Department for Education

FE Commissioner Intervention Summary: Macclesfield College

November 2018

Contents

FE Commissioner Intervention report

Macclesfield College

Name and Address of College	**Park Lane** **Macclesfield** **Cheshire** **SK11 8LF**
Assessment undertaken by:	**Steve Hutchinson – Deputy FE Commissioner** **Teresa Kelly – Deputy FE Commissioner**
Chair of the College	**Mark Sharples**
Principal / Chief Executive of the College	**Rachel Kay**
Clerk to the Corporation	**Rebecca Clare**
Date of Assessment	**26/27 November 2018**

Background to FE Commissioner Intervention Assessment

Macclesfield College was initially identified for a diagnostic assessment visit as it was in early intervention for financial health. As described in the Intervention policy in colleges and expansion of the Further Education Commissioner (FEC) role (2017), colleges which are assessed by ESFA to be in early intervention for financial health, are in scope for diagnostic assessments.

Subsequent to the visit it was confirmed that the college met the criteria for formal intervention as its financial health was designated as inadequate by the ESFA. As such, this assessment forms a full FE Commissioner Intervention.

In July 2016 the Cheshire and Warrington Area Review recommended that Macclesfield College would either join the LTE Group or merge with the Cheshire GFE College. The college confirmed its preferred option was to join the LTE Group. Ultimately though, in July 2018, the Macclesfield College board decided that they would not join the LTE Group and whilst open to other partner options would for the time being continue as a standalone college.

Macclesfield College ended the 2017/18 financial year with a significantly worse outcome than predicted. This additional context led to the college being prioritised for a diagnostic assessment. The subsequent confirmation in December 2018 of an inadequate financial position has accelerated the college into formal intervention

At the time of the visit the FE Commissioner team were aware that an inadequate financial status for the period up to the end of 2017/18 was likely to be confirmed by the ESFA and took account of this in their assessment of the college. Therefore, this report reflects the change in intervention status that has come into force following the diagnostic assessment visit.

The FE Commissioner’s report is intended to advise the Minister and the Chief Executive of the funding agency on:

a. The capacity and capability of Macclesfield College leadership and governance to implement financial recovery within an agreed time frame
b. Any action that should be taken by the Minister and/or the Chief Executive of the funding agency to ensure the delivery of financial recovery and quality improvement and
c. How progress is monitored and reviewed, taking into account the funding agency’s regular monitoring arrangements.

Overview of the College

Macclesfield College is a small general further education college (GFE) which serves East Cheshire. The college draws smaller numbers of learners from the surrounding areas of Derbyshire, Stockport and Staffordshire. The area is predominantly rural but bordered to the north by the Greater Manchester conurbation. The main college site is one mile from the town centre of Macclesfield.

Despite being the only general further education college in Macclesfield, the surrounding 16-18 market is competitive. There are 10 schools that offer 16-18 provision within a 10-mile radius of Macclesfield College (not including independent and special schools). Three of these schools are within 2 miles of the college. The nearest GFE is 11 miles away; and the nearest sixth form college is 9 miles away.

There are pockets of deprivation within Cheshire East, and these are located in the major conurbations which includes Macclesfield. The levels of unemployment in Macclesfield have remained consistent at 2.2% (3.9% north west average).

The proportion of 16 to 64 year olds with no qualifications is below regional (9.5%) and national (8%) averages and skill levels at level two and above are higher than the regional/national averages.

Leadership and Governance

Role, Composition and Operation of the Board

The college's corporation has 17 members and the current chair has been in post since August 2016. The board is supported by an able and experienced clerk. The chair is committed and keen to see the college do well and provide a strong service to the local community including employers and other key stakeholders.

Board membership is strong in the areas of curriculum and quality and a number of members have strong knowledge and experience of FE including former Ofsted inspectors and senior managers from across the sector.

In November 2017 Ofsted reported that *'Governors know the college well. They are highly motivated and work hard, with a commitment to ensuring a successful college. They contribute to setting the strategic direction of the college, its vision and values, and fully support the leadership team in pursuing ambitious plans for the future'.*

However, there is now a recognition by board members that the college has suffered from over optimistic forecasting, that they have not been provided with sufficiently detailed reports about the performance of the college and this has limited their ability to enable them to ask challenging questions. This was also recognised by Ofsted who reported that '*governors monitoring is not sharp or focused enough to hold leaders to account in improving quality across the whole college'.*

Board membership represents a good range of skills and experience and members reported that they were able to express their views freely during and outside board meetings.

There is, however, an awareness that the board should have provided more challenge to the senior leadership team regarding the declining financial position of the college. The chair and members of the board recognise that their oversight of the financial position of the college during 2017/18 was not sufficiently robust. The information and data they received at board meetings through the KPI dashboard relating to the in-year position of the college did not provide timely or accurate data, particularly in relation to recruitment and performance against key income streams. Consequently, the ability of the board to react and challenge in such a way as to see in-year improvements was limited.

The data provided through the board KPI dashboard needs to be reviewed and amended to ensure that the board are receiving accurate and timely in year data in order that the risk of a repeat of the disappointing 2017/18 outturn is mitigated. The chair reported that he is intending to strengthen the membership of the board with the recruitment of additional members with financial experience. These appointments should be made as a matter of priority.

Leadership and Senior Management team

The principal was appointed in August 2015, the vice principal Curriculum and Quality in August 2017 and the vice principal Finance and Resources in July 2018.

The current principal previously worked in the FE sector with a background in growing apprenticeship provision. The Macclesfield board had identified growth in apprenticeship provision as a key priority for the college. The principal's brief on appointment was to reduce the college's 100% reliance on public sector funding, increase commercial income and reduce costs.

Following the appointment of the principal, the college underwent a whole college review with a number of changes at senior leadership level including the appointments of the current vice principal Curriculum and Quality and the vice principal Finance.

The two recently appointed vice principals provide strong support to the principal and the college now has in place a well-balanced and appropriately skilled and experienced senior leadership team. The vice principal Curriculum and Quality is a former Ofsted Inspector and has, alongside the principal, implemented a strong range of successful quality improvement strategies which have contributed to an improved Ofsted judgement at inspection in November 2017 and the development of a robust continual quality improvement culture across the college. The more recently appointed vice principal Finance and Resources has reviewed and re-forecasted the college financial position and is presenting the college position in a more accurate format with a move towards more realistic forecasting. This is now providing a stronger degree of confidence in the reliability of reporting at board level.

College leaders were praised in the Ofsted report in November 2017 as having "*fostered a culture of high expectation in the college*" and have been proactive in addressing most of the curriculum and quality areas for improvement identified at the previous inspection. They were also commended for having forged extensive links with stakeholders and local and national employer.

Curriculum and Quality Improvement

Curriculum overview

The college offers vocational provision from Entry Level to Higher Education (HE). In addition to 16-18 study programmes, provision offered includes apprenticeship training; workplace learning for young people and adults; adult based classroom learning; Higher Education; and provision for the unemployed. Two thirds of the funding the college receives from the ESFA is for 16-18 study programmes. The college withdrew from GCE A Levels in September 2015 and the last cohort finished in 2016.

The most popular subject area for 16-18 students between the academic years 2014/15 and 2016/17 was Health, Public Services and Care. At the time of the Area Review, Macclesfield College was the only provider of Aerospace Engineering in the north west and in 2016/17, the college had 22 students on an Extended Diploma in Aeronautical Engineering and 11 on a Diploma in Aircraft Maintenance (Civil Aircraft).

Growth in apprenticeships is a strategic priority for the college as is the development of HE and High Needs provision.

Ofsted inspections

The college was judged to be good for overall effectiveness when inspected by Ofsted in November 2017. Overall effectiveness at the previous inspection in May 2016 was judged as requiring improvement.

In addition to recognising that the areas for improvement identified in the May 2016 report had been addressed, Ofsted highlighted the following strengths in provision:

- College leaders have fostered a culture of high expectation in the college
- Learners and apprentices are well prepared for life and work in modern Britain
- Leaders and managers have forged extensive links with stakeholders and local and national employers
- Almost all learners benefit from high-quality external work experience
- Learners benefit from very good impartial careers guidance
- Support for learners is highly effective.

The areas identified by Ofsted where the college needs to improve further were:

- Improve further the quality of teaching, learning and assessment

- Improve the effectiveness of self-assessment processes and quality improvement planning to ensure that leaders, managers and governors have an accurate view of the college's strengths and weaknesses

- Improve provision for adults.

The college has successfully applied to the Strategic College Improvement Fund (SCIF) to support the improvement of adult programmes. The college is partnering with Riverside College.

Quality improvement

There is a robust self-assessment process which involves the curriculum areas looking critically at how they do things, what they achieve and how they measure up against identified criteria. The process includes governors, managers, staff and learners. The judgments in the self-assessment process are founded on auditable performance data from the college Management Information System (MIS) reporting suite, ProAchieve and systems such as Ciphr (human resource management database).

As a result of comments made by Ofsted, the self-assessment report (SAR) and Quality Improvement Plan (QIP) were reviewed externally by Grimsby College, Salford City College and Riverside College. Suggestions for improvement made by these colleges have been incorporated in the in-year QIP including a redesign to place a greater emphasis on impact.

The director of Quality has implemented a new campaign to revitalise the continuing professional development offer for staff. To support this the college has invested in two new posts of 'Magic Weavers' (teaching and learning coaches) who have been well received by teaching staff.

Curriculum planning

Growth targets for 2019/20, whilst having been reduced through the financial reforecasting exercise, remain challenging and will require detailed planning in order to ensure that the costs of any new provision are accommodated within a largely unchanged expenditure profile.

The curriculum plan, which is based on a combination of input by both curriculum managers and college wide managers, needs to have a greater alignment to the financial planning activity across the college and the key risks identified by the senior management team. The curriculum plan also needs to provide a two to three-year forecast of provision in order that both the financial plan and the curriculum development strategy can take account of provision that is planned over a longer period of time than a single year. This will ensure that there is less risk of the over-forecasting of provision.

The college is dependent on achieving growth in provision if it is to become more financially sustainable in the future. In addition, the college is planning to reduce its reliance on sub-contracting. Regarding the 16-18 cohort the curriculum plans in place appear reasonable and realistic. They include:

- The re-introduction of catering and hospitality and the launch of the Whites Training Academy (Level 2 provision)
- The introduction of provision for nursing cadets (Level 3 provision)
- The launch of a Youth Academy in conjunction with Macclesfield Town Football Club.

However, in the July 2018 Financial Plan, overall apprenticeship income as a proportion of ESFA income increases from 11% in the 2016/17 Finance Record to a forecast of 24% in 2019/20. Whilst the growth in apprenticeship provision this current year has been strong and is ahead of target, any further significant growth assumptions are challenging. These assumptions provide a risk that the college could underperform, particularly as the college plans to re-align apprenticeship provision to take account of the apprenticeship levy. The target reflects mainly levy growth. There is no evidence through the curriculum planning process that this significant growth is being planned for by curriculum managers.

The senior leadership team have identified that the key risks and barriers to achieving growth are:

- Recruitment to target – particularly in the 16-18 and HE cohorts
- Devolution
- Competition
- The introduction of T-Levels.

Attendance

The college has implemented strategies during 2017/18 to support improvement in attendance rates. These include regular ‘at risk’ meetings with the director of Curriculum and director of Pastoral Support. Interventions have been put in place for learners with low attendance, including support via the learning mentor team. These actions have enabled the college to achieve a 0.9% increase in overall attendance rate.

Outcomes

The college can evidence a four-year trend in improvements to overall achievement rates. In 2015/16 the college was below the national achievement rates and provider (GFE) rates for both age groups, but 16-18 rates are now significantly above national averages. The college reports that Qualification Achievement Rates have remained strong in 2017/18.

Achievement rates 'all ages' (without subcontracting)

Year	Overall retention	Overall pass rate	Overall achievement rate
14/15	86.1%	90.4%	77.8%
15/16	86.9%	91.4%	79.5%
16/17	91.0%	94.2%	85.7%
17/18	95.4%	95.9%	91.6%

In 2015/2016, the final year of A level provision in the college, the point score per A level entry was 19.46 (D), which was in the lower quartile for GFEs. The college fell below the level 3 academic minimum standard in both 2015/16 and 2016/17, but due to the decision to cease delivery of A levels the college was not subject to any intervention action from the ESFA. In 2015/16, the college's point score per Applied General entry was 35.65 (Dist), which was in the upper quartile for GFEs and lower middle quartile nationally. For 2016/17 this score declined slightly to 34.47 (Dist), below the area and national averages.

Achievement rates 'all ages' (with subcontracting)

Year	Overall retention	Overall pass rate	Overall achievement rate
17/18	94%	95.7%	90.0%

Apprenticeship achievement rates declined between 2013/14 when they were 81.2% to 72.6% in 2016/17. Improvement to 74.5% overall has been recorded for 2017/18. Performance is, however, above the national rate above for all ages and in an Ofsted inspection in late 2017, Apprenticeships was graded as good.

Apprenticeship achievement rates 'all ages'

	17/18	Provider Rate	Difference
Overall	74.5%	69.1%	+5.4%
Timeliness	68.0%	60.2%	+7.8%

Student views

Students reported high levels of satisfaction with their programmes. The also reported that they felt safe at college and knew where and who to go to if they needed any support with their studies. High levels of satisfaction are supported by the most recent student surveys.

There is a good course-based system for student feedback and students reported that they felt they had appropriate and frequent opportunities to make their views known.

Staff views

Staff were strongly in support of the college and the senior management team. They felt well informed and considered that the culture of the college was to encourage openness and transparency. They recognised the challenges facing the college and, though not in receipt of a pay rise since 2013, they acknowledged that the college, where it could, rewarded staff in other ways such as awarding additional holiday allowances.

The staff views are supported by the most recent staff survey where, for example, 90% of staff agree that the principal promotes a culture of excellence (distance travelled 18%, 14% above external benchmark, quartile A) and 82% of staff agree that senior managers provide clear direction and leadership (distance travelled 18%, 20% above external benchmark, quartile A). Source: QDP staff survey 17/18

Effectiveness of the college to manage and improve quality

Senior managers have demonstrated that they have the ability and skills to effectively manage quality improvement. This is evidenced in particular by the outcome of the Ofsted inspection in November 2017 where significant improvement was recognised.

The college has further developed its quality improvement process and is using best practice models from across the sector to test the effectiveness of its quality improvement strategy.

Finance and Audit

Analysis of income and expenditure

The college recorded a very significant operating deficit in 2017/18. The shortfall against budget were in two main areas. Firstly, the college had set some ambitious income growth targets, which were not delivered and to compound the issue, the forecast outturn during the year against the targets were consistently too optimistic. Secondly, the college took a decision to sub-contract (at a distance) over 200 16-18 year old FE learners in-year in order to increase 16-18 funding in the 2018/19 financial year. The cost of this additional sub-contracting was not included in the original budget as it was an in-year decision.

In 2018/19 the budget has been set for a very small deficit, which is a significant improvement when compared with the previous year. Further analysis of these movements is considered in the sections below. The management accounts covering the first three months include a detailed review of the current year budget carried out by the newly appointed VP Finance & Resources. Whilst there have been several changes made in the forecast to individual income and expenditure lines the overall forecast outturn remains a small deficit.

As part of this review the 2019/20 financial plan has been updated to reflect known changes and the impact of these into the next financial year. The plan now shows an operating deficit, and a very small improvement on the current year budget. This reflects a reduction in total income offset by non-pay cost savings.

Underlying financial performance

The college only met two of the six FEC benchmark indicators in 2017/18, these were the borrowings ratio and cash days in hand. The ESFA financial health score generates 100 points putting the college into the 'Inadequate' category. The EBITDA score was zero due to the very significant deficit and the adjusted current ratio was well below benchmark and only scored 30 points. The college have self-assessed the financial health as being 'Satisfactory' on the basis that the 2017/18 outcome was a one-off occurrence and measures have now been put in place to assure this will not happen again. At the time of our visit the college were awaiting to hear from ESFA their decision on whether a moderated financial health category would be accepted. ESFA subsequently confirmed that a moderated financial health category has not been accepted and therefore the college is in formal intervention.

The 2018/19 budget and 2019/20 financial plan show a strong improvement in financial health to 'Good' in each year.

Performance against funding allocations and other key income targets

In 2017/18 the 16-18 learner number allocation was 1,080. It became apparent after the main enrolment period in September 2017 that the college were going to fall significantly short of the allocation target. Therefore, at the October 2017 board meeting it was agreed that sub-contracting of up to 225 learners (many at a considerable distance from the college) would be used to ensure the college met and exceeded their funding allocation.

The actual total numbers for 2017/18 were 1,157, with just over 200 of these being through the sub-contractor arrangements. This has resulted in an increase in core ESFA funding in 2018/19 under the lagged funding methodology with a learner number target of 1,206. At the time of our visit the college had 1,089 16-18 learners (954 direct learners and 135 through sub-contracting), which, although short of the allocation by 117 learners, was very close to the budget target of 1,095 learners.

The 2019/20 plan assumes that the funding allocation will be based on the 2018/19 internal budget target and therefore the actual allocation should be very close to the assumption included in the plan. The plan does assume that the college will move away from reliance on sub-contracted learners and the 2019/20 plan assumes a reduction to 60 learners. Subsequent to the financial plan being prepared, the sub-contractor have informed the college that from 2018/19 they have a direct funding contract with ESFA and it was unclear whether they would provide any learners to the college in 2019/20. This means that in order to maintain learner numbers as per the plan in 2019/20 the college may need to grow their direct recruitment numbers by up to 135 (an increase of 14%). Early indications are this may be realistic as first year cohort numbers expected to progress are higher and local demographics increase next year with additional 16 year olds expected in the local area.

As reported earlier, apprenticeships are also projected to provide a very significant increase in income for the current year. The college are confident they can now exceed this year's budget and have increased the current year forecast outturn. As at period three, the college state that they have already secured additional provision based on an assumption of 77.9% retention and 77.4% achievement (these are the 2017/18 performance outturn rates). Whilst it is clear that the college has made a very strong start to the year the executive team should be cautious in forecasting increased targets. This was a major issue for the college in not being able to accurately predict the 2017/18 income position and therefore the board should have a strong focus on this income stream and rigorously challenge the forecast numbers throughout the year. In 2019/20 the financial plan assumes the level of income will be maintained.

In other income areas the VP Finance & Resources has reduced the forecast income against budget for Adult Education Budget (AEB) and tuition fee income, and increased income from the Local Authorities high needs provision. The AEB revised income is now in line with last year actual performance and now seems reasonable. The tuition fee reduction is mostly for adult learner loans, but also a smaller reduction on HE fees. The income for high needs students is based on a higher level of learners this year and as stated by the college, an agreement on increased funding from the four local authorities the college have contracted with.

In 2019/20 the financial plan for some of these income lines do not now reflect the implications of the latest position. AEB funding needs a further reduction to reflect the impact of devolution in the Greater Manchester area next year. Also, in tuition fees the lower baseline this year means that there are much more significant growth assumptions for 2019/20.

Staff costs

The staff cost ratio shown in the benchmark table above is nearly 90%. This reduces to 64.9% in 2018/19 based on the current forecast for the year, and then 64.3% in 2019/20. This would bring the college back in line with the FEC benchmarks. Although underlying staff costs are only forecast to reduce when compared with last year the ratio reduces dramatically due to the very significant increase in income. There has been a net reduction of 5 FTE staff, which includes some teaching staff made redundant following the curriculum plan efficiency review once the current year learner numbers were known. The college review every vacancy before deciding whether to commit to a replacement. Further savings have been achieved by outsourcing the marketing function.

Other costs

Overall non-pay costs reduce year on year, with the main reason being the reduced levels of sub-contracting activity included. There are no other significant year on year movements.

Budget setting arrangements

There is a clear annual planning cycle for budget planning which is underpinned by the curriculum planning process. All curriculum programme leaders are provided with a range of information to assist in preparing their initial plans. Directors of Curriculum must then present their curriculum plan to the senior team, and decisions are made on any closures or new offers. Further updates to the plan are made once the main September enrolment process has been completed and budgets are revised accordingly.

Financial reporting

Inaccurate financial reporting of the forecast outturn in 2017/18 was a major issue and contributed to an unexpected deterioration in the finances. The newly appointed VP Finance and Resources has reviewed the current year budget and amended forecasts where she believed numbers were overly optimistic. The monthly management accounts do provide more analysis now, but it is important that governors rigorously challenge forecast assumptions through the rest of the year. In addition to monthly management accounts the governors receive a dashboard report of KPIs. However, when we reviewed this it was difficult to link some of the key funding KPIs back to the management accounts report. It was also difficult to assess progress against forecast on some of these KPIs and the supporting commentary did not really add any value as it was in most cases simply restating the numbers on the dashboard.

Internal and external audit

The management team reported that there had been no significant audit issues raised by either external or internal audit.

Management of financial risk

The college has a risk management process which is based on regular updates to the college risk management register. This is then used to create a risk heat map which reports to Audit Committee on all risks with a gross score of 12 or more. The failure to achieve key income streams are highlighted as the red risk areas after mitigating actions have created the net score.

Analysis of key financial problems

Macclesfield College is a small FE college in turnover. As such it is a continuous challenge to overcome the issues of critical mass. This does leave the college finances being sensitive to any adverse financial circumstances as was proven in 2017/18. Maintaining a strong level of liquidity is important to enable the college to service its debt, invest in ongoing capital equipment requirements and build reserves. The college is trying to do this by growing income streams but have been over optimistic in their assumptions. The forward plans continue to have income growth as the main strategy to improve finances and the obvious concern is how realistic are the future income growth assumptions. There are early indications with the appointment of a new senior finance lead that a more realistic assessment of income forecasts will be made, but this needs to be tested through the year. Governors accept they could and should have challenged these optimistic forecasts more robustly last year, and they recognise the need for more rigorous challenge this year.

Estates and Capital Plans

Use and maximisation of college estates and assets

The college operates from a site approximately one mile from the town centre. There is over 15,600 square metres of space and the college report utilisation as being over 50%. Most of the current estate is in good condition with 83% being classified as category A or B. The college do carry out maintenance in accordance with need but have not able to fully fund a long-term maintenance plan due to the financial constraints.

Property management and investment

There was major investment in this site in 2006 which benefited from LSC/SFA capital grants to part fund the redevelopment of the campus. One of the buildings on the site is currently in the process of being sold. The sale is currently subject to contract and is expected to complete early in the new year. There are no specific capital investment plans at the current time beyond the annual equipment replacement. The weaker solvency position has meant the college has reduced the current year investment for essential spend only. The 2019/20 plan increases to a more realistic allowance. There is a potential future opportunity for a land disposal on the current site, but at this stage there are no specific plans to pursue this.

Conclusions

The quality of provision at Macclesfield College is good as judged by Ofsted in 2017, and the Qualification Achievement Rates in 2017/18 continue to improve and be strong. There is strong leadership in respect of quality provided by governors and the executive team. They are continuously reviewing strategic options for the college but have set a position whereby they will only pursue any formal arrangements if they are convinced that it is in the best interest of learners.

The financial position of the college, however, has declined and in 2017/18 a very significant operating deficit was recorded. This has had the impact of weakening solvency and financial health, which is now ‘Inadequate’ based on the ESFA scoring model. At the time of the visit the college had appealed against this grade and had self-assessed financial health as ‘Satisfactory’. The main thrust of the judgment from the college is that 2017/18 was a one-off occurrence and that the budget plan for the current year will rapidly improve financial health. This assessment by the college has not been accepted by the ESFA. The final outturn for 2017/18 demonstrates that the small size of the college leaves it vulnerable to adverse financial movements. The financial priority for the college now is to strengthen solvency and they are planning to do this largely through an income growth strategy.

Our main concern is that ambitious income growth targets that were ultimately not delivered were the major cause of the poor financial performance in 2017/18. Governors need to be confident this will not be repeated in the current and future years.

Recommendations

1. The college leadership and the board must monitor closely the in-year actual performance against income growth targets in order to act quickly in response to any negative variances. The governors should continuously and robustly challenge the data provided on in-year performance and the year-end forecast.

2. The chair reported that he is intending to strengthen the membership of the board with the recruitment of additional members with financial experience. These appointments should be made as a matter of priority.

3. The dashboard provided to governors should be improved by including forecast for the full year; comparators with previous year to date; and enhancing the supporting commentary. The information should be presented in such a way that there is an easy link across to other key information sources such as monthly management accounts.

4. The college should extend curriculum modelling of learner numbers forward two to three years in order to underpin key assumptions in the future years of the strategic and financial planning.

5. The financial plan for 2019/20 should be updated to reflect the latest information on performance against some key income targets and to include cost implications on pay such as pensions and consideration of whether any staff resource increases are required to support growth. It is critical that income assumptions are realistic.

6. It is further recommended that FE Commissioner team carry out a monitoring visit within six months to check the above actions have been fully implemented and that the ESFA attend governing body meetings in an observer status until it is satisfied that there is sufficient oversight and challenge by the board of the financial position. ESFA should also receive all board papers related to finance.

Annex A - Information reviewed

Provided by the college:

Financial Plans and Forecasting documentation

Management Accounts

Financial statements and associated documentation

Internal and External audit reports

Minutes of Board meetings including KPI Dashboard data

College Organisation documentation

Self-Assessment Report

Quality Improvement Plan

Curriculum planning documentation

Other:

ESFA Briefing documentation

Ofsted report (November 2017)

Annex B - Interviewees

Principal/CEO

Chair

Board members

Clerk

Vice Principal Curriculum and Quality

Vice Principal Finance and Resources

Head of Quality

Head of HE

Head of Faculty

Head of Faculty

Head of Faculty/Apprenticeships

Head of MIS/Data

Head of Staff Development

Head of Estates

Group of staff

Group of Student

Department for Education

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Reference: DFE-00064-2019