



MILTON KEYNES COLLEGE

SELF-ASSESSMENT

2023/24

Building Fairer Futures.

The 2023-24 Self-Assessment Report has been compiled through the use of information from a number of sources including the individual School SARs, Teaching, Learning and Assessment review activities, Surveys, External Verifier/Standard Verifier Reports, Information Services data, comparisons with National Performance data (where available) and other qualitative evidence identified by staff and students. The report gives oversight of the College's overall performance, including judgements made by Ofsted in February 2024, and highlights progress against the College Quality Improvement Plan.

Milton Keynes College Group Self-Assessment for 2023/24 is overall Good (Grade 2)

Contribution to meeting Skills needs	Strong
Quality of Education	Grade 2 (Good)
Behaviours and Attitudes	Grade 2 (Good)
Personal Development	Grade 2 (Good)
Leadership and Management	Grade 2 (Good)
Safeguarding	Effective
Provision Types:	
Education Programmes for Young People	Grade 2 (Good)
Adult	Grade 1 (Outstanding)
Apprenticeships	Grade 2 (Good)
High Needs	Grade 1 (Outstanding)
Higher Education	Grade 2 (Good)

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Information about Milton Keynes College

in 2023-24

Provider details:

Unique reference number: 130609

Type of provider: General Further Education college

Age range of students: 16–18/19+

Group Principal/CEO: Sally Alexander

Telephone number: 01908 684444 **Website:** www.mkcollege.ac.uk

Milton Keynes College is a general Further Education College located across two campuses in central Milton Keynes. The College campus is part of the wider Milton Keynes College Group, the only Further Education provider with a substantial prison contract alongside an Institute of Technology also situated in Milton Keynes. The College provides a wide range of post-16 education and training.



Foreword by Sally Alexander

CEO and Group Principal

I am proud to present the Milton Keynes College Group 2023-24 Self-Assessment Report. As we navigate through ever changing times, I am immensely proud of the achievements of both students and staff at Milton Keynes College Group.

The College continues to operate at the heart of the community, building Fairer Futures and instilling our values of inspire, excellence, innovation, respect, integrity and belonging into all we do. Our work with local, regional, and national partners continues to help shape our curriculum for the people of the City, creating opportunities through meeting the local skills need.

In February 2024 the College was visited by Ofsted and received positive feedback on how we support a wide range of students on their path to developing themselves. I was particularly pleased that the College's position around skills was recognised in this report as 'strong', as well as the College being deemed 'Outstanding' for our Adult learning and High Needs provisions. An overall outcome of 'Good' gives the College an excellent platform to further serve our community.

As Milton Keynes College Group is the only further education provider in the City, we are fully committed to providing an outstanding experience for our learners with LLDD needs. We provide an engaging Inclusion provision and have a dedicated team supporting the large number of high needs learners and those in receipt of an EHCP. We work closely with the City Council to ensure we are approaching the next steps in a young person's life collaboratively, ensuring the correct decisions are made to ensure the best academic setting for each individual.

Inclusion and our continued commitment to the EDI agenda are integral to our approach to create Fairer Futures for all. Central to our work in 2023-24 to promote and lead EDI was the continued development of five Employee Networks covering Cultural Diversity, Disability, LGBTQ, Men and Women, these networks help enrich the student experience and give staff the opportunity to be part of a solution to breaking down inclusive barriers.

Employers are at the heart of what we do, whether it be co-constructing curriculum, creating meaningful work placements for students, or working together to educate apprentices, our work with employers continues to grow and strengthen every year. Initiatives such as our collaboration with Red Bull Racing are making measurable impacts to our learners' experience and outcomes, whilst driving aspiration in STEM subjects and employment for young people. We have engaged widely with the development of our Local Skills Improvement Plan (LSIP) and are leading the regional response as lead college on the Local Skills Improvement Fund (LSIF). Our Bletchley-based, South Central Institute of Technology, continues to deliver high level digital skills to students at levels 3, 4 and 5, as well as supporting the development of basic digital skills the community through our 'Tech Park' initiative with the City Council.

2023/24 saw MK College Group enter the third year of our 'Fairer Futures' strategy. This SAR shows the tangible process we are making towards our strategic aims, all geared at helping us deliver 'exceptional learning experiences.' It gives a strong lead in to 2024/25 academic year where we will deliver on new 'Curriculum and Quality Strategies' as well as open a new A Level provision, further meeting the needs of our growing student base.



Sally Alexander
CEO & Group Principal

A handwritten signature in black ink that reads "Sally Alexander".

Milton Keynes Context

The City of Milton Keynes is situated in the South-East Midlands Local Enterprise Partnership (LEP) region. With an estimated population of approximately 280,000 and home to over 13,000 businesses, the city's economy has continued to grow. As of 2023, the Milton Keynes economy is valued at £15 billion, with a GDP per worker of £74,500—remaining one of the highest in the UK.

The business landscape of Milton Keynes remains unique within the South-East Midlands region due to the dominance of micro-businesses (0–9 employees), which account for 90% of all businesses. Small and medium-sized enterprises (SMEs) represent 9.4%, while large businesses with over 250 employees' number 75. The city is notable for hosting numerous global and national headquarters, including renowned organisations such as Red Bull Racing, Network Rail, and Santander.

Milton Keynes also has a younger demographic compared to the national average, with 27.6% of its population aged 19 and under, compared to 23.5% nationally. The city is recognized for its diversity, with 27% of its residents identifying as Black and Minority Ethnic (BME), rising to 45% among current learners. Additionally, 26% of residents speak English as a second language, and 15% of pupils have special educational needs.

While Milton Keynes is ranked 181 out of 326 regions in England on the deprivation index, this overall position masks significant inequalities. Nine Lower Super Output Areas (LSOAs) within the city are ranked among the 10% most deprived areas in England

Milton Keynes College Context

Milton Keynes College is a purpose and values led organisation that understands the importance of ensuring a positive and inclusive culture within our people. The College strategy outlines its commitment to delivering 'Fairer Futures' for its students and the wider local community.

The College works hard to instil its values of inspire, respect, integrity, innovation, excellence and belonging within all students. This is particularly important as Milton Keynes, as one of the fastest growing and newest cities in the UK, requires learners' aspiration and skills to realise its ambition of becoming a key hub for productivity, culture and commerce internationally.

The College delivers education programmes for a wide range of Students, including, T-Levels, Vocational Qualifications such as BTECs, Professional Awards, Apprenticeships, Higher Education Awards, Short qualifications and Professional Development Qualifications. The College Group also incorporates the South Central Institute for Technology, with a bespoke site at our Bletchley Campus.

The College works closely with the Milton Keynes City Council (the College was a key contributor to the MK 2050 future planning strategy) and the wider Milton Keynes community to ensure it plays an active role in understanding skills requirements and fulfilling skills needs through community, civic, education and employer focussed activities. The College is not only responsive to the skills landscape in its local area, but it also works in partnership to drive the skills agenda.

The College works closely with a broad range of partners including with the DfE, the ETF, The AoC, Awarding Organisations, HMPPS, Milton Keynes City Council, MK and Northamptonshire Chambers of Commerce, SEMLEP, FSB, Cranfield University, The Open University, Community Partners, local MPs, as well as local, regional and national employers such as Santander, Red Bull Racing, Careys, Silverstone, Nissan Nifty Lift, Aden Contracting, Aston Martin F1, Marshalls, Seckingtons, FCDO and HMGCC.

The College continues to be actively involved with Milton Keynes Secondary Heads network and is the current chair of the Post 16 education steering group which comprises of a mix of schools, FE and HE providers.

At a more regional level, the College is the lead provider for the Local Skills Improvement Fund (LSIF) in response to Local Skills Improvement Plan (LSIP) priorities. This sees MK College co-ordinate other regional FE providers to deliver projects to meet identified needs. The College leads on two of these projects itself, improving communication with employers and increasing digital skills.

Milton Keynes College hosts regular employer forums in over 15 sector areas. These engage a range of employer types and seek to identify a range of skills needs and any barriers to being able to recruit. Each sector has its own sector skills guide informed by external research and validated by employers themselves. The College works closely with employers and stakeholders and our aim is to contribute positively to the demands of services and industry. We involve employers in the development of courses and support professional sectors with learning, development and training through our range of full time, apprenticeship and adult courses.

The College uses EMSI and Vector market intelligence software to identify sector trends at both industry and occupational level. This allows it to predict sectors which are growing, declining or remaining stagnant and adjust the curriculum accordingly. A recent example of this has been the College successfully securing post-16 capacity funding to grow its construction facility, and so widening the curriculum offer, as a direct result of data showing anticipated growth in housing and other construction projects locally.

CONTRIBUTION TO SKILLS NEEDS

Strong



Milton Keynes College makes a strong contribution to meeting the skills needs.

- Milton Keynes College makes a strong contribution to meeting the skills needs.
- Leaders align their ambitious skills strategy very closely and highly effectively to local, regional, and national skills priorities, and are responsive to employers' needs and opportunities as they emerge. As a result, leaders are very active in involving stakeholders in the design and implementation of the curriculum. This collaborative work has informed the curriculum well in almost all areas, benefitted learners, and has led to the inclusion of new pathways for onward and upward progression. For example,
- Leaders engage very effectively with a wide range of stakeholders such as Careys, Aiimi, Marshall Amplification, WD40, SMC and Niftylift to understand current employment and sector skills needs.
- They work closely with local authorities (Milton Keynes City Council), chambers of commerce (Milton Keynes Chamber and Northampton and Milton Keynes Chamber of Commerce) and local enterprise partnerships (South East Midlands LEP and Buckinghamshire LEP) to ensure that their priorities are integral to the College's short, medium and long-term plans.
- Leaders have positioned the College as the lead organisation for the regional Local Skills Improvement Plan and Fund, coordinating responses to skills needs in the South East Midlands region. They have a focused and clear curriculum response based on LSIP feedback, including the creation of a skills academy, with a drive towards developing baseline skills required by employers.
- Leaders contribute significantly to the digital sector in the region as the lead provider for the South Central Institute of Technology, working with other colleges, employers and universities to deliver Higher Technical Education.
- Leaders have developed highly effective links with prestigious national organisations such as Red Bull, Silverstone and Microsoft which enthuse staff and learners and inform the intent of curriculum well.
- Leaders have collaborated to develop programmes that define educational pathways and inspire young people and adults to engage with skills learning, particularly in skills gap sectors, for example STEMX and Skill Up: MK.
- Leaders have created a culture of continuous and highly effective engagement with industry experts and community organisations. This enables leaders and managers to understand well the needs of external stakeholders and adapt the curriculum effectively to meet these needs. Leaders use their positions of influence to ensure that learners' access up to date and highly relevant curriculum content that supports them well to develop relevant industry skills. This provides learners across all provision types with exposure to the 'real world' of work through events such as live employer-sponsored briefs, guest speakers and work experience placements. For example,
- Leaders sit on (and/ or chair) a range of civic, community, education and employer responsive forums to ensure that they are fully aware of local skills needs and drive the skills agenda.
- Leaders support the MKSH (Milton Keynes Secondary Heads) activity and specifically chair the Milton Keynes Sixth Form Heads group. Senior leaders support the development of the four (North, East, South and West) Milton Keynes Schools' Quadrant meetings to ensure sharing of best practice.
- Every College School and subject hosts termly employer forums to consult with employers on curriculum content, and ensure it is regularly updated.
- A recent development includes a rapid response to provide courses in English for Speakers of Other Languages (ESOL) in their region in response to the city council's support of refugee settlement. Along with this, digital delivery for those who are impacted by digital literacy, providing skills that enhance social mobility.

Staff at all levels work collaboratively with key stakeholders to inform the content of the curriculum and ensure teaching and learning is effective, so that learners make sustained and substantial progress towards skills they need. Close involvement with stakeholders assists with effective education and training programmes that meet employers' needs. Furthermore, these relationships are utilised to give learners exposure to community action projects to support wider skills and character development. For example,

- Courses and pathways at the College have a curriculum that is skilfully co-designed, co-developed and co-delivered with industry experts. The best examples of these partnerships include hospitality and catering and motor vehicle working with Silverstone, construction with Careys, digital with Microsoft, active industries with MK Dons football club, creative industries with MK Gallery, engineering with ABB Robotics and care and health with Milton Keynes University Hospital.
- Learners participate in a range of social and community actions projects including, for example, College in the Community Day. Further subject-specific examples include: performing arts learners' performance of 'Broken' tackling knife crime; arts learners' 'Difference Makers' graffiti cover-up; digital learners have developed new website content for local charities; hospitality and catering learners delivering a pop-up restaurant for the British grand prix; construction learners supporting MK museum with site and artefact maintenance; sports therapy learners offering sports massage after the MK half marathon; barbering learners cutting hair at the YMCA.





QUALITY OF EDUCATION

Good



Strengths

The outcomes for the majority of provision are good, with an overall achievement rate of 82.9% for all provision types. Full time outcomes for the majority of learners are good, Level 3 learners achieve consistently good outcomes with 88.3% of level 3 learners achieving their qualifications, and 47% achieving high grades. There is particular success in Sport, Science, Care, Media, Access, Catering, ESOL and Business where achievement rates were all above 90%.

The College curriculum intent is clear, teachers sequence curriculum content logically and sensibly to enable learners to build their knowledge well and quickly understand new concepts and topics. This supports learners effectively to move onwards and upwards through career pathways and into regionally in-demand sectors and occupations. As a result of leaders' and teachers' logical planning, almost all learners acquire substantial new knowledge and skills that are needed to be successful in in-demand sectors and occupations in the regional economy. 98.8% of students' progress onto a positive destination of further study or employment.

Most teachers use highly effective teaching techniques to deliver concepts, enthuse, and interest learners. They present information clearly and structure lessons carefully, incorporating effective recap, revisit, and enhancement on prior learning. Most teachers use discussions effectively to deepen learners' and apprentices' understanding and are skilled in deep questioning techniques to ascertain 'in session' student progress. In addition to this, most teachers use a range of assessment strategies effectively to check what learners and apprentices have learned. As a result, most learners and apprentices make positive progress towards their goals and aspirations. For example:

- Most lesson observations show that "planning and preparation meets the needs of the learning programme and the needs of individual learners" is effective.
- A large majority of observations showed that "learners are making effective progress towards challenging targets"
- There is a clear trend in observation feedback that staff use technology well in the classroom and this enhances the student learning experience.

"Teachers and trainers use a range of effective strategies in classrooms, workshops, salons, laboratories, studios and kitchens to help learners understand key concepts. These include demonstrations, discussions and opportunities for them to apply their learning. Learners benefit from using technical resources in lessons to support their development and reinforce activity that is seen in the industry. Teachers encourage learners to take time to think about what they have learned so that they understand what they are doing well and what they can do better. Apprentices use job cards that are specific to the task they are doing to record what they have learned and how they might use their new learning at work. Teachers use a range of assessment activities to check, extend and correct learning. They use questioning in the classroom and the workplace to evaluate the progress learners are making and inform further teaching." (Ofsted, 2024)

The assessment process is well planned and supports students to meet higher grades through challenging assignment methodology. This is evidenced through assessment plans and scrutinised through the 360 quality reviews. The College implements MarkBook as its method of tracking student progress for vocational courses and OneFile for apprenticeships. The assessment process starts with assessment plans which are audited in September and supplementary audits including work scrutiny, schemes of work, tracking and predicted achievement are ongoing throughout the academic year. Teachers' feedback on learners' work helps them to know what they are doing well and what they need to do to improve and to achieve their best. When comparing to National Achievement and High Grades rates, the College outcomes are in line with national average or in a strong position.

Adult learners' progress is exceptional. Those studying mathematics embrace the subject after coming to college with fears from previous experiences of learning mathematics, student feedback states that staff deliver contextualised learning that is personalised and vocationally relevant. The college's commitment to its communities enables adult learners to be successful when studying access to higher education qualifications. They go on to study at local universities and then stay in the area to fill skills shortages in the healthcare and medical sectors when they leave university. Learners studying ESOL build their confidence in spoken and written English, which they use to improve their daily lives, apply for jobs and integrate into their new communities.

Quality improvement systems are robust. There is a clear framework for quality assurance including the use of learner walks, scrutiny, audits, data reviews, deep dives and intervention plans. Quality assurance is used to inform CPD throughout College, with trends used to plan topics for regular Inset Day events and more localised approach to 'in team' CPD, all supported by the People Services team.

Areas for Development

English and maths achievement across all provision types and levels, including continuing to improve attendance and providing further support for exam preparation.

On occasion, trainers' feedback to apprentices is not specific enough to help them know what they need to do to improve, and their targets for improvement and further learning are too general. Consequently, employers do not know how to best help these apprentices when they are at work.

In a very small minority of courses, some curriculum planning does not offer sufficient opportunity for learners to revisit and embed knowledge to allow them to perform well in external exams. This was evident in some of the outcomes for Construction, Engineering, Maths and English.

Retention of students on Level 1 courses, which has an adverse effect on overall achievement. 2023/24 saw an increase in students enrolling at the College with more complex needs, there was also an increase in the number of overall Level 1 students and this brought about challenges with group sizes and dynamics.

Employer input is not fully entwined into all programmes of study.



BEHAVIOUR AND ATTITUDES

Good





Strengths

Learners benefit from calm, positive and inclusive learning environments. Almost all learners arrive at lessons punctually and ready to learn. They develop professional behaviours that support them well with their next steps. They live up to the high behaviour expectations that college staff have of them. The vast majority of learners and apprentices conduct themselves well in lessons, in communal areas, in the workplace and in all aspects of college life. Those who are new to the College quickly learn and model the polite and respectful behaviour that other learners and apprentices show towards staff and each other. This respectful culture is fully inclusive of our high behavioural standards, with almost all students demonstrating positive behaviours towards their learning. For example,

- The vast majority of learners that participated in the Induction and On Programme surveys agreed with the statement “I know what behaviours are expected of me at Milton Keynes College.”
- Learners listen well in lessons, improving their skills to prepare them for the world of work or further learning.
- Learners make positive contributions to classroom discussion and demonstrate mutual respect and tolerance for one another when discussing specific topics.

Staff help learners build and develop their confidence well. Learners, and particularly those with a negative view towards education due to having a difficult time at school, quickly become more confident when at college. They gain the self-assurance to understand that they can succeed and re-engage with education well.

Learners benefit from good individual support when coping with external pressures that may cause them anxiety. Teachers, progress mentors and support staff help learners get back on track swiftly if they have fallen behind with their work. Learners who may be struggling in their personal lives are carefully supported by staff to return to learning and improve their attendance. Learners feel safe in the College and its surrounding areas. They participate in interesting and useful personal development tutorial sessions which help them improve their understanding about topics such as sexual health, consent and how to keep themselves safe against local threats. Learners know how to report any safeguarding concerns and have confidence that staff will challenge any cases of bullying, harassment, and any other forms of discrimination. Learners know that if they report concerns, they will be taken seriously. For example,

- Although there have been some incidents in the vicinity of Milton Keynes College a very large majority of learners agreed with this statement “I feel safe when at Milton Keynes College.”

The introduction of the Positive Behaviour Team, Behaviour Task Force, and centralised processes to improve tracking and monitoring of the disciplinary process have together provided a robust approach to supporting students with aligning to the college values, as well as general means to provide support. This has led to positive interventions for learners to help them develop appropriate conduct around campus.

The behaviour and conduct of adult learners are exemplary. They are keen and enthusiastic to learn and they do so with respect and consideration for their peers and teachers. Despite many adult learners having barriers to learning, such as jobs and childcare commitments, they endeavour to attend their lessons. They value highly the way teachers and managers have organised the timetable so that courses take place in the evenings. Where start and finish times are during the day, they enable those with children to take them and collect them from school. (Ofsted, 2024).

Areas for Development

Although most learners and apprentices attend well in many courses, overall attendance last year was still too low at 84% overall. English and maths attendance further highlights the need for development with rates at 82% and 77% respectively.

While most students and apprentices exemplify college values in their daily lives, a few male students and apprentices do not show their female peers the respect to which they are entitled. Leaders and managers fully address any concerns coupled with staff teaching key topics to build students’ confidence to report any incidents that make them feel uncomfortable or unsafe.

For the minority of students, conformity to wearing lanyards is an issue. With health & safety paramount, all students are challenged effectively; however continuous development of processes is at the forefront of leaders and managers focus to further emphasize the importance of lanyard adherence.



PERSONAL DEVELOPMENT

Good





Strengths

Learners benefit from stimulating environments that replicate workplace cultures well. Staff help learners successfully develop their professional confidence and resilience as well as professional skills and behaviours through carefully planned theoretical and practical activities. For example,

- The personal development curriculum includes topics such as individual liberty and discrimination, monogamy, polygamy and heterosexual marriage and bias and stereotypes.
- Learners from across the College were instrumental in the launch of the sector-wide Student Commission on Racial Justice.
- A large majority of learners agreed with the survey statement “I am treated equally and fairly when at Milton Keynes College.”
- Learners learn about British values during their time at college through discussion, debate, tutorial activities and extra-curriculum activities. Learners and staff exemplify British values during their time at college well. The Student Council promotes democracy and individual liberty effectively.
- College policies, procedure and rules are respected and upheld by almost all learners.

Learners and apprentices receive effective careers education, information, advice and guidance from teachers and impartial, well qualified specialist staff that enables them to understand the range of options for their next steps well. As a result, learners understand the options open to them when they finish their courses and almost all progress into positive destinations, including higher education and further training. Staff prepare learners who are first-generation higher education applicants well for progression to higher-level study. For example,

- Careers staff run useful careers events throughout the year and across provision. These are skilfully targeted towards progression at timely points (e.g., at induction, for higher education and UCAS application and when learners are considering their next steps). The careers team work closely - and have effective progression agreements in place - with a range of local universities to support progression. University staff attend college and provide useful 1:1 support to support HE progression.
- A dedicated careers advisor supports learners with SEND and who have been Looked After.
- A dedicated Microsoft Teams channel is available to all learners that promotes a range of opportunities from part-time work to degree apprenticeships.
- Careers leaders and careers advisors deliver useful 1:1 appointments to help learners explore a wide range of broad and impartial options, skills, attributes and create career plans for learners and apprentices. These are offered across locations, at sites that work best for individuals.

Staff provide good pastoral and academic support for learners which helps them thrive and achieve well. Learners highly value and respect the support that they receive. Most can achieve additional qualification(s) beyond their main programmes and gain valuable experience competing in skills competitions which helps them with their next steps. For example,

- The College has a dedicated well-being and resilience team who support learners well, alongside targeted interventions for those most in need.
- A bespoke and carefully planned personal development curriculum runs alongside learners' vocational curriculum that prepares them well for life in modern Britain.
- When learners start at college they benefit from a useful and well devised induction which helps them quickly understand how to stay safe and report concerns, recognise signs of radicalisation and extremism, understand local threats, apply and model British values and understand racial justice. This curriculum is then tailored to support individual groups and learners' requirements.
- Learners benefit from a range of personal and self-help support linked to (for example) mental health, staying positive and resolving conflict.
- Staff raise learners' awareness of a variety of topics through national events and campaigns that are run across the College environments. For example, the College runs whole campus events that promote topics such as suicide prevention, mental health awareness, disability history and awareness, sexual abuse and sexual violence and sustainability.

Most learners and apprentices participate in a wide range of additional activities that enrich their learning and allow them to broaden their horizons and discover new interests and hobbies. Through these, learners and apprentices establish new friendship groups, learn about diversity, develop empathy with others and expand their knowledge of how to keep physically and mentally healthy. For example,

- Clubs and societies available to learners include: 'All Things English: Books, Poetry and More'; Debating; LGBTQIA+ Community; Movie Club; STEM Club; Volunteers Club; Tabletop Gaming and Music Society
- Sports and Wellness activities include Gym, Netball, Football, Badminton, Volleyball, Basketball and Table Tennis.

Staff prepare learners well for the world of work. They ensure that Education Programmes for Young People (EPYP) learners benefit from plentiful encounters with the world of work to help prepare them for their next steps. This readiness, preparedness and confidence building commences upon enrolment and is a constant throughout programmes. For example,

- Level 3 health and social care learners find out about future career options from visits from staff at the University of Bedfordshire and from nursery employers. Army careers and the Royal Navy staff visit the College to talk with L2 and L3 uniformed public services learners about the progression opportunities available after college and the behaviours required within their area of the armed services. L2 and L3 motor vehicle learners receive useful presentations from staff at Auto Tech and Mercedes academy to support their work readiness. Staff from Aqua Sauna and Bodylite help level 3 beauty learners understand employers' expectations prior to starting work experience. Level 2 and level 3 catering learners work closely with staff at Silverstone racecourse during the British Grand Prix to help them learn in a professional environment.

Areas for Development

While EPYP learners benefit from a wide programme of work-related activities embedded throughout their course of study, in 2023-24 too few learners on education programmes for young people benefitted from external work experience placements. Subsequently, for some learners, impactful exposure to an external workplace was missed, reducing opportunities to develop key employability skills.

Implementation of the personal development curriculum is inconsistent. A few teachers do not have the skills and confidence to enable learners that they teach to quickly improve their knowledge about challenging topics such as sexual orientation, gender reassignment and individual characteristics. Further to this, the breadth of the curriculum is impacted by differing approaches to personal development delivery across the schools, leading to inconsistent delivery and coverage.

The uptake of students competing in skills competitions linked to their vocational specialisms in 2023-24 was lower than aspired. Whilst some excellent examples of students participating in skills competitions including national personal training competitions, regional beauty skills challenges, and inter-college maths competitions, there was inconsistent uptake and spread of opportunities across the full provision.

Wider skill development is inconsistent across the different provisions. The personal development curriculum provides appropriate links to skill development, entwined into the delivery, however the implementation of the personal development curriculum has meant that some schools are not fully exposed to the entire offer, or that insufficient attention is paid to wider skill enhancement. Further to this, the tracking and assessment of skill development is not consistently built into the delivery offer.

The minority of students do not benefit from purposeful progression to higher levels of study, or meaningful destinations. Whilst careers advice is offered to all students, uptake is not fully inclusive of all learners who have not identified an intended destination. As a result, a small number of students do not receive informative careers advice and guidance and subsequently may miss opportunities for internal progression, or aspirational destinations outside of the college.

LEADERSHIP & MANAGEMENT

Good



Strengths

The College demonstrates consistently strong Leadership & Management.

The College's 'Fairer Futures' Strategy and College Values are used as a guiding principle to all strategic decisions across the organisation. Leaders and governors embody these values to create a culture of high performance along with a positive environment for staff and students.

Leaders and governors are well positioned in local, regional and national groups to ensure opportunities to influence key decision makers and stakeholders are used. Examples of this include Senior Leaders participating in and/or chairing Local Employment Forums, Chambers of Commerce and Schools Strategy Boards.

Leaders and Governors understand the needs of the local community very well, using this knowledge and network to help tackle social inequality through education and training. They pride themselves on offering a range of inclusive, accessible, and challenging learning opportunities which suit the communities of Milton Keynes and the surrounding South East Midlands area very well. Leaders have carefully positioned the College as an ambitious organisation among the range of civic and community stakeholders it works with and supports.

Leaders make effective use of the partnerships they have with learners, parents, employers and their communities to support learners with their education. Leaders and managers have responded swiftly to develop an ESOL programme to support refugees and asylum seekers from Afghanistan and Ukraine. Learners develop the skills required to quickly integrate into life in the UK and achieve their qualifications.

Leaders ensure that teachers are well qualified and experienced in their vocational areas. Professional development is aligned with developing subject expertise and pedagogical knowledge, for example the annual Industry Connect **(this is 2024/25)?** allows teachers to engage with local industry and improve and update knowledge and skills, ensuring the curriculum delivered for students is current and relevant to the local area.

Leaders have high expectations of learners throughout all aspects of life at college. They communicate these expectations well to both staff and learners. This spans beyond the classroom and individual campuses. As a result, most students uphold standards required for positive citizenship and make positive contribution to their communities.

Leaders and managers have rigorous processes in place to assure themselves of the quality of teaching. They ensure that teachers and trainers are provided with helpful support and training to further improve their teaching and meet leaders' and managers' high expectations. They mitigate any risk to students' learning sensibly and proportionately. As a result, most learners benefit from effective teaching and develop the knowledge, skills and behaviours to achieve well, including merit and distinction grades, and move on to their next steps.

Leaders and managers have very good oversight of the quality of provision and respond quickly where areas are identified as having a need to improve. 360 meetings are used to support teams and apply scrutiny through a deep dive quality inspection approach.

There is clear curriculum intent that is well understood by staff. Curriculum areas hold regular employer forums, leading to the curriculum in most areas being up to date and relevant, the curriculum is co-constructed with employer input, ensuring the College is delivering the skills, learning and programmes relevant to the local skills needs. Curriculum delivery is focussed on developing learners' employability skills and work-related learning.

Leaders and managers have ensured that there is highly effective employer engagement. Curriculum teams have effective communications with employers, there are employer newsletters and face to face events held throughout the year to help shape the curriculum. Employers and other stakeholders work with curriculum teams to support learning such as providing guest speakers or setting live projects for learners. This supports learners' technical knowledge development and employability skills enabling them to move into employment or their next steps.

Leaders and governors use their extensive experience in education, business, enterprise and community to help staff at the college provide high-quality education, training and opportunities that benefit learners. They have an ambitious vision and a well-considered strategy, based on their knowledge of the region, to provide fairer futures for the communities in and around the city. They strive for continuous improvement and seek opportunities that benefit the people, employers, partners and stakeholders with whom they work. Leaders and governors have positioned the College to be integral to the economic development and social cohesion of Milton Keynes.

Leaders and managers have carefully considered the reward, workload and wellbeing challenges facing the College, the education sector and more broadly the public sector. They work proactively with colleagues (including through industrial relations) to mitigate impacts on individuals and teams. As a result, staff work hard and feel well supported by leaders and managers. For example,

- Workload and well-being sub-committees have been set up to address challenges swiftly.
- The College made a 6.5% pay award for Campus staff and 8.5% for Prison staff in 2023/24. This is on the back of pay awards also developed and delivered in 2022/23.
- There are five (LGBTQ, Cultural Diversity, Disability, Women's and Men's Network,) dedicated employee network groups that are targeted towards supporting individuals and team members.
- The College has developed and published both gender and ethnicity pay gap reports; these are reviewed regularly at both ELT meetings and Board.
- The College utilises the Peakon system to gather employer feedback, a system which demonstrated an increase in employee satisfaction from 7.2/10 in July 2023 to 7.5/10 in July 2024.
- A dedicated workload and well-being 'Develop Together' all staff conference was undertaken to highlight strategies to support staff; there was also an AI conference designed to support staff in efficient working and the use of digital tools.

Areas for Development

Continuing the focus on areas for improvement and tracking of progress effectively using KPI and QIP actions, including the use of data reports to inform actions to swiftly close performance gaps.

Leaders must ensure timely intervention where types of provision are under their funding allocated target and work with college staff to provide solutions to ensure funding is not returned to the funding body.

Leaders are applying intervention methods to ensure that students aged 16 to 18, but only those for whom it is appropriate, have the opportunity to participate in meaningful and worthwhile external work experience placements.

Leaders will create, develop and implement a dedicated programme to support College Middle Managers with the tools to ensure curriculum meets local need and is aligned to funding allocations.

SAFEGUARDING

Effective



Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding arrangements are effective, dynamic and responsive. Leaders have developed a strong culture of safeguarding. They have carefully considered policies and procedures in place to ensure that staff and learners know how to report any and all concerns, reviewing these regularly.

Well qualified and highly experienced safeguarding staff use their experience and a wide range of external contacts to deal with safeguarding concerns effectively. Safeguarding staff liaise closely with external agencies to ensure that they are aware of, and responsive to, local issues. This also ensures approaches are person centred.

Leaders ensure that new staff are recruited safely and trained appropriately. Any low-level concerns relating to staff are dealt with accordingly. Leaders have invested in effective IT systems that quickly flag up any concerns when learners are online. Staff also ensure that learners improve their knowledge of how to stay safe when working online. Leaders and staff know about the local risks that learners face in Milton Keynes and ensure that learners on the College campus are safe. Staff adopt an approach of “it could happen here” in line with statutory guidance and are equipped to manage any concerns that arise.



PROVISION FOR LEARNERS WITH HIGH NEEDS

Outstanding



Strengths

Leaders and managers have carefully designed a range of effective pathways for learners in discrete high needs provision. The intent of these courses for learners with high needs is clear and ambitious and aligns well to the SEND Code of Practice. Leaders, managers and teachers have high expectations for what learners on these programmes can achieve. They check learners' progress carefully and frequently and know the strengths and areas for improvement of the provision well.

The discrete provision for high needs learners is highly effective. Learners achieve very well, against a backdrop of an increasing cohort of students. Retention is high and learners benefit from highly effective initial advice and guidance to ensure that they are on the correct programmes. Leaders and managers liaise closely with relevant Local Authorities, secondary schools, special schools and other specialist services to ensure appropriate funding is secured and used effectively to plan, manage and develop the provision for each individual learner across the mainstream and discrete provisions. Staff assess learners' starting points carefully and effectively. They use these starting points well to set learners challenging goal.

Leaders and managers have developed highly effective programmes that challenge learners well to develop their independence, improve their communication skills and make relevant personal choices and decisions. As a result, learners are well prepared for their next steps, adult life and living independently in line with expectations set out in the SEND code of practice. Learners participate in good-quality and individually tailored learning programmes that lead to paid or voluntary employment where appropriate (including to supported internships, traineeships, and apprenticeships) and to greater independence in their everyday lives. The overwhelming majority of learners with high needs on mainstream programmes achieve as well as (or better than) their peers.

Managers continually evaluate and improve the provision for high needs funded learners. Staff review education, health and care plans effectively and ensure that they are in line with statutory requirements with robust procedures in place to ensure meaningful progression towards outcomes. Leaders use subcontracted provision well to meet the needs

of learners that the College would otherwise not be able to support. Leaders and managers know the strengths and weaknesses of specialist subcontracted provision well. They work closely with managers of subcontracted provision to ensure that almost all learners in these provisions benefit from effective provision.

Learners have access to, and engage effectively with, a rich set of opportunities to develop themselves beyond the vocational curriculum. Their learning prepares them well for life in modern Britain. They learn about topics such as staying safe (including when online), keeping healthy and forming positive relationships. Highly positive relationships between staff and learners reflect a respectful culture where the principles of equality and diversity are nurtured. High needs learners attend well.

Staff have the appropriate expertise to support learners effectively across both the discrete and mainstream provisions. Staff understand well how to assess and defuse any instances of challenging behaviour and are skilled in doing so.

Staff use specific behavioural strategies such as social stories, comic strips and visual behaviour plans to give learners clear and accessible rules and boundaries to follow. As a result, learners understand their responsibilities well and are committed to learning.

Safeguarding for learners with high needs is appropriate and effective. Staff ensure that learners are safe in college and understand how to report concerns.

Areas for Development

A few teachers in the mainstream have not yet developed the skills to enable them to challenge and stretch learners with high needs consistently.

HIGHER EDUCATION PROGRAMMES

Good



Strengths

Leaders have created a sensible programme of higher education courses to support learners in Milton Keynes and beyond. In most cases, they use a good range of information from external stakeholders to inform both the content and range of these programmes. Frequent employer fora help leaders and managers develop the higher education curricula effectively so that they align well with local and regional priorities and needs.

Most higher education learners are supported by staff to develop effective independent learning and study skills. Excellent facilities and resources help learners thrive in a professional environment. The South Central Institute for Technology, for example, offers a state-of-the-art environment for teaching and learning in digital technologies. Learners benefit from a wide range of effective online and physical resources that help most to make measurable and sustained progress with their studies. In addition, those moving from further to higher education are supported well.

Teachers of higher education learners are experienced, well qualified and effective classroom practitioners. Most present information clearly and enthuse learners. They ensure that learners are making progress, and any learners who fall behind are well supported by academic staff. Most teachers communicate complex concepts clearly so that learners demonstrate effective knowledge acquisition and can apply this knowledge to future learning. They give learners useful feedback which enables most learners to improve their work and develop their skills.

Most higher education learners attend well. They enjoy their learning and a very high proportion of those who complete their courses achieve their qualifications. Staff help higher education learners gain useful and work-relevant skills through trips and visits.

Learners on public services courses, for example, visit local prisons and courts, as well as visiting industry specific exhibitions. A particular highlight of their experience is a field trip to “Tornado” Training, the HM Prison Service mutual aid response to concerted indiscipline (i.e. riots). These opportunities help them understand fully the occupations where many will work.

Staff help most higher education learners engage with industry-standard projects and work, which helps them develop useful employability skills. For example, the introduction of units on Artificial Intelligence (AI), cybersecurity, and robotics, all of which are supported by employer feedback from partners within the Internet of Things (IoT) sector, ensures that curricula within the Institute of Technology remain current and forward-looking.

Areas for Development

Retention of higher education learners is too low. While academic staff provide effective additional help where they can, the higher education provision at the college does not currently provide the degree of academic and pastoral support mechanisms seen in similar institutions. In addition, there is limited support for personal development.

Higher education at the college is quite disparate, with limited collaboration between schools leading to a limited HE “culture” and limited sharing of good practice. Furthermore, there is no provision of study areas and resources for the exclusive use of HE / Adult learners, leading to them feeling displaced and at times disadvantaged.

Presently, few higher education practitioners or leaders have had experience of administering an external quality assurance inspection from, for example, the QAA.

A constrained higher education offer means that high proportions of learners will seek further study elsewhere. In particular, no options for study at level 6, especially within the IoT, leads learners to look at other options. Similarly, there are limited options available to part time and / or distance learners at level 4 and beyond.

Provision Types Summary

Education Programmes for Young People

Key Strengths	Key Areas for Development
Student pass rates are very high compared to national averages	Attendance at Maths & English Sessions
Quality of teaching, learning and assessment	Achievement in Maths
Students achieving high grades	Student exam preparation

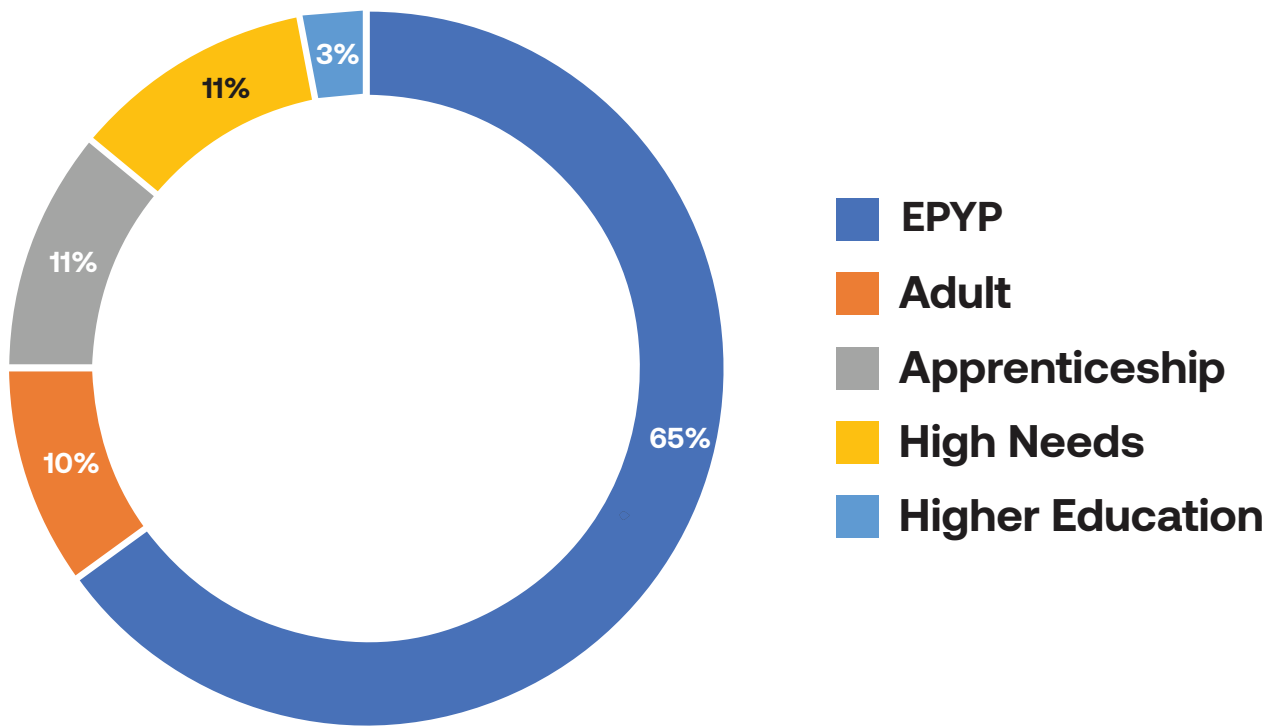
Adult Learners

Key Strengths	Key Areas for Development
Employer engagement and links with local stakeholders	Consistency of planning curriculum to meet government allocation
Excellent adult attendance	Adult onboarding process to enable seamless enrolment/course bookings and the online payment of fees
Quality of teaching & learning	

Apprenticeships

Key Strengths	Key Areas for Development
Employer engagement and collaboration	Target setting for apprentices
Overall achievement rates against the national averages	Areas with high withdrawal rates e.g. accounting need analysing and improvements made to improve
Recruitment and onboarding processes	Improve timely completion of apprenticeships standards, particularly in Engineering

Appendix 1



Individual School Self Assessment Grades 2023/24

Department	Head of School	Grade 2022/23	Validated Grade 2023/24	Progress
Apprenticeships	Sarah Thompson	2	2	=
Business & Digital	James Nowell	2	2	=
IoT	James Nowell	2	2	=
Distance Learning	Di Cook	2	1	↑
Professional Pathways	Kieran Grimes	2	3	↓
Access	Kieran Grimes	2	2	=
Care	Mark Walsh	2	2	=
Hair, Beauty and Hospitality	Sharon Leicester Finch	2	2	=
Motor Vehicle	Sharon Leicester Finch	2	2	↑
Construction	Clifford Clarke	2	3	↓
Engineering	Clifford Clarke	2	3	↓
Arts & Media	Kate Bashford	2	1	↑
Maths	Tom Heath	2	4	↓

Department	Head of School	Grade 2022/23	Validated Grade 2023/24	Progress
English	Tamsyn Krammer	2	2	=
Skills Academy	Louise James	2	3	↓
ESOL	Becca Partridge	1	1	=
Inclusive Learning	Becca Partridge	1	1	=
Adult English & Maths	Kat McKiernan	2	3	↓
Sport	Mark Walsh	1	1	=
Public Services	Mark Walsh	2	2	=
Science	Mark Walsh	2	1	↑
ALS	Chris Lefcovitch	2	2	=
A Levels	Marc Hulbert	No SAR	No SAR	

Overall Achievement of Students 2023/24

	21/22		22/23		23/24	
Overall Achievement including English & Maths	Ach		Ach		Ach	
All Students	83.1%	↑	83.5%	↑	82.9%	↓
Female	84.7%	↓	84.3%	↓	84.0%	↓
Male	81.2%	↑	82.4%	↑	81.7%	↓
16 - 18	81.7%	↓	81.9%	↑	80.5%	↓
19+	85.4%	↓	85.5%	↑	87.1%	↑
Entry Level	86.6%	↑	84.3%	↓	88.6%	↑
Level 1	65.8%	↑	75.2%	↑	60.6%	↓
Level 2	86.4%	↑	83.5%	↓	86.0%	↑
Level 3	84.4%	↑	87.6%	↑	88.2%	↑
Level 4	75.0%	n/a	0.0%	↓	61.5%	↑
Level 5	66.7%	n/a	n/a	n/a	n/a	n/a

Overall Vocational Achievement of Student 2023/24

	21/22		22/23		23/24	
Vocational Achievement	Ach	Diff	Ach	Diff	Ach	Diff
All Students	87.3%	↓	86.0%	↓	88.3%	↑
Female	88.5%	↓	87.1%	↓	88.9%	↑
Male	85.6%	↑	84.3%	↓	87.5%	↑
16 - 18	85.6%	↓	84.1%	↓	86.8%	↑
19+	89.4%	↓	87.7%	↓	90.2%	↑
Entry Level	89.4%	↑	86.6%	↓	92.7%	↑
Level 1	84.8%	↓	84.4%	↓	77.0%	↓
Level 2	89.5%	↓	85.2%	↓	89.4%	↑
Level 3	84.4%	↓	87.6%	↑	88.2%	↑
Level 4	75.0%	n/a	0.0%	↓	61.5%	↑
Level 5	66.7%	n/a	n/a	n/a	n/a	n/a

English & Maths Achievement 2023/24

English & Maths Achievement	21/22			22/23			23/24			Difference from last year		
	Starts	Ach	High Grades	Starts	Ach	High Grades	Starts	Ach	High Grades	Starts	Ach	High Grades
Basic Skills Maths and English	664	50.0%		728	63.2%		1,360	54.4%		632	↓	
English	257	60.7%		291	75.6%		569	69.8%		278	↓	
Maths	407	43.2%		437	54.9%		791	43.4%		354	↓	
GCSE Maths and English	1,572	83.7%	26.3%	1,706	83.2%	21.2%	1,607	88.4%	23.5%	-99	↑	↑
English	713	83.7%	30.9%	783	84.9%	28.5%	792	89.0%	27.8%	9	↑	↓
Maths	859	83.7%	22.5%	923	81.7%	15.0%	815	87.7%	19.3%	-108	↑	↑

Retention & Achievement by Ethnic Group 2023/24

Retention & Achievement by Ethnic Group	21/22			22/23			23/24			Difference from last year		
	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret
Any Other	166	91.0%	94.0%	304	78.9%	87.8%	272	91.9%	96.7%	-32	↑	↑
Bangladeshi	84	88.1%	91.7%	84	94.0%	96.4%	77	93.5%	96.1%	-7	↓	↓
Black African	489	86.1%	93.3%	533	89.7%	94.2%	502	92.4%	94.8%	-31	↑	↑
Black Caribbean	35	88.6%	91.4%	49	85.7%	87.8%	35	88.6%	97.1%	-14	↑	↑
Black Other	104	86.5%	90.4%	125	84.8%	91.2%	111	88.3%	93.7%	-14	↑	↑
Chinese	22	100.0%	100.0%	29	79.3%	79.3%	36	97.2%	97.2%	7	↑	↑
Indian	75	90.7%	92.0%	78	88.5%	92.3%	72	91.7%	91.7%	-6	↑	↓
Mixed	264	86.4%	91.3%	319	80.6%	85.9%	338	87.6%	90.2%	19	↑	↑
Other Asian	194	84.0%	91.8%	334	86.5%	95.5%	265	88.3%	92.8%	-69	↑	↓
Pakistani	109	94.5%	96.3%	122	88.5%	92.6%	105	85.7%	92.4%	-17	↓	↓
Unknown	9	88.9%	88.9%	5	80.0%	100.0%	10	100.0%	100.0%	5	↑	↑
White	3,455	87.1%	91.1%	4,125	86.2%	90.4%	3,720	87.4%	91.0%	-405	↑	↑

Retention & Achievement of High Needs Students

High Needs Students Retention & Achievement (includes English & Maths)	21/22			22/23			23/24			Difference from last year		
	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret
High Needs Students	283	82.7%	92.6%	430	87.2%	92.8%	520	81.0%	91.2%	90	↓	↓

Retention & Achievement by declared learning difficulty or disability

Retention & Achievement by declared learning difficulty or disability	21/22			22/23			23/24			Difference from last year		
	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret
Asperger's syndrome	40	97.5%	97.5%	38	81.6%	89.5%	30	93.3%	96.7%	-8	↑	↑
Autism spectrum disorder	123	91.9%	92.7%	200	89.5%	94.0%	240	90.8%	93.8%	40	↑	↓
Disability affecting mobility	35	88.6%	94.3%	55	92.7%	94.5%	38	76.3%	78.9%	-17	↓	↓
Dyscalculia	4	75.0%	100.0%	16	87.5%	87.5%	13	84.6%	92.3%	-3	↓	↑
Dyslexia	250	87.2%	92.0%	265	86.0%	89.4%	257	87.5%	89.9%	-8	↑	↑
Hearing impairment	49	81.6%	87.8%	33	87.9%	90.9%	26	88.5%	88.5%	-7	↑	↓
Mental health difficulty	127	75.6%	79.5%	207	81.2%	87.9%	162	74.1%	79.0%	-45	↓	↓
Moderate learning difficulty	96	87.5%	90.6%	76	89.5%	90.8%	58	91.4%	93.1%	-18	↑	↑
Other disability	90	87.8%	87.8%	91	85.7%	87.9%	117	86.3%	92.3%	26	↑	↑
Other learning difficulty	53	84.9%	92.5%	73	89.0%	94.5%	73	84.9%	91.8%	0	↓	↓
Other medical condition (for example epilepsy, asthma, diabetes)	163	89.0%	91.4%	181	91.2%	95.6%	174	91.4%	95.4%	-7	↑	↓
Other physical disability	25	92.0%	92.0%	25	76.0%	84.0%	28	89.3%	92.9%	3	↑	↑
Other specific learning difficulty (e.g. Dyspraxia)	14	85.7%	85.7%	19	100.0%	100.0%	21	90.5%	100.0%	2	↓	↑
Profound complex disabilities	3	66.7%	100.0%	1	100.0%	100.0%	2	100.0%	100.0%	1	↑	↑
Severe learning difficulty	14	100.0%	100.0%	28	85.7%	89.3%	16	81.3%	87.5%	-12	↓	↓
Social and emotional difficulties	83	83.1%	86.7%	128	73.4%	79.7%	146	85.6%	89.0%	18	↑	↑
Speech, Language and Communication Needs	18	83.3%	94.4%	25	84.0%	88.0%	18	94.4%	94.4%	-7	↑	↑
Temporary disability after illness (for example post-viral conditions)	1	100.0%	100.0%	5	60.0%	80.0%	2	100.0%	100.0%	-3	↑	↑
Vision Impairment	21	81.0%	85.7%	30	73.3%	86.7%	35	80.0%	88.6%	5	↑	↑
Not provided	3,786	87.6%	92.2%	4,599	86.2%	91.0%	4,076	89.0%	92.5%	-523	↑	↑
Prefer not to say	11	54.5%	72.7%	12	75.0%	75.0%	11	81.8%	81.8%	-1	↑	↑

Overall Apprenticeship Achievement

Overall Apprenticeship Achievement	21/22		22/23		Difference	23/24		Difference
	Starts	Ach	Starts	Ach		Starts	Ach	
All Apprentices	186	68.8%	262	53.3%	↓	436	65.8%	↑
Male	110	65.2%	153	44.4%	↓	296	63.1%	↑
Female	76	74.3%	109	65.7%	↓	140	70.3%	↑
16 - 18	81	67.5%	126	52.8%	↓	216	63.4%	↑
Adult	105	69.0%	136	53.7%	↓	220	68.2%	↑

Headline Student Numbers

Age	21/22			22/23			23/24			Difference from last year		
	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret
16 - 18	4,558	81.7%	88.9%	4,738	81.9%	88.7%	5,419	80.5%	89.3%	681	↓	↑
19+	2,684	85.4%	90.5%	3,803	85.5%	90.0%	3,091	87.1%	90.6%	-712	↑	↑

SEX	21/22			22/23			23/24			Difference from last year		
	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret
Female	3,926	84.7%	89.9%	4,889	84.3%	89.2%	4,655	84.0%	90.0%	-234	↓	↑
Male	3,316	81.2%	89.1%	3,652	82.4%	89.3%	3,855	81.7%	89.5%	203	↓	↑

Retention & Achievement by Level	21/22			22/23			23/24			Difference from last year		
	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret
Entry Level	1,043	86.6%	93.3%	1,777	84.3%	92.8%	1,654	88.6%	93.9%	-123	↑	↑
Level 1	1,013	65.8%	88.7%	888	75.2%	88.7%	1,329	60.6%	84.0%	441	↓	↓
Level 2	3,576	86.4%	88.4%	4,342	83.5%	87.0%	3,987	86.0%	89.1%	-355	↑	↑
Level 3	1,599	84.4%	90.1%	1,530	87.6%	92.2%	1,527	88.2%	92.1%	-3	↑	↓
Level 4	8	75.0%	75.0%	4	0.0%	0.0%	13	61.5%	69.2%	9	↑	↑
Level 5	3	66.7%	66.7%									

Learning Difficulties or Disability	21/22			22/23			23/24			Difference from last year		
	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret
Has difficulty/ disability/health Problem	1,971	78.6%	87.1%	2,421	82.2%	88.8%	2,621	78.6%	87.6%	200	↓	↓
No Learning Difficulty	5,249	84.9%	90.4%	6,097	84.0%	89.5%	5,872	84.9%	90.8%	-225	↑	↑
None Disclosed	22	63.6%	81.8%	23	73.9%	73.9%	17	70.6%	76.5%	-6	↓	↑

Retention & Achievement by Ethnic Group	21/22			22/23			23/24			Difference from last year		
	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret	Starts	Ach	Ret
Other Ethnic Group	3,062	84.1%	91.1%	3,819	83.9%	90.6%	3,767	84.9%	92.2%	-52	↑	↑
White British	4,169	82.3%	88.3%	4,717	83.2%	88.2%	4,721	81.3%	87.8%	4	↓	↓
Not Provided	11	90.9%	90.9%	5	80.0%	100.0%	22	100.0%	100.0%	17	↑	↑

Quality Improvement Plan Headlines

QIP (quality improvement plan) themes emerging from individual School SAR (self-assessment report) review:

- Attendance across provision (especially true for lower levels and English and mathematics)
- Mathematics outcomes (both GCSE and functional skills)
- Consistent (and multiple) uptake of work experience
- Tracking of learner progress (Targets, initial assessment, formative assessment)
- Consistent (and multiple) access to skills competitions and social action projects
- The Personal Development Curriculum
- Upskilling of leadership team
- Employer engagement in the curriculum





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