Manchester City Council
Report for Information

Report to: Economy Scrutiny Committee – 20 June 2018

Subject: Update on the performance of The Manchester College

Report of: Principal, The Manchester College

Summary

To provide an overview of the performance of The Manchester College, the report summarises the progress made against the Post-Inspection Action Plan (PIAP) in addressing the key areas for improvement from the college's Ofsted inspection in March 2017. The mid-year update to current (2016/17) self-assessment report (as at February 2018) is provided in Appendix 2. Appendix 1 shares a series of tables which compare the achievement rate performance of the 10 largest colleges in England at headline level and for key qualification types and show how The Manchester College compares against the other nine, almost all of which currently have a higher inspection grade. The final table (Table 11) shows how The Manchester College's rate of improvement in achievement rate terms compares very favourably with a range of college's judged to be outstanding or massively improved.

The comparator tables at Appendix 1 clearly highlight that the current quality of vocational and technical provision within the college is comparatively strong. However, it also points to the challenges the college leadership team face in delivering A'level provision at scale, alongside vocational curriculum, and delivering a maths and English entitlement within study programmes, at significant volume, to a learner cohort in the top 5 for lowest E&m qualifications on entry in the country. In addition to this, currently 1% of the 16-18 cohort within the college are categorised as at 'seriously high risk' i.e. known to the Prevent or gang crime prevention agencies within Manchester.

The college leadership team has made and continues to make improvements to the outcomes for learners and quality of teaching and learning within the college. Outcomes for learners in vocational provision are improving and are strong compared to other providers. English and maths qualifications are improving and achievement rates for functional English and maths qualifications are well above the national rates. GCSE outcomes are improving but still require improvement. The quality of teaching learning and assessment is improving and the leadership team are fully focussed on accelerating the pace and consistency of these improvements. Work-readiness and employability are improving considerably, however the attendance of learners, whilst improving and on track to achieve the college target of 85% needs to improve further. The colleges A'level provision remains poor and though this represents a small proportion of the college's overall provision, continues to present a risk to the colleges Ofsted grade in 2018/19.

Recommendations

(1)   The current and future direction of education policy points to the need for GFE colleges to consider the role they will play in delivering high quality technical routes for learners in order to support the delivery of the Industrial Strategy. Work conducted by GMCA and GMCG identifies The Manchester College as the largest provider of technical and higher technical provision that map to T'level routes and pathways. The GMCA strategy outlines a clear ambition to deliver high quality technical education to increase productivity and promote inclusive growth. The Manchester College's ability to reshape its curriculum, secure a 'Good' Ofsted outcome to enable it to position itself to deliver T'levels and ensure its able to focus its energies on routes readiness is critical to the Combined Authority's success in realising this ambition.

The challenges inherent in delivering a broad curriculum, encompassing vocational study programmes and academic pathways with a learner cohort characterised by low M&E starting points and high levels of deprivation, in addition to acute safeguarding risks, present reputational risks for the college and risks to delivering the strategic plan.

- Economy Scrutiny Committee Members are asked to consider these risks in guiding the shape and balance of curriculum and profile of learners in future years

(2) The City of Manchester has signalled a need to develop all elements of the education and skills offer as the population grows, diversity extends and economic and social needs broaden, the city has already committed growth in new primary and secondary schools, as well as sixth forms, this will extend the offer. Considering other growing requirements including T Levels the college will need to consider the appropriate balance and mix of provision in order to align to the broader City needs.

- The Committee is asked to consider recommending an engaged conversation between Council Officers and the college leadership team take place with regard to Post-16 place planning, as the City Council seeks to develop the balance and mix of its Post-16 offer for future years ; and

- The Committee is asked to note and comment on the content of this report and accompanying presentation to indicate which of the matters identified Members would like to consider in more detail during the course of the coming year.

Wards Affected

All Wards

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Progress update on Post-Inspection Action Plan (PIAP) and Evaluation of Impact

Context

The PIAP is the main vehicle for addressing the areas for improvement identified in the inspection report following the college's last Ofsted inspection in March 2017. The college has now had two Ofsted support and challenge visits, with the last one focused on subcontracting, an external review of the progress made in each curriculum department and key managers have made visits to several other colleges with the intention of gaining useful insights into good practice in aspects we are working hard to improve and successful inspection management practice. The outcomes of such visits inform further iterations of the PIAP.

Detail

The PIAP is a very extensive document and it was agreed at the outset that we would report progress against key headings such as the 6 college priorities in order to keep the volume of information provide at a reasonable level and keep, for example, governor oversight and discussion focussed on the most critical aspects of improvement. This update is structured around the areas for improvement highlighted in the Key Findings section of the inspection report so that governors can easily assess the progress being made in addressing them. In each instance the report summarises the key actions taken, evidence of the impact of those actions and further actions we are currently taking or will take in readiness for next academic year. Over the last two months, as more concrete evidence has started to emerge, there is a sense that real traction has developed and that the efforts and momentum that have been sustained since the last inspection are now resulting in very tangible improvement.

1. **Too many learners on study programmes do not make rapid enough progress in gaining the knowledge and skills that they need to achieve their full potential.**

   a) **Key actions implemented**

   - Strong focus on learners' progress since September 2017.

   - Alps system positioned as pivot for much wider progress monitoring process; managers trained in its use and training being shared with teachers over time.

   - Process for target (grade) setting, progress monitoring and measuring process extended from level 3 qualifications covered by Alps to all graded qualifications at levels 1, 2 and 3.

   - Process developed for setting progress-related targets and enabling progress to be monitored and measured across non-graded courses at all levels – ready for implementation once MIS configured.

   - Schedule of 5 monitoring points (MPs) created across the academic year – first 4 completed and repeated on (Alps), first 2 completed and reported on (other

graded).

- Introduction of departmental boards of study reporting in to the new College Quality Improvement Group (QIG) – first round of boards of study completed and outcomes shared at first official QIG.

- Progress and value added strategy and procedure introduced to structure how we manage learners' progress.

- CPD relating to pedagogy that supports progress delivered on CPD days in October and April and at February teaching and learning conference.

- Widespread use of booster sessions and assessment workshops from April onwards.

b) Evidence of impact

➢ Improved Alps grades anticipated following MP 4

	2015/16	2016/17	Current in-year (at MP 4)	Predicted 2018 outturn
BTEC overall	8	7	6	5* (higher in some areas)
BTEC 90-credit diploma	7	8	4	4 (higher in some areas)
A levels	7	7	7	VP + new sixth form director reviewing and working to improve
AS levels	6	8	4	

Following May MP, 20% of BTEC L3 learners would need to improve one of their final grades to secure the grade 5.

➢ Positive progress indicators in the internal monitoring process for non-Alps qualifications

TMC graded qualifications - summary	No. of learners	March 2018 (monitoring grade 1)			May 2018 (monitoring grade 2)		
		TMC-method progress score	Alps-method progress score	At or above target	TMC-method progress score	Alps-method progress score	At or above target
Level 3 non-Alps (All	**619**	**0.97**	**0.97**	**69%**	**1.00**	**1.00**	**75%**
Level 3 non-Alps (with	409	0.91	0.93	66%	0.96	0.96	71%
Level 3 non-Alps (no	210	1.07	1.06	76%	1.09	1.08	82%
Level 2 (All learners)	**417**	**1.02**	**1.02**	**74%**	**1.07**	**1.06**	**77%**

Level 2 (with GCSE)	232	1.06	1.04	76%	1.08	1.07	75%
Level 2 (no GCSE)	185	0.97	0.98	71%	1.06	1.05	78%
Level 1-2 (All	**393**	**0.86**	**0.89**	**59%**	**0.88**	**0.91**	**59%**
Level 1-2 (with GCSE)	275	0.87	0.90	61%	0.89	0.92	62%
Level 1-2 (no GCSE)	118	0.84	0.88	55%	0.85	0.89	53%
Level 1 (All learners)	**208**	**1.09**	**1.08**	**75%**	**1.11**	**1.10**	**79%**
Level 1 (with GCSE)	85	1.22	1.18	89%	1.26	1.21	88%
Level 1 (no GCSE)	123	0.96	0.97	64%	1.00	1.00	67%

- ➢ Predicted achievement indicates achievement rates will improve further, particularly for 16-18 learners and at level 2.

- ➢ At the College QIG on 8 June, in reporting back from their own boards of study, HoDs Quality demonstrated they had developed into leaders of progress, could accurately identify those courses and teachers performing more strongly than others in terms of progress measures, understood many of the contributing factors and were directing their colleagues and teachers appropriately and urgently to further accelerate progress.

- ➢ Managers in SPSCP have worked hard with the SCL subcontractor to help them quickly develop the same progress monitoring systems for their provision. On the most recent Ofsted support and challenge visit the SHMI commented very positively about how swiftly we had acted upon pointers she had provided in relation to progress monitoring on her previous visit.

c) Next steps

- ▪ Roll out of a teacher planning toolkit and CPD on what great assessment looks like.

- ▪ Further training for teachers and achievement tutors in target setting on ProMonitor and their use MarkBook

- ▪ Work on compliance and quality around assessment schedules, plans, briefs and timely use of MarkBook.

- ▪ Booster sessions will be scheduled throughout the academic year.

- ▪ More systematic use of work scrutiny, particularly focusing on raising standards of assessment feedback where needed.

2. The quality of apprenticeship provision is inadequate. Apprentices make slow progress, and too many fail to complete their programme.

a) Key actions implemented

- • The strategy of strengthening quality and building market share in work-based learning within one specialist arm of the LTE group resulted in all remaining apprenticeship provision transferring to Total People before the end of 2016/17.

b) Evidence of impact

- ➢ The college no longer has any apprenticeship provision and apprenticeships will therefore be outside the scope of the next college inspection.

c) Next steps

- Continue to support Total People in developing and implementing their own quality improvement strategies.

3. Too often, teachers take insufficient account of learners' individual starting points when planning learning. Consequently, learners do not make the progress that they should.

a) Key actions implemented

- ETLA (Evaluation of Teaching, Learning and Assessment) as a model, was designed and implemented from October 2017 as a more holistic, comprehensive, and precise tool for evaluating teaching, learning and assessment and where and what improvements are needed. The implementation model uses ETLA primarily as a tool to support quality improvement rather than simply measure quality (ie moving away from graded only observation).

- A HoD Quality was appointed to each curriculum department from October 2017 with the improvement of teaching, learning and assessment through classroom interaction with teachers as their primary objective.

- A more comprehensive class profile was developed, designed to be largely pre-populated from ProMonitor.

- CPD between July 2017 and April 2018 focused strongly on developing the pedagogical skills needed to support more differentiated learning and stretch and challenge.

b) Evidence of impact

- ➤ The experience of HoDs Quality in implementing the ETLA and feedback canvassed from teachers about their experience of the new approach clearly indicates a very positive impact on the culture by encouraging teachers to adopt a less defensive and more self-critical and reflective approach. Teachers say they find the new arrangements much more supportive and consequently they are very open to targeting evaluations on aspects of their practice they feel need further development.

- ➤ The 'detailed' class profile has had mixed success due to problems encountered with the automated, pre-population process. The better teachers have found a 'work around' and the comprehensive nature of class profiles and their good use by teachers in supporting planning of more differentiated learning was identified as a strength in several departments in the recent external review.

- ➤ The external review, as well as the first Ofsted support and challenge visit, acknowledged examples of teachers using questioning techniques to provide stretch and challenge.

- ➤ ETLA can now demonstrate significant improvement in teaching and learning

over a relatively short period of time. The table below indicates the significant degree of improvement identified and measured between first lesson visit and second lesson visit, with Aspects 1-3 improving by 8, 8 and 6 pp. respectively.

TLA in FE - ETLA outcomes			Aspect 1: The planning of TLA to meet the needs of learners		Aspect 2: The delivery and management of TLA to maximise learning and progress		Aspect 3: The promotion and development of learners' wider skills	
	No. of teachers	ETLA Aspect 1-3 completed	Evidenced	Not yet evidenced	Evidenced	Not yet evidenced	Evidenced	Not yet evidenced
Lesson visit 1	396	96%	73%	27%	65%	35%	71%	29%
Lesson visit 2	381	41%	81%	19%	73%	27%	77%	23%
Combined	N/A	N/A	75%	25%	67%	33%	73%	27%

c) Next steps

We will relaunch of the comprehensive class profile, resolving critical dependencies in the process.

We will continue to refine the ETLA and the implementation model through a full end-of-year review, with the objective of maximising impact in the shortest time possible.

4. Too much feedback that learners receive about their work is not helpful. It does not identify what learners need to do to improve.

a) Key actions implemented

- The teaching and learning conference in February included a range of workshops focused on assessment practice. These will be repeated at the CPD day planned for 6 July.

- The implementation of the ETLA was extended to the aspects on assessment, target setting and the use of ProMonitor from the mid-year point and so fewer teachers have been covered at this stage than in lesson observations.

- More teachers have become external examiners and standards verifiers as a result of encouragement and the desire to build the expertise of college teachers.

- We have introduced a new teaching, learning and assessment strategy aligned to the college 2020 Strategy and designed to promote the right priorities and reinforce the professional standards expected of teachers.

b) Evidence of impact

➢ Much of the work scrutiny completed on the support & challenge visit found no major weaknesses.

➢ External review highlighted examples of good practice across departments, as well as confirming poor assessment feedback from too many teachers as a continuing weakness.

➢ HoDs Quality, and others involved in work scrutiny, are accumulating experience which increasingly enables them to recognise the most effective ways of doing this work and how best to influence teachers' standards.

c) Next steps

- The CPD day on 20 August will focus on developing teachers appreciation of what great assessment looks like and supporting them to develop good assessment plans and improve assessment feedback. It will be accompanied by the launch of a Teacher's Planning Toolkit and an edition of Q magazine dedicated to good assessment practices.

- We will take a more managed approach to the timely completion of assessment schedules and assessment plans and set up assessment structures in MarkBook through a systematic and much earlier set of activities.

- We will undertake more, and more frequent, work scrutiny and develop a more coherent and impactful relationship between evaluating teachers' assessment practice through the ETLA, the use of work scrutiny audits and internal verification arrangements.

5. Attendance is too low.

a) Key actions implemented

- Introduction of 'The Deal' (see under 7 below for more details)

- A consistent approach to responding to non-attendance and clarity of responsibilities was put into place.

- Departmental managers are more willing to use the student disciplinary process to signal the imperative of good attendance.

b) Evidence of impact

➢ MIS shows some clear improvement in attendance this year and we expect to meet the college-wide target of 85%. This would represent a 5 pp. improvement over the last 4 years. Still not high enough and we are working towards 90%. This, is a common problem facing a large proportion of colleges, particularly those in inner cities. However, the College leadership team are ambitious for rapid improvement in 18/19 following implementation of campus based student support teams.

c) Next steps

- Attendance will be managed through the campus-based approach next year.

- Annual review of policy and procedures.

- Careful consideration of the range of suggestions made by external review advisors; some departments will adopt, or experiment with, new initiatives

6. Too many teachers do not develop learners' English and mathematical skills well enough.

a) Key actions implemented

- Continued management focus on improving the quality of provision in GCSE English and maths and functional skills.

- Students who do not attend for their GCSE exam, are removed from the ILR as non-retained (as opposed to a fail). This will serve to preserve our pass rate on GCSEs (at the expense of our retention rate).

- English and maths managers offer non-English or maths teachers opportunities to build their own competence through development courses.

b) Evidence of impact

➤ High functional skills achievement rates (e.g. TMC ranks first amongst the 10 largest colleges in England for functional skills overall achievement, 16-18 achievement and adult learner achievement. Expected to continue this year.

➤ Predicted high grade (4-9) achievement in GCSE English and maths will take the college to above the current national rate in both subjects.

GCSE	Age	Year	Leavers / Starters	Ach A*-C / 9-4 Overall %	Ach A*-C/9- 4 NR %	Diff
English	16-18	15/16	1,062	13	20	-7
		16/17	920	24	20	4
		17/18	**941**	*26*	**20**	**6**
	19 +	15/16	194	29	41	-12
		16/17	199	33	41	-8
		17/18	**229**	*63*	**41**	**22**
Maths	16-18	15/16	926	11	18	-7
		16/17	866	10	18	-8
		17/18	**884**	*21*	**18**	**3**
	19 +	15/16	159	37	41	-5
		16/17	181	37	41	-4
		17/18	**206**	*41*	**41**	**0**

➢ Much improved attendance for GCSE examinations

	GCSE English			GCSE Maths		
	Enrolments	Attended		Enrolments	Attended	
	No.	No.	%	No.	No.	%
Total	**1100**	**848**	**77%**	**988**	**800**	**81%**
Nicholls	203	122	60%	213	165	77%
Harpurhey	164	130	79%	117	95	81%
Northenden	155	110	71%	153	110	72%
Openshaw	333	276	83%	268	233	87%
Shena Simon	128	102	80%	145	114	79%
St Johns Centre	123	108	88%	92	83	90%

➢ Early evidence that sharing English and maths schemes of work with vocational course teams bolsters the confidence and ability of vocational teachers to create contextualised opportunities for learners to practice skills and techniques.

c) Next steps

▪ We will move to delivering discrete English and maths courses on the campus-based model.

▪ More teaching and learning materials to support non-specialist teachers to incorporate English and maths skills and techniques into their lessons will be developed and shared through the ENiGMA initiative.

▪ Systematic sharing of schemes of English and maths schemes of work with vocational course teams.

▪ Fresh forms of CPD to be explored.

7. Teachers do not set high enough standards for learners on study programmes to develop the personal and social skills that they need at college and for work.

a) Key actions implemented

• "The Deal" was implemented for students and teachers at the start of the year to establish our professional standards. Students (and staff) were encouraged to sign up to this contract, which resonates about what is important, and what we should all be doing.

• The Deal has been used to brand many activities consistently across the campuses. For example, students wear 'The Deal' badges on their lanyards to show that they have signed up.

• Increased focus on learners development of employability skills through the 'employability hour', use of SkillScan, introduction of reflective logs for work placements.

• Continued growth in sponsored programmes and use of employer-commissioned, live assignment briefs.

• Enormous efforts of managers in growing the range and volume of work

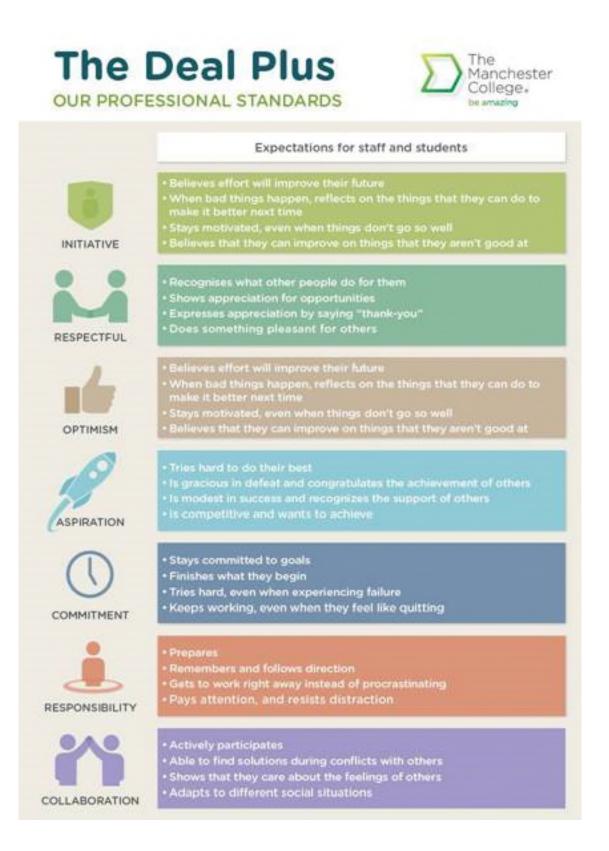placements on study programmes.

b) Evidence of impact

➢ The Deal has been very successful in driving improvements both in and out of the classroom. The number of safeguarding instances on campuses has reduced, attendance continues to improve, the significant majority of students report that they feel safe, students undertake work experience (both placements and work-related activities) and student progress is being more effectively tracked. The culture on campus is largely one of respect, although the challenge continues.

➢ Learning walks, Ofsted support and challenge visit, external review all recognise improvement in how learners present at lessons, for example the incidence of students wearing coats and/or hats in lessons is much more infrequent than it was twelve months ago.

➢ In 'Stop and Ask' activities most learners display an increased awareness of what is expected of them in terms of attendance and readiness to learn.

➢ The proportion of study programme learners completing work placements has increased significantly over the previous year. Learners canvassed during the external review gave advisers mostly positive feedback on their placement experience and its links to their course of study.

External work placements completed to date by all vocational learners				
	At time of last inspection	End of year 16/17	As of April 2018	As of May 2018
Level 1	20.7%	32.4%	71%	92% towards target
Level 2	28.7%	56.2%	54%	69% towards target
Level 3	45.0%	85.5%	67%	73% towards target
Total	35.4%	66.2%	64%	74% towards target

c) Next steps

> The Deal Plus will be launched in September, promoting behavioural competences and attitudes strongly linked to aspiration and success. A working example is shown below.

The Deal Plus
OUR PROFESSIONAL STANDARDS

The Manchester College. be amazing

Expectations for staff and students

INITIATIVE
- Believes effort will improve their future
- When bad things happen, reflects on the things that they can do to make it better next time
- Stays motivated, even when things don't go so well
- Believes that they can improve on things that they aren't good at

RESPECTFUL
- Recognises what other people do for them
- Shows appreciation for opportunities
- Expresses appreciation by saying "thank-you"
- Does something pleasant for others

OPTIMISM
- Believes effort will improve their future
- When bad things happen, reflects on the things that they can do to make it better next time
- Stays motivated, even when things don't go so well
- Believes that they can improve on things that they aren't good at

ASPIRATION
- Tries hard to do their best
- Is gracious in defeat and congratulates the achievement of others
- Is modest in success and recognizes the support of others
- Is competitive and wants to achieve

COMMITMENT
- Stays committed to goals
- Finishes what they begin
- Tries hard, even when experiencing failure
- Keeps working, even when they feel like quitting

RESPONSIBILITY
- Prepares
- Remembers and follows direction
- Gets to work right away instead of procrastinating
- Pays attention, and resists distraction

COLLABORATION
- Actively participates
- Able to find solutions during conflicts with others
- Shows that they care about the feelings of others
- Adapts to different social situations

➢ The need to coordinate support for student at a campus level has been prioritised and accelerated. Currently support is predominantly aligned to curriculum departments, and colleagues work across multiple sites, meaning that student support can lack consistency. Campuses have been allocated to teams of Heads of Student Support, and build on the expertise of the former Heads of Student Experience and Heads of Tutorial and Support.

➢ The campus-based approach is also intended to embed routine walking the floor by managers and positive engagement with learners not in lessons.

➢ Departments to issue their learners with essential study materials at start of year.

➢ Development of an employer engagement strategy and work placement policy to support and guide ongoing activity.

8. **While leaders have a clear strategy to improve quality and outcomes for learners, this has not had sufficient impact on improving the quality of apprenticeships, study programmes, and specialist courses for learners with high needs.**

   a) Key actions implemented

   - Introduction of HoDs Quality in each curriculum department.

   - Development and implementation of the ETLA model for more developmental evaluation of the standards of teaching, learning and assessment.

   - Modest increase in the coaching resource (teaching and learning coaches) and more agile approaches to their deployment.

   - CPD continually focused on the most pressing improvement priorities.

   - Use of consultancy support to improve TLA in discrete supported learning.

   - Stronger focus on a range of achievement strategies such as booster sessions.

   - Introduction of departmental boards of study to review qualitative aspects of provision for learners and report in to the college QIG.

   - Introduction of termly QIP monitoring by Principal and VP Quality focused on curriculum and departmental QIPs.

   b) Evidence of impact

   ➢ The quality of TLA and the progress learners are making are now at the centre of discussions taking place within curriculum departments and are routinely reviewed at management team meetings.

   ➢ ETLA outcomes show the more developmental, coaching-based approach is having a significant impact on raising standards of classroom teaching and learning.

   ➢ Gradual improvement was recognised in Ofsted support and challenge and more particularly in the recent external review.

   ➢ 140 teachers have engaged with coaching so far this year. Most improvement in teaching and learning apparent in those departments which have engaged

with most elements of the current CPD menu.

➢ Curriculum managers improving understanding of, and ability to demonstrate, good quality improvement planning and monitoring is apparent through the coaching taking place QIP monitoring meetings.

➢ College QIG and boards of study have demonstrated the extent to which HoDs Quality have successfully grasped the nettle and become the key drivers of learner progress as well as improving TLA within their departments.

➢ Predicted achievement shows further improvement in achievement rates, including in the key target areas of 16-18 and level 2.

➢ Progress scores are improving under Alps and proportions of learners performing at or above target grade on non-Alps qualifications are strong.

c) Next steps

▪ We will continue implementing existing strategies with the appropriate degree of urgency.

▪ CPD and coaching will continue to target the practices and teachers most needing improvement.

▪ Quality managers will be deployed at campus level from September and co-ordinate learning walk, CPD and teaching and learning set activities.

▪ HoDs Quality will strengthen teachers ownership of their learners' progress be encouraged to promote learner progress further through supporting teachers to develop localised

9. **Leaders and managers do not identify accurately enough the improvements that they need to make in teaching, learning and assessment. As a result, improvements do not happen quickly enough** (note: at feedback the phrase 'monitor closely enough' was used and we took it to be another reference to the pace of quality improvement; by subsequently changing it to 'identify accurately enough' the lead inspector turned it into a quality assurance issue, which is confusing because inspectors fed back positively about the accuracy of quality assurance within the college throughout the inspection)

a) Key actions implemented

• We reduced the extent to which IQRs (Internal Quality Reviews) focused on curriculum provision (feel we know the issues very well across all areas) and have completed more thematic IQRs of cross-college activity such as effectiveness of achievement tutors, recruitment activities and work experience.

• Implementation of the ETLA process, spanning lesson observations, work scrutiny and use of ProMonitor.

b) Evidence of impact

➢ Thematic IQRs have proved useful in highlighting aspects we need to improve and how to secure those improvements and have attracted more immediate and robust responses, especially from the Student Experience department.

➢ As outlined earlier, ETLA arrangements provide us with a much more comprehensive and precise analysis of strengths and weaknesses in teaching, learning and assessment than more typical OTL arrangements – at individual, departmental, business area and whole college levels. It is feeding an increasing proportion of performance reviews which sampling indicates have started to improve and it enables more accurate targeting of coaching, CPD and other forms of intervention.

c) Next steps

▪ Fresh approach to course review – shifting from written documents to presentations at boards of study.

▪ Accelerated timeline for the production, validation and approval of curriculum, cross-college and college self-assessments reports and quality improvement plans.

▪ Continued refinement of ETLA implementation to maximise and accelerate impact.

Appendix 1: Achievement Rate comparisons for The Manchester College

The following tables compare achievement rate performance relative to the national rate across the largest 10 FE colleges in England (based on learner numbers). These 10 colleges represent 14.35% of total annual enrolments nationally for General FE and Tertiary Colleges. LTE group represents over 1.5% of the total. Current Ofsted inspection grades are indicated in brackets after the name of each college.

1. **Overall achievement rate** (LTE Group ranks 3 out of 10)

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
Grimsby Institute of Further and Higher Education (G1)	2016/17	All	All	All	23,830	89.3	94.1	94.9
Newham College of Further Education (G2)	2016/17	All	All	All	23,680	89.2	91.9	97.0
LTE Group (G3)	**2016/17**	All	All	All	**30,030**	**86.4**	**94.5**	**91.4**
South & City College Birmingham (G2)	2016/17	All	All	All	27,960	85.7	92.4	92.7
Leeds City College (G2)	2016/17	All	All	All	28,280	85.4	93.5	91.3
The WKCIC Group (G2)	2016/17	All	All	All	30,610	85.0	93.1	91.3
Leicester College (G2)	2016/17	All	All	All	24,690	84.6	92.0	91.9
General FE and Tertiary College (NR)	2016/17	All	All	All	1,991,620	84.4	92.1	91.6
Nottingham College (G2)	2016/17	All	All	All	35,610	83.5	91.5	91.2

| NCG (G2) | 2016/17 | All | All | All | 34,190 | 80.7 | 90.4 | 89.3 |
| Birmingham Metropolitan College (G3) | 2016/17 | All | All | All | 26,850 | 80.1 | 89.7 | 89.3 |

2. **16-18 achievement rate** (LTE Group ranks 4 out of 10 and within 0.2% of national rate).

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
Grimsby Institute Of Further And Higher Education (G1)	2016/17	16-18	All	All	15,630	89.7	94.4	95.0
Leeds City College (G2)	2016/17	16-18	All	All	12,240	82.4	92.7	88.9
General FE And Tertiary Colleges (NR)	2016/17	16-18	All	All	1,088,600	81.5	90.9	89.6
The WKCIC Group (G2)	2016/17	16-18	All	All	14,660	81.4	90.6	89.9
LTE Group (G3)	**2016/17**	**16-18**	**All**	**All**	**12,810**	**81.3**	**94.0**	**86.4**
Newham College Of Further Education (G2	2016/17	16-18	All	All	4,900	80.2	86.6	92.6
Leicester College (G2)	2016/17	16-18	All	All	7,850	79.3	92.2	86.1
South & City College Birmingham (G2)	2016/17	16-18	All	All	8,880	79.2	89.6	88.5
Birmingham Metropolitan College (G3)	2016/17	16-18	All	All	14,170	78.1	89.0	87.7

| Nottingham College (G2) | 2016/17 | 16-18 | All | All | 15,060 | 78.0 | 89.1 | 87.5 |
| NCG (G2) | 2016/17 | 16-18 | All | All | 21,050 | 77.1 | 88.3 | 87.3 |

3. **Adult achievement rate** (LTE Group ranks 2 out of 10 and delivers the second highest amount of Adult Learner Loans funded courses of this group).

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
Newham College Of Further Education (G2)	2016/17	19+	All	All	18,790	91.5	93.3	98.0
LTE Group (G3)	**2016/17**	**19+**	All	All	**17,210**	**90.1**	**94.9**	**95.0**
Grimsby Institute Of Further And Higher Education (G1)	2016/17	19+	All	All	8,200	88.7	93.6	94.7
South & City College Birmingham (G2)	2016/17	19+	All	All	19,080	88.7	93.7	94.6
The WKCIC Group (G2)	2016/17	19+	All	All	15,950	88.4	95.5	92.6
General FE And Tertiary Colleges (NR)	2016/17	19+	All	All	903,020	87.9	93.7	93.8
Leeds City College (G2)	2016/17	19+	All	All	16,040	87.8	94.2	93.2
Nottingham College (G2)	2016/17	19+	All	All	20,550	87.5	93.3	93.7
Leicester College (G2)	2016/17	19+	All	All	16,850	87.1	92.0	94.7
NCG (G2)	2016/17	19+	All	All	13,140	86.6	93.7	92.4

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
Birmingham Metropolitan College (G3)	2016/17	19+	All	All	12,690	82.3	90.4	91.0

4. **16-18 diplomas** (LTE Group ranks top for all qualification levels of Diploma - the largest type of qualification studied in terms of study hours)

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
LTE Group (G3)	2016/17	16-18	All	Diploma	2,390	88.8	93.6	94.8
Grimsby Institute Of Further And Higher Education (G1)	2016/17	16-18	All	Diploma	2,030	87.7	91.3	96.1
Leeds City College (G2)	2016/17	16-18	All	Diploma	3,070	87.5	92.9	94.2
The WKCIC Group (G2)	2016/17	16-18	All	Diploma	3,900	87.3	92.5	94.4
Newham College Of FE (G2)	2016/17	16-18	All	Diploma	720	86.5	90.1	96.0
General FE And Tertiary Colleges (NR)	2016/17	16-18	All	Diploma	287,090	86.3	91.1	94.7
NCG (G2)	2016/17	16-18	All	Diploma	5,120	86.3	93.1	92.7
Leicester College (G2)	2016/17	16-18	All	Diploma	2,060	85.9	92.0	93.4

Birmingham Metropolitan College (G3)	2016/17	16-18	**All**	Diploma	4,500	85.6	91.9	93.1
South & City College Birmingham (G2)	2016/17	16-18	**All**	Diploma	1,440	84.5	88.4	95.5
Nottingham College (G2)	2016/17	16-18	**All**	Diploma	4,520	84.1	89.0	94.4

5. **Adult learner achievement on all levels of diploma qualifications** (LTE Group rank 4 out of 10)

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
Newham College Of Further Education (G2)	2016/17	19+	All	Diploma	970	88.5	91.0	97.3
South & City College Birmingham (G2)	2016/17	19+	All	Diploma	1,370	87.1	90.0	96.8
The WKCIC Group (G2)	2016/17	19+	All	Diploma	950	86.8	93.9	92.5
LTE Group (G3)	**2016/17**	**19+**	All	**Diploma**	**1,560**	**84.3**	**89.9**	**93.8**
Leeds City College (G2)	2016/17	19+	All	Diploma	1,060	84.1	88.6	95.0
Nottingham College (G2)	2016/17	19+	All	Diploma	2,230	83.7	89.2	93.8
Leicester College (G2)	2016/17	19+	All	Diploma	970	83.4	86.6	96.3
General FE & Tertiary Colleges (NR)	2016/17	19+	All	Diploma	79,230	83.2	88.4	94.1

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
NCG (G2)	2016/17	19+	All	Diploma	1,270	81.8	88.0	93.0
Birmingham Metropolitan College (G3)	2016/17	19+	All	Diploma	1,150	81.8	89.4	91.5
Grimsby Institute Of Further And Higher Education (G1)	2016/17	19+	All	Diploma	520	81.3	84.0	96.8

6. **16-18 year olds on Level 3 Diplomas (vocational equivalent of A levels)** (LTE Group ranks 1 out of 10)

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
LTE Group (G3)	**2016/17**	**16-18**	**3**	**Diploma**	**1,650**	**91.5**	**95.3**	**96.0**
Leicester College (G2)	2016/17	16-18	3	Diploma	1,210	88.1	93.7	94.1
NCG (G2)	2016/17	16-18	3	Diploma	3,160	88.0	94.7	92.9
General FE And Tertiary College (NR)	2016/17	16-18	3	Diploma	175,920	87.9	92.1	95.5
Leeds City College (G2)	2016/17	16-18	3	Diploma	1,960	87.9	93.0	94.6
Grimsby Institute Of Further & Higher Education (G1)	2016/17	16-18	3	Diploma	1,050	87.8	91.2	96.2
Birmingham Metropolitan College (G3)	2016/17	16-18	3	Diploma	3,340	87.5	92.8	94.2

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
The WKCIC Group (G2)	2016/17	16-18	3	Diploma	3,030	87.3	92.2	94.7
Newham College Of Further Education (G2)	2016/17	16-18	3	Diploma	250	87.0	89.8	96.9
Nottingham College (G2)	2016/17	16-18	3	Diploma	2,600	85.2	90.3	94.3
South & City College Birmingham (G2)	2016/17	16-18	3	Diploma	780	83.1	86.0	96.6

7. **Adult learners on Level 3 Diplomas (vocational equivalent of A levels)** (LTE Group ranks 7 out of 10)

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
Newham College Of Further Education (G2)	2016/17	19+	3	Diploma	460	93.4	95.4	97.9
The WKCIC Group (G2)	2016/17	19+	3	Diploma	490	87.0	96.5	90.1
South & City College Birmingham (G2)	2016/17	19+	3	Diploma	560	86.5	89.8	96.4
Grimsby Institute Of Further & Higher Education (G1)	2016/17	19+	3	Diploma	210	85.0	87.4	97.2
Leicester College (G2)	2016/17	19+	3	Diploma	670	84.5	86.3	97.9
Leeds City College (G2)	2016/17	19+	3	Diploma	640	83.8	89.2	94.0
LTE Group (G3)	**2016/17**	**19+**	**3**	**Diploma**	**890**	**83.8**	**88.9**	**94.2**

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
Nottingham College (G2)	2016/17	19+	3	Diploma	910	82.8	90.4	91.6
General FE And Tertiary Colleges (NR)	2016/17	19+	3	Diploma	34,000	82.5	87.9	93.8
NCG (G2)	2016/17	19+	3	Diploma	570	80.2	86.4	92.9
Birmingham Metropolitan College (G3)	2016/17	19+	3	Diploma	430	77.5	87.1	89.0

8. **All Ages on Functional Skills Qualifications in Maths and English** (LTE Group represents 3.3% of all entries on these qualifications and ranks 1 out of 10)

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
LTE Group (G3)	**2016/17**	**All**	**All**	**Basic Skills Maths and English**	**9,950**	**86.3**	**96.4**	**89.5**
The WKCIC Group (G2)	2016/17	All	All	Basic Skills Maths and English	4,570	74.4	89.2	83.4
Leeds City College (G2)	2016/17	All	All	Basic Skills Maths and English	3,690	72.9	93.2	78.2
Nottingham College (G2)	2016/17	All	All	Basic Skills Maths and English	6,950	70.9	90.3	78.5

Newham College Of Further Education (G2)	2016/17	All	All	Basic Skills Maths and English	1,730	69.8	82.8	84.3
General FE And Tertiary College (G2)	2016/17	All	All	Basic Skills Maths and English	304,390	68.2	89.4	76.4
South & City College Birmingham (G2)	2016/17	All	All	Basic Skills Maths and English	5,470	67.9	87.1	78.0
Grimsby Institute Of Further & Higher Education (G2)	2016/17	All	All	Basic Skills Maths and English	1,950	67.4	87.2	77.3
Leicester College (G2)	2016/17	All	All	Basic Skills Maths and English	4,220	63.6	88.4	71.9
Birmingham Metropolitan College (G3)	2016/17	All	All	Basic Skills Maths and English	5,800	59.9	81.7	73.3
NCG (G2)	2016/17	All	All	Basic Skills Maths and English	5,560	56.0	79.4	70.5

9. **16-18 learners on Functional Skills Qualifications in Maths and English (LTE Group accounts for 2.1% of all entries on these qualifications** for this age group and ranks 1 out of 10)

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
LTE GROUP	**2016/17**	**16-18**	**All**	**Basic Skills Maths and English**	**3,610**	**76.2**	**95.2**	**80.0**
Newham College Of Further Education (G2)	2016/17	16-18	**All**	Basic Skills Maths and English	1,570	70.0	82.4	84.9
South & City College Birmingham (G2)	2016/17	16-18	**All**	Basic Skills Maths and English	2,890	68.0	85.6	79.4
Grimsby Institute Of Further & Higher Education (G1)	2016/17	16-18	**All**	Basic Skills Maths and English	1,270	65.9	88.6	74.4
Leicester College (G2)	2016/17	16-18	**All**	Basic Skills Maths and English	2,520	64.9	92.2	70.4
General FE And Tertiary Colleges (NR)	2016/17	16-18	**All**	Basic Skills Maths and English	174,830	62.7	88.0	71.3
The WKCIC Group (G2)	2016/17	16-18	**All**	Basic Skills Maths and English	1,740	61.7	82.0	75.3
Nottingham College (G2)	2016/17	16-18	**All**	Basic Skills Maths and English	2,910	60.3	87.1	69.2

Leeds City College (G2)	2016/17	16-18	**All**	Basic Skills Maths and English	1,060	57.0	91.6	62.3
Birmingham Metropolitan College (G3)	2016/17	16-18	**All**	Basic Skills Maths and English	2,640	55.8	80.6	69.3
NCG (G2)	2016/17	16-18	**All**	Basic Skills Maths and English	3,870	48.8	74.6	65.4

10. **Adult learners on Functional Skills Functional Skills Qualifications in Maths and English** (LTE Group accounts for 4.9% of all entries on these qualifications and ranks 1 out of 10)

Institution	Year	Age	Qualification Level	Qualification Type	Overall Cohort	Overall Achievement Rate %	Retention Rate %	Pass Rate %
LTE Group (G3)	**2016/17**	**19+**	**All**	**Basic Skills Maths and English**	**6,350**	**92.0**	**97.1**	**94.8**
The WKCIC Group (G2)	2016/17	19+	All	Basic Skills Maths and English	2,830	82.2	93.7	87.8
Leeds City College (G2)	2016/17	19+	All	Basic Skills Maths and English	2,620	79.3	93.9	84.5
Nottingham College (G2)	2016/17	19+	All	Basic Skills Maths and English	4,030	78.5	92.6	84.8

General FE And Tertiary Colleges (NR)	2016/17	19+	All	Basic Skills Maths and English	129,560	75.7	91.2	82.9
NCG (G2)	2016/17	19+	All	Basic Skills Maths and English	1,680	72.6	90.4	80.3
Grimsby Institute Of Further & Higher Education (G1)	2016/17	19+	All	Basic Skills Maths and English	680	70.1	84.5	82.9
Newham College Of Further Education (G2)	2016/17	19+	All	Basic Skills Maths and English	160	68.1	86.3	79.0
South & City College Birmingham (G2)	2016/17	19+	All	Basic Skills Maths and English	2,590	67.8	88.7	76.4
Birmingham Metropolitan College (G3)	2016/17	19+	All	Basic Skills Maths and English	3,170	63.2	82.7	76.5
Leicester College (G2)	2016/17	19+	All	Basic Skills Maths and English	1,700	61.6	82.7	74.5

11. **The final table looks at the rate of improvement in key achievement rates over time** and compares LTE Group/The Manchester College with Leeds City College, widely regarded as a beacon for achieving maximum improvement between inspections, and three (relatively) northern colleges currently judged to be outstanding by Ofsted. Note that rates of improvement in achievement rates can seem inordinately positive when a college is starting from a very low base.

		2014/15 (%)	2015/16 (%)	2016/17 (%)	NR (%)	3-year improvement (pp.)
Overall achievement rate	**LTE Group (G3)**	80.6	84.3	86.4	*84.4*	*+5.8*
	Leeds City College (G2)	78.4	82.7	85.4	*84.4*	*+7*
	Grimsby Institute (G1)	86.0	85.1	89.3	*84.4*	*+3.3*
	Dudley College (G1)	87.9	84.4	84.0	*84.4*	*-3.9*
	Walsall College (G1)	82.6	86.7	86.1	*84.4*	*+3.5*
16-18 achievement rate	**LTE Group (G3)**	75.9	79.9	81.3	*81.5*	*+5.4*
	Leeds City College (G2)	72.7	77.7	82.4	*81.5*	*+9.7*
	Grimsby Institute (G1)	83.2	84.0	89.3	*81.5*	*+6.1*
	Dudley College (G1)	86.6	82.6	82.0	*81.5*	*-4.6*
	Walsall College (G1)	79.5	86.8	86.1	*81.5*	*+6.6*
19+ achievement rate	**LTE Group (G3)**	83.1	87.0	90.1	*87.9*	*+7.0*
	Leeds City College (G2)	81.7	86.1	87.8	*87.9*	*+6.1*
	Grimsby Institute (G1)	89.4	87.0	89.7	*87.9*	*+0.3*
	Dudley College (G1)	89.7	87.9	87.9	*87.9*	*-1.8*

	Walsall College (G1)	87.4	86.6	85.9	*87.9*	*-1.5*
Basic Skills Maths & English	**LTE Group (G3)**	75.3	84.3	86.3	*63.3*	*+11*
	Leeds City College (G2)	57.8	56.5	72.9	*63.3*	*+15.1*
	Grimsby Institute (G1)	76.1	61.7	67.4	*63.3*	*-8.7*
	Dudley College (G1)	82.0	66.8	74.3	*63.3*	*-7.7*
	Walsall College (G1)	70.0	76.5	78.1	*63.3*	*+8.1*
Diplomas	**LTE Group (G3)**	82.2	86.7	87.0	*84.6*	*+4.8*
	Leeds City College (G2)	82.6	86.3	86.6	*84.6*	*+4.0*
	Grimsby Institute (G1)	83.7	83.5	86.4	*84.6*	*+2.7*
	Dudley College (G1)	89.2	88.0	85.5	*84.6*	*-3.7*
	Walsall College (G1)	87.7	92.5	88.8	*84.6*	*+1.1*
Level 3 Diplomas	**LTE Group (G3)**	83.3	89	88.8	*85.6*	*+5.5*
	Leeds City College (G2)	83.2	86.7	86.9	*85.6*	*+3.7*
	Grimsby Institute (G1)	83.5	83.7	87.3	*85.6*	*+3.8*
	Dudley College (G1)	88.9	91.1	91.4	*85.6*	*+2.5*
	Walsall College (G1)	87.4	90.7	88.7	*85.6*	*+1.3*

Mid-Year Self-Assessment Update 2017/18
(February 2018)

Contents	**Page**

Overall Self-Assessment Grades mid-2017/18

	2014/15	2015/16	2016/17
Overall effectiveness:	**2**	**2**	**3**
Effectiveness of Leadership and management:	2	2	3
Teaching, learning and assessment:	2	2	3
Personal development, behaviour and welfare:	2	2	3
Outcomes for learners:	3	2	3
16-18 study programmes	n/a	2	3
Adult learning	n/a	2	2
High needs provision	n/a	2	2

Record of Main Findings

1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	All Provision	16-19 Study programmes	Adult learning	High Needs provision
Overall Effectiveness	3	3	2	2
Learner Numbers	12,844	4,886	7,715	243
% Total Learners	100	38	60	2
Enrolments	30,312	12,149	17,211	952
% Total Enrolments	100	40	57	3
Effectiveness of leadership and management *The extent to which leaders, managers and governors:*	*3*	*3*	*2*	*3*
demonstrate an ambitious vision, have high expectations for what all learners can achieve and ensure high standards of provision and care	2	2	2	2
improve staff practice, teaching, learning and assessment through rigorous performance management and appropriate professional	3	3	2	3
evaluate the quality of provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement	↑2	↑2	2	↑2
provide a curriculum that has suitable breadth, depth and relevance to meet the needs and interests of learners and employers, nationally and in the local community	2	3	2	2

successfully plan and manage learning programmes, the curriculum and careers advice so that learners are well prepared for the next stage in their education, training or employment	2	3	2	2
actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of learners	2	2	2	2
actively promote British values	2	2	2	2
make sure safeguarding arrangements to protect learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism	2	2	2	2
***Quality of Teaching, Learning and Assessment** The extent to which:*	***3***	***3***	***2***	***3***
teachers, practitioners and other staff have consistently high expectations of what each learner can achieve, including the most able and the most disadvantaged	3	3	2	3
teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to learners	2	2	2	2
assessment information is gathered from looking at what learners already know, understand and can do, and is informed by their previous providers as appropriate	3	3	2	2
assessment information is used to plan appropriate teaching and learning strategies, including to identify learners who are falling behind or who need additional support, enabling learners to make good progress and achieve well	3	3	2	3
learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this	3	3	3	3
engagement with parents, carers and employers helps them to understand how learners are doing in relation to the standards expected and what they need to do to improve	↑2	↑2	2	2
equality of opportunity and recognition of diversity are promoted through teaching and learning	2	2	2	2
English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning	3	3	2	3
***Personal development, behaviour and welfare** The extent to which the provision promotes and supports learners':*	***3***	***3***	***2***	***2***
pride in achievement and commitment to learning, supported by a positive culture across the College	2	2	2	2
self-confidence, self-awareness and understanding of how to be a successful learner	↑2	3	2	↑2
choices about the next stage of their education, employment, self-employment or training from relevant careers advice and guidance	↑2	↑2	2	2

employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training	3	3	2	2
prompt and regular attendance	↑2	↑2	↑2	2
following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others	2	2	2	2
understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media	2	2	2	2
knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating	2	2	2	2
personal development, so they are well prepared to respect others and contribute to wider society and life in Britain.	2	2	2	2
Outcomes for Learners	*3*	*3*	*2*	*2*
how well learners progress from their different starting points and achieve or exceed standards expected	3	3	2	2
how well learners attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national	2	3	2	2

Self-Assessment judgements

Effectiveness of leadership and management

- The recent inspection recognised that senior leaders have a strong ambition and a clearly defined strategy to identify and meet the skills needs of local employers and to make a significant contribution to the economic and social welfare of the city. Leaders have a good knowledge of the local labour market, employment trends, and proposed developments in the city. The Group's policy and research department ensures they remain well informed and up-to-date. Leaders work closely with employers and strategic groups in Manchester such as the city council, the local enterprise partnership, New Economy and the Greater Manchester Combined Authority to provide training and education in the subjects or vocational skills and at the levels needed. Leaders ensure that learners have access to a wide range of relevant and good quality learning resources through careful planning and improvements to the college's resources.

- The college sets stretching targets around recruitment, budget, quality and learner outcomes and met the large majority of them. The Principalship systematically and rigorously reviews the performance of curriculum departments and student support services against agreed targets in quarterly business reviews (QBRs) and agrees actions going forward. Increasingly the focus of QBRs is the college's three central areas for improvement – attendance, specific aspects of teaching, learning and assessment, and the progress learners make. A more robust focus by middle and senior managers on departmental QIPs is beginning to drive a culture of higher aspiration and continual improvement. Middle managers are more routinely holding their teams more closely and consistently to account for the progress made in tackling key areas for improvement. A clear and ambitious vision for the college, shared by all staff, crystallised during 2016/17 into the visionary 2020 strategy and incorporates a journey to becoming an outstanding college with a transformation of the college estate. The large number and current configuration of campuses bring with them high operating costs, resource inefficiencies and challenges in securing consistently high standards. The college leadership team have successfully completed two major restructures, to ensure financial sustainability. The very ambitious estates strategy, designed to address these weaknesses over time, progressed well in 2017, with the disposal of one major campus and several peripheral premises. This approach has continued this year, with One Central Park being vacated and further rationalisation of the 'spread' across multiple sites of individual curriculum areas. Ultimately, the permanent solution lies in building of a major central campus in the city centre coupled with the remodelling of one existing campus in the north, east and south of the city. The IT infrastructure continues to require further investment to better support key management and learner information systems and the college's aspirations around digital learning. Investment agreed so far this year has funded the provision of a laptop to every teacher (rolled out in February) and the imminent replacement of outdated ILT facilities in approximately one-third of classrooms. This followed extensive consultation with teachers about their IT needs. A further investment plan to ensure the majority of classrooms have state-of-the-art, interactive ILT facilities is planned for the summer period. Teachers on the college's Quality Forum have highlighted this development as making a real difference to teachers' confidence and ability to provide more engaging lessons. The introduction of

SharePoint planned for April is expected to provide a better system for managing information and supporting decision making.

- Comprehensive quality assurance activities, including extensive self-assessment arrangements spanning business support as well as curriculum areas, and highly detailed internal quality reviews (IQRs), accurately identify strengths and areas for improvement that continually inform the college's quality improvement arrangements. A thorough review post-inspection into the influence of these arrangements has resulted in several significant changes designed to achieve greater impact in driving the necessary improvements. The new role of head of department quality was created ready for introduction at the beginning of 2017/18. The new heads of department quality were appointed to each of the eight curriculum business areas by the start of October and are now quite fully established in their roles. They were selected primarily on the basis of their potential to secure improvements in teaching, learning and assessment (TLA) in their department. HoDs Quality make sure departmental management teams give priority at all times to quality of TLA and the progress made by learners by keeping them on agendas of all departmental meetings. They have ensured every department is strongly focused on monitoring the progress their learners are making and they are upskilling teachers in their use of MarkBook and associated monitoring processes. The role of the achievement tutor in monitoring and promoting learners' progress alongside their support functions was developed in 2016/17 and has been significantly expanded in 2017/18. Teachers are very positive about the introduction of this role, recognising that achievement tutors provide the support that many of our learners need to stay on track whilst providing teachers with more space to concentrate on their TLA responsibilities. An IQR of the achievement tutor arrangements in December has highlighted the need to do more to shift achievement tutors' focus away from support for 'at risk' learners, which can best be provided by student mentors, and onto helping all students to maximise the progress they make. Actions to achieve this are being implemented through adjustments to the Student Experience QIP. 'Stop and ask' activity indicates the significant majority of learners now receive regular one-to-one tutorials and feel they are set challenging targets. A radically-different approach to the evaluation of teaching, learning and assessment (the ETLA) was designed to provide a more holistic, more precise and more developmental model; again in readiness for its implementation in 2017/18. These new arrangements are designed to provide every teacher with a detailed individual development plan, inform coaching support to improve specific aspects of a teacher's pedagogical skills, and inform individual performance review, self-assessment and CPD planning. Early experience Learners' views, canvassed systematically using a range of different techniques, strongly inform the focus for quality improvement. A strong focus on underperforming courses results in significant increases in their achievement rates the following year – 16pp aggregate improvement at the end of 2015/16 and 7pp aggregate improvement at the end of 2016/17. Moving forward, underperforming courses will be identified on the basis of achievement rate performance, learner feedback via QDP surveys and learner progress measures.

- Sufficient improvement in the quality of teaching, learning and assessment and their ability to strengthen the progress learners make has not yet been achieved, despite extensive quality improvement arrangements which focus strongly on teaching, learning and assessment. These include 10 designated CPD days per year, incorporating an

annual, two-day teaching and learning conference, an in-house quality magazine for teachers, teaching and learning coaches, ILT champions and teaching and learning sets. A peer review model for introduction in 2017/18 was successfully piloted in 2016/17. Monitoring of quality improvement plans is not yet driving the changes required at curriculum department level. Although the college met its OTL grade improvement targets in each of the last four years, the time is now right to move to a non-graded, more developmental approach to evaluating teaching, learning and assessment in order to accelerate the improvements needed to support the shift in focus from achievement to learners' progress. The new model is less a quality assurance process and more a vehicle for quality improvement. The initial experience of implementing ETLA has resulted in very positive feedback from both teachers and those carrying out the reviews. This feedback suggests it is helping to shape a more positive culture amongst teachers who are now much less defensive about lesson observation, recognise the new arrangements are designed to support their improvement and in many cases are focusing their reviewer on aspects of their practice they feel less secure. This has resulted in a doubling of the number of teachers engaged in coaching of their own volition, helping to change perceptions of the coaching being a deficit model. The precision with which the ETLA model evaluates pedagogical standards provides a detailed picture of which standards are being met most consistently or not in which departments, and allows us to tailor CPD more sharply on specific aspects of TLA. This has resulted in CPD activity planned for this year and next being focused sharply on those aspects of TLA identified as weaker through the ETLA process. Stronger management of under-performance has been a crucial element in the strategy for raising standards and numerous teachers have left the college in the last two years. However, appraisals do not yet focus well enough on improving teachers' pedagogical skills and supporting all managers to demonstrate consistently the right priorities and behaviours. The performance review process has this year adopted a model based on common themes for different groups of staff, under which individualised performance objectives are developed and reviewed. This has been effective in shifting the focus of teachers' performance review more strongly onto the core competencies needed for consistently good TLA and also in encouraging more challenging individual performance agreements. Work is under way to extend the new HR system so that we have a more streamlined facility for matching CPD processes and the sharing of good practice with individual and team development needs. The increased capacity in the MIS team continues to satisfy most of the requirements of college managers. However, further work is required by college leaders to ensure that information systems fully support the timeliness of key quality arrangements and enable learners' progress to be monitored and measured as closely as possible. Much improvement is evident this year. Dashboards, using Power BI, have been created for achievement, attendance, attendance monitoring, enrolments and progress. An EDI dashboard to support achievement gap analysis is nearly complete. MarkBook is now fully supported and internal monitoring and reporting of progress based on the vastly extended use of target grades is well advanced. This in turn reflects development of a culture much more focused on learner performance.

- The recent inspection recognised college leaders' achievements in focusing adult provision on meeting labour market needs, working with many of the most vulnerable communities in the city, and strengthening relationships with schools and other colleges. A strong business planning process ensures that curriculum development

continues to align the college's offer more closely to local and regional employment needs. Managers and teachers in many curriculum areas, including business, computing, childcare, ESOL, hair and beauty, health care, hospitality, sport and public services work well with employers when planning and delivering courses. As a result, teaching and learning in these areas prepare learners well for employment. Increasingly, the expanding range of co-created curriculum work, work-related and careers initiatives, work placements and a more rigorous approach to work readiness in classrooms enable 16-18 learners to prepare well for the world of work.

- The college recruits the large majority of its learners from disadvantaged areas and demonstrates a passionate commitment to engaging and retaining these learners and enabling them to achieve and progress. Extensive communication channels tailored to such a dispersed college routinely convey and reinforce those high expectations to staff, using for example regular blogs by members of the leadership team. Despite the scale and geographical spread of the college, the Principal, on a departmental rota basis, meets with all staff several times a year and all students at the start of the year. She ensures key priorities for the year are clear and understood by all staff and reinforces them through her blogs, leadership messages and staff meetings.

- The College provides a highly inclusive learning environment enjoyed by an exceptionally diverse range of learners, over 50% of whom have BME backgrounds. Equality and diversity are enthusiastically and strongly promoted throughout the College. At the management level, there is an overarching strategic group supported by operational groups within the different business units. Equality and diversity themes feature prominently in group tutorial programmes as well as featuring regularly in lesson evaluations. Learners engage well in enrichment activities held across all campuses, which, alongside regularly refreshed displays, routinely celebrate diversity, including cultural and religious festivals. At college level, achievement gaps between different groups of learners are few and gradually narrowing; learners from BME groups achieve very well. The College has clear and strong policies around bullying, harassment and discrimination and incidences are infrequent.

- The ethos of the College strongly reflects the British values of mutual tolerance and respect towards others, however different. Staff throughout the College model the values well and use teaching and wider dialogue to encourage learners to recognise and cherish them. Policies and representative arrangements provide learners with a myriad of opportunities to practice democratic approaches. These values are systematically promoted through display and enrichment activities on each campus as well as through the group tutorial programme.

- College leaders ensure that learners benefit from a wide range of effective support. They have a good understanding of the communities where learners live and the challenges that many learners face. They use this understanding well to provide the support that learners need. This enables learners from disadvantaged backgrounds to take part in education, strongly supports their attendance and retention, and ensures that learners from minority groups progress and achieve at least as well as and often better than other learners. Leaders work very closely with other agencies in the area to identify learners who are at risk of leaving education. They successfully provide many very vulnerable learners with the opportunity to improve their lives through education.

- Comprehensive surveys of learners' destinations after completing their courses and leaving the college provide managers with useful information about the impact of provision on these learners' destinations. Although the surveys succeed in tracking the large majority of learners, the frequency with which younger learners in particular change their contact details presents a significant challenge to increasing that coverage. The extent to which curriculum departments use this information to focus their curriculum on developing the precise skills that learners need to gain employment and to evaluate the effectiveness of courses in preparing learners for their next steps is improving, though as yet too variable.

Governance

- Governors, drawn from some of the largest employers in Manchester and a range of organisations that work to improve the lives of the city's residents, staunchly support the high aspirations of the College. They bring to their role important and useful insights into the needs of the city. Governors have relevant expertise to oversee the planning and management of large-scale projects, such as the college estates strategy, that are necessary in such a complex, large organisation. They make very good use of co-opted members to bring specific expertise to projects. Student governors play an increasingly valuable role in proceedings.

- Governors have a good understanding of the college's strengths and areas for improvement. They hold senior managers strongly to account through a keen focus on quality and learners' outcomes; requesting presentations from curriculum management teams where performance is not yet strong enough and follow-up reports on identified areas for improvement. Leaders and governors acted swiftly following the inspection to strengthen the extent to which the FE Board more frequently reviews performance reports about teaching, learning and assessment and the key aspects of study programmes and high needs provision. The FE Board has taken a proactive approach to supporting and challenging the college to develop a culture focused on good attendance, improving teaching and learning and learners making more progress. During the course of this year, the FE Board has scrutinised detailed reports on changes to quality improvement arrangements, teaching and learning, learner progress, achievement gaps, study programme developments and high needs provision. It has received presentations from several curriculum departments on their successes and strategies for improvement.

Safeguarding

- The College has strong and secure safeguarding arrangements recognised as effective in the recent inspection. A strategic safeguarding group oversees safeguarding at Group level, supported by operational groups in each business unit. Safeguarding in the College has its own detailed self-assessment report and QIP. Visual ID is compulsory for everyone on College premises. Learners feel safe and know what to do if they have a concern. A rigorous multi-agency review of safeguarding at each campus was undertaken in 2016. This has resulted in significant investment to ensure single points of entry on all sites, entrance controls and/or staffing presence at all entrances. As a result the positivity of student responses to 'I feel safe' on QDP surveys is increasing.

- Managers assiduously carry out the necessary checks on employees before their employment starts. Vetting procedures are robust, requiring enhanced disclosure for every type of staff member. Earlier starts relying on risk assessment are not permitted.

Managers work closely with external agencies to ensure that safeguards are in place for vulnerable learners who want to attend the college.

- Managers act quickly and effectively to tackle any safeguarding concerns and then consider carefully what they can learn from safeguarding incidents in order to improve safeguarding arrangements further. Managers have a very good understanding of the risks that learners face from radicalisation and extremism. Very effective partnerships with local anti-terrorism, anti-gun and knife crime and gang-related-crime agencies help to safeguard learners from these risks. Good training ensures staff understand the risks that their learners face from radicalisation and extremism and have a well-considered programme of training for learners on how to stay safe. The college has a nationally recognised, complex mentoring support framework for very high risk learners and as a result has been able to integrate these learners safely into college life and ensure their progression. This work has been recognised at local, regional and national levels.

- Good management of critical incidents includes reflection on any lessons to be learnt in order to be thoroughly prepared for almost every eventuality. For example, an incident in one of the PRUs resulted in a new training plan for staff, a tragic incident at Harpurhey led to a review of training for campus managers.

- Links with partner organisations ensure managers are well aware of changes in the community that may affect safeguarding. For example, managers are aware of issues relating to local gang culture, which enables them to be vigilant when working with learners from the affected communities, including learners with threat to life status. Safeguarding arrangements for responding to often-complex referrals, including under Prevent and Channel, in a diverse inner city, multi-site college are outstanding.

- The college Prevent strategy is extensive and involves working very closely with local anti-terrorism agencies. All College staff completed training in the practicalities of the Prevent agenda. The HMI who led the Ofsted survey into the implementation of Prevent within the learning and skills sector and who carried out a survey visit to the College in January 2016 to examine our Prevent arrangements shared that they were probably the best the survey had seen in a college.

Quality of teaching, learning and assessment

- Most teachers have strong subject knowledge or relevant vocational expertise, which they share very effectively with learners. Teachers are increasingly encouraged to develop into reflective practitioners who routinely review and analyse their own teaching practices. The primary vehicle to support this process are teaching and learning sets, in which all teachers participate on a weekly or fortnightly basis. Peer review, piloted in 2016/17, will further encourage more reflective and self-critical approaches.

- Schemes of work and lesson plans are widely used with teachers selecting the style of template they feel most appropriate for planning their lessons. Most teachers routinely up-date their class profiles, but too few teachers use them and their learners' starting points effectively to inform their planning and management of learning, particularly in classroom-based lessons. A minority of teachers do not always set high enough expectations to stretch and challenge for their learners and teach to the same level. In a few curriculum areas, a minority of teachers do not yet take sufficient personal responsibility for how well their learners progress.

- Teachers use their industrial knowledge and experience well to plan and use effective learning activities in practical sessions. This enables learners in these sessions to understand new concepts, use terminology appropriately, and develop industry-standard skills for their chosen career path. Learners work confidently and competently in workshops, salons and kitchens. Many curriculum areas make extensive use of 'live briefs' from employers to enhance the relevance and currency of assessment. These can range from requests for investigations and reports on specific topics to commissioning learners to take direct responsibility for design or decision-making projects.

- On adult learning provision, teachers have high expectations for their learners. As a result, learners quickly develop their confidence and self-esteem. Learners on the ESOL programme, the access to higher education programme, and on courses in hairdressing and beauty therapy, logistics and performing arts benefit from good teaching, learning and assessment and make good progress. Teachers on the ESOL programme successfully develop the skills and knowledge that learners need at work and in their everyday lives. 16-18 learners on ESOL programmes, a number of whom are refugees, benefit from a wide range of opportunities to become integrated into their communities. Prince's Trust programmes provide some of the area's most vulnerable learners with opportunities to develop the skills needed to progress to the next level and a growing number are moving directly into employment, in the hospitals for example.

- Teachers use a wide range of relevant and interesting resources, including the college's virtual learning environment, to support their teaching and to motivate learners. Teachers provide good quality resources on Moodle, which many learners use well to carry out activities that enable them to catch up when they miss lessons. Discrete courses for learners with high needs will benefit from the recently procured assistive technology being further embedded. All teachers have participated in CPD around the principles of 'quality first teaching' but further work is required to get this strategy fully embedded across every department.

- Learners benefit from very good pastoral support and additional learning support. Teachers assess learners' additional support needs at the start of their programme and ensure that learners receive effective specialist support quickly. Teachers and support staff provide extensive support for vulnerable learners and those whom they identify as being at risk of leaving their course for a variety of reasons including low or sporadic attendance. This ensures that a high proportion of learners stay on their course to the end and the large majority achieve their qualifications.

- Parents/carers evenings and annual reports enable parents and carers to stay informed about the progress of younger learners. The extensive learner support systems in place in the college ensure regular contact with parents and carers to address issues and concerns that impact on learner attendance and achievement. Teachers/tutors record all contact on the learner information portal (LIP). A parent portal is now in its third year of operation and parental engagement to support attendance is increasing.

- Teachers help learners to understand values such as democracy well through tutorials, and learners are respectful of the wide range of learners' backgrounds and beliefs. The college is highly inclusive in recruiting learners to courses and the diversity of learners is very visible. Teachers throughout the college are strongly committed to the promotion of equality, diversity and British values and most curriculum departments integrate relevant themes well into teaching and learning. The majority of teachers are able to tailor topics

and the depth of discussion to suit different types of learner, from discussions designed to promote learners' awareness of the fundamentals in construction tutorials to more sophisticated analysis of the issues on access courses to debates enlivened by the life experience of the learners themselves in ESOL. Teachers encourage adult learners to celebrate the diversity of the college particularly well and this prepares them better for their work and citizenship roles.

- On study programmes, teachers sometimes set work that is too easy. As a result, too many learners in the upper half of the ability range make insufficient progress. They do not challenge the most able learners to achieve their full potential. On courses for learners with high needs, the work that teachers set is often too complex and, as a result, a minority of learners struggle to keep up.

- Teachers on the adult learning programme use interesting and stimulating activities that challenge learners well and enable them to make good progress.

- Within the LIP, teachers use MarkBook to record assessment outcomes and monitor learners' progress towards their target grade(s). Managers are focused strongly on improving the consistency with which teachers use these tools to support learners' progress and good practices are improving. A few departments, such as sport, public services and care professions and business, computing and creative digital media, use this particularly well to identify learners falling behind target who might benefit from further support. These departments are providing peer support through cross-thematic groups to support organisational effectiveness in improving the progress of all learners. Teachers and tutors' ability to agree meaningful, short-term improvement targets with learners within their individual learning plans (ILPs) though improving, requires further improvement. All departments have received support in developing their use of MarkBook and predicting achievement grades of learners. The use of MarkBook is improving over time and becoming more consistent. Outstanding compliance and confidence issues amongst teachers are being systematically addressed. Achievement tutors in particular have participated in CPD designed to improve short-term, incremental target setting to help learners improve their performance.

- Teachers do not always check learners' progress rigorously enough during lessons to ensure that all learners have developed their understanding. Teachers' ability to demonstrate a sufficient range of questioning techniques to check understanding and provide the right stretch and challenge to all learners is too variable. Appropriate extension activities are not used sufficiently. All teachers completed workshops designed to improve questioning techniques, differentiation and use of ILT in lessons on the October CPD day. February's annual two-day teaching and learning conference was also built around the college's current pedagogical improvement priorities. Implementation of ETLA and associated coaching provides the college with the resources and expertise to work continually with teachers who need to develop their skills in stretch and challenge, planning more differentiated learning or assessment activity or any other aspect of their pedagogy.

- Too many teachers on study programmes do not develop learners' English and mathematical skills well enough in their lessons and in marking work. Consequently, learners often repeat the same errors. Teachers provide good support for adult learners for whom English is not their first language to develop their oral and written English skills and their mathematical skills. Activity designed to support vocational teachers in

continuing to support their learners in developing their English and maths skills is growing in range and scale. Increasingly teachers share information on the coverage currently taking place in functional skills and GCSE re-sit lessons and provide guidance on how vocational teachers can help reinforce and contextualise these skills in the their own vocational area.

- Most teachers assess learners' coursework frequently and accurately. This means that learners are clear about which parts of their qualification they have completed successfully. However, too often the feedback that learners receive following assessment of their work does not help them to understand what they need to do to improve their work or to achieve at a higher grade. Marking conventions and guidance on how to check work before submission have been developed and are displayed prominently on campuses and in classrooms. Internal verification activity has improved and the college currently has no awarding body sanctions or blocks on qualifications. ETLA activity this year confirms that improvements in assessment practices probably represent the aspect that can contribute most to increasing learners' progress and it will be the central focus of summer CPD days. The February Ofsted support and challenge visit provided the college with helpful insights into how Ofsted inspectors have been trained to undertake work scrutiny in a way which links assessment directly to the progress learners are making. As a result, we are adopting the same approach in evaluating assessment and progress monitoring within the ETLA process.

- In every curriculum area, teachers provide excellent opportunities for their learners to develop their understanding of the world of work. They use their extensive industry contacts to create exciting opportunities for study programme learners to practice their skills in settings. For example, hospitality and catering students take over the Hilton Hotel to manage specific events, hair and beauty students work at the BBC on specific productions, performing arts students take over professional functions at the Band on the Wall and travel and tourism students take on professional roles at Manchester Airport. More curriculum areas are developing programmes co-created with major employers which provide an increasingly large proportion of study programme learners with fantastic opportunities to undertaken real, large-scale projects in employment settings leading to outcomes then implemented by the businesses involved.

Personal development, behaviour and welfare

- Managers foster a culture in which we celebrate learners' achievements at every opportunity. This spans news items posted on the web site or intranet, campus-based awards events, formal reporting into the executive and an annual, high profile, hugely enjoyable student achievement evening. The participation and regular success of individuals and teams in competitions are well publicised.

- Good advice and guidance for learners joining study programmes and for adult learners means that most learners choose the right course for their career aspirations. Well-qualified specialist careers advisors and careers coaches provide good careers guidance that helps learners to make decisions about their next steps when they complete their course. The re-branding of the college in autumn 2016 included a significant shift in focus from qualifications to career pathways. The college's careers strategy is already mapped to the Gatsby benchmarks. The 'start and track' initiative commits the college to at least three interventions with every study programme learner – to establish career path

intentions or aspirations, looking at options and around progression and destinations. Extremely ambitious targets have been set for completion of external work experience in 2017/18: 100% of level 3 learners, 80% of level 2 learners and 50% of level 1 learners.

- The college recruits a high proportion of learners from disadvantaged backgrounds, often with a history of underachievement at school. The majority of these learners successfully develop their confidence and self-esteem while at college because of the effective individual support that they receive. The proportion of learners benefitting from welfare, careers and progression guidance has increased significantly year-on-year. In 2016/17, over 4,000 learners benefitted from careers interventions, including 2,400 learners on study programmes.

- Learners feel safe and work safely in the college, including in college workshops. They know how to report any concerns that they have about their safety. Learners understand how to stay safe when using the internet and social media. Managers ensure that learners are safe through effective assessment of risks, including the risks of radicalisation and extremism. They work very effectively with a wide range of external agencies to provide support to those learners who are at risk. The college sets ambitious safety expectations and is currently working to achieve the BS OHSAS **18001 Health** and **Safety** Management Standard.

- Behaviour is good in lessons and around the college. Most teachers are adept at establishing expectations of learners and the behaviours needed to succeed from the very outset. Most learners show respect for each other and for their teachers, and generally enjoy their learning. In a few lessons, teachers are too tolerant of low-level disruptive behaviour by a minority of learners.

- Teachers ensure that most learners participate in a range of relevant activities to prepare them for work. This includes interview practice, working in college salons, bistros, fitness centres and workshops, and working on innovative project briefs for employers, usually on employers premises. For example, Project 135 involves hair and beauty and hospitality and catering learners routinely providing services to the residents of Village 135 extra care housing scheme in Wythenshawe. The student experience team provide events and targeted support to enable learners to develop a range of employability skills in addition to the broader attributes of tolerance, respect and learning to contribute within a diverse society. Learner participation rates are high in the varied enrichment programme, which focuses strongly on equality and diversity, staying safe and British values, enables learners to gain the wider skills that they will need as they move to the next stage in their lives.

- Adult learners develop the self-confidence that they need for work and in their personal lives. On study programmes, most curriculum departments have made good progress in developing good quality internal and external work experience opportunities and other work-related activities for learners. Learners with high needs benefit from good quality work experience, including internships, which helps them to develop the skills and knowledge that they need for work. The large majority of study programme learners at level 3 and about half of those at level 2 completed work placements in 2016/17. Currently, central records indicate the college is on course to meet its ambitious targets for 100% of level 3 study programme learners, 80% of level 2 study programme learners and 50% of level 1 study programme learners to complete an external work placement.

- Teachers provide strong support to learners to prepare them for progression to the next level of study and in navigating the UCAS process to enter higher education. Personal tutors ensure that planning for next steps is a key focus in individual tutorials and learners record relevant actions they need to take in their individual learning plans (ILPs).

- Attendance has increased by 1 percentage point in each of the last three years, reaching 83% in 2016/17. Nevertheless, attendance remains too low, particularly on study programmes. Attendance in English and mathematics lessons is lower than in other lessons, but this gap narrowed significantly in 2016/17. Not all teachers set high enough standards for learners on study programmes to develop the personal and social skills that they need at college and for work. Too many learners arrive late to lessons, which occasionally disrupts the learning of the rest of the group and does not represent the standards that employers expect. In several departments, learners on study programmes too often arrive at lessons without the basic tools to take notes and maintain a course file. Current in-year attendance has reached 85% which is in line with the target set for this year and would represent a 2 pp. improvement over the previous year and continuation of a 4-year trajectory of improvement. The Deal initiative has contributed significantly to this improvement; further improvement will be achieved by continuing to improve teaching and learning to the extent that learners simply do not want to miss lessons. Recent published research into disadvantages faced by young people growing up in the north of England, and the vital role played by further education colleges in providing a large proportion of them with their key opportunity to find a successful pathway to employment, adds further substance to the college's unwillingness to exclude learners whose attendance is constrained by the challenges they encounter in their personal lives. In addition to scheduled lessons, learners benefit from a wide range of revision, booster, progress and catch-up sessions; increasing attention is being paid to capturing learners' attendance at these.

- Managers recognise that low levels of attendance hinders learning and limits the progress that many learners make. In 2016/17 a revised attendance policy and 'The Deal' campaign were developed in consultation with learners and staff and launched this year with an extensive engagement campaign, increased parental engagement and the use of peer ambassadors. Dedicated student experience workers engage with learners to improve their attendance. Attendance and younger learners' 'readiness to learn' show clear improvement compared to last year and managers are becoming relentless in addressing these issues.

- The college's extensive monitoring and tracking arrangements to identify, review and support 'at risk' and vulnerable learners ensures timely and significant support for learners at risk of leaving their course or not achieving due to their poor attendance or significant personal welfare issues. This support has enabled learners with attendance as low as 70% to achieve in line with other learners.

Outcomes for learners

- The proportion of learners starting at the college without grades A*-C in GCSE English and maths, and the basic study tools these provide, is considerably larger than the national average. In this context, achievement rates consistently above the national rate suggest that most learners make good progress by developing the new skills and understanding they need to achieve at the next level. Learners of all ages make good

progress in developing their practical, vocational skills because of good teaching, learning and assessment progress in practical lessons.

- The good progress made by adult learners is very evident across the high volume access to higher education and ESOL provision. Adult learners make good progress in developing the skills and knowledge that they need for work and to progress in their learning. A high proportion of learners are adults for whom English is not a first language. These learners make good progress in improving the language and work-related skills that they need for work and in their personal lives. Most high needs learners also make good progress.

- However, too many 16-18 learners on study programmes make insufficiently rapid progress in acquiring the knowledge and skills that they need to achieve well. External progress measures such as Alps indicate that 16-18 learners on level 3 programmes, particularly those in the middle and higher ability range, make insufficient progress from their starting points.

- The college began to focus more keenly on progress indicators during 2016/17 and expect actions taken to date to increase learners' progress to show impact during and more particularly from the end of 2017/18. Nevertheless, the college's academic and vocational value added scores in the DfE's performance measures increased in 2016/17 and the maths progress score is above the national average (MiDES). The Alps BTEC grade also improved from the previous year and, within that, progress on extended diplomas is stronger again. Considerable time and effort has been expended this year in extending target grades to the significant minority of learners without GCSE attainment on entry and to graded courses at levels 1 and 2 as well as level 3. This has doubled the number of study programme learners whose progress can be measured and reported on externally. A methodology has also been developed for monitoring and measuring progress of learners on non-graded courses. By April, more than 90% of college learners will be encompassed by our progress monitoring systems. This compares with the less than 7% of learners covered by external progress measures at the time of the last inspection. In-year progress monitoring at the third monitoring point, signals a significant improvement in the Alps AS-level grade and provides confidence that the Alps BTEC grade should improve to grade 5 at the end of this year.

- The proportion of learners on study programmes and adult learning programmes who complete their course and achieve their qualifications improved further in 2016/17. Overall achievement is now 5 percentage points (pp.) above the most recent national rate. Overall achievement for 16-18 learners and for adult learners are 2 pp. and 5 pp. respectively above the corresponding national rates. At 5pp. above the national rate, achievement by 16-18 learners on level 3 diploma courses are particularly high. Now that the national achievement rate tables for 2016/17 have been published, we can see that the college overall achievement rate ranks 59th out of 200 GFE/tertiary colleges and 5th out of the 10 Greater Manchester GFEs. The NARTs for 2016/17 indicate the college ranks 48th out of 200 GFE/tertiary colleges for adult achievement rates, and 4th out of the 10 Greater Manchester GFEs. For 16-18 achievement rates, however, the college currently ranks 102nd out of 200 colleges, and 8th out of the 10 Greater Manchester GFEs. The college ranks in the top 10% of colleges nationally for achievement on level 3 diplomas.

- Retention rates remain very high for both age groups. The college ranks first out of the

Greater Manchester colleges for overall retention (19th nationally), 2nd for 16-18 retention (17th nationally) and top for adult retention (48th nationally). In-year retention stands at 97% at the end of January 2018. Pass rates are high for adult learners (ranked 65th nationally) but remain just below the national rate for 16-18 learners. A range of strategies are in place to boost 16-18 achievement rates, including additional booster/catch-up/revision/exam technique sessions, greater use of 'in-year' assessment in English and maths, and stronger standardisation activity on A levels facilitating earlier interventions.

- The college sits at the 5th percentile (near the bottom of the lowest quartile) in the ranking of colleges based on the Index of Multiple Deprivation applied to the learner cohort. A high proportion of learners face multiple challenges in attending and achieving. Analysis of colleges' achievement rates based on socio-economic performance indicators show the college outperforming the majority of colleges in the upper three quartiles of the rankings based on deprivation.

- The large majority of learners on functional skills English and mathematics courses make good progress and achieve well. Achievement of functional skills qualifications improved further in 2016/17 and are well above national rates at all levels in both English and maths, with strong increases in achievement at level 2 in English and maths for both age groups. Our largest cohort of functional skills learners is at level 1 with 8,710 enrolments in 2016/17. NARTs for 2017/18 rank the college ranks fourth nationally for L1 functional skills achievement. The proportion of the very large volume of learners re-sitting GCSE English and mathematics who achieve grade A* to C (9-4) improved by 10pp. in English and 1 pp. in maths, but the proportion remains too low and below the rate for similar providers.

- Achievement rates for groups of learners from Black and minority ethnic backgrounds, who represent the majority of learners at the college, are particularly high, relative to both the overall College rate and the national rates for those groups. Achievement by 16-18 learners from disadvantaged backgrounds (defined by inspectors as those entitled to free school meals and learners in care) has improved year-on-year and is now higher than achievement by 16-18 learners as a whole. However, achievement rates among White British learners and learners with Caribbean heritage, although reflecting a national characteristic and improving, remain below the college average.

- Learners with high needs on supported internships make excellent progress in developing the skills that enable them to secure sustainable employment. Those on mainstream study programmes progress in line with their peers and high proportion achieve their qualifications. However, the progress of learners on discrete supported learning programmes, who make up around a quarter of all learners in receipt of high-need funding, is too slow.

- Many learners at all levels of study progress successfully at the end of their course on to the next level. The proportion of 16-18 learners progressing from Entry level onto level 1 and from level 2 onto level 3 increased at the end of 2016/17. The latest MiDES progression report shows the college's internal progression rates to be higher than the national average at all levels. Managers have put strong interventions in place to address the significant minority of AS-level learners who did not progress on to A-level programmes. After leaving the college, the large majority of learners contacted through an extensive destinations survey progress onto positive destinations. Very high

proportions of A-level and access learners progress into higher education. However, of the learners who do not progress within education, too few currently gain employment or progress onto apprenticeships at the end of their programme.

Types of provision

16 to 19 study programmes

- In 2016/17, the college had 4,750 16-18 year old learners (40% of the college population), accounting for over 20,000 enrolments (47% of all enrolments), who studied courses from pre-entry to level 4. Female and male learners were represented equally in the learner profile in 2016/17. Learners from BME backgrounds accounted for 45% of enrolments. Eighteen per cent of 16-18 learners declared a learning difficulty or disability. Just over half of the learners study at level 3.

- Study programmes are delivered across all areas of the college with the majority of learners following vocational courses in a wide range of subjects. The college provides a small A-level programme for some 250 learners. The college's study programme consists of six components: English, maths, core qualification, employability, enrichment and learner support. In most curriculum areas 16-18 and adult provision is integrated, with many learners receiving support from one of the many wrap-around services available.

- Teachers use their vocational knowledge and experience well to make effective links to professional practice. For example, performing arts students have exceptional opportunities to participate in live and public performances, motor vehicle students have real opportunities to repair cars and provide valeting services, teachers' links within the local community provide ESOL learners with a wide range of volunteering opportunities, and strong links with both the city's football clubs provides sport and hospitality students with opportunities to develop their skills at major football stadiums. These expanding opportunities are highly motivational and strongly reinforce the learning that takes place at the college.

- Practical skills are developed well. Learners are aware of the progress that they are making in developing these skills and know what they need to do to improve their practical skills further. Learners in many vocational areas carry out creative projects that enable them to apply their practical skills in realistic work contexts. Live briefs, projects and practical sessions provide opportunity for learners to confidently demonstrate the skills that they need in the workplace. For example, managers in business and computing have developed very constructive partnerships with several multi-national companies which have led to an expanding range of live projects carried out by level 2 and level 3 learners in local subsidiary companies such as Kipling's and Northface.

- A minority of teachers do not have high enough aspirations for learners and as a result, many learners progress too slowly and do not attain the level of achievement of which they are capable. Teachers do not check the progress that learners make rigorously enough in too many subjects. The questions that teachers ask learners in lessons to check understanding are often too superficial and do not probe deeply enough. The new ETLA arrangements are focused on helping all teachers to identify which pedagogical skills they need to improve and agreeing how best to develop them. Reviewers

recognise improvements in questioning techniques and more teachers providing greater stretch and challenge to learners across the ability range.

- Teachers assess work frequently and accurately, however, not all teachers provide learners with detailed feedback on their assessed work which helps them to understand precisely how they can improve their work. The various initiatives designed to strengthen the progress learners make will target the improvement needed in assessment feedback. A wide range of initiatives have been taken already this year, and will continue to be carried through into next year, intended to increase learners' progress, including improved assessment practices. Teachers' appreciation of the importance of establishing good assessment plans and using MarkBook from the outset is growing steadily and recent planning decisions for next year will provide them with the space and support to design better, 'scaffolded' assessment plans. Moving MarkBook to centre stage and the strengthening of internal verification practices are highlighting to teachers the importance and impact of good assessment planning.

- Improvements in functional skills English and mathematics continue to be made and functional skills achievement rates within study programmes are above the corresponding national rates. Grade improvement for learners re-sitting GCSE English and mathematics and the confidence of teachers in embedding English skills within their vocational lessons require further improvement. Occasionally, errors in spelling, punctuation and grammar in learners' work are not identified by the teacher. Activity designed to support vocational teachers in continuing to support their learners in developing their English and maths skills is growing in range and scale. Increasingly teachers are informed of the coverage currently taking place in functional skills and GCSE re-sit lessons and given guidance on how they can help reinforce these skills in the context of their own vocational area.

- A minority of teachers do not challenge learners well enough to improve their work ethic. Consequently, too many learners are late to lessons and some arrive unprepared for learning. To address this, managers have developed, through extensive consultation, a strategy of expectations and professional standards for learners and teachers based around 'The Deal', which will be implemented at the start of 2017/18. The Deal encompasses attendance and punctuality, respect, staying safe, work readiness, making progress and being a team. The Deal was introduced in autumn term supported by a carefully-devised publicity campaign designed to secure buy-in from staff and learners. Subsequent monitoring, through 'stop & ask' activities, IQRs and an Ofsted support and challenge visit, indicate it is impacting positively on learners attitudes to study and readiness to learn.

- Learners benefit from a wide range of additional activities to develop their understanding of the workplace and their work-related skills. They participate enthusiastically in volunteering, compete successfully in competitions, organise charity events, visit employers and attend presentations from a wide range of guest speakers. The range of opportunities learners have in every curriculum area to apply their learning and practise and develop their skills in real work settings has rapidly developed and is exceptionally exciting in several departments.

- Strong collaboration with employers to design and deliver courses that meet the needs of the industry and provide learners with relevant skills and knowledge continues to develop. The majority of learners at level 3 and over half of level 2 attend meaningful

work placements. However, too few learners on level 1 programmes, including those who do not intend to progress to the next level, currently benefit from external work placements. Extending the range and reach of work placements is a key priority for the college this year. Currently, central records indicate the college is on course to meet its ambitious targets for 100% of level 3 study programme learners, 80% of level 2 study programme learners and 50% of level 1 study programme learners to complete an external work placement.

- Learners demonstrate good behaviour in lessons and they show respect both for each other and for their teachers. They are positive about their studies and take pride in their achievements.

- Managers and staff have a strong focus on learners' safety and welfare. All learners wear identity cards, health and safety are checked rigorously in practical environments, and details of support services are clearly displayed on corridors and in social areas on each campus. Learners report that they feel safe in and around college and QDP survey results underpin this.

- Senior leaders demonstrate a strong commitment to improving study programmes. They have revised the content of study programmes to provide a much clearer focus on meeting local and regional employment needs. They work closely with employers to ensure that provision is responsive to the needs of the employment sectors where learners aspire to work.

- Pastoral support and additional learning support are effective. Learners from disadvantaged backgrounds, who make up a large proportion of the cohort, and learners identified at being at risk of dropping out of their programme receive very good pastoral support from their tutors and specialist staff. As a result, a high proportion of these learners complete their courses. Learners who need additional help benefit from good specialist support that enables them to achieve in line with their peers.

Adult learning programmes

- Adult learners represent the largest proportion of the college's learner cohort. The college has approximately 7,500 learners on adult learning programmes, totalling over 16,000 enrolments. Most learners study part time. Courses are available from pre-entry level to level 4 in ESOL, English and mathematics, Access to Higher Education, and a range of vocational subjects. Almost two thirds of enrolments are on programmes designed to meet the needs of adults who speak English as an additional language.

- Retention and pass rates for adult learners have improved over the last 3 years and are now strong, leading to a high achievement rate of 90%, 3.9% above the national rate. Achievement rates at Entry level are particularly strong at 8.5% above the national rate. At Level 2, however, they are below the national rate and require improvement. The NARTs for 2016/17 indicate the college ranks 48th out of 200 GFE/tertiary colleges for adult achievement rates, and 4th out of the 10 Greater Manchester GFEs. The college has the third largest adult level 1 provision in the country and it represent almost 75% of the college's adult provision. The college ranks 34th nationally and 3rd strongest in Greater Manchester for level 1 achievement.

- Teaching, learning and assessment for adult learners is good. Teachers use effective strategies to help to maximise learners' progress. On access to higher education

courses, a high proportion of learners make very good progress and achieve high grades relative to national rates. Teachers plan and deliver interesting and imaginative lessons and show a real passion and enthusiasm for their subjects. Teachers' verbal feedback is positive and constructive and motivates learners to participate fully in lessons, and in turn learners take a positive approach to their studies, work hard to achieve their ambitions and take real pride in their work.

- The extensive and flexible range of access to higher education courses provide inclusive opportunities for progression to university and into professional careers for large numbers of students. Allied to this, the strong promotion of learners' academic and study skills in preparation for higher education is informed by teachers' sound understanding of the demands of university courses.

- A number of vocational areas have identified particularly high and/or improving achievement rates for adult learners, including logistics, computing, childcare and counselling, health and social care, and sport and public services.

- Strong, positive leadership and entrepreneurial management continually drives improvement of the college's ESOL provision. Consistently good teaching and learning, characterised by motivated teachers, stimulating lessons and topical themes, and highly effective assessment for learning, enables learners to make rapid progress. This has led to outstanding achievement rates across all pathways within the provision (English, Maths, ICT and employability).

- An innovative, integrated and multidisciplinary ESOL curriculum model prepares second language learners for life and work in the UK. Learners develop positive attitudes and the right behaviours for learning, employment and citizenship, and participate enthusiastically in wide ranging enrichment activities that broaden their personal development and employability skills.

- All provision is very responsive to the needs of adults from a wide range of backgrounds, and teachers successfully encourage learners to celebrate the diversity of the college's population. Teachers empower learners to become knowledgeable, skilled and independent in their lives in the local community and in the workplace. Most learners have a good awareness of the importance of democracy and the rule of law in modern Britain. Learners and teachers are respectful to each other, and behaviour in lessons is very good.

- Most teachers have high expectations of learners, and motivate learners successfully to make good progress and achieve well. They have good subject knowledge and use this well to enable learners to gain quickly the skills and knowledge that they need. Learners who need extra help benefit from good additional learning support from their teachers and other staff. This has a significant impact on enabling these learners to make good progress.

- In a few lessons, teachers do not plan learning well enough to challenge all learners, particularly those with higher-level knowledge and skills. There is insufficient stretch and challenge in a minority of access to higher education and ESOL classes, for example, including the use of overly-teacher led approaches that lead to learner passivity and limited differentiation. A minority of teachers do not check learners' progress well enough in lessons. They do not encourage all learners in lessons to answer their questions and, as a result, the more vocal learners dominate discussions.

- Learners benefit from good learning resources. These include well-resourced practical workshops, information and learning technology, and a wide range of electronic books. Learners make particularly good use of these resources to develop and extend their knowledge, skills and understanding. In some access to higher education and ESOL classes, however, deficiencies in ILT facilities constrain teachers' ability to provide the best teaching and learning.

- Adult learners have good access to a wide range of additional activities. These include visits to job fairs, universities and shopping centres as well as opportunities to participate in religious and cultural events such as Eid and the Chinese New Year. Teachers use these enrichment activities well to develop learners' personal and employability skills and to support their progression into higher education and employment.

- Partnership working is very good. Leaders and managers liaise successfully with a wide range of external organisations, including the Greater Manchester Combined Authority, Manchester Cathedral, local employers, including Central Manchester hospitals, the Prince's Trust and a wide range of local community organisations. These external partnerships provide additional opportunities for learners to develop and apply their vocational skills in real working environments.

Provision for learners with high needs

- In 2016/17, 223 learners were in receipt of high needs funding, and a further 20 high needs learners for whom we did not receive a funding uplift studied at the college. Around a quarter of high needs learners are on discrete programmes designed specifically for them, another quarter are on supported internships, and around half are enrolled on vocational programmes, working alongside their peers in different curriculum departments. Learners study courses from pre-entry level to level 3. Females represented 39% and males 61% of high needs learners. Seventy per cent of learners were aged 16-18 and 30% were 19+. Learners with a declared disability made up 51% of the total high needs cohort, those with a learning difficulty 78%, and a significant minority declared both a disability and learning difficulty.

- Strong partnerships with external specialist support providers are established and well-co-ordinated, and learners benefit from bespoke study programmes which promote their independence and preparation for adulthood. Learners typically experience significant gains in the growth in their self-confidence and the development of their employability skills. High needs learners benefit from the very positive impact of multi-disciplinary professionals and parents, both involved in high quality person-centred reviews, which shape the highly person-centred study programmes.

- A highly motivated and enthusiastic leadership team has a clear vision and high aspirations for high needs learners. They are steadily improving the provision and developing a culture of continuous improvement. The funding the college receives to support learners with high needs is applied to support other students with significant needs who are not in receipt of local authority funding increasing value for money. Across high needs provision teachers and support practitioners are highly proficient at helping learners to flourish and develop new skills, particularly in those areas that have skills-based delivery models.

- Managers have forged highly productive links between transition officers, teaching staff and external specialist agencies, resulting in early identification and responses to individual learners' needs and well-managed, complex transitioning arrangements. Effective curriculum design with personalised programmes of study enables high needs learners to progress and transition smoothly from school to the supported learning curriculum and/or into mainstream provision. Learners with high needs who study vocational courses alongside other learners receive high quality individualised support, clearly linked to their education, care and health plans (EHCPs). This enables them to progress and achieve at least in line with their peers. The vast majority of learners with high needs achieve well and marginally exceed the achievements of other learners irrespective of learning difficulty or disability, gender or ethnicity.

- Most high needs learners benefit from good teaching in the majority of their lessons. Just over half the learners study on vocational courses alongside their peers and receive high quality, individualised support, clearly linked to their education, health and care plans; enabling learners to progress and achieve in line with their peers. In some cases, learners with high needs produce the highest standard of work in their class, demonstrating the high levels of aspiration that managers and teachers have for these learners. The quality of planning and coordination between teachers and support workers is too inconsistent and an area for improvement.

- The systematic tracking of, and reporting on, the high needs cohort within mainstream provision requires further development to enable all managers to analyse and improve provision and the progress made by the learners. For example, more effective monitoring of the progress of high needs learners at level 2 is needed to facilitate more timely interventions and reduce the achievement gap with other level 2 learners.

- Managers have communicated the universal support framework well to teaching and support colleagues. However, more work is needed to embed a wider appreciation of teacher SEND responsibilities and the more consistent adoption of the quality first teaching approach across mainstream curriculum provision.

- Over a quarter of high needs learners are on the well-established and highly successful level 1 supported internship and the level 2 access to work programmes. These internships provide outstanding opportunities for learners with high needs to develop and practise a wide range of skills that they need for work. Learners on supported internship programmes enjoy and benefit from a systematic exposure to employability themes, linked to their EHCPs, with the large majority experiencing three contrasting work placements. Carefully-structured courses enable learners to develop their skills early in the day, apply them in the workplace later in the day, and then return to the classrooms at the end of the day to reflect on their experience and their learning.

- Learners are based in busy public settings such as the town hall and a large hospital, and have good opportunities to develop their skills and confidence in independent travel and personal safety as well as their social skills. Learners can complete three different internships during the year, which enables them to make very informed choices about their careers. A very high proportion of learners on internships gain paid employment or voluntary work on completion of their programme. Moreover, this employment is sustainable, with 91% of all former learners, since the provision was introduced in 2011, remaining in employment.

- Most high needs learners on discrete classroom-based, supported learning provision

benefit from high quality practical work experience or other work-related activities. Employers value the work that learners carry out whilst on placements, and learners often make significant contributions in the workplace. Learners make good use of their experience of work to develop their independence and work-related skills.

- On discrete provision for learners with high needs, achievement rates are very high on accredited qualifications and completion rates are high on non-accredited programmes. However, too much teaching and learning on discrete provision does not help learners make good enough progress. Too often, teachers do not set work at the right level for the learners, especially in mathematics, English and communication lessons, which limits the progress learners make in developing these skills. During this year, the college has engaged an ex-Ofsted HMI and supported learning specialist to support the curriculum management in improving the quality of TLA on discrete supported learning provision. This has resulted in greater clarity about the extent teaching practices need improvement. Departmental managers have implemented strong performance management arrangements as part of their strategy to improve teachers' performance and pedagogical practices. Other initiatives, including 'live coaching' and the appointment of new, high calibre teachers, are having a significant impact in improving standards.

- Too many learners on discrete provision, particular those at pre-entry level and lower entry level, receive insufficient specialist support to develop their independence, with limited use of referrals to specialist external agencies such as speech and language therapy and the independence development unit. Managers have introduced much more assistive technology this year designed to remove remaining barriers to learning. We are confident that the continued funding situation (subsidising rather than refusing to accept high needs learners from Stockport LA) and improved agency links and use of external specialists would be judged as providing good value for money by Ofsted.

- Learners demonstrate very good standards of behaviour. They are respectful, and often kind, towards each other and their teachers. Learner attendance is high for the vast majority of learners and remains significantly above college average for all age groups.

- Safeguarding for learners is strong with highly personalised, robust risk assessments applied to classroom and workplace learning environments and excellent multi-agency working procedures in place leading to timely referrals and appropriate interventions of the most vulnerable learners.