



Department
for Education

FE Commissioner Review of Cornwall post-16 provision

April 2019

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FE Commissioner Cornwall Review Report

Scope	The Cornwall College Group Truro and Penwith College Callywith College (a 16 to 18 Free School) Schools: post sixteen provision
Assessment undertaken by:	Richard Atkins: FE Commissioner Steve Hutchinson: Deputy FE Commissioner Frances Wadsworth: Deputy FE Commissioner Meredydd David: Deputy FE Commissioner
Chairs of the FE Colleges	Ellen Winser, Truro and Penwith College Ian Tunbridge, The Cornwall College Group
Principal / Chief Executive of the Colleges (at time of review)	David Walrond, Truro and Penwith College; Raoul Humphreys, The Cornwall College Group
Chair of Callywith College Trustees Chief Executive of Cornwall Council Chief Executive of Cornwall LEP	David Walrond Kate Kennally Glenn Caplin
Date of Review	August – November 2018

Background to FE Commissioner Review of Cornwall

Introduction

There have been previous reviews of post-sixteen education and skills provision across Cornwall, including the 2016/17 Area Review of Somerset, Devon, Cornwall and the Isles of Scilly.

In each of the Area Reviews undertaken across England, four nationally agreed criteria were used for the process of assessment. These were that local provision in colleges:

- Meets the needs of current and future students and employers
- Is feasible and generates financial sustainability
- Raises quality and relevance of provision, including better outcomes
- Achieves appropriate specialisation.

In order to support a rigorous assessment of proposals, particularly options leading to major structural change, the Department for Education (DfE) developed a series of sector 'quality and financial indicators and related criteria'. The financial benchmarks relate to delivering operating surpluses of 3% to 5%, ensuring borrowings stay below 40% of annual income (the maximum threshold set for affordability), staff costs of no more than 65% of total income (FE sector average) and a current ratio greater than 1. Financial plans were assessed for each option, including colleges seeking to stand-alone, prior to consideration by the local steering group.

A number of other indicators were also considered by the steering group of each Area Review. These related to the impact of proposed changes on the quality of provision, on teaching efficiency, and how they actively support growth in apprenticeships and work at levels 4 and 5. Within all proposals, overall levels of provision for high needs students (SEND) were to be maintained.

Recommendations from the April 2017 Somerset, Devon, Cornwall and Isles of Scilly Area Review were:

“Cornwall College to remain as a stand-alone institution with a ‘fresh start’ approach to deliver financial stability. The ‘fresh start’ approach will include securing the service of a Turnaround Director to support accelerated recovery. The revised business plan to include sustainable land-based provision at Bicton.

The college will work with Truro and Penwith College to meet the priority skills and education needs of the county.

- *Truro and Penwith College to continue as a stand-alone institution working with Cornwall College to meet the priority skills and education needs of the county.*

- *Cornwall College, and Truro and Penwith College to establish a joint project group with an independent chair to oversee the relationship between the colleges and facilitate closer collaboration including in the following areas:*
 - (i) the delivery of higher education, provision for students with high needs, and apprenticeships*
 - (ii) future curriculum developments at Callywith College*
 - (iii) how governance can be strengthened by sharing expertise.”*

Although the FEC team understand early attempts were made to progress discussions on some of the above recommendations, interviews suggested that little progress had been made and any work on this has now stalled. Indeed it has been suggested that almost no progress has been made on these recommendations since March 2017 and that the ‘fresh start’ at Cornwall College did not match the level of changes seen at the small number of other ‘fresh start’ colleges across the country.

The demographic downturn in the number of 16 year olds, the financial challenges of the FE funding landscape and the increasingly competitive and challenging HE market have exacerbated competition for learners and weakened Cornwall College further. These have provided new challenges for Truro and Penwith College, together with the impact of the creation of a new 16-18 free school campus in response to demand and identified need. This was achieved with co-investment from the DfE/ESFA (Education and Skills Funding Agency). It is intended that a vocational education centre will also be built at this campus in the future, together with the Cornwall site of the Institute of Technology (IoT). These factors and the size and the historic under-performance of many of its school sixth forms have led to the need for a further review of provision across Cornwall.

In 2018 the Minister for Apprenticeships and Skills was approached by the recently appointed Leader of Cornwall Council who requested an FE Commissioner review of all post-16 provision across Cornwall, considering whether current provision was having the maximum impact and benefit for learners, employers and the wider community in the area.

The Minister then asked the FE Commissioner to conduct the review and a Steering Group meeting was called with membership drawn from the chairs and principals of both FE colleges, representatives from ESFA, Cornwall Council, Cornwall LEP, FEC and the Regional Schools Commissioner.

This report summarises issues and recommendations, that were debated at three steering group meetings and that were concluded at the fourth final meeting in mid-November.

Cornwall and its environs- the Cornwall and Isles of Scilly LEP Overview

The Cornwall and Isles of Scilly Local Enterprise Partnership (LEP) confirm the imperative that further education in Cornwall should meet the needs of people, business and place and be strategically aligned to existing and developing strategies and plans.

They outline as follows:

Strategic alignment

The LEP has firm strategic foundations in place with a Strategic Economic Plan (Vision 2030) and an Employment and Skills Strategy, adopted by both the LEP and the Council, where investment in, and the delivery of, training and skills projects is at the heart of its wider growth ambitions. This work will underpin the development of the Local Industrial Strategy which will enhance the work already undertaken to develop and support sector opportunities; seen as central to the economic, social and environmental growth needed to make Cornwall and the Isles of Scilly a place which will flourish and create wellbeing for all. Central to this aim is the development of courses, training and qualifications which are relevant to both employers and students; and raise both productivity and higher level skills in the region from some of the lowest in the Country (Level 4+ we are 31 out of 38 and productivity 30th out of 38 LEPs nationally).

Vision 2030, the LEP strategic economic plan, states that “by 2030 Cornwall and Isles of Scilly will be the place where business thrives and people enjoy an outstanding quality of life.” To achieve this, the plan outlines three objectives:

- *Business: achieve thriving businesses which excel at what they do*
- *People: achieve inclusive growth and improve the skills of our workforce*
- *Place: improve infrastructure and economic distinctiveness*

The strategic vision has been distilled into priority sectors, set out in detail in the LEP 10 opportunities document, which will frame the Local Industrial Strategy.

Priority sectors; sectors where the area needs skills and training to support growth, are: creative, space and aerospace, energy, agri-food, tourism, marine, mining and e-health.

Best use of resources

The Further Education offer must ensure that we use our resources wisely, both physical assets and funding streams, to ensure that we can provide a long term solution to the delivery of training and skills in this sector.

Local Industrial Strategy

The role of further education in delivering the skills and training required to meet the sector needs, which will be set out in our Local Industrial Strategy, will be imperative to

the long term growth and prosperity of Cornwall and its residents. The FE review and the development of the Industrial Strategy gives an opportunity to align the FE offer to deliver cross-cutting and bespoke training required by business sectors in Cornwall.

Place

Cornwall is a diverse and rural area with a number of market towns, villages and one small city. Travel between these areas is often challenging and the cost can be prohibitive. The ability to access training and skills within communities is extremely important to the LEP so that we can ensure that those furthest away from the labour market and training opportunities are given equal access to opportunities. The role of colleges is a very important piece of the jigsaw. The review should ensure that provision is accessible across Cornwall.”

Methodology

The FE Commissioner and three Deputy FE Commissioners undertook the FEC-led review of Cornwall across several visits from July to October 2018. In support of these visits the FEC team had access to input and briefings from the ESFA, the colleges' Ofsted reports and a range of information provided in advance by the colleges.

Visits were made to TCCG and its various sites (Duchy Stoke Climsland, Newquay, Falmouth, Rosewarne, St Austell, Saltash, Bicton, Eden Project and Camborne). Visits were also made to Truro and Penwith College and Callywith College and meetings held with the respective principals/CEOs, chairs of governors and some managers and staff in the institutions took place. In addition, the team held interviews with representatives from Cornwall County Council, Cornwall LEP, the Regional Schools Commissioner and a representative from the regional National Farmers Union who also all provided information to inform deliberations.

This FEC report outlines the findings and proposals arising from the team's enquiries and which were then debated at two steering group meetings on 4 and 19 October 2018, with additions and amendments made accordingly. Further consideration took place on November 19 in a final meeting.

The steering group membership was comprised of: The FE Commissioner, three Deputy Commissioners, the principal and the chair of Truro and Penwith College, the principal and chair of The Cornwall College Group, CEO - Cornwall Council, Strategic Director - Children Families and Adults and the Service Director- Education and Early Years, Cornwall Council, CEO and the People and Prosperity Manager (Cornwall and Isles of Scilly LEP) Deputy Director ESFA and Senior Manager and Manager ESFA, Regional Schools Commissioner for the South West.

Findings

The Cornwall College Group (TCCG)

Finance and Estates

This college started to experience severe financial problems in 2014/15 and 2015/16, with significant operating deficits in both years. The 2014/15 deficit and the forecasts set out in the college's 3-year financial plan at that time led to a financial grade of 'inadequate' and the issue of a Notice of Concern by the Skills Funding Agency in April 2016. In response, the college developed a recovery plan in May 2016, which forecast another operating deficit in 2015/16, and a small operating surplus in 2016/17. In the event, these forecasts were over-optimistic for both years. The college finished with a larger than expected operating deficit in 2015/16 (c£2.24 million compared with £1.09 million in the recovery plan), and a smaller, underlying deficit of c£200k in 2016/17 (recovery plan had a £69k surplus). During 2016/17, the college required EFS to underpin its working capital position, pending receipts from planned asset sales. The referral to the FE Commissioner was triggered by the Notice of Concern and the requirement for EFS.

The 2017/18 budget was set for a £252k surplus, but as per the draft accounts the latest forecast outturn for 2017/18 was an operating deficit of £77k. These continued operating deficits have significantly weakened the financial strength of the college, and as a result have had ESFA assessed financial health rating of inadequate for four consecutive years. Although the EFS given in 2016/17 was fully repaid in August 2017, the college had to apply to the ESFA in 2017/18 for further funds to support working capital. The balance of EFS as at 31 July 2018 was £3.6 million. The bank loan covenants have been breached, but at present the bank remain supportive of the college and are awaiting the outcome of the restructuring fund (RF) application.

The Area Review outcome was for a 'fresh start'. An RF application was prepared and submitted to the ESFA's TU, initially for a sum of £16.5 million. The due diligence report commissioned by DfE reviewed the application's financial model and stated that, "with a successful delivery of the turnaround plan the college is still forecasting an overall deficit position". This initial application included partial repayment of bank debt, full repayment of EFS, staff restructuring costs and funding for investment in facilities and equipment. The due diligence review carried out by independent consultants engaged by Lloyds Bank, but paid for by the college, recommended the RF application be increased to over £30 million. This application was taken to the DfE Funding Committee in May 2018 and was rejected, primarily due to the long-term financial modelling that still showed the college incurring operating deficits in future years. One of the main concerns expressed was around the viability of maintaining 8 sites and the college was invited to prepare a 'deep dive' contribution model, which would include the ability to look at individual courses delivered at each site.

TCCG has seen overall learner numbers for 16-18 year olds decline sharply in recent years – from 4,338 to 3,504, a decline of over 800 across those years. This includes around 600 learners which were added to their allocation in 2015/16 to account for the merger with Bicton College. Therefore, across that period the decline, if the Bicton learner numbers are excluded, would be more than 1,000 or around 20-25%. Early indications are that the college will struggle to achieve its funding allocation for 16-18 year olds this year, 2018/19. Enrolments on to the first year of HE programmes also continue to decrease and have reduced by around 150 since 2016/17. Apprenticeship enrolments have been stable during this period.

In contrast, Truro and Penwith continued to grow throughout the period since 2014/15 in spite of the demographic down turn. The college opened a new 16-18 free school campus and has increased its market share, attracting new learners from secondary school sixth forms as well as Cornwall College.

The core curriculum activities that make up on-site delivery at TCCG accounts for c£40 million of the c£65 million turnover. The college is involved in several other non-core activities outside the county which generate income but could well be considered a distraction for governance and leadership. Other FE colleges in England are finding such ventures to be contributing to a decline in quality and/or financial stability within their core, local activity.

The pay costs at TCCG have been reduced significantly in the last four years by c£8 million (approximately 600 staff), which is a considerable achievement, but further reductions are still required. The underlying staff costs after adjusting for the Concord Recruitment (teacher agency) activities are c67%, which is still too high. There must be a question as to how much further staff costs can be reduced across a business model that operates across so many sites, without impacting on the learner experience. This may already be a contributing factor to the decline in student outcomes. There will continue to be pressure on pay costs with the college carrying a very large pension deficit, and potential changes in employer costs such as NI and minimum wage. In addition, the college has not been able to provide a pay award to all staff for many years and this will make recruitment and retention of key staff an increasing issue.

The non-pay costs of the college include over £3.5 million for property running costs, which gives a very significant overhead for the college. This cost should be even higher, but the college have had to hold back on long term maintenance work due to constraints on working capital. The current estates strategy produced by the college highlights c£1.7 million of planned maintenance works that are either categorised as critical risk or medium risk. Both colleges in Cornwall incur significant costs for student transport and marketing.

The TCCG estates strategy identifies that there is currently too much space for the number of learners, and whilst actions have been taken to reduce space by either

mothballing buildings or sub-letting where possible, there remains an over-capacity issue. This is particularly noticeable at the St Austell campus.

The land-based specialist facilities on the three main land-based sites (Duchy Stoke Climsland, Bicton (Devon) and Rosewarne) require review and significant further investment to bring them to required industry standard.

The finance 'deep dive' model uses the key assumptions as per the budget plan for 2018/19. It provides an analysis by course which can be amalgamated to give gross contributions at either site level or by curriculum cluster area. The report produced by the college concludes that gross margins are broadly within sector norms. The report goes on to state that the detailed work will enable further curriculum efficiencies to be identified of c£500k. This, when combined with a revised assumption about maintaining future market share of 16-18 year olds when demographics start to increase, means TCCG are now forecasting that they can eliminate the deficits in the long-term financial plan submitted as part of the RF. However, it is the FEC team's view that the planned numbers for both 16-18 year olds and HE student numbers are over-optimistic and are going to be challenging to meet. This could well have some impact on the financial contributions. The model has been extended to carry out a net margin analysis which seeks to allocate overhead costs to each site. This reveals that both St Austell and Duchy Stoke make a net loss.

Quality

TCCG was judged to be Good by Ofsted in 2015. Since that time, learner outcomes have declined significantly to well below National Averages in most curriculum areas, other than apprenticeships. The college is expecting an Ofsted inspection in the near future, and current learner outcomes may well place the college high on Ofsted's risk register of providers. The college has achieved a TEF Silver for its higher education provision however, which is an indicator of good quality. At the time of this review, learner outcomes were continuing to cause concern.

Truro & Penwith College

Finance and Estates

This college has had outstanding financial health for the last six years but is now forecasting that the future financial health grade will deteriorate to good. Whilst the college has a strong current ratio and no borrowings, it has more recently experienced much tougher operating conditions. Overall income has declined, whilst upward pressure on costs have continued. Much of this pressure comes from the college's decision to open a new free school as part of its third campus, which operates a separate budget. This has resulted in Truro & Penwith College achieving a break-even position in 2017/18. The two-year financial plan predicts deficits in each of the next two years.

The college opened a free school at Callywith in Bodmin in 2016, utilising capital funds provided by DfE to support its own investment of c£8 million on the site. This investment includes a sports pitch and another building with shared use agreements for the free school. The first year of operation recruited over 330 students, and this September intake increased the total of the two-year cohort to around 770 learners. These learners have impacted on numbers not only from the Truro campus, but also the St Austell campus of TCCG and some of the school sixth forms. The current funding agreement for Callywith is to increase total numbers to 1,300. This is likely to be achieved over the next two years, creating further displacement of learners from within the college and from other providers. Information provided by the college indicates that they, combined with Callywith, have increased their share of Year 11 students in Cornwall from 36% in 2010 to 52% in 2018.

The breakeven position at Truro and Penwith in 2017/18 was largely caused by under recruitment of HE learners and the decision of many FE learners to apply for the Callywith site. HE learner numbers have reduced by almost 50% in recent years. The forecast for the next two years assumes a further smaller reduction in HE numbers. This, coupled with maintaining staff costs at a level above benchmark norms, means that the financial plan shows operating deficits of c£1.2 million in each of the next two years. The governors have taken a deliberate strategic decision to fund these operating deficits as they do not want cost reductions to impact on the learner experience. If funding rates do not improve significantly in the next national funding settlement, then they have stated their intent to act to reduce costs accordingly.

The impact of these deficits is to reduce cash balances, but they will remain well in excess of sector benchmarks. This also includes planned capital investment of c£6.5 million over the next two years and additional land has been purchased at Callywith to enable future expansion. It is intended to develop both a vocational centre adjacent to the Callywith site in Bodmin, as well as the Cornwall site of the proposed South West Institute of Technology.

In terms of the FE Commissioner financial benchmarks Truro & Penwith College meet all the indicators except for the operating surplus. TCCG would only meet the borrowing indicator without the RF funding. If the full RF funding package were provided then the plan shows that TCCG would meet all the indicators except for the operating surplus.

Quality

Truro and Penwith College was inspected by Ofsted in 2016 and judged to be Outstanding. Student outcomes in the majority of areas remain significantly above national averages as do the DfE progress measures. It also has achieved TEF Gold status.

School Sixth Forms

There are fourteen state schools/academies operating sixth form provision in Cornwall. Many of these are small – the total numbers on roll across both years at each school ranges from 26 to 319. Only five schools have more than 200 students enrolled. This means that nine are below DfE 2016 guidance on future sixth form size. There are approximately 2,000 16-19 students taught in school sixth forms, compared to approximately 9,000 students in Truro and Penwith, Callywith College and The Cornwall College Group.

The school sixth forms in Cornwall have seen a decrease of 23% in enrolments since 2015. There is a concern that due to falling recruitment, a number are financially unsustainable, some are already considering closing their provision and others are taking measures to prepare for closure. The local demographics are not forecast to improve until 2020, when a marginal increase of 2% (c+110) 16 year old school leavers is expected. By 2023 an 11% increase (c+570) is expected. The geography of Cornwall means that some school sixth form providers are a long way from other providers, with journey times over two hours to and from college provision in some instances. Transport costs and time travelled are two important factors. With the increased capacity available including at Callywith and the proposed development of an Institute of Technology (IoT), there will still be severe competition for school leavers and continued financial pressures on institutions in Cornwall and an over-capacity in estate.

The academic performance of school sixth forms in Cornwall has had an improving trend over the last three years. In most performance indicators, most schools are now in line with national performance. Overall, school sixth form outcomes are at least average when compared to all England state funded schools and colleges. A minority of schools perform well compared with national indicators. This small number compares favourably and in line with, Truro and Penwith College performance, which is in the upper quartile in the majority of measures. Cornwall College performance for 16-18 year olds tends to be towards the bottom third for most of the published performance measures. A small number of school sixth forms however are significantly below national averages in a number of key performance indicators.

Travel to Learn Patterns

Some initial analysis has been commissioned by the ESFA to consider travel to learn patterns across Cornwall. The preliminary data has confirmed the complex nature of travel to learn across Cornwall with the two colleges and the Local Authority's adult provision being offered county-wide. Further work is required and an in-depth analysis should be carried out on:

- Public transport options
- Primary factors that drive learner choice and the balance between; location, institution and course

- Competition for and overlap of provision, and where there are gaps in geographic reach and the curriculum offer
- Specialist provision such as the land-based offer and how this dovetails into general provision
- How far learners are prepared to travel for each type of provision and at each level.

This will need to be a longer-term piece of work and will need to consider future developments and opportunities such as:

- The impact of demographic change, particularly with 16-18 year old learners
- The development of provision from the Callywith site including the potential of establishing delivery as an IoT
- Further work that will need to be considered by Cornwall College in terms of curriculum and sites, through the delivery of their Restructuring Facility ask.

Potential Options

The Cornwall College Group and Truro and Penwith College have had initial discussions with the FE Commissioner team and agree that one way forward could be the move towards developing coherent successful governance of FE in Cornwall.

Both colleges accept that Callywith College could also be included within this consideration and that one entity for FE provision across Cornwall is a potential provider delivery model.

Cornwall Council and the Cornwall LEP can see advantages to this proposal which would enable rational, strategic planning of FE provision in the county, whilst retaining the option to maintain existing brands and specialisms.

Conclusions

The County of Cornwall could benefit from successful FE governance that can plan and manage high quality, relevant and sustainable provision in a rural community. Learners aged 16 to 19 and adults require the best academic, technical and professional learning opportunities. Whilst competition can drive up standards, in this instance it has led to duplication, excess space and financial failure at one major provider.

Currently there are two FE colleges (and fourteen state school sixth forms) competing with each other across the geographical area of the county, with numbers and provision also growing in Callywith College, further augmenting competition. This creates an environment where informal co-operation is difficult and has proven by past experience not to be sustainable.

Considerable resources are deployed by Cornwall's two FE colleges, (and 11-18 schools) on activities such as competitive marketing and transport costs. Therefore, maintaining two separate colleges in Cornwall may not bring about the best learning opportunities for all of Cornwall's learners.

The necessary investment in the Duchy College Cornwall and other land-based sites requires a careful analysis, involving the industry and the LEP, of future demand and existing provision, and their sustainability. This is especially important as food and farming is emerging as a priority sector in the industrial strategy currently being developed. It is unlikely that land-based provision can continue, viably, on four sites.

This should inform site specialisation, curriculum development and investment requirement needed to meet the rapidly changing needs of the land-based industries in Cornwall and Devon. This is especially important due to the technical developments in the industry, the critical nature of this sector to the economy of Cornwall and Devon and the need for significant investment in a number of the existing land-based campuses.

Recommendations

There is growing agreement that moving towards one single entity for provision across Cornwall could be in the best interest of learners, businesses and the wider Cornwall community. The FE Commissioner recommends to the Minister, Cornwall Council, the LEP and the wider Cornwall Community that to improve FE provision in Cornwall the following steps are taken:

1. Cornwall College and Truro and Penwith College should enter into a Memorandum of Understanding to work together through actively participating in a strategic steering group, to be chaired by one of the FE Commissioner's team. This will direct the work necessary for the boards of both colleges to be able to take a decision, by December 2020 at the latest, as to whether to progress to the creation of a single entity. The alternative would be to deliver a financially viable, standalone Cornwall College.
2. Cornwall College should appoint an interim principal, who will then work to the Cornwall College Board in implementing the recommendations and decisions of the Cornwall Strategic Steering Group to deliver the FE Commissioner's Cornwall Review recommendations. The interim principal will then be responsible for ensuring the implementation of the terms and conditions of any financial assistance provided by the ESFA/TU.

A strategic steering group (c12 members) should be established in December 2018 whose remit will be to:

- Ensure the appropriate investment of ESFA/TU funds in reshaping and structuring Cornwall College in preparation for either moving towards a single entity or a sustainable standalone future as a college complementing the work of TPC
- Support the improvement of quality of provision in Cornwall College and optimise the advice and assistance available from Truro and Penwith College
- Advise the boards on how optimising Cornwall College's estate for more effective utilisation can be to the benefit of learners and any strategic implications for the curriculum offer
- Direct strategic investment to meet the needs of learners ensuring, where appropriate and possible, this complements the strategic investment plans of Truro and Penwith College and supports greater complementarity of provision in meeting Cornwall's post 16 provision needs
- Deliver the recommendations of the FEC Cornwall Review Steering Group, advising on the future structure and delivery of college education and training, and implementing actions to deliver this
- Direct work streams that will prepare for and enable a decision to be made by both boards in December 2020 whether or not to agree to work towards the implementation of a single entity

Additional recommendations and guidance for the strategic steering group to consider in executing its work are:

- To determine the route, timelines and achieve the milestones required to enable both boards to make a decision by December 2020
- Consider the outcomes of a thorough review of performance in terms of demand, location, viability and quality with this informing measures taken to address weak and unviable areas
- Undertake an overview of provision, respond to the needs of a rural community, and ensure a high quality, financially sustainable model for the county can be achieved
- Ensure that high quality academic, technical and professional provision is sustained across the county including for the land-based industry
- Develop an appropriate curriculum and estates strategy for the county which is financially sustainable and meets the needs of a rural county
- Concentrate on provision for the County of Cornwall and at the Bicton land-based College in Devon
- Consider the number, nature, geographical location, alignment with the college mission, quality and financial viability as well as the value of partnerships to TCCG and its students

To facilitate holistic overview and planning for post 16 provision in Cornwall the DfE will explore transferring Callywith College to Truro and Penwith College. In the event of the transfer progressing, it is required that an overarching strategic body would be set up to oversee the FE offer in Cornwall.

Membership of the strategic steering group should include:

- Chair Cornwall College
- Interim principal Cornwall College
- Board Member Cornwall College
- Principal Truro and Penwith College
- Chair Truro and Penwith College
- Board Member Truro and Penwith College
- Senior Officer Cornwall Council
- Chief Exec of the LEP
- ESFA representative
- Representative of the land-based industries

To be chaired by the Commissioner's team, the group shall meet every two months unless more frequent meetings are agreed in order to progress work streams appropriately.

Annex A - Information reviewed

Organisation Charts

Draft College SARs

Ofsted Reports

Financial statements and Financial plans

Management Accounts

Board minutes and reports

Prospectuses

Somerset, Devon, Cornwall and Isles of Scilly Area Review Report (2017)

Performance and Value Added Data

Recruitment data and enrolment trend data

Schools data

ESFA Briefings

Annex B – Interviewees

Truro and Penwith College

- Principal/CEO
- Chair
- Senior managers

Callywith College

- Principal
- Chair

The Cornwall College Group

- Principal/CEO
- Chair
- Clerk
- Senior managers
- Principal, Duchy College Cornwall and Bicton College

NFU

- South West Regional Director

LEP

- CEO
- People and Prosperity Manager

Cornwall Council

- CEO
- Service Director- Education and Early Years
- Strategic Director for Children, Schools and Families Cornwall Council

Office of the Regional Schools Commissioner (SW)

- Regional Schools Commissioner



Department
for Education

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