

# AEC Locality Pilot Workshop 30<sup>th</sup> January 2025

## AEC Locality Pilot 3 - Milton Keynes

### Developing a Milton Keynes School Report Collaborative School Improvement



# The Context for this work in Milton Keynes

- Milton Keynes Education Partnership is working to support collaboration across the education system in the city to improve educational opportunities and outcomes for all learners.
- Limited capacity and resource – voluntary support, no LA funding

## Locality Pilot:

- Engage and involve schools from **all phases** and **types of setting** (primary, secondary, special, alternative provision and FE college), LA Maintained, academies and MATs.
- ***Collaborative school improvement*** – taking collective responsibility for improving educational outcomes by making best use of the knowledge, expertise and resources that are available both within and outside MK.

## What we have been working on:

- **MK School Profile** - Developing a School Profile which uses a range of indicators to provide a fuller picture of a school and its achievements than those in the current public accountability framework.
- **Reading for Life Project** – Secondary schools working together to support staff (teachers, teaching assistants and school leaders) to develop their knowledge and confidence in teaching reading to enable everyone to support students they work with to become proficient readers who can access the secondary curriculum.

# Developing an MK School Profile

- **Launch workshop** with Christine Gilbert and Simon Rea
- **Project Development Group** established.
- **Draft/model versions** developed and revised following feedback.
- Feedback on the draft/model versions from other MK school leaders via Local Authority Quadrant meetings.
- Feedback from some schools' parent engagement groups.
- **Development of digital versions** of the model MK School Profiles.
- **Small scale consultation** with parents, school leaders, staff, governors.

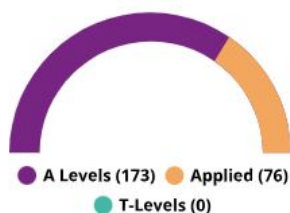


MK Secondary School

# Outcomes for Pupils (post 16)

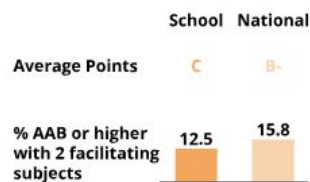
Information about what children achieve in their learning by the age of 18.

## Number of Students by Qualification Type (2024) ⓘ



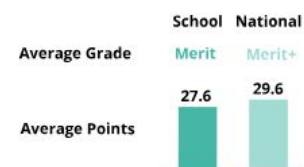
[See trends and national data →](#)

## A Level Results (2024) ⓘ



[See trends, pupil groups and national data →](#)

## Applied General (Vocational) Results (2023) ⓘ



[See trends, pupil groups and national data →](#)

## Key Features and Strengths

- High proportions of students who join the sixth form at the start of Year 12 remain to the end of Year 13 and are successful in their studies. Most students go on to further study, employment and/or training when they leave the school, including those with SEND. Most disadvantaged students go on to study degrees with a good proportion doing so at top third universities.
- Attainment in the sixth form matches strengths seen in the rest of the school. Students' outcomes in biology, chemistry, history and geography are particularly good.

## What We Are Working On

- Strengthening students' critical thinking and academic writing skills so they can produce answers in the depth required to achieve the higher grades in A-level examinations.
- Further developing teaching and learning in vocational courses so that more students achieve the higher standard in applied general qualifications.

## Community Views

- Students appreciate the breadth of appropriate post-16 courses available for them to study. They also value the wide range of extra-curricular activities available and opportunities to contribute to the wider life of the school, including in student leadership and mentoring roles.
- Students and their parents regard the quality of academic and careers support (including work experience opportunities) as being particular strengths of the 6th form provision.

## Subjects Entered at Key Stage 5

Subject	Qualification	No. of Entries
Art and Design	GCE AS Level	35
Biology	GCE A Level	180
Business Studies	BTEC	43
Chemistry	GCE A Level	170
Computing	GCE A Level	67

[See trends, pupil groups and national data →](#)

## Student Destinations (2022) ⓘ

- Education 81%
- Apprenticeships 4%
- Employment 11%
- Not in education or employment 4%

For those going on to further study:

- Degrees 80%
- At top 1/3 universities 21%
- Higher apprenticeship 3%

[See trends, pupil groups and national data →](#)

## Disadvantaged Student Destinations (2022) ⓘ

- Education 78%
- Apprenticeships 3%
- Employment 12%
- Not in education or employment 7%

For those going on to further study:

- Degrees 95%
- At top 1/3 universities 28%
- Higher apprenticeship 2%

[See trends, pupil groups and national data →](#)

### Navigation

- Overview
- Pupils
- Support for Pupils
- Keeping Safe & Healthy
- Outcomes for Pupils

### Outcomes for Pupils (Post 16)

- Teaching & Learning
- Personal Development
- School Workforce
- Community



LOGO

MK Secondary School

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Keeping Safe & Healthy

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Outcomes for Pupils  
(Post 16)

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# Support for Pupils

## Information about the needs of children receiving additional support

### Characteristics of Pupils Receiving Support at this School

- 15% of pupils in this school have special educational needs
- 91 pupils have an Education, Health and Care Plan (EHCP)
- 169 pupils have a support plan but not an EHCP

### Five categories of special educational need in this school ⓘ



- Speech, Language and Communication Needs
- Autistic Spectrum Disorder
- Social, Emotional and Mental Health Difficulties
- Physical Disability
- Visual Impairment



## Support for vulnerable groups of pupils (disadvantaged and those with SEND)

### Key Features & Strengths

- Specialist provision for visually impaired children. Staff are very well-trained to adapt the curriculum, teaching and learning to meet these students' needs.
- We work closely with the Local Authority SEND team to ensure children with high-level needs have learning experiences that will prepare them for their future lives, including relevant life skills.
- Students with SEND make good progress throughout their time in the school. Parents feel that they and their children are well-supported to meet their needs. More students receiving free school meals and with SEND are participating in after-school activities.
- Specialist extra-curricular provision including Autism-Friendly and SEND climbing sessions, and a session for blind and Visually Impaired climbers.

### What We Are Working On

- Increasing the range of activities available to enhance the learning and engagement of students receiving free school meals.
- Working with the families of children receiving free school meals to help them to engage with and support their children's learning.
- Introducing new intervention programmes to support students who need help with their reading. These are being delivered by specialist literacy coaches.

### Community Views

- Parents of students with SEND are very positive about the support provides to meet their child's needs, especially the support for their learning both in class and in home learning. They appreciate the quality of the communication with them which they feel is a strength of the school. They also value the way their child's transition into secondary school is supported and how they are prepared for their next steps in education, training or employment when they leave school.
- Students with SEND feel fully included in all aspects of the life of the school. They say that teachers and staff supporting them help them to make progress with their learning in all subjects.



LOGO

MK Primary School

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# Keeping Safe & Healthy

Information about how the school keeps children safe and supports their health and wellbeing in school



## Key Features and Strengths

- There is a strong safeguarding culture ensuring that children are safe and well-cared for in school.
- Staff are well-trained for keeping children safe and for supporting their health and wellbeing with a range of dedicated roles developed including mental health first aiders and wellbeing ambassadors.
- The school works effectively with external agencies to secure additional support and healthcare when needed.

## What We Are Working On

- Providing more support for constructive play during children's break and lunchtimes, including the further development of the school environment for these activities and appropriate training for staff involved in supporting these activities.

## Community Views

- 99% of parents say their child feels safe and well-cared for in school. They feel that concerns are dealt with promptly and in appropriate ways.
- 97% of children feel safe in school. They say there is an adult in the school they can talk to if they have a problem or something is worrying them, and that adults respond quickly and fairly to resolve their problems/concerns.
- Children say that the school encourages and supports them to look after their physical and mental health and wellbeing.

## External Evaluation of Safeguarding

- The most recent Ofsted Inspection in 2023 concluded that: "The arrangements for safeguarding are effective. The safeguarding culture in this school is strong. The school's curriculum for personal, social and health education helps pupils to learn how to keep safe and healthy."
- The Local Authority's annual evaluation of safeguarding in 2024 concluded that the school's arrangements for safeguarding meet the statutory requirements and identified a number of strengths including:
  - Staff training and the new roles created to support children with their health and wellbeing.
  - There is a strong emphasis on checking and supporting pupils' social, emotional and mental well-being.











This profile has been verified by independent external evaluation as providing an accurate picture of this school.



LOGO

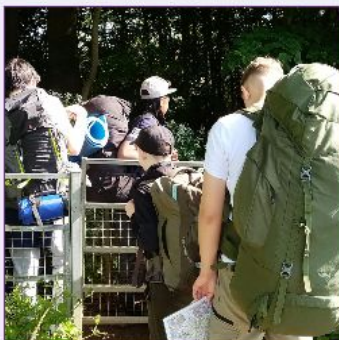
MK Secondary School

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-  School Workforce
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# Personal Development

## Information about some other aspects of the education children experience at this school



### Key Features and Strengths

- The quality of the school's careers' education programme and guidance, including provision for work experience, ensures that students are well-prepared for the next steps in their education, training and employment.
- The school provides a wide range of extra-curricular activities in after-school clubs. Students have opportunities to participate in a wide variety of sporting activities including team sports. There are high rates of participation in after-school activities.
- The range and quality of sporting activities outside the school's core curriculum, including opportunities to participate in competitive sport, has enabled the school to achieve Sport England's Gold Sportsmark.
- The number of opportunities for pupils to enrich their learning experience through outdoor education, including through the Duke of Edinburgh's Award Scheme. The variety of residential experiences to a wide range of interests and needs.

### What We Are Working On

- Developing more opportunities for children to participate in a greater range of performing arts and music in extra-curricular activities including after-school clubs.
- An inhouse bushcraft programme is being developed to give students the opportunity to gain a wide range of valuable life experiences and skills that go beyond the classroom.

### Community Views

- Parents value the range of after-school clubs and activities and 92% of parents say that their child has opportunities to develop a range of skills and interests in the activities provided.
- Students enjoy participating in a wide range of extra-curricular activities available to them with 94% saying they have opportunities to take part in activities where they have personal interests or ability.
- The opportunity to participate in the Duke of Edinburgh Award Scheme as well as in some of the wide range of residential trips is particularly valued by both students and their parents.
- 92% of students feel well-supported and prepared for the next stage in the education or employment as a result of the careers' guidance provided, and every student in Year 10 has participated in work experience.

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# Community

## Information about some of the ways in which this school and its children work with the local and wider community



### Key Features and Strengths

- Students have a wide range of opportunities to develop their skills and roles as citizens in the local and wider community. They also have opportunities to participate in student leadership programmes to develop their interpersonal skills as peer mentors and young leaders both in school and in community projects.
- Students are engaged in and take responsibility for a range of charitable work supporting vulnerable members of the local community including through the MK Food Bank and Night Shelter (Unity MK).
- Working as a partner school with local teacher training providers to provide training placements and support for trainee teachers.

### What We Are Working On

- Developing our outreach work as a Centre of Excellence for Geography and History to support other local schools.
- Providing more opportunities for students to contribute to a wider range of community projects and charitable work.
- Build on the success of the student ambassador and peer mentor roles to provide further opportunities for students to take on leadership roles in school.

### Community Views

- Parents say that the school's role in its local community and opportunities to be involved in charitable work make an important contribution to their child's personal development.
- Students value the opportunity to play an active role in supporting vulnerable members of the local community.
- Students enjoy the range of opportunities they have to develop their leadership skills and support others as peer mentors, student ambassadors and as members of the school council.
- The quality of training and mentoring provided by the school is rated very highly by trainee teachers.

This profile has been verified by independent external evaluation as providing an accurate picture of this school.



# School Profiles

## Feedback from stakeholders



# Parents

## What they wanted?

- To get *“a feel for what a school is like”*
- Information about the breadth of the educational experience especially extra-curricular provision and support for health & wellbeing.
- Didn't want too much data (challenge of interpreting data dashboards).
- How attendance is supported.

## **Some other information parents wanted:**

- Staff turnover?
- % of lessons taught by cover teachers?

## Feedback on the digital profiles

- Overwhelmingly positive
- *“This is really a great idea and will help parents to know how well a school is doing...”*
- Distinctive features of school ethos/culture
- Organised and easy to find information
- Liked the structure with strengths and stakeholder views for each area.
- Information about personal development, extra-curricular provision, support for health & wellbeing.
- What schools are working on.
- Would be helpful during the process of choosing potential schools for their children

# Feedback from school leaders

## What they like?

- Range of indicators provides a more rounded and balanced view.
- Balance between quantitative and qualitative information.
- Focus on distinctive features of school ethos and culture.
- Focus on personal development and community engagement and impact.
- Potential to reduce duplication in self-evaluation information.

## Questions and issues?

- Marking our own homework?  
How will the information included be quality assured?
- Will they become another marketing tool?
- ‘Unintended consequences’ – avoid creating another form of league table by stealth?
- Parent views about whether schools meet their children’s needs (SEND)
- Challenging or reinforcing perceptions about schools?

# School Report Cards

## Issues, questions and challenges



# Data – ‘can become the story’

- Data about some areas like staff turnover reflects the current situation.
- *‘There is a risk of trying to quantify things that are ultimately unquantifiable, which just leads to more hoop-jumping and gaming.’*  
(Sam Freedman, 2023)
- *‘Nobody knows which schools are good’* and *‘The ungameable game’*  
(Becky Allen, 2019)

# Recognising the breadth of the educational experience and support for health and wellbeing

Benefits of extra-curricular activities for learning (EEF) and the link with improved outcomes for 21-22 year olds (Robinson, 2024).

EPI (Robinson, 2024) recommends introducing non-statutory benchmarks for extra-curricular provision that is *'high quality and accessible.'*

Surveys of mental health and wellbeing but what represents high quality support and success in improving children and young people's health and wellbeing?



Access to extra-curricular provision and the association with outcomes

David Robinson

February 2024

EDUCATION  
POLICY  
INSTITUTE

# Inclusion – How to recognise inclusive practice?

- **School Quality Index** - FFT Datalab (2021)
- **The Equity Scorecard** - (University of Exeter/SW Social Mobility Commission, 2024)
- **‘Belonging Schools: How do relatively more inclusive secondary schools practice inclusion?’** (Greany T et al, 2023)

How to avoid unintended consequences eg some parents using the profiles to argue that a school will not meet their child’s needs?





# Reframing professional accountability

## - The importance of TRUST

- Pupil outcomes – validated data.
- Safeguarding – independent external audit/evaluation.
- Quality assurance – independent external evaluation.

### **The importance of trust in professional accountability**

Chartered College of Teaching (2024):

*“Trust is clearly something that we need to be talking about as part of the urgent need to rethink accountability in English schools.”*

NAHT (2024): Need to develop a *“higher trust, lower stakes”* inspection system.

CHARTERED  
COLLEGE OF  
TEACHING



# Key learning about locality working

- **Capacity for collaboration** – The need to be realistic, as well as ambitious, about what can be achieved with the time and resources available.
- **Collaborative capital** – What can be achieved when there are shared/common needs and goals, even with limited time and resources.
- **Importance of aligning priorities** for key players within local education systems.
- Value of a **focus on teacher and school development in strengthening professional accountability** (MK Reading for Life)