

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

31 JULY 2018

MEMBER'S ITEM: MEDWAY UNIVERSITY TECHNICAL COLLEGE

Report from: Ian Sutherland, Director of Children and Adults Services

Author: David Watkins, Interim Head of School Services

Summary

This report sets out the response to an issue raised by Councillor Johnson regarding Medway University Technical College.

1. Budget and Policy Framework

1.1 Under Medway Constitution Overview and Scrutiny rules (Chapter 4, Part 5, Paragraph 9.1) Councillor Johnson has requested that an item on this matter is included on the agenda for this meeting.

2. The Issue

2.1 Councillor Johnson requested that an item was placed on the agenda regarding Medway University Technical College.

2.2 Specifically Councillor Johnson asked that in view of the recent Ofsted report on Medway's University Technical College, what actions are proposed by the administration to support this vital element of provision for local young people, how will the administration support governance, including its own governance representative and what assurances can it provide that the college will return shortly to strength?

3. Director's comments

3.1 In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are

not demonstrating the capacity to secure the necessary improvement in the school. Background and contextual information is contained at appendix 1 and HMI's summary report is attached at appendix 2.

- 3.2 The responsibility for monitoring and supporting University Technical Colleges (UTC's) sits within the remit of the dedicated UTC unit which is part of the Department for Education (DfE). Since the publication of the Ofsted report, this unit has been working with the UTC and have appointed education advisors to support them in developing an improvement plan. Part of that plan has been to re-broker a long term partner to work with the UTC to ensure they have a robust recovery plan in place, which can be maintained moving forward
- 3.3 The Howard Academy Trust (THAT) has been supporting the UTC since its Ofsted judgement; they have developed a robust post-Ofsted action / improvement plan and assisted in the appointment of a new Principal and experienced Chair of Governors. The DfE are working with The Howard Academy Trust to put in place a full brokerage mediation package which if successful, will see the UTC incorporated into The Howard Academy Trust.
- 3.4 As mentioned in paragraph 3.3, two key and substantive appointments have been made. The new Chair of Governors is Mr David Giles and the new Principal is Mr Paul Cottam.
- 3.5 Moving forward and building on the strengths highlighted by HMI, there are two specific issues that the UTC and the DfE are working closely to resolve. Firstly, the poor results and lack of quality teaching to support young people's achievement at GCSE & A level and secondly, to resolve the financial position of the UTC.
- 3.6 The academic issues are being addressed with the appointment of a new principal, working with The Howard Academy Trust and the educational advisors appointed by the DfE. The financial position is being reviewed with the Education and Skills Funding Agency (ESFA), the DfE and the UTC senior leadership team.
- 3.7 The financial position has occurred in the main due to historic pupil forecasting models. The pupil forecasts were optimistic and have led to financial pressures. This has resulted in a three year funding deficit. Working together (the UTC, DfE and the funding agency) the principal is developing a robust financial budget and forecast (including realistic and achievable pupil forecasts) in order for the UTC to move forward on a sound and sustainable financial basis.
- 3.8 Whilst there is no statutory requirement for Local Authorities to work with UTC's, clearly Medway Council has a role to play in supporting and monitoring the improvement plan. This will be achieved by developing closer working relationships with the UTC, termly visits by Cllr Potter, Portfolio Holder for Educational Attainment and Improvement, with the College

Principal Mr Cottam and by regular contact with the DfE.

- 3.9 The initial meeting with the Principal was very positive and a schedule of future meetings will be established for the next academic year.
- 3.10 Mr Cottam wanted to offer his apologies for not being able to attend this meeting. He is away on annual leave as the College has broken up for the summer holidays. He is very keen to attend a future meeting of the committee if panel members feel that would be helpful, to share his strategic and operational plans, moving forward.
- 3.11 In addition, there has been regular contact with the UTC unit of the DfE and a good working relationship has been established. Taking these actions together, it is believed the administration can be assured that the plans already in place, with regular support and monitoring of the improvement plan, the appointment of an experienced Principal, Chair Of Governors and experienced senior leadership team, the UTC is in a strong place to ensure progress is not only made, but is sustainable moving forward.
- 3.12 The latest contact meeting held between the UTC and the DfE education adviser reported that the current intervention and improvement plan is having a very positive impact on the UTC's performance and the young people attending the UTC. The external education advisor noted that:
 - 3.12.1 *The new Principal, with the support of THAT, is making strong and decisive improvements, particularly around the quality of leadership and teaching and personal development, behaviour and welfare of students.*
 - 3.12.2 *The Trust are currently appointing high calibre teaching staff.*
 - 3.12.3 *There is now a 'Post Ofsted Group' in operation made up of a small group of very strong governors, supported by the new chair of governors, which has oversight of post Ofsted actions and improvements.*
 - 3.12.4 *While predicted outcomes remain concerning, they are an improvement on those of last year.*
 - 3.12.5 *Overall, we are confident in the support and oversight that THAT are providing as the UTC responds to its Ofsted judgement.*

4. Risk Management

Risk	Description	Action to avoid or mitigate risk	Risk Rating
The UTC fails to support young people achieve their potential	Young People will not achieve their potential at GCSE and at A level	Develop an improvement plan. DfE to appoint educational advisors to support and monitor the improvement plan. The Governing Body to regularly monitor progress against the improvement plan. Termly meetings between the principal and Cllr Potter. Support to Cllr Wicks as a member of the governing body of the UTC.	Medium
Admission numbers continue to fall	Funding will reduce increasing the pressure on the UTC to improve standards	Develop a financial recovery plan over three years with the Education and Skills Funding Agency. Improve the admission criteria.	Medium
Dissatisfaction of parents and young people in the quality of teaching and learning.	Parents and young people will not choose to study at Medway UTC.	UTC to actively promote and publicise what it has to offer young people specifically to improve the educational and pastoral outcomes for young people with a focus on engineering, construction and design.	High

5. Implications for Looked After Children

- 5.1 It is likely that Medway children who are looked after will be seeking to attend courses run by the UTC. It is therefore important for the College to improve educational standards to ensure our children looked after achieve their potential and aspirations.

6. Financial and legal implications

- 6.1 The responsibility for University Technical Colleges including finances remains with the Department for Education.

7. Recommendation

- 7.1 The Committee is asked to note this report.

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Appendices

Appendix 1 Medway UTC Contextual Information

Appendix 2 Ofsted Inspection Report - Summary

Background Papers

Medway UTC Final Report: <https://reports.beta.ofsted.gov.uk/provider/23/142081>

Medway UTC Contextual Information

Background

University Technical College (UTCs) follow a model established by the Baker Dearing Educational Trust (BDT), headed by Lord Baker. UTCs are independent from BDT and the governing body is controlled by a majority of employer and university representatives.

UTCs typically have capacity for between 440-800 students who split their time between core academic subjects and specialist technical subjects.

All UTCs are supported by a university and employers and are established to meet demand for particular skills shortage identified by employers in the local area. Each UTC has one or two specialisms, ranging from engineering and manufacturing to construction and bio-medical sciences. These specialisms are determined locally and there is no prescribed DfE list of what is or is not acceptable – it is for the employers and university to decide and make the case. UTC's are registered charities and companies limited by guarantee.

The Baker Dearing Trust:

The Baker Dearing Educational Trust (BDT), chaired by Lord Kenneth Baker, was established in 2008, and has championed UTCs since this time.

Medway University Technical College

Medway UTC was established in September 2015 and is one of a total of 49 UTC's in England. The UTC provides courses for 14-19 year olds in the fields of engineering, construction and design. The UTC's aim is to provide young people the support required to graduate with a portfolio of traditional A Levels as well as technical qualifications. There are currently 273 young people who attend the College.

Facilities



The home of the Medway UTC is a specially constructed self-contained new build at the rapidly developing Chatham Waters regeneration site in north Gillingham. The £12 million building and fitting out costs were met by the Education and Skills Funding Agency. The UTC is an important part of the Government's school reforms that are being made through the national University Technical College initiative that aim to make a vital contribution to raising education standards, as well as preparing young people for a career in technology. Full planning consent for the building was granted by Medway Council in July 2014. The lead build contractor, Bowmer and Kirkland, started on site in September 2014, with the building being complete in September 2015.

The building is fully equipped with state of the art facilities to enable and enhance the 'learning by doing' approach to delivering the engineering and construction focus of the UTC. These facilities have been carefully developed in close collaboration with employer sponsors. This approach is also exemplified by the internals of the facility, which have been designed to create a live learning laboratory to enable students to understand the construction, engineering, and operational features of a state of the art, environmentally friendly building.

The building has also been designed to create a business-like environment, in keeping with the ethos and focus of the UTC. The building is fully ICT enabled to permit students to mirror industry practice, as well as enhancing their own learning.

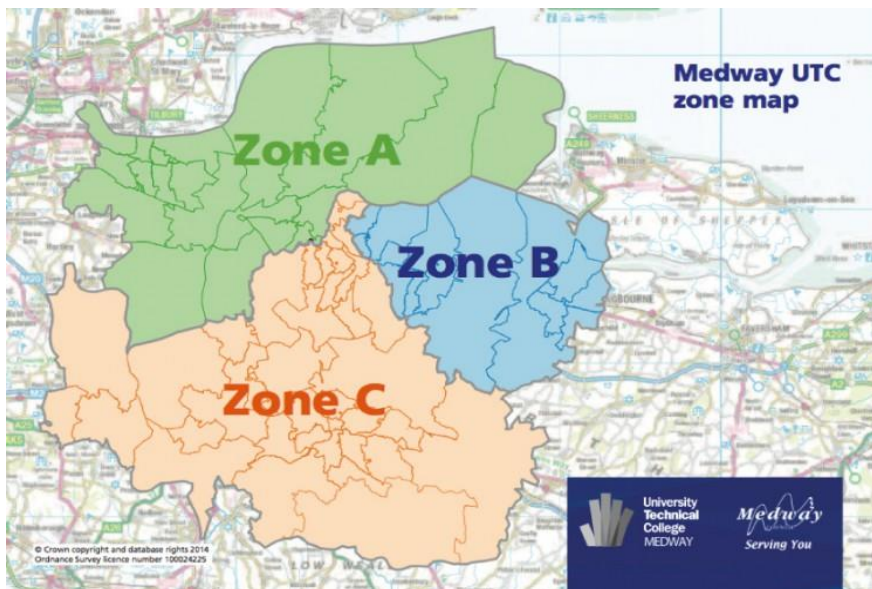
Medway UTC's full capacity is 600 students and there are currently 273 on the register.





Catchment Area - Allocation of places by zone

90% of places are allocated across three zones and the remaining 10% of places to outside applicants. If any of zones A, B or C are undersubscribed (if places remain unallocated after all applicants have been given a place), the remaining places will be allocated equally to those zones that have places. If there are more applications than places (oversubscription) then random allocation is used.



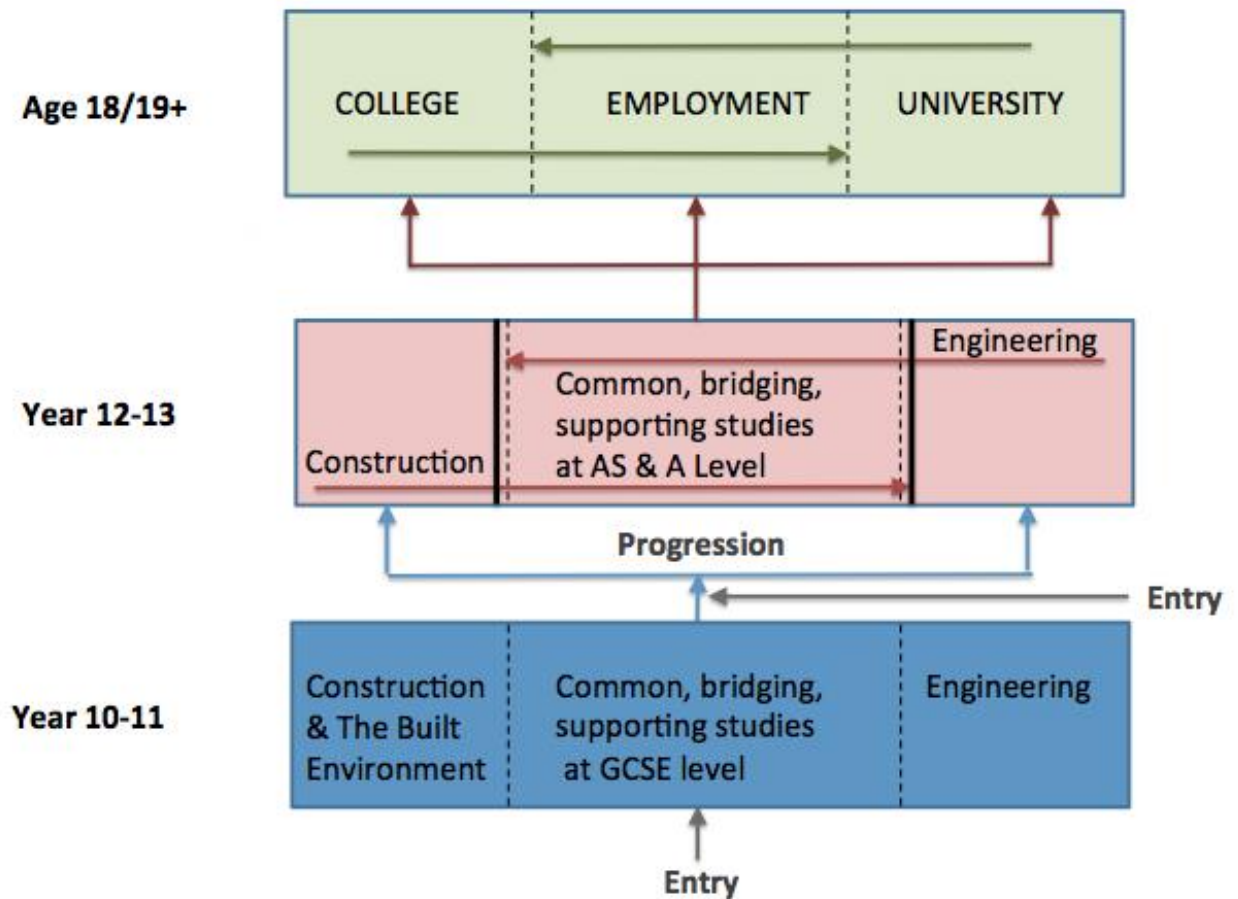
ZONE A – 30%	ZONE B – 30%	ZONE C – 30%
Rochester, Strood and Hoo Peninsula areas of Medway; Gravesham Borough Council and areas west of Medway	Gillingham and Rainham areas of Medway; Swale Borough Council and areas east of Medway.	Chatham and Walderslade areas of Medway; Maidstone Borough Council and areas south of Medway

Medway UTC's core partners



Medway UTC's Educational Pathways

Medway UTC – Education Pathways



School report



Medway UTC

South Side Three Rd, Chatham, Kent ME4 4FQ

Inspection dates

6–7 March 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
16 to 19 study programmes	Inadequate
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an inadequate school

- Until very recently, governors have abrogated their responsibility for maintaining a high standard of education in the school. Insufficient challenge was offered to previous leaders.
- The curriculum is too narrow, a computing course had been cancelled and there has been no provision for physical education or religious education in the school.
- Since the school opened, there has been significant turbulence in staffing. Governors have not ensured that training is good enough to enable leaders and teachers to carry out their duties effectively.
- Leaders' development plans are not fit for purpose. They do not offer an effective framework to underpin the rapid improvements to teaching, assessment, behaviour and leadership that are required.
- There is a culture of low expectation across the UTC. As a result of weak teaching, pupils' achievement in GCSEs and in A levels was particularly poor last year. Current progress in all year groups is very weak.
- Teachers do not use assessment to design activities at the right level to match the learning needs of pupils. As a result, all pupils, but particularly the most able, those who have special educational needs (SEN) and/or disabilities and the disadvantaged, make very poor progress.
- Behaviour in lessons is poor. Pupils are frequently distracted, off task and, in some lessons, disruptive. This slows the pace of learning.
- Numbers joining the school have dropped dramatically. Attendance is declining. Parents and pupils are dissatisfied with the quality of teaching, particularly in key stage 4.

The school has the following strengths

- Safeguarding is effective.
- Outcomes in the construction and engineering courses in the sixth form are higher than elsewhere in the school.
- Working with external consultants from The Howard Academy Trust (THAT), the new interim principal has shared a more accurate view of the poor performance within the school. New ideas and resources have been introduced but it is too early to see an impact of these on pupils' progress.