



Department  
for Education

# **FE Commissioner Intervention Summary Report: Moulton College**

**June 2019**

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## FE Commissioner Intervention Summary Report: Moulton College

<b>Name and address of college</b>	<b>Moulton College West Street Moulton Northamptonshire NN3 7RR</b>
<b>Assessment undertaken by</b>	<b>Richard Atkins - FE Commissioner Meredydd David - FE Deputy Commissioner Teresa Kelly - FE Deputy Commissioner Esme Winch - FE Adviser</b>
<b>Chair of the college</b>	<b>David McVean</b>
<b>Principal / Chief Executive of the college</b>	<b>Ann Turner (Interim) Corrie Harris (from 1 July 2019)</b>
<b>Clerk to the corporation</b>	<b>Geraldine Hulley</b>
<b>Date of assessment</b>	<b>27 to 28 June 2019</b>

## Background to FE Commissioner Intervention Assessment

Moulton College has been in Further Education Commissioner (FEC) intervention since being referred by the Education and Skills Funding Agency (ESFA) in February 2017 due to a financial health score of inadequate for 2015/16. Its financial health score for 2017/18 is Requires Improvement. An FEC team comprising of a deputy FE Commissioner and an FE adviser visited the college for two days in March 2017, and returned in order to complete a stocktake report in October 2017. The initial intervention focus was extended to include the quality of provision following the Ofsted inspection on 6 March 2018, which resulted in an overall grade of Inadequate.

Following the second intervention assessment by the FEC team in April 2018, a set of recommendations were produced for the college to implement. A priority recommendation was an FEC-led Structure and Prospects Appraisal (SPA). The FEC team led a SPA at Moulton College in the summer of 2018 resulting in a decision by the Moulton board to merge with Abingdon and Witney College. A further stocktake visit took place in September 2018. This concentrated on the potential merger progress and the related continuation of apprenticeship provision. The proposed merger was not completed and collapsed in December 2018 following due diligence of Moulton College by Abingdon and Witney College. Neither Abingdon and Witney College nor the Department for Education Restructuring Fund were prepared to underwrite a bond entered into by Moulton College in relation to their Saudi Arabia operation.

A further Ofsted inspection in May 2019 determined that the college continued to be Inadequate for overall effectiveness and for all other sub-judgements other than Adult learning programmes, which was Good. As a result of this second Inadequate Ofsted inspection outcome, a further full FEC intervention visit took place on 27 to 28 June 2019 and forms the basis of this report.

The FEC's report is intended to advise the Minister and the chief executive of the ESFA on:

- The capacity and capability of the college's leadership and governance to secure sustained financial and quality recovery within an acceptable timetable
- Any actions that should be taken by Moulton College to deliver a sustainable financial recovery within an acceptable timetable (considering the suite of interventions set out in College Oversight: Support and Intervention)

- How and when progress should be monitored and reviewed taking into account the ESFA's regular monitoring arrangements and Ofsted monitoring visits.

## Overview of the college

Moulton College is a specialist land-based college. Most of the provision is delivered at the main site in the village of Moulton, five miles north-east of Northampton. Animal management and construction is also offered from a satellite centre at Higham Farriers.

The 495 hectare college estate includes farm enterprises, equine therapy and rehabilitation facilities and sports facilities. The extensive grounds include several exceptional buildings, including the Chris Moody Sports Therapies Centre, a regional food and drinks industry centre and outstanding indoor and outdoor sports facilities, including for equestrianism. Approximately 210 hectares are in trust for perpetuity with a covenant that restricts its use to agricultural education purposes.

The college recruits 75% of its students from Northamptonshire and provides term-time residential accommodation (350 rooms) for those living further afield and a county-wide network of buses provides travel from across the county. Halls of residence are not fully occupied.

Northamptonshire has an unemployment rate of 1.7% which is well below the East Midlands average. The 16 to 18 year old demographics are now at the low point and will increase by c.20% over the next 10 years.

Following the break down of the merger with Abingdon & Witney College, the Moulton College board agreed on 29 January 2019 that the college will remain as an independent standalone college. The board committed to continuing to take opportunities to work with other partners in quality improvement, shared services and business development. The board also agreed that the work with Abingdon & Witney College regarding apprenticeships and the joint Strategic College Improvement Fund development would continue. The board confirmed that they would continue to consider structural change, as appropriate, in the future.

As a result of the first Ofsted Inadequate grade Moulton College was removed from the Register of Apprenticeship Training Providers (RoATP) on 9 May 2018. The college has attempted to reduce the impact this has on income through a partnership agreement with Abingdon & Witney College. The college informed the ESFA in late February 2019 that Abingdon & Witney College have advised that they can no longer commit to supporting new apprenticeship starts through this arrangement as their own allocation did not include any provision for the work at Moulton. Moulton College does not currently have any plans for the delivery of new apprenticeship starts

although the new principal has indicated she will explore alternative partnership arrangements.

## **Leadership and Governance**

### **Role, Composition and Operation of the Board**

The previous chair, Robin Thompson and vice chair, Richard Sadler retired from the board on the 31 January 2019. David McVean was appointed chair of the board on the 1 February 2019 after joining the board in the Autumn of 2018. He has held a variety of senior posts within the Department for Education and has experience of being a governor for a primary and secondary school. The chair is highly experienced in education and is ambitious for the college, especially through partnership working. Governors whom the FEC team met during the intervention visit were confident in his ability to lead the governors and college during this challenging period.

This college is in a very difficult and challenging position. It has recently received its second consecutive Grade 4 Ofsted inspection report, has huge debts and declining learner numbers. From discussions held with the FEC team, it appears that the chair underestimates the scale of these difficulties as did the incoming principal.

The board consists of 14 members including the interim principal, one staff governor and one student governor. A further co-opted member of the audit committee is to join the board and an ex Ofsted HMI has now moved from a co-opted member to full member and this strengthens the board. Vacancies remain for individuals who have higher education experience and links to employers.

In 2018/19, governance at Moulton College moved away from the Carver model and now the board meets five times per year with two additional development and strategy days. Sub-committees include finance and resources, teaching learning and assessment (TLA), audit, search and governance and remuneration.

An agreed cycle of reporting over the year has been developed and it was stated by governors that they are more confident in asking questions and receiving an appropriate response. The FEC team were told that governance had been 'complacent and lacked challenge' and that the governing body had previously been too accepting and comfortable with the management approach. The board believed this was now changing and improving with the refreshed membership and due to the open honest approach of the interim principal.

There was a view shared that under the previous management regime, reports to governors were overly optimistic and not fully transparent with problems hidden by

the previous management team. Reports to governors are still in the main too optimistic and do not adequately bring key issues to their attention in effective executive summaries. Agendas are also too crammed and are not sufficiently focused on the major high-risk challenges facing the college.

Leadership team follow up on recommendations and actions from governor meetings were not always viewed as timely and this was too easily accepted by governors. There is a general feeling of a lack of urgency in addressing both quality and financial matters and lack of recognition that the college could become insolvent in the next financial year, 2019/20.

The recent financial recovery plan provided for the FEC team and ESFA was a lengthy wordy document that was not fit for purpose. Minutes of the finance and resources meetings that were seen, lacked robust and detailed challenge especially in relation to cash flow projections and the setting of deficit budgets.

Clerking arrangements are good and minutes record adequate detail and identify clearly where governors have challenged and made recommendations. Some reports to governors lack clear executive summaries that identify the key areas for governors to interrogate and scrutinise and do not include clear recommendations or management actions proposed so that governors can scrutinise, consider and challenge.

## **Leadership and Senior Management team**

The Senior Leadership Team (SLT) has six members – the interim principal and chief executive, interim vice principal curriculum and dean of HE, deputy principal (property and resources), chief finance officer (CFO), director of curriculum and quality improvement and director of human resources. The curriculum management structure reporting to the vice principal includes assistant directors and programme leaders. Programme leaders who are in charge of the curriculum are four layers removed from the principal and chief executive. This is not conducive to ensuring changes and improvements are implemented at pace and is a costly structure.

Several of the management team are interims, and some permanent appointees are very new to the college. This may be a contributing factor to the evident lack of pace and urgency that pervades the college.

The interim principal has stabilised some elements of the institution, for example staff turnover which in 2017/18 was over 36% with a turnover of 51% for teaching staff. This has improved to 18.9% overall in 2018/19 and 14% for teaching staff. The openness and accuracy of reports to governors has improved as has communication with staff especially from the principal.

The provision and use of accurate, timely, live management data are underdeveloped across all aspects of college performance. There is a lack of devolved responsibility and accountability for budgets and student performance monitoring and currently insufficient SLT involvement in business and curriculum performance monitoring and little challenge of managers.

The new principal, who took up her role the week after this FE Commissioner visit, did not appear to be fully aware of the scale and depth of issues and challenges facing the college and the imminent risk of insolvency. With so many competing urgent priorities the capacity and capability of the management team needs to be reviewed and addressed urgently. This may need to be supplemented by experienced successful interims and the principal would benefit from being mentored by a National Leader of Further Education (NLFE) and supported and advised by an experienced principal.

## **Curriculum and Quality Improvement**

### **Curriculum overview**

The college offers provision in seven Sector Subject Areas (SSA). The most popular subject area for 16 to 18 students over the last 2 years has been Agriculture, Horticulture and Animal Care. Across all funding streams the main curriculum split consists of 33% land based, 30% construction and 16% sport. 14% of courses are HE, with the remaining 86% in FE provision. Land based provision represents around 40% of overall provision which is significantly lower than many specialist land-based colleges and indicates the level of provision diversification that has been required to sustain a viable curriculum offer. Northampton College, which is located 2 miles from Moulton, also offers much of the non land based provision locally.

A specialist curriculum area was introduced in September 2018 in food manufacturing. This is delivered from a new £3.5 million Food & Drink Innovation Centre, which was funded by local growth funds. This was supported and funded to meet a strategic growth priority for Northamptonshire and the wider South East Midlands Local Enterprise Partnership (SEMLEP).

### **Ofsted inspection**

The college was inspected in May 2019 and was graded overall as Inadequate. All sub areas were judged as Inadequate except for Adult Learning programmes which was judged as Good. This is the second consecutive Inadequate judgement for overall effectiveness from Ofsted. The grades for quality of Teaching, Learning & Assessment, Outcomes for Learners and Study Programmes have deteriorated since the previous inspection in March 2018.



Ofsted judged the college as inadequate because:

- Actions taken by governors, leaders and managers have not rectified most of the weaknesses identified at the previous inspection
- Managers have not improved the quality of teaching, learning and assessment which has declined since the previous inspection
- Teachers' expectations of students are too low and, as a result, too many make insufficient progress
- Students' attendance is poor across most programmes
- Teachers do not provide students with sufficient feedback that helps them to improve
- Teachers' development of students' English and maths is insufficient
- Managers do not use data well enough to judge accurately the impact of actions that they have taken, or to inform future actions for improvement
- Students on vocational programmes, for whom the college receives high needs funding, do not benefit from teaching that meets their specific learning and support needs
- The quality of students' written and practical work on study programmes at levels 2 and 3 is not good enough

The specific areas identified by Ofsted for improvement include to:

- Use data and self-assessment processes more effectively, so that governors, leaders and managers know accurately what improvements have been made and what they need to do to secure future improvements
- Ensure that students attend lessons frequently, particularly in English and maths lessons
- Improve the training and support given to teachers to ensure that teachers:
  - have high expectations of what students can do and achieve so that they produce written and practical work of a high standard
  - provide challenging and stimulating activities that inspire and motivate students, so that they make good progress
  - provide useful feedback to students so that they know how to improve

- Ensure that teachers of students who have high needs on vocational programmes understand students' learning and support needs, so that they support students to develop their skills and knowledge well.
- Managers and teachers should improve the development of students' English and maths as a high priority by:
  - supporting vocational teachers to develop students' understanding of English and maths within the context of their vocational programmes
  - improving the quality of teaching, learning and assessment in English and maths lessons, so that students make good progress and receive a good preparation for their examinations.

## Quality improvement

The college has produced a self assessment report (SAR) and a Quality Improvement Plan (QUIP). Both documents are limited, and the QUIP does not provide a good structure for developing standards and improving performance. Neither does it link directly to the areas for improvement identified by Ofsted. The new principal has recognised this and has already developed an alternative template to produce the QUIP which she intends to implement immediately following taking up post at the beginning of July 2019.

The SAR assesses the overall effectiveness of the college as Requires Improvement, an assessment not endorsed by Ofsted, and one that appears over optimistic at this time. Whilst the college can demonstrate that it has made improvements since the inspection in 2018, progress in the key areas of Teaching, Learning and Assessment are insufficient and there is a degree of inconsistency in evidence across the college. No overall standards for the delivery of learning have been developed and communicated. Some staff were uncertain as to the agreed process for improving performance across the college.

Significantly, there is a low and inconsistent usage of accurate management information systems (MIS) and performance data to track and monitor student progress. This has resulted in a weak assessment of where students are at within their programmes and where they need to focus attention in order to be successful. There is, however, evidence that data is now better presented to the board and that it is possible that swifter action could be taking place to address underperformance. This is not yet the case at curriculum management level.

If measurable progress is to take place over the next twelve months it is important that the college establishes its key strategies for improving the quality of teaching, learning and assessment and has an agreed and well understood set of standards and tracking

processes in place for the start of the new academic year in September 2019. The new principal is aware that this must take priority and that over the summer period there needs to be extensive staff development activity that focuses on the standards to be expected of all students, weekly tracking and monitoring of student performance including attendance and a consistent and timely approach to assignment submissions.

## **Attendance**

Student attendance has improved since 2017/18 but is still well below national benchmarks. Whilst some curriculum areas have a very robust system for progress chasing non-attendance, this is not the case across the wider college. Students reported wide variances across courses.

## **Outcomes**

Apprenticeship achievement rates reduced to 68.7% in 2017/18 from 70.5% in 2016/17. The number of apprenticeship leavers below minimum standards reduced to 15.5%. Achievement rates for education and training in 2017/18 reduced to 76.4% compared to 78.5% in 2016/17. The number of education and training leavers below minimum standards reduced to 8.1%. Learner achievement rates at Moulton College are unsatisfactory and require urgent improvement.

## **Student views**

Students reported an overall general satisfaction with their programmes but highlighted significant variations in approach and levels of support across curriculum areas.

Several students reported that the key value of the college was the specialist provision, such as furniture craft, that was available to them with several students travelling long distances in order to participate. Students also commented on the availability of practical activities, especially in sport, that enhanced their studies at the college.

Students did however comment on the lack of progression advice such as careers guidance. They said that the IT based career advice system was inadequate to meet their needs, preferring face to face discussion with tutors and careers staff. Some students reported that they had received no progression advice or support. Similarly, they felt that the UCAS process and accompanying advice was variable across courses. Some reporting very strong support from their tutors and others reporting that they had to find their own way through the UCAS process.

Students suggested that providing more support in the preparation of assignments,

better planning of assignment schedules to avoid the need to backlog assignments to the end of the term/year and in some cases tailoring assignments to meet the specific focus of the course and needs of individual students.

## **Staff views**

Staff reported that there had been a positive cultural and morale shift over the past twelve months. Whilst they considered that communications had also improved during that period, they felt that information about the current position of the college was limited. They commented on the interim nature of some of the SLT posts and were keen to see a permanent leadership structure in place.

They were encouraged by the appointment of a new principal but were also alert to the consequences that a repeat judgement of inadequate could have on the future stability of the college and recruitment in September.

Staff were clearly in support of the college and demonstrated a real commitment to contributing to making the college more successful in the future.

## **Effectiveness of the college to manage and improve quality**

Given the current configuration of the SLT there is a need to review the focus and priorities across senior leadership and curriculum managers in order to ensure that there is an impact made early in September 2019 regarding the quality of provision. There needs to be a robust process implemented across the college based on agreed curriculum standards and these need to be implemented as a priority and consistently across all areas.

The FEC team believe that the present SLT arrangements will not deliver the swift changes required to place the college on an upward improvement trajectory. However, the new principal has recognised this and is planning to reconfigure the SLT in order to ensure that the right skills are in place to lead improvements and the board of governors are to consider these proposals the week commencing the 1 July 2019.

The FEC team are also concerned that given the significant challenges facing the college the capacity of the senior leadership to deliver quality improvements swiftly may be compromised. The FEC team would therefore recommend that the board of governors consider providing additional experienced leadership resources to ensure that the college can manage the challenges it faces.

## **Finance and Audit**

### **Financial performance 2018/19**

The May 2019 unconsolidated management accounts show a significant improvement to budget to date, but the full year forecast indicates a negative variance to the overall budget.

Major variances in forecast income have been included such as the withdrawal from the apprenticeship market and lower HE recruitment with related accommodation and catering reductions. These have been offset by cross college savings on non-pay and pay efficiencies.

Non grant funded capital expenditure has been limited for the year.

### **Financial forecast 2019/20**

The income budget for next year has been based on allocations with little growth showing in any area. However, if student numbers are lower than allocations then this will impact on the accommodation and catering income in year. Commercial income is budgeted for some small growth. Significant savings in costs have been targeted and will need careful monitoring.

Despite these savings, the impact of the capital grant release treatment combined with high fixed costs such as financing, depreciation and energy means a significant deficit next year.

The capital programme is limited due to cash to essential replacement items including the website.

### **Recent financial history and forecast for coming year**

A comprehensive draft budget paper has been produced by the CFO for consideration by the board. This is supported by a clear set of assumptions underpinning the 5-year financial recovery plan which improves the financial health grade from Inadequate in the next two years to Requires Improvement in 2022 to 2024. The plan assumes some growth in 2020/21 which may not be possible for example in apprenticeships. Around 5% growth per annum is assumed each year thereafter with only marginal increases in cost. The plan is highly ambitious and will need considerable focus and energy from the new principal and SLT to deliver.

College cash and short-term liquidity have been reasonable to date but as income reduces further and the opportunity to cut variable costs to compensate is reduced,

this becomes a significantly heightened risk. Some assets sales may be able to reduce this working capital risk in the short/medium term, but the underlying decline of financial performance needs to be resolved urgently.

The college is unusual in the sector in that it elected to take all capital grants to the income and expenditure account in the year they are received rather than amortise them over the life of the asset. This means that the college can have a higher surplus in the year in which the grant is received but lower surpluses in later years as there is no offset to the depreciation charge.

## **Estates and Capital Plans**

The 495 hectare estate is owned by the college and includes the commercial farm. Most of this land is located a little distance from the main campus but does conjoin with the rest of the farmland and estate. The built environment is in excellent and well maintained and serviceable condition. Teaching and practical areas are of high quality and the vast majority are fit for purpose and up to industry standards. There is no discernible planned maintenance backlog.

Specialist teaching facilities include; the farm, horticultural unit, equine and animal management, sports therapies centre, food technology centre, sports centre and associated grass and 3G pitches, animal management and construction skills facilities for stone masonry, brickwork joinery, plumbing and cabinet making. The food technology centre is a recent addition to the estate and was mostly funded by the LEP with the college contributing the land as match.

The classroom space is of high quality as is the library and learning resource centre. Three hundred and fifty residential students can be accommodated on campus although these were not fully occupied this academic year.

Many of the facilities on site are well used by the community and are a great asset to the locality.

## **Use and maximisation of college estates and assets**

Based on the Area Review data submitted by the college in December 2016, the college estate comprises 52,873 m<sup>2</sup> of GIFA (gross internal floor area), 74% general and 26% specialist. 92.7% of this is freehold. This floor space will have increased since then due to the construction and opening of the Food Technology Centre. 68% of the estate is classified as category A and B condition.

There has been a significant decrease in enrolments in further education with 16 to 18 year old numbers decreasing from 2,135 in 2012/13 to 1,556 (allocation) in

2019/20 a decrease of 27% during that period. This has been mirrored in adult education and higher education where numbers have nearly halved during the same timescale. This has resulted in significant over-capacity in the estate which is now expensive to run based on current enrolments. Occupancy rates are at best around 35% and decreasing.

There are several commercial partners based on the estate including a veterinary practice, private sports therapists, and various other companies and community organisations. These provide an alternative income stream and bring real working environments into the classroom. There is further room to develop these and other partnerships. The number and their value has decreased over recent years as some partners have distanced themselves from the college.

## **Property management and investment**

The college has exceptionally high levels of bank debt. Most of the current borrowing has been invested in the physical assets of the college during the past ten years, which has resulted in being one of the best specialist college estates in the country.

The college is currently refreshing its estate strategy and very recently started identifying pockets of land and other built assets that may be quickly disposed of.

Moulton College plans to sell several (surplus) assets in 2019/20 in order to remain solvent and it also expects additional receipts from the Saudi Arabia operations. These additional income streams during 2019/20 are critical to the college's future.

## Conclusions

Moulton College is in a perilous position with regards to both its financial sustainability and the quality of provision for learners. The chair of the board, governors and the recently appointed principal face a series of significant challenges to secure the college's future as a standalone institution. They will require support and will need to work at pace if they are to succeed.

The chair did not give the impression that there was an urgent and dire need to address at pace quality failings or the serious financial position the college finds itself in. It did not appear that the impact of possible insolvency which would include the college being placed in education administration and the perilous position the college finds itself in was fully recognised by the board or the incoming new Principal.

Governors have not held previous managers to account in an effective way especially in driving at pace quality improvement. Too many students have been failed by the college. The Ofsted inspection in 2019 demonstrates that quality has deteriorated further since the original Inadequate outcome in 2018.

The forecast for 2019/20 should be set prudently and must be deliverable. The plan should include a curriculum plan, learner numbers, income and expenditure together with a cash flow forecast and should be closely monitored by the governors' finance and resources committee.

Due to the multiple deep-seated challenges facing the college and its continued deterioration both in financial and quality of education performance it is evident that the current management structure, capacity and capability will not be appropriate to address existing failings with urgency and pace.

There is insufficient evidence of improvements in student attendance, progress on their learning programme, retention and achievement. Student tracking is inconsistent and lacks detail. Necessary data must be made available to managers in an accurate, timely usable format. This is underdeveloped at the moment and impacts on the quality of the students' experience. The college must be able to demonstrate progress in these critical areas by September 2019, 2 months following this visit.

Reviewing financial and curriculum performance across educational and business areas is underdeveloped. A culture of accountability and responsibility and holding managers to account for the performance of their areas needs to be developed rapidly. This will need to be supported by effective leadership and management training that is targeted and prioritised.



The complexity, range and deep-seated nature of multiple challenges facing the college will be extremely difficult to address within the timeframe that may be available. The type and severity of challenge will require strong and effective leadership from the chair and incoming principal, both of whom are unlikely to have experienced such a massive challenge previously.

## Recommendations

In line with the possible outcomes from an Intervention Assessment, the FE Commissioner's recommendations are:

1. The chair of governors, on behalf of the board, needs to develop and agree a series of key measurable, time constrained objectives for the new principal as a matter of urgency. These objectives must include a rapid improvement in the quality of teaching and learning at the college.
2. Governors need to monitor the college's financial position forensically on a monthly basis throughout 2019/20 and beyond, including a rolling 24-month cash flow forecast.
3. The college must prepare a meaningful, deliverable, recovery plan including a 5-year financial forecast, to demonstrate how it intends to achieve a sustainable financial position. An urgent element of this plan is to identify assets that can be quickly released in order to maintain liquidity in the short term should planned income not materialise.
4. The new principal and governors need to urgently review and address the capacity and capability of the college management team to enable it to increase the pace of recovery both in quality and financial matters.
5. To demonstrate progress with student attendance, retention and achievement, the college must ensure that there is a robust and effective student tracking system in place by September 2019. This should be used regularly and consistently to monitor and manage student performance.
6. Teaching staff must be provided with and supported by accurate, timely, relevant data which will enable them to manage student performance effectively.
7. The college needs to urgently introduce monthly business departmental reviews across quality and financial criteria for all curriculum and key service areas. These reviews should involve the principal and the senior management team.

8. The chair, who is relatively new to the college and role should meet with and accept support from a National Leader of Governance. Similarly, the new principal should meet regularly with a National Leader of Further Education for mentoring support and coaching or be supported and advised preferably at least one day a week, by an experienced principal or retired principal.
9. The FEC team will return for monitoring visits in September and November 2019. If the planned cash receipts have not been received by December 2019, then the college's auditors will need to consider if the college is a going concern and it will need to be considered for education administration.
10. Moulton College will be put into supervised college status with immediate effect, and the ESFA will attend all future board meetings and finance and resources committee meetings.

## **Annex A - Information reviewed**

ESFA briefing

Organisation chart

Governor terms of office and appointments

Governor CVs

Governor skills matrix

Governor sub-committee membership

Board meeting minutes and senior management team papers

Board sub-committee minutes and papers

College self-assessment report and QIP

Self-assessment performance data reports

Quality improvement plans

Enrolment data

2019/20 application data

Predicted student outcomes 2018/19

Estate strategy

Two-year financial plan

Financial recovery plans and key assumptions

Financial statements 2017/18

Management accounts

Risk register 2018/19

Report of the principal designate

## Annex B – Interviewees

Chair of Governors

Vice Chair

Interim principal

principal Designate

Clerk

Governors

Quality Lead/college nominee/VP quality

Chief Finance Officer

Head of Faculty

Head of Faculty

Head of MIS data

Lead governor finance (by telephone)

Lead governor quality

Head of HR and Staff Development

Head of Estates

Union representatives

A group of eight staff

A group of six students



Department  
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