the pandemic and improve the experience of the students rather than trying to obtain marginal increases on the predicted grades as the students career prospects, life choices and confidence in sitting exams as well as the confidence levels of teaching staff were more significant.</p> <p>The numerous implemented improvement actions were signalled to the meeting:</p> <ul style="list-style-type: none"> • tighter monitoring of in-year performance data; • strategic target setting and monitoring; • additional mandatory classes for students not meeting target grades; • targeted exam preparation sessions for students; • more robust management and oversight of teaching learning and assessment; • CPD and CoP to heighten focus upon improving rates of progress; • a refocused approach to the work of Achievement Tutors; • stronger performance management strategies enabled by the performance framework for teachers; and • improved middle-management as a result of Leadership and Learning.
	<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 12:34 pm