



Learning 2050: Final Report

Report on the Work and Outcomes of the
Learning 2050 Project: October 2019-June
2022

Chair's Review

The Learning 2050 project came out of the Milton Keynes Futures 2050 Commission's work, chaired by Sir Peter Gregson, which completed its report in 2016. In that report six big projects were identified, one of which was the Learning 2050 project. This report outlines the progress and outcomes from that project, as well as the next steps to ensure that the work undertaken continues to be at the core of educational development across Milton Keynes.

The Learning 2050 Board was set up in October 2019 and has reached all educational establishments across Milton Keynes. The Board, with its sub-committees, have focused on all aspects of education from nursery to postgraduate level. This innovative and inclusive structure has facilitated the building of strong bonds across the educational intuitions that guide Milton Keynes' young people's educational development.

The Board's work has also included local, and national, employers and this has supported them to understand the educational structures and, in turn, provided students with the opportunity to see beyond their education into their future employment. These opportunities are growing the aspiration of students across Milton Keynes.

A significant number of individuals have been involved with the Learning 2050 project and a full list can be found in Appendix A – they all have my grateful thanks. However, I would like to specifically thank Michael Manley, the Learning 2050 Project Manager, and David Balderstone, MKEP Partnership Manager, for their tireless hard work on leading this project to its successful conclusion.

Dr Ruth Massie

Chair



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1 Introduction

Learning was one of the Big Six themes in the MK Futures 2050 Commission Report¹ that was published in June 2016. The other themes were:

- Development of Milton Keynes, particularly economically, within the development of the Oxford-Cambridge arc.
- The establishment of a new university in Milton Keynes, MK:U.
- Smart, shared and sustainable mobility in Milton Keynes
- The renaissance of Central Milton Keynes
- The creative and cultured city.

The purpose of this Project was to build on the short entry related to Learning 2050 in the MK Futures 2050 Commission Report. The brief was to identify, in more detail, the key issues and areas for development, and the place of Learning, to support the successful implementation of the MK Futures 2050 Programme for schools, local business, Milton Keynes College, the South Central Institute of Technology (SCSCIoT) and MK:U (the proposed new university in Milton Keynes).

The main outcomes from the Project were to identify key issues and actions in the areas of teaching and learning, curriculum and school-business links, apprenticeships and preparation for Higher Education and working life locally together with actions to make this happen. The Project was also asked to identify the next steps for the Learning Project within the MK Futures 2050 Programme as well as proposing structures to take responsibility for this next stage of development.

The outcomes were originally to be presented as papers on; Teaching and Learning; Curriculum; an action plan for school-business links; apprenticeships; preparation for Higher Education and working life. These outcomes were presented within one report together with the proposed next steps and the structures which will enable these.

The Learning 2050 Report (April 2019), the first stage after the MK Futures Report, was accepted and the Learning 2050 Project established to implement the recommendations in the report. The Project was given a three-year period in which to work from October 2019 to July 2022. The Project Manager for the 2019 report was reengaged to continue this work.

During the preparation stage leading to the Learning 2050 Report (April 2019) the Milton Keynes Education Partnership was also being formed. It became clear that there was a subset of themes that were to be central to the work of both the Learning 2050 Project and MKEP. As such it was agreed that the Project and the Partnership would work together and not duplicate work in these areas, particularly in relation to school improvement, inclusion and workforce issues.

¹ The full report can be found on https://www.mkfutures2050.com/files/ugd/02d3f7_54a01293970d4947aef7a3a0f5cd4087.pdf

2 The Learning 2050 Project: A Summary

The Project had a formal structure. This was in part to ensure that the discussions and actions were captured formally but also to ensure the widest involvement of the various communities of interest in Milton Keynes; the concept of communities of interest was a key idea in the MK Futures 2050 Report 2016. It was clear from the initial discussions leading to the Learning 2050 Report (April 2019) that there were different groups who had the same objectives but who never met and so these objectives were often not achieved. These groups included:

- Schools: Primary, Secondary and Special
- Milton Keynes College
- Higher Education, latterly MK:U and the South Central Institute of Technology which were opened during the life of the Project
- Employers
- SEMLEP (South-East Midlands Local Enterprise Partnership)

The key objectives of the Project were to:

- 1 Make links and develop working relationships between different communities of interest with shared objectives.
- 2 Formalise the links between the communities of interest so that these could be sustained when key members changed so that the continuance of these links did not depend solely on personal relationships.
- 3 Identify the common objectives that the communities of interest had and discover the important outcomes that each wished to achieve through the links being developed for the good of their institutions, the common good of young people, and the good of Milton Keynes.
- 4 Secure commitment from those involved to continue the work beyond the life of the Project where those involved could see the benefit more widely of the work to be done.
- 5 Establish structures that would enable the work to continue and which would be self-sustaining beyond the life of the Project.

The formal structure was jointly developed by the Milton Keynes Education Partnership and Learning 2050. There was a Strategic Board which oversaw the work of six other Boards. Three of these Boards were from MKEP and the other three were established through the Learning 2050 Project. The six Boards were:

- Education Improvement Board (MKEP)
- Inclusion Board (MKEP)
- Workforce Development Board (MKEP)
- Apprenticeship Board (Learning 2050)
- MKSH, MK:U, SCIoT Board (Learning 2050)
- School-Business Links & Curriculum Board (Learning 2050)

The membership of each Board can be found at Appendix A. The Boards met, generally, each half-term although the Apprenticeship Board was time limited during Spring & Summer 2020 to formulate an Apprenticeship Structure and the School-Business Links & Curriculum Board began its work in early 2021.

The Learning 2050/MKEP Development Plan guided the work overall. Progress was updated on the Plan and this was reviewed at each Strategic Board meeting. The Plan is too large to add as an appendix to this report but is available upon request.

In 2021 the decision was taken that the future of MKEP and Learning 2050 beyond July 2022 must be one that was self-sustaining because the themes and actions had the interest and commitment of those involved and they could see a benefit to continuing with these. Changes within Milton Keynes Local Authority and budget pressures meant that there could not be a further guiding hand to support beyond July 2022.

There were some actions from the Learning 2050 Report (April 2020) that were not pursued either because they were overtaken by better ideas (MK School-Employer Charter Mark) or because funding was not available at the stage when it was needed (Primary Science-Technology Curriculum Projects). However, these were very much in the minority and most themes were addressed and next steps identified. The themes, actions and next steps are outlined in more detail in the body of the Report.

I am grateful to all who gave their time freely to the work of the Boards and thank them for their generosity, advice and support. Almost two years of the Project were disrupted by the COVID pandemic but this did not prevent all continuing with the work and achieving much despite the difficulties faced by all involved.

Michael Manley

Learning 2050 Project Manager



3 Beyond the Learning 2050 Project: After July 2022

There is a detailed summary of the proposed groups that will continue beyond July 2022 together with their terms of reference at Appendix B. The three MKEP Boards will also continue their work.

The intention of these arrangements is to ensure that the structures are in place to support what those involved want to do and there are reporting systems through to those with strategic responsibilities in communities of interest whether these are in schools, HE, FE or employers. This system is detailed in Appendix B.

The system of strategic referral for the primary sector is less robust because the opportunities for this are currently the Quadrant structure, where time in meetings is limited, or dissemination by e-mail or through the Heads Up circular which means that discussion will not be possible formally. However, efforts will continue to ensure that the primary sector continues to be a part of the narrative.

4 Learning 2050 Themes: Outcomes and Next Steps

4.1 Collaborative Primary School Improvement Structure

4.1.1 Progress and Current Position

- A comprehensive Collaborative School Improvement Structure was developed during the early part of 2021. This was developed in partnership with the Local Authority and schools. There was a consultation undertaken in June and July 2021 and the responses to the consultation were positive. The Structure can be found at Appendix D.
- The success of the structure and its implementation depended on school improvement partner support. Changes to funding for school improvement by the DfE meant that this was not possible.
- A successful application to be part of a two year national Locality Pilot in early 2022 enabled a revision of what was possible to be made and a decision was taken to concentrate on Peer Review.
- The aims for the Locality Pilot involvement include:
 - Joint-practice development: Collaborative approaches to school improvement will become established, identifying areas of practice (curriculum, pedagogy) where schools work together on shared interests and improvement priorities.
 - Peer review: Build on the successful experience of schools involved in peer review, more schools will be involved in collaborative partnerships using peer review to support improvement and strengthen self-evaluation.
 - Teacher development: Schools using peer review to develop a culture of peer learning will demonstrate its potential for empowering teachers in a process of continuous professional learning and development.
 - We would like to become more enquiring and evidence-informed as a local system in our approach to education improvement.
 - To 'put Milton Keynes on the map' as a centre of innovation, research and development in education.

4.1.2 Responsibilities beyond July 2022

The Education Improvement Board will take responsibility for this theme beyond July 2022 as part of the continuing work of the Milton Keynes Education Partnership.

4.1.3 Next Steps

Develop the Peer Review arrangements in Milton Keynes and involve more schools in this process over the next two years. Disseminate the outcomes from the Pilot so as many schools as possible can benefit from these.

4.2 Collaborative Secondary School Improvement

4.2.1 Progress and Current Position

- Secondary schools decided to identify three projects each year that they would work on collaboratively. These will be led by Deputy and Assistant Heads working in small groups and they will report on progress to the Deputy & Assistant Heads Group and through that group to Milton Keynes Secondary Heads. The projects for 2022-2023 are:

- Transition of SEND pupils from Year 6 to Year 7
- Reading, especially at KS3
- Metacognition
- The Transition project has started and an initial report was made to MKSH at the May 2022 meeting.
- The Reading project is being helped by an external expert, Alex Quigley who has significant skills and background in this area. Alex will work with representatives from all secondary schools over the next two years to develop a strategy for reading in secondary schools in Milton Keynes and practical approaches to improving reading.

4.2.2 Responsibilities beyond July 2022

Project groups and the Deputies and Assistant Heads Group (DASH)

4.2.3 Next Steps

Disseminate the outcomes from each group as the projects develop and when they are completed through workshops.

4.3 Apprenticeships: (L2 & L3) Milton Keynes College & (Higher & Degree) MK:U, Milton Keynes College & SCIoT and Employers, & Milton Keynes College Recruitment Links

4.3.1 Progress and Current Position

- An Apprenticeship Structure has been developed. This was completed by the Apprenticeship Board in December 2020. The Structure can be found at Appendix C.
- Visits to local businesses with employer engagement manager from Milton Keynes College.
- Involvement in MK:U Degree Apprenticeship Week in June 2021
- Employer engagement capacity at Milton Keynes College is in place following funding from SEMLEP to support this. This role will include apprenticeship promotion.
- Milton Keynes College, MK:U and SCIoT staff responsible for apprenticeships are members of the Schools, MK:U, SCIoT & Milton Keynes College Board.
- Degree & L3 Apprenticeship Briefings held in January 2022 for key school staff
- Development of Recruitment Cycle for Apprenticeships and Employment which will form the basis of work between schools, employers, HE and FE. This can be found at Appendix E

4.3.2 Responsibilities beyond July 2022

The Schools, MK:U, SCIoT & Milton Keynes College Board will take responsibility for this theme after July 2022. School representatives on the Board are all Heads of 6th and they are responsible for the next steps for students in their care beyond Year 12 and Year 13. Heads of 6th generally and staff in schools who work closely with students are placing an increasing emphasis on apprenticeships as an option for students to consider beyond school.

4.3.3 Next Steps

Implement the Recruitment Cycle for Post-16 students through the work of the Schools, MK:U, SCIoT & Milton Keynes College Board.

4.4 Education-Business Links including Cornerstone Employers' Group

4.4.1 Progress and Current Position

- The main forum for this work was the School-Business Links and Curriculum Board which met from January 2021 to May 2022. The Board included representatives from secondary schools, primary schools, a special school, Milton Keynes College, MK:U, SCIoT, SEMLEP and two local employers Network Rail and Rockwell Automation.
- The Board set itself the following terms of reference:
 - Development of learning and personal skills within students as part of the learning process. Development of a protocol on teaching and learning, project based learning and curriculum to underpin this and support and shape the acquisition of knowledge by students. This should prepare students for the Professional Skills Programme that will be an integral part of the learning process at MK:U, the SCIoT and MK College. It should also prepare students for employment in businesses in Milton Keynes.
 - Develop a forum, both digital and in person, to enable the priorities identified and compiled by businesses and schools, to be implemented.
 - Ensure that the digital forum enables schools and businesses to list needs and offer help together with profiles and contact details.
 - Develop business case studies within curriculum development, particularly for the Milton Keynes Curriculum, to allow more schools to benefit without needing direct access to the business.
 - Gather good quality LMI data to inform curriculum design.
 - Research and use existing models as the next stage of the process.
- The priorities for businesses and schools in developing links between each other were discussed and summarised in the following lists:
 - Businesses identified the following reasons for links with schools:
 - brand awareness,
 - corporate social responsibility,
 - awareness of the business's sector,
 - Help to make students business aware and aware of reasons for what they are doing at school and especially the skills and professional approach required of them in the world of work
 - Engage and enthuse students to seek employment in their business or sector
 - Contact potential apprentices
 - Participate in and contribute to apprentice groups post-16
 - Develop links with specific vocational or other courses from which employees might come
 - Schools identified the following reasons for links with business:

- broaden experience of world of work,
- help students to commit to a particular career path to give focus for study,
- enable the curriculum to reflect current business situations,
- provide current examples of the work of a business or sector which are otherwise unavailable,
- awareness of a range of businesses in MK,
- encourage greater awareness of, and commitment to, MK in students,
- brand awareness of sector and businesses locally,
- help with apprenticeship awareness
- placements for students post-16 who do not wish to consider HE study at a university.

The Cornerstone Employers' Group joined forces with the Board in March 2021. This Group of employers in Milton Keynes represents the largest employers in the area and includes Santander, Network Rail, John Lewis, Milton Keynes University Hospital, Morgan Sindall and NiftyLift among others. The Cornerstone Employers' Group has some agreed objectives which were discussed and the education representatives and the CEG identified significant areas of overlap between their respective aims. Both groups agreed to work together to realise these objectives for their mutual benefit. The CEG Objectives and the identified areas of overlap are below.

- Milton Keynes Cornerstone Employers' Group Business Objectives
 - The promotion of existing and development of pathways into employment for young people in Milton Keynes.
 - Further develop diversity and inclusivity in all sectors coupled with providing inspiration and confidence in young people to aspire to any occupation.
 - Raise awareness of opportunities being provided by employers to young people, parents, carers and educators in Milton Keynes.
 - Showcase Science, Technology, Engineering, Mathematics (STEM) including digital with reference to opportunities, diversity, inclusivity and pathways.
 - Support the embedding of careers in curriculum through CPD for teaching staff to develop and sustain knowledge of the local labour market including career pathways, employer needs and recruiting processes.
- Areas of Overlap between the Objectives of the CEG and those of Education Representatives
 - Apprenticeship development for Post-16 and Post-18 students
 - Business involvement in curriculum projects to give a focus on an application within a business in MK.
 - Involvement of businesses in STEM weeks, Science weeks, Work-Related Learning Days to enhance students' learning and raise awareness of opportunities for employment locally. This is for all stages of primary and secondary education.
 - Raising the awareness of teachers and other school staff about business needs in MK and the routes into employment, particularly apprenticeships.
 - Understanding the needs of businesses locally with regard to the skills that students need to develop in school to ensure they can contribute to the businesses from early in their employment.

- Development of pathways for students to businesses in Milton Keynes either direct from school or via higher education.
- Develop particular pathways for those students from disadvantaged and diverse backgrounds with specific preparation supported by both businesses and schools.
- Partnership around T-Levels as they develop, whether with schools or MK College.

The main areas of development through the Board were:

- Discussions about and examples of curriculum involvement possible for businesses. These included the Connective Learning Projects at Shenley Brook End School, Ambition Projects at The Hazeley Academy and business involvement in Science Weeks and the STEAM curriculum at St Bernadette's Catholic Primary School.
- Initiatives to give opportunities to vulnerable and other groups in schools to help employers promote aspiration among students in schools as well as inclusion and diversity in their workforces.
- Developing a recruitment cycle for pathways to employment locally.
- Raising awareness of apprenticeship needs among employers and raising awareness of the school cycle and when older students are ready to apply and enter apprenticeships and the workforce. Discussion of ideal candidates for apprenticeships and, particularly, degree apprenticeships including the qualities and skills that they need, other than the academic, to succeed in employment.
- Training and briefing for key school staff on business issues and apprenticeships.
- Establish a central point of contact for school-employer links and requests. It was agreed that this would be best achieved through a Microsoft Teams Group. The Group has been established by Paul Thompson, SEMLEP, and will be administered by the Enterprise Co-ordinator who is based at Milton Keynes College. The Group will be open to employers and education representatives and will be the main forum for contacts between the two as well as a source of information.

There are two Case Studies to found at Appendix F and Appendix G. Appendix F is a summary of the impact that Learning 2050 and the work of this group has had on the curriculum of Shenley Brook End School. Appendix G is a summary of the impact that School-Employer links have had on the STEAM curriculum at St Bernadette's Catholic Primary School.

4.4.2 Responsibilities beyond July 2022

The Board agreed to continue to meet beyond July 2022 and take responsibility for the work to continue. The Board renamed itself as the Education-Employer Action Group at its meeting in May 2022 because this better described the future work of the Group. The Group is chaired by Chris Holmwood (Headteacher, Shenley Brook End School) and the Vice-Chair is Norma Odain-Hines (Morgan Sindall). The Group will include senior leaders from secondary schools who have responsibility for business links rather than Headteachers. Secondary schools will discuss the outcomes from the Board at the Deputy and Assistant Heads Group (DASH) and through that Group report to Milton Keynes Secondary Headteachers (MKSH). There is no similar structure for primary schools and this dissemination will need to be through the Quadrant system of meetings or information through Heads Up.

4.4.3 Next Steps

There is an event to be held at Milton Keynes College on 06/07/2022 which will launch the Microsoft teams Group as well as updating attendees with information about the work of the Board and its next steps.

4.5 Skills Progression Post-16 to MK:U, MK College, SCIoT & Employment locally

4.5.1 Progress and Current Position

- SEMLEP surveys of employers say that there is a requirement for a range of personal and employment skills such as teamwork, resilience, problem-solving among others.
- Most schools in Milton Keynes have a skills matrix which aims to develop personal and employment skills through the curriculum as well as subject skills.
- Schools have been made aware of the MK:U Skills Wheel and the skills matrices of the SCIoT and Milton Keynes College. Some schools have actively included areas of the MK:U Skills Wheel that were not present in their own matrix.
- Some schools have developed learning projects to develop these skills. These projects include input from employers in the development and delivery of the projects.
- Heads of 6th Group Terms of Reference includes this topic from March 2022.

4.5.2 Responsibilities beyond July 2022

The Education-Employers Action Group will take responsibility for this theme beyond July 2022.

4.5.3 Next Steps

Briefing schools on any developments in this area that emerge locally.

4.6 Aligning skills development in schools & the curriculum with the needs of employers locally

4.6.1 Progress and Current Position

- Discussions have taken place regarding the skills needs of employers locally. SEMLEP have briefed the, now, Employer-Education Action Group regarding skills gaps. MK:U and the SCIoT have briefed the, now, Schools, MK:U, SCIoT & Milton Keynes College Board regarding the subject skills needed ideally for entry to courses.
- SEMLEP has briefed schools on the need that employers have for potential employees to be proficient in the Microsoft Office suite of applications and in the use of e-mail.

4.6.2 Responsibilities beyond July 2022

The Post-16 Planning Strategy Group will be the forum where discussion will take place at a strategic level. Practical discussions will take place at the Education-Employer Action Group.

4.6.3 Next Steps

Advice to schools from these groups regarding the implications for the curriculum, particularly Post-16, of the developing requirements of employment locally.

4.7 Aspiration, Inclusion & Diversity

4.7.1 Progress and Current Position

- The aim of this theme was to raise the awareness and thus the aspirations of all young people in Milton Keynes schools to the opportunities to study and work locally. This applied particularly to students in receipt of Pupil Premium, minority ethnic groups, SEND students and other vulnerable groups. This theme was part of the aim to encourage more students to study locally rather than move to Higher Education outside Milton Keynes because a majority of those who do this do not return to work and live in Milton Keynes. This would help to reduce the demographic deficit of 18-29 years olds in the Milton Keynes population.
- The following progress has been made:
 - The Cornerstone Employers' Group has improving aspiration, inclusion and diversity in the workforces as a key objective. Some employers have approached schools to offer work experience specifically to disadvantaged students in Spring & Summer 2022.
 - The Institute of Technology seeks to admit students from diverse backgrounds and to ensure that their representation in the digital workforce increases. The SCIoT admissions policy enables this by focusing on the interest, enthusiasm and potential of applicants rather than just their academic qualifications.
 - MK:U has an aim of admitting 25% of its students from Milton Keynes once the undergraduate university is established. It also aims to enable a diverse and inclusive student body through its admissions arrangements.
 - Milton Keynes College has a long established commitment to inclusion and diversity which it has re-emphasised in recent discussions.

4.7.2 Responsibilities beyond July 2022

Two groups will take responsibility for this theme in their work because different aspects fall under the remit of each:

- Employer-Education Action Group
- Schools, MK:U, SCIoT, MK College Board

4.7.3 Next Steps

Develop detailed actions jointly to enable disadvantaged students and those from diverse backgrounds to be prepared for HE and employment locally.

4.8 Year 6 to 7 Transition

4.8.1 Progress and Current Position

- The Education Improvement Board reviewed the arrangements for transition from Year 6 to Year 7 and is continuing with research in this area. It will report when this work is completed.
- One of the areas for collaborative school improvement between secondary schools is the transition of SEND pupils from Year 6 to Year 7. This work has started and will be completed in 2022-2023

4.8.2 Responsibilities beyond July 2022

Education Improvement Board and the Deputies and Assistant Heads Group (DASH).

4.8.3 Next Steps

Implementation of report recommendations for both reports when these are published.

4.9 Transition, Especially Schools-MK College Year 11, Year 12 & Year 13

4.9.1 Progress and Current Position

- Transition arrangements for students from Year 12 and Year 13 to Milton Keynes College have been included as items in the terms of reference of the Post-16 Planning Strategy Group and the Schools, MK:U, SCIoT, MK College Board.
- Transition arrangements for students from Year 11 is included in the terms of reference of the Post-16 Planning Strategy Group. An action from the May meeting of the group is currently being implemented. This is to establish a central point for information about Post-16 courses in every establishment including Milton Keynes College. The plan is to use Unifrog as the website and app to store this information. All secondary schools use Unifrog and Milton Keynes College are evaluating its use currently. Many employers in the Cornerstone Employers' Group also use Unifrog and so will be able to advertise apprenticeships and employment through this route. When this is implemented Unifrog say that it will be the first example of its kind in the country.

4.9.2 Responsibilities beyond July 2022

The Post-16 Planning Strategy Group and the Schools, MK:U, SCIoT, MK College Board will take responsibility for this theme.

4.9.3 Next Steps

Implementation of the Unifrog approach to a central register of Post-16 courses, apprenticeships and training locally. Schools, MK:U, SCIoT, MK College Board to develop protocols ensure that transition from Year 12 in schools to Milton Keynes College is as smooth as possible.

4.10 Workforce Development Issues

4.10.1 Progress and Current Position

- Developing a workforce development strategy to recruitment, retain and develop the best teachers, school leaders and other education professionals for Milton Keynes.
- Carrying out and analysing the returns of a Workforce Survey carried out by schools during 2021-2022. The majority of schools in Milton Keynes completed the survey.
- Increasing diversity across the teaching and school leadership workforce.
- Promoting working in education in Milton Keynes.

4.10.2 Responsibilities beyond July 2022

The Milton Keynes Education Partnership Workforce Development Board has responsibility for this theme and will continue to meet beyond July 2022 as part of the MKEP structure.

4.10.3 Next Steps

The Workforce Development Board will use the outcomes of the survey to develop the Workforce Strategy in 2022-2023.

Links will be established further between the Board and the new structures or recently confirmed bodies for early career development, professional development and teacher training and induction in Milton Keynes.

4.11 Emotional & Social Well-Being and Mental Health

4.11.1 Progress and Current Position

- Developing a register of specialist expertise (teaching assistants and other specialists)
- Health and wellbeing – implementing the Oxwell School Wellbeing Survey. This could potentially include working with relevant services to develop a strategic approach to responding to the findings of these surveys.

4.11.2 Responsibilities beyond July 2022

The Milton Keynes Education Partnership Inclusion Board has responsibility for this theme and will continue to meet beyond July 2022 as part of the MKEP structure.

4.11.3 Next Steps

The Board will continue to work with the Oxwell survey group from Oxford University and Public Health England locally to refine the secondary survey to make it even more applicable to schools in the analysis it offers, introduce the primary survey and develop local uses for strategic developments in this area.

5 Appendix A: Acknowledgements

The membership of each Board is as follows. Thank you to all who gave their time freely and contributed to the outcomes and next steps in these areas, and continue to contribute as part of the MKEP Boards:

○ **Learning 2050/MKEP Strategic Board**

- Ruth Massie (Cranfield University & MK:U)
- Neil Barrett (Executive Principal, Stephenson & Bridge Academies)
- Marie Denny (Assistant Director Education, Inclusion & Learning, Milton Keynes LA)
- Rob O'Malley (Headteacher, St Monica's Catholic Primary School)
- Alex Warner (Principal, Institute of Technology, Milton Keynes College)
- Paul Thompson (Employer & Skills Manager, SEMLEP)
- Chris Holmwood (Headteacher, Shenley Brook End School)
- Jo Hoarty (Headteacher, St Paul's Catholic School)
- Jim Parker (Executive Principal, Lord Grey Academy & Stantonbury International School)
- Lewis Campbell (Milton Keynes Council)
- Jo Orbell (Willows),
- Carrie Matthews (Headteacher, Willen Primary School)
- Maxine Low (Executive Headteacher, Brooklands Farm Primary School)
- Michael Manley (Learning 2050 Project Manager)
- David Balderstone (Partnership Manager, Milton Keynes Education Partnership)

○ **Education Improvement Board (MKEP)**

- Carrie Matthews (Headteacher, Willen Primary School)
- Zoe Baines (Head of School, Slated Row Special School)
- Alison Bladon (Headteacher, Howe Park School)
- Alison Folkard (Headteacher, Portfields School)
- Mike Talbot (Executive Headteacher, Greenleys Junior School)
- Jo Hoarty (Headteacher, St Paul's Catholic School)
- Chris Holmwood (Headteacher, Shenley Brook End School)
- Paula Lawson (Headteacher, The Radcliffe School)
- Ruth Seegar (Headteacher, Priory Rise School)
- Natalie Fowler (Headteacher, Knowles Nursery School)
- Alison Talbot (Lead Improvement Partner, Milton Keynes Council)
- Michael Manley (Learning 2050 Project Manager)
- David Balderstone (Partnership Manager, Milton Keynes Education Partnership)

○ **Inclusion Board (MKEP)**

- Becky Skillings (Headteacher, Chestnuts School)

- Jo Orbell (Headteacher, The Willows School and Early Years Centre)
- Caroline MarrSCloTt (Head of Delivery – SEN and Disability, Milton Keynes Council)
- Lindsey Styles (Director: CEO's Office, Milton Keynes College)
- Lucy Lock (Assistant Headteacher – Inclusion, Loughton Manor)
- Alex Kerrigan (Assistant Headteacher – Inclusion, Great Linford Primary)
- Lisa Munro (Head of School, Walnuts Special School)
- Ruth Holmwood (Assistant Headteacher – Inclusion, St Paul's Catholic School)
- Tony Nelson (Principal, Hazeley Academy)
- Sharon Alexander (Principal, Walton High)
- Neil Barrett (Executive Principal, Bridge Academy, Stephenson Trust)
- Sian Horton (Milton Keynes Ethnic Minority Achievement Network)
- Nina Broderick (Intervention Manager, Inclusion Team, Milton Keynes Council)
- Linda Bartlett (Improvement Partner, Inclusion)
- Rhian Williams (Headteacher, Milton Keynes Virtual School)
- Marie Denny (Head of Service, Education and Attainment)
- David Balderstone (Partnership Manager, Milton Keynes Education Partnership)
- Michael Manley (Learning 2050 Project Manager)

○ **Workforce Development Board (MKEP)**

- Kirk Hopkins (Headteacher – Oldbrook First School)
- Jonathan Budd (Executive Headteacher – Slated Row/Walnuts Special Schools, Aspire Federation)
- Arv Kaushal (Equalities, Diversity and Inclusion Manager – Milton Keynes College)
- Ian Tett (Headteacher – Oakgrove School)
- Annie Allen (Chief People Officer – Milton Keynes College)
- Lesley Dale (Director, Denbigh Teaching School Alliance)
- Liz Nightingale (Headteacher - Green Park School)
- Natalie Fowler (Headteacher – Knowles Nursery School)
- Maddy Olivieri (RISE)
- Kate Warren (Strategic Business Manager – St Paul's Catholic School)
- Sarah Hand (IfTL/Milton Keynes Teaching School Alliance)
- Rosy Johnson (NQT Awarding Body, Milton Keynes LA)
- Jez Bennett (The 5-Dimensions Trust Leadership Centre)
- Anthony Hoarty (Tommy Flowers SCITT)
- Victoria Lacy-Wills (PEP:MK)
- David Balderstone (Partnership Manager, Milton Keynes Education Partnership)
- Michael Manley (Learning 2050 Project Manager)

- **Apprenticeship Board (Learning 2050)**
 - Charlotte East, Assistant Principal Walton High
 - Bridget Dix, Cranfield University
 - Jim Parker, Headteacher The Lord Grey Academy
 - Tracey Matthews, Assistant Principal Milton Keynes College
 - Lewis Campbell, Economic Development Manager Milton Keynes Council
 - Paul Thompson, Employer and Skills Manager SEMLEP
 - Dave Newsome, Anglian Water Alliance
 - Alexander Balicki, PJ Care
 - Michael Manley (Learning 2050 Project Manager)
 - David Balderstone (Partnership Manager, Milton Keynes Education Partnership)

- **MKSH, MK:U, SCIoT Board (Learning 2050)**
 - Alex Cossey Cranfield University
 - Kamila Folkawska Cranfield University
 - Yaseen Akhtar Director of Curriculum SCIoT
 - Ruth Massie Cranfield University
 - Andy Squires Denbigh School
 - Jo Hoarty St Paul's Catholic School
 - Tony Nelson The Hazeley Academy
 - Michael Manley Learning 2050 Project Manager

- **School-Business Links & Curriculum Board (Learning 2050)**
 - Leanean Callender (Network Rail)
 - Jonathan Smith (Rockwell Automation)
 - Carrie Matthews (Willen Primary School)
 - Zoe Baines (Slated Row School)
 - Tom Molloy (Milton Keynes Council)
 - Chris Holmwood (Shenley Brook End School)
 - Jo Hoarty (St Paul's Catholic School)
 - James Cassidy (Watling Academy)
 - Paul Thompson (SEMLEP)
 - Lewis Campbell (Milton Keynes Council)
 - Nikki Williams (Cranfield University)
 - Michelle Lockwood (Institute of Technology)
 - Jane Zamora (St Bernadette's Catholic Primary School)
 - Michael Manley (Learning 2050 Project Manager)
 - David Balderstone (Partnership Manager, MK Education Partnership)

 - Cornerstone Employers' Group Members
 - Norma Odain-Hines
 - Rebecca Rowley
 - Tracey Kingsley

- Karl Digby
- Hannah Barnett
- Alison Loxley
- Iain Gallagher
- Amit Kotecha

6 Appendix B: The Learning 2050 Project Beyond July 2022

Current Project Areas, Final Guidance & Position Papers, Current & Future Responsibilities

- The table below summarises the various project areas of Learning 2050. It lists the Boards and other groups that have taken responsibility for the work in these areas as well as potential groups that might take responsibility in future. The current position and next steps for each area of activity will be included in the Final Position and Guidance Papers.
- Whilst the table presumes the continuation of MKEP Boards it also presumes the continuation of current Learning 2050 Boards which have indicated their intention to do so.
- The extent to which the project areas that will be ongoing can be sustained needs to be determined.

Future Responsibilities and Groups Continuing the Work

- **Post-16 Strategy Planning Group**
 - **Membership**
 - Milton Keynes Local Authority
 - Secondary Headteachers
 - MK:U
 - SCIoT
 - Milton Keynes College
 - SEMLEP
 - **Links to Other Groups**
 - MKSH
 - Heads of 6th Group
 - SBL&C Board/Cornerstone Employers' Group
 - Schools, MK:U, SCIoT, MK College Board
 - **Responsibilities. Strategic responsibility for:**
 - Oversight of the successful implementation of the Post-16 Strategy.
 - Review of, and recommendations for, Post-16 place provision.
 - Review of, and recommendations for, Post-16 curriculum provision and the skills needs of the local economy.
 - Review of, and recommendations for, Post-16 curriculum provision and transition arrangements for students to study HE courses at MK:U, South Central Institute of Technology and Milton Keynes College.
 - Review of, and recommendations for, the efficiency of the transition points at age 16 and age 17 from schools to other schools or MK College.
 - Review of, and recommendations for, the development of apprenticeship and employment routes and recruitment in Milton Keynes.
 - Review of, and recommendations for, the reduction of young people aged 16-19 classed as NEET in Milton Keynes.
- **Milton Keynes Secondary Headteachers**
 - **Membership**
 - Secondary Headteachers

- **Links to Other Groups**
 - Heads of 6th Group
 - Post-16 Planning Strategy Group
 - SBL&C Board/Cornerstone Employers' Group
 - Schools, MK:U, SCIoT, MK College Board
 - Milton Keynes Schools' Quadrants
- **Responsibilities**
 - To provide a forum for discussion of issues of mutual interest, locally and nationally, and to provide a focus for mutual support both in meetings and beyond.
 - To collaborate on issues of strategic importance. To influence decision-making locally and nationally and to effect change, where possible, that is in the interest of young people and schools in Milton Keynes.
 - To discuss and agree practical and administrative arrangements for the secondary school system on an annual basis.
 - To work for the common good of young people and schools in Milton Keynes and, thus, for the good of the area.
- **Milton Keynes Heads of 6th Group**
 - **Membership**
 - Heads of 6th of Milton Keynes secondary schools
 - **Links to Other Groups**
 - Feedback to:
 - MKSH
 - Post-16 Planning Strategy Group
 - **Responsibilities. Operational responsibility for:**
 - Liaison on practical arrangements of interest to all 6th Forms
 - Sharing good practice and learning from the work of others.
 - Post-16 curriculum provision, including with reference to the skills needs of the local economy
 - Post-16 curriculum provision and transition arrangements for students to study HE courses at MK:U, South Central Institute of Technology and Milton Keynes College.
 - The efficiency of the transition points at age 16 and age 17 from schools to other schools in Milton Keynes or MK College.
 - The development of apprenticeship and employment routes and recruitment in Milton Keynes.
- **Employer-Education Action Group**
 - **Membership**
 - Primary, Secondary & Special Schools
 - SEMLEP
 - Milton Keynes Council
 - MK:U
 - SCIoT
 - Employers
 - Cornerstone Employers Groups
 - **Links to Other Groups**
 - Feedback to:
 - MKSH
 - Quadrants
 - Post-16 Planning Strategy Group
 - **Responsibilities**

- The promotion of existing and development of pathways into employment for young people in Milton Keynes.
 - Further develop diversity and inclusivity in all sectors coupled with providing inspiration and confidence in young people to aspire to any occupation.
 - Raise awareness of opportunities being provided by employers to young people, parents, carers and educators in Milton Keynes.
 - Showcase Science, Technology, Engineering, Maths (STEM) including digital with reference to opportunities, diversity, inclusivity and pathways.
 - Support the embedding of careers in curriculum through CPD for teaching staff to develop and sustain knowledge of the local labour market including career pathways, employer needs and recruiting processes.
- **Schools, MK:U, SCIoT, MK College Board**
 - **Membership**
 - Heads of 6th
 - MK:U
 - SCIoT
 - Milton Keynes College
 - **Links to Other Groups**
 - Feedback to
 - Heads of 6th Group
 - Post-16 Planning Strategy Group
 - **Responsibilities. Operational responsibility for:**
 - Post-18 Apprenticeships and HE Destinations in Milton Keynes
 - Implementation of Recruitment Cycle for Post-18 destinations in Milton Keynes
 - The efficiency of the transition points at age 16 and age 17 from schools to other schools in Milton Keynes or MK College.
- **Milton Keynes Schools' Quadrants**
 - **Membership**
 - Milton Keynes Local Authority
 - All Milton Keynes Headteachers
 - **Links to Other Groups**
 - Schools in Milton Keynes
 - MKSH
 - **Responsibilities**
 - Discussion of, and dissemination, of initiatives of relevance to all schools in Milton Keynes.
- The Education Improvement Board, Inclusion Board and Workforce Development Board are three Boards of the Milton Keynes Education Partnership. There will be liaison between the work of these Boards and the Groups above on an ad hoc basis.

Project Area	Current Group Involvement	Future Responsibilities
Collaborative Primary School Improvement Structure	Education Improvement Board	Education Improvement Board
Collaborative Secondary School Improvement	MKSH/Education Improvement Board	MKSH
Apprenticeships (L3) Milton Keynes College	MKSH/MK:U/SCIoT Board/MKSH/SEMLEP	• Post-16 Strategy Planning Group • Heads of 6th Group
Apprenticeships (Degree) MK:U & SCIoT	MKSH/MK:U/SCIoT Board/MKSH	• Post-16 Strategy Planning Group • Heads of 6th Group/ • Schools, MK:U, SCIoT, MK College Board
Secondary School-Business Links including Cornerstone Employers' Group	MKSH/SEMLEP/School-Business Links & Curriculum Board/Careers Hub	School-Business Links & Curriculum Board
Primary School-Business Links & Structures	School-Business Links & Curriculum Board/Careers Hub	Primary Schools through the Quadrant Structure/ School-Business Links & Curriculum Board
ICT & Computer Science and skills in schools in partnership with MK:U & SCIoT	Computing Hub/MK:U/SCIoT	Quadrants/DASH/MK:U/SCIoT
Secondary Curriculum Development including with MK College	MKSH/MK College	MKSH/DASH/MK College
MK:U & SCIoT Recruitment Links	MKSH/MK:U/SCIoT Board/MKSH	• Post-16 Strategy Planning Group • Heads of 6th Group • Schools, MK:U, SCIoT, MK College Board
Skills Progression Post-16 to MK:U, SCIoT & Employment locally	MKSH/MK:U/SCIoT Board/MKSH/SEMLEP	• Post-16 Strategy Planning Group • Heads of 6th Group/ • Schools, MK:U, SCIoT, MK College Board
Aspiration, Inclusion & Diversity	MKSH/SEMLEP/School-Business Links & Curriculum Board/Careers Hub	School-Business Links & Curriculum Board/Cornerstone Employers' group
Year 6 to 7 Transition	Education Improvement Board	Education Improvement Board

Project Area	Current Group Involvement	Future Responsibilities
Transition, Especially Schools-MK College Year 11 & Year 12	MKSH/MK College	• Post-16 Strategy Planning Group • Heads of 6th Group
Workforce Development Issues	Workforce Development Board	Quadrants/Workforce Development Board
Aligning skills development in schools & curriculum with needs of employers locally	MKSH/SEMLEP/MK College	• Post-16 Strategy Planning Group • MKSH
Emotional & Social Well-being and Mental Health	Inclusion Board	Quadrants / Inclusion Board

7 Appendix C: Apprenticeship Structure

- **Background**

- This draft Apprenticeship Structure was developed by the Learning 2050/MKEP Apprenticeship Board. The Board met three times between May 2020 and July 2020. The members of the Board were:
 - Jim Parker, Headteacher The Lord Grey Academy
 - Charlotte East, Assistant Principal Walton High
 - Tracey Matthews, Assistant Principal Milton Keynes College
 - Bridget Dix, Cranfield University
 - Lewis Campbell, Economic Development Manager Milton Keynes Council
 - Paul Thompson, Employer and Skills Manager SEMLEP
 - Dave Newsome, Anglian Water Alliance
 - Alexander Balicki, PJ Care
 - Michael Manley, Learning 2050 Project Manager
- The development of apprenticeships in Milton Keynes is a key part of the MK Futures strategy and the Learning 2050 Report and is seen as a major part of establishing a talent pipeline locally to help to sustain the skills needs of businesses in Milton Keynes and, particularly, new businesses attracted to an expanding area.
- Apprenticeships are a key way of increasing the number of 18-25 year olds in Milton Keynes because more school and college leavers will work and study locally rather than move away to university and not return to Milton Keynes. This is a key action in the MK Futures programme and the Milton Keynes Council Skills Strategy.
- There has been a recent government announcement which has removed the target for 50% of young people to go to full-time undergraduate university courses. The strategy also includes an expansion of FE and HE courses at L4 & L5 together with degree apprenticeships.

- **School Apprenticeship Support**

- Post-16 Apprenticeship Group
 - Students seeking apprenticeships
 - Crossover with UCAS groups
 - Development of alumni and parent networks
 - Programme may include:
 - Launch of apprenticeship group alongside the UCAS launch in Summer Term of Year 12.

- Employer visits
- Briefing students on key sectors for apprenticeships and their availability
- Pre-apprenticeship work experience
- Use of key existing sources of information and support such as the ASK, Amazing Apprenticeships and National Apprenticeships Service websites and Apprenticeship Ambassadors.

<https://amazingapprenticeships.com/about-ask/>

<https://amazingapprenticeships.com/>

<https://www.apprenticeships.gov.uk/#>

<https://amazingapprenticeships.com/yaan/>

There is a summary of resources for leaders and school staff on the SEMLEP website under “Resources for Schools & Colleges” on the Services section. The link is

<https://www.semlep.com/resources-for-schools-colleges/>

- Job search skills
- Sources for apprenticeship vacancies
- Apprenticeship recruitment cycle information
- Preparation for applications and assessment centres
- Work with parents regarding apprenticeships
 - Led by a key member of staff who has been briefed on the process and who has access to advice.
- A Year 11 Apprenticeship Group will have many of the characteristics of the Post-16 group.

• **School-Business Apprenticeship Links**

- Collaboration between MK College and schools to enable access to the Employer Engagement Team and the range of school-business links and apprenticeship information available. There will be further work done to ensure that the capacity exists to service this. This will supplement information and access from national bodies such as the National Apprenticeship Service and Amazing Apprenticeships. Support available through Milton Keynes College may include:
 - Business links who are willing to provide:
 - Brand awareness visits to school 6th Forms and Year 11
 - Visits to outline apprenticeship opportunities in a business and the career paths possible for students post-apprenticeship
 - Businesses talking to parents to help them to understand the apprenticeship market and opportunities more fully.

- Business involvement in the preparation of students for the apprenticeship assessment process.
 - Key information and briefings for school staff from Careers & Enterprise Company and MK College
 - Information regarding L4/L5 apprenticeships at MK College and the SCIoT for students leaving Year 13 and marketing these to students and their parents.
 - Collate information regarding recruitment cycles of businesses and likely recruitment dates for schools
 - Mentoring for apprenticeship applicants
 - Collate materials to support apprenticeship groups in schools including on-line presentations, webinars and powerpoints.
 - Collation of key contacts in MK College and schools.
 - Knowledge of key areas of school curriculum which relate to the skills needs of businesses recruiting apprentices.
- Key development areas for schools, and perhaps MK College, might be:
 - Development of apprenticeship programmes based on the Anglian Water Alliance model for students at 16+ and 18+.
 - Developing links with major employers in Milton Keynes to try to influence the recruitment cycle to bring it more into line with the academic year cycle so that they have a wider range of suitable applicants.
 - Develop school and College strategic business links so that the education sector and businesses understand better the needs, aspirations and constraints of each other.
 - Development of knowledge of apprenticeship career pathways in businesses locally for students who, in the majority, will join as L3 apprentices from school or college, including the criteria that they use to decide whether an employee will progress from a L3 apprenticeship to a degree apprenticeship, so that students and parents then understand the career progress possible.
 - Development of knowledge and understanding of why some businesses in Milton Keynes recruit to L4-6 degree apprenticeships at 18+ and discuss this with other businesses in Milton Keynes as a model to consider.
- **Apprenticeship Vacancies & Recruitment Support**
 - Staff working to promote the apprenticeship route in schools might benefit for the work that MK College do currently for students studying there in the following areas:
 - Recruitment Cycle Information
 - information to schools and businesses
 - Advice to schools and businesses on recruitment
 - Raising awareness of the apprenticeships available and the career paths and jobs that will be possible.

- **MK:U & Apprenticeships**

- There will be a September/October intake
- 85 businesses are part of the Business Support Group for MK:U
- There will be four degree apprenticeship courses with 50 students per course per year. These are:
 - Cybersecurity
 - Change Management
 - Digital & Technical Solutions
 - Data Scientist
- Application will be to the business. Apprentices will be based in Milton Keynes and elsewhere, depending on the business.
- Apprentices will be mainly current employees who are upskilling and the challenge will be to persuade companies to consider undergraduates who will achieve at a high level at L3 and include school and college leavers.

- **Management Information**

- Headteachers and school staff would benefit from the following to help their strategic development of apprenticeship preparation as well as curriculum development to support this:
 - Labour Market information regarding the various sectors in Milton Keynes and their growth.
 - Apprenticeship information regarding apprenticeships filled by type and sector suitable for school leavers at 16+ and 18+.
 - There is LMI on the SEMLEP website and it does indicate that this is due for further development. It would be good for schools in Milton Keynes to influence this and also for the information to be subdivided into areas.
- Key contacts in schools. These should be an SLT member for strategic oversight of apprenticeships in the school together with another person who will have operational responsibility for apprenticeships as a career route. This person may have a wider careers responsibility or be a member of the Post-16 or Year 11 pastoral or management team. The named contacts should be the only contacts to Milton Keynes College Employer Engagement Team to ensure that the range of contacts is minimised.
- Apprenticeship development will be an agenda item at MKSH meetings on two occasions during the year. This will be used for briefings from MK College/SCIoT, SEMLEP or MK:U as well as discussions with key employers in Milton Keynes.

Appendix 1: School-Milton Keynes College Terms of Reference

- **Contacts**
 - Each school should have three contacts: Key staff member for apprenticeships, key admin staff for apprenticeships and member of SLT with strategic responsibility for apprenticeships.
 - Milton Keynes College contact for information and support.
- **Reasons to Make Contact**

- From schools:
 - To seek business links who are willing to provide:
 - Brand awareness visits to school 6th Forms and Year 11
 - Visits to outline apprenticeship opportunities in a business and the career paths possible for students post-apprenticeship
 - Businesses talking to parents to help them to understand the apprenticeship market and opportunities more fully.
 - Business involvement in the preparation of students for the apprenticeship assessment process.
 - Work experience for students wanting to apply for an apprenticeship. This would be part of an application and assessment process.
 - Information and advice on matters relating to apprenticeships and apprenticeship vacancies
- From Milton Keynes College
 - Calendar of activities.
 - Circulating apprenticeship vacancies and links to them.
 - Admissions process for Institute of Technology and information and resources related to this.
 - Estimates of post-18 school students likely to seek college courses.
 - Briefings for key staff in schools. These may be through links to recently released material or from Milton Keynes College staff, virtually or in person. Areas covered may include:
 - Preparation for apprenticeships
 - L3 and L4/5 apprenticeships and pathways
 - Apprenticeship applications
 - Local apprenticeship market information

Appendix 2: Degree & L3 Apprenticeship Briefing Main Points

Information for Key Post-16 Staff Regarding Recruitment to Degree Apprenticeships

- Local apprenticeship demand, sectors, employers, numbers
- Local support available eg Amazing Apprenticeships, MK College, MK:U, SCIoT
- Apprenticeship recruitment & UCAS: a comparison
- Combining UCAS application with apprenticeship applications and recruitment
- Sources for apprenticeship vacancies
- Apprenticeship recruitment cycle in contrast to UCAS
- Apprenticeship application process and assessment arrangements
- Pathways within employers from L3 apprenticeship to employment or to degree apprenticeship and beyond
- Information for parents
- Strategic periodic apprenticeship and labour market information
- Key contacts in schools and MK College, MK:U & SCIoT to develop relationships
- Role of Employer Engagement at MK:U and SCIoT

- Needs, aspirations and constraints of employers seeking apprentices
- Mentoring for apprenticeship applicants, especially from disadvantaged and diverse backgrounds
- Periodic briefings for key SLT members and key Post-16 pastoral staff
- Employers visits, remotely or in person, to outline apprenticeship opportunities and career paths to students and also talking to parents
- Support for school apprenticeship initiatives

Information for Key Post-16 Staff Regarding Recruitment to L3 Apprenticeships

- Local apprenticeship demand, sectors, employers, numbers
- Local support available eg Amazing Apprenticeships, MK College, MK:U, SCIoT
- Apprenticeship recruitment & UCAS: a comparison
- Combining UCAS application with apprenticeship applications and recruitment
- Sources for apprenticeship vacancies
- Apprenticeship recruitment cycle in contrast to UCAS
- Apprenticeship application process and assessment arrangements
- How L3 apprenticeship goes beyond a L3 Post-16 course.
- Pathways within employers from L3 apprenticeship to employment or to degree apprenticeship and beyond
- Information for parents
- Strategic periodic apprenticeship and labour market information
- Key contacts in schools and MK College to develop relationships
- Role of Employer Engagement and the Enterprise Co-ordinator at MK College
- Needs, aspirations and constraints of employers seeking apprentices
- Mentoring for apprenticeship applicants, especially from disadvantaged and diverse backgrounds
- Periodic briefings for key SLT members and key Post-16 pastoral staff
- Employers visits, remotely or in person, to outline apprenticeship opportunities and career paths to students and also talking to parents
- Support for school apprenticeship initiatives

8 Appendix D: Collaborative School Improvement Structure in Milton Keynes

Principles

- A school improvement structure in Milton Keynes should place an emphasis on collaboration, partnership and sustainable improvement for schools in Milton Keynes. The emphasis should also include supply side measures to ensure sustainable improvement such as teacher recruitment and retention, ensuring CPD provision and leadership development. The commitment should be to long-term sustainable development rather than quick fixes and an appreciation that for the foreseeable future there should be a presumption of little external funding.
- The motivation for the school improvement structure is the same motivation that led to the formation of the Milton Keynes Education Partnership and is also contained in the “Vision for Learning and the Education System in Milton Keynes” in the Learning 2050 Report which is that all young people in Milton Keynes are the responsibility of all collectively.
- The school improvement structure will operate under the MK Education Partnership and be led by the Education Improvement Board. The partnership includes schools, academies and federations that have a variety of governance arrangements as well as the Local Authority and will involve working closely with other organisations such as SCITTs, PEP:mk, NLEs, Teaching Schools and the Teaching School Hub once established.
- A collaborative school improvement structure will supplement and not replace or undermine the school improvement work of individual schools and MATs.
- Improvement in school outcomes in Milton Keynes will be the sum of the improvement that individual schools make. The commitment of as many schools and other interested parties as possible to the structure is vital to its success:
 - Schools cannot be compelled to commit to the structure and the impact that money had on encouraging participation in such initiatives in more affluent times is no longer an option. The work of the School Improvement Steering Group and the LA staff that work with it will include explaining the benefits of participation by:
 - Persuading schools that participation in the structure will help them to achieve their development aims as well as contributing to the wider good because of the strengths that they bring.
 - Persuading schools that they can benefit from the commitment of schools to the structure because of the expertise and experience that they offer to others.
 - Being a conduit through which schools can offer support to schools in challenging circumstances or to those at risk of becoming so.

- Liaise with MATs to determine if or how support through this structure can support their wider improvement objectives.
- Schools in Milton Keynes have been committed to collaboration over many years. Some examples were funded such as the Excellence Cluster, LIG and the old Education Improvement Partnership. Some have not been significantly funded or funded at all such as the Milton Keynes Education Partnership, Learning 2050 Project initiatives, the Inclusion Partnerships, involvement in the SCITT, school place planning and more.
- School Improvement and school standards locally are key responsibilities and objectives of the Local Authority which has a statutory responsibility for all young people in Milton Keynes. The LA has a key interest in the success of this initiative. The Milton Keynes Education Partnership Manager and the Learning 2050 Project Manager will have key roles in the development of this work in the short term but the longer term success of this work will depend on a longer term commitment of the deployment of school improvement partner time to this initiative.
- A commitment to the common good of all young people and schools in Milton Keynes and enlightened self-interest have played a positive part in the success of these past or existing initiatives. These initiatives have also included formal and informal approaches to accountability as well as compacts or partnership agreements that schools have been happy to endorse. These features should also underpin the School Improvement Structure including a Partnership Agreement.
- The School Improvement Structure is one component of a school improvement process in Milton Keynes, albeit a significantly important one. This needs to be placed alongside and co-ordinated with other areas such as teacher recruitment and retention, leadership development, Maths Hub and Computing Hub support, links with ITT in HE beyond Milton Keynes, links with subject professional bodies such as the Royal Society of Chemistry, the Institute of Physics and the Royal Geographical Society as well as CPD available locally geared to immediate needs to give some examples.
- There are a number of local school improvement partnerships in existence, not least in Hull, West Sussex and Portsmouth. These partnerships share the following characteristics which may also form the basis for any such work in Milton Keynes.:
 - Structured plan for improvement based on shared local priorities
 - Trust between institutions and good working relationships
 - Development and improvement work undertaken between two or more schools should be on the basis that each or all schools will benefit from the process and all have something to learn.
 - Schools working together should be in a reasonable travelling distance. (although this is usually not an issue in Milton Keynes)

- A commitment from schools that staff have the time to complete the work successfully and that the objectives they have are clear and achievable.
- System of monitoring and assessment of impact.

Organisation

- The school improvement structure and its organisation will operate under the umbrella of the MKEP Education Improvement Board. The Constitution and Terms of Reference of this Board can be found at Appendix A.
- The leadership of the structure and its monitoring and oversight on behalf of the Milton Keynes Education Partnership will be the priority for the work of the Education Improvement Board.
- The MKEP Partnership Manager and Learning 2050 Project Manager will provide capacity to establish and maintain the work.
- There will need to be an efficient channel of communication to all schools. These can be:
 - The Liaison Group structure in Milton Keynes for primary schools. The current position is that some Liaison Groups are more active than others so work will be needed to ensure that all are working at an appropriate level to ensure good communication to and from the Education Improvement Board if this channel is to be effective for all schools.
 - The Special Schools Heads Group for special schools.
 - Milton Keynes Secondary Heads Group for secondary schools.

Aspects

- The Education Improvement Board will undertake an annual assessment of Milton Keynes improvement priorities. This will be based on data analysis as well as the evaluation of individual schools regarding their strengths and areas for development. This will be co-ordinated by the Partnership Manager and the school improvement partner(s) who will support this work. As the last year of published national KS2-KS5 results was 2019 and the next published figures are likely to be for 2022 then this will rely on schools' self-assessment in the short term. It is likely that the after effects of disruption from the COVID pandemic will have an impact on published results in the medium term. This annual assessment will inform the local CPD provision, LA support priorities as well as other strategic work.
- Schools and academies will have individual development priorities as well as having differing capacities to respond to these at any one time. The Education Improvement Board will ensure that there is a range of options open to schools to provide support for this. These include:
 - Identification of other school(s) to work with on development priorities for those schools with a well developed evaluation process and the capacity to

identify development priorities clearly as well as the actions necessary to respond to them successfully.

- The availability of visits by schools to other schools for learning walks and discussion on identified improvement areas. The co-ordination will include the record of schools that will offer visits whether to individual and/or groups of other schools as well as the strengths of schools to inform the visits.
- Peer review and linked model for collaborative working on key areas of school improvement. These processes can be linked so that collaborative improvement work follows from a peer review or collaborative work can take place on the basis of areas for development identified by a school through its evaluation processes leading to the completion of the school's SEF and School Improvement Plan. The models outlined in Appendix B are based on those developed by the Schools Partnership Programme under the Education Development Trust:
 - Develop a Peer Review model for Milton Keynes. A possible model can be found at Appendix B.
 - Schools working collaboratively on key areas of development. There would need to be a process agreed for this together with a protocol for successful working. A possible model can also be found at Appendix B.
 - Identification of school strengths through School Improvement Framework which will help to inform peer review partners and schools working together on specific development priorities. A school's context, particularly with regard to SEND, disadvantage and the representation of different groups may be important in determining the most appropriate basis for schools in collaborative work. A system needs to be developed and agreed to capture this information. A possible model can be found at Appendix B.
- The Education Improvement Board will take responsibility for the following strategic actions:
 - Identification of CPD needs locally through discussions with or surveys of schools annually.
 - Involvement of key partners providing training in the school improvement structure eg Teaching School Hub, Former Teaching Schools, PEP:mk
 - Partnership working with the Teaching School Hub responsible for Milton Keynes.
 - Recruitment and retention planning, including succession planning for promoted posts to retain good teachers in MK schools. This work will be undertaken with the Workforce Development Board.

- Leadership development needs identified that are both generic and also reflect the particular needs of schools at the time.
- Leading discussions with schools in challenging circumstances to agree support package from one or more schools which have the capacity and commitment to help to supplement the school's capacity.

Appendix 1: Background and Context

Background

- Milton Keynes Education Partnership was fully established in September 2019. It is supported by schools in Milton Keynes, Milton Keynes Council and a range of other key partners. Its aim is to provide a strong platform for collaboration across the education system in the city to transform educational opportunities and outcomes for all learners. All members of the Partnership recognise the need to respond to a changing and complex educational landscape to overcome the risk of fragmentation and optimise our capacity for working together to improve educational opportunities and outcomes for local communities across the city. The aim is to take collective responsibility for improving educational outcomes by making effective use of resources that are available both within and outside Milton Keynes.
- A significant section of the Learning 2050 Report (April 2019) related to raising standards of attainment in Milton Keynes schools in order to support the aim of the MK Futures programme in attracting and supporting the development of businesses in Milton Keynes as well as students entering Higher Education locally at MK:U and the Institute of Technology. The section of the Report (pages 13-14) relating to this topic can be found at Appendix A.
- The Learning 2050 Report included the following in the “Vision for Learning and the Education System in Milton Keynes.” (page 3)
 - A commitment that all young people in Milton Keynes are the responsibility of all collectively.
 - Collaboration between education providers as the basis for quality improvement, irrespective of organisation or governance arrangements.
 - Support for schools that need capacity to help them to improve as they plan to must be part of the system.
- School improvement is a central aim of both Milton Keynes Education Partnership and the Learning 2050 Project. Any structure must be collaborative, inclusive and

focused on the good of all providers and the young people that they serve. It must also focus on long-term sustainable improvement.

Standards in Milton Keynes 2019

		Milton Keynes KS5 2019							
		2019 Ave A-L Grade	2019 A-L APS	2019 Ave Academic Grade	2019 Academic APS	2019 Ave App Gen Grade	2019 App Gen APS	2019 % AAB in 2+ Fac Subjs	2019 Best 3 A-L APS
Milton Keynes		C	29.41	C	29.68	Merit	26.32	9.60%	31.34
England		C+	32.87	C+	33.02	Merit+	28.89	16.5%	33.96

		Milton Keynes KS4 2019								
		2019 Progress 8	2019 Progress 8 English	2019 Progress 8 Mathematics	2019 Progress 8 EBacc	2019 Progress 8 Basket 3	2019 Attainment 8	2019 En & Ma 5+	2019 En & Ma 4+	2019 EBacc APS
Milton Keynes		-0.15	-0.13	-0.17	-0.24	-0.11	44.8	39%	62%	3.86
England		-0.03	-0.04	-0.02	-0.03	-0.04	46.7	43%	65%	4.07

		Milton Keynes KS2 2019						
		Progress			Reading/Writing/Maths		Ave Scores R & M	
		Progress in Reading	Progress in Writing	Progress in Maths	Exp Std in R/W/M	Higher Std in R/W/M	Average Score Reading	Average Score Maths
Milton Keynes		0.1	-0.4	0.1	66%	11%	105	105
England		0.0	0.0	0.0	65%	11%	104	105

Context

- The average size of secondary schools in Milton Keynes is the highest of any Local Authority in England. In 2019-2020 the average size of MK secondary schools was 1527 students whereas the England average was 965 students. This has the advantage of concentrating experience and capacity in, mostly, large schools with the benefit to staff development and training. It has the disadvantage that it needs fewer schools with outcomes below the national average than in other Local Authorities before the local average falls below the national average.
- The average size of primary school in Milton Keynes is 307 pupils. In 2019 the schools ranged in size from the largest which had 1120 pupils on roll to the smallest that had 17 pupils on roll. In 2019-2020 the average size of primary schools in England was 282 pupils.
- Teacher mobility in the secondary sector is exacerbated by 46% of secondary teachers living outside Milton Keynes. The growth of two new secondary schools, with a third to open, together with a likely turnover of at least 10% of teachers

annually (2018-2019 England: 12.8%) means that Milton Keynes will need to recruit about 150 main scale and promoted posts annually.

- In the primary sector 25% of teachers live outside Milton Keynes. Mobility is further encouraged by the opening of new primary schools in the growing areas of Milton Keynes which grow to capacity over a number of years.
- In the secondary sector:
 - 11 of the 14 secondary schools are part of Multi-Academy Trusts and there is 1 standalone academy, 1 Foundation school and 1 Voluntary Aided school. 2 of the secondary schools are all-through schools.
 - 10 of the 14 secondary schools are part of Multi-Academy Trusts with at least one other secondary school.
 - 2 secondary schools opened recently and are currently growing to their target capacities
 - In the longer term there are 3 further secondary schools planned for Milton Keynes as the borough continues to grow (MKC School Place Planning Forward View 2020)
- In the primary sector there are:
 - 41 Community schools
 - 7 Voluntary Controlled schools
 - 7 Voluntary Aided schools
 - 10 Foundation schools
 - 29 Academies of which 25 academies are members of Multi-Academy Trusts
 - 4 primary schools opened recently and are currently growing to their target capacities
 - In the longer term there are 11 further primary schools planned for Milton Keynes as the borough continues to grow (MKC School Place Planning Forward View 2020)
- In the Special School and Alternative Provision sector there are:
 - 6 Community schools
 - 2 Academies both of which are members of the same Multi-Academy Trust
- The Local Authority in Milton Keynes has a greater presence in school improvement than many other local authorities although this is focused mainly in the maintained sector.

- There is already much school improvement work carried out and this tends to be localised by groups of schools, subject interest or specific priority. Examples include:
 - Work within Multi-Academy Trusts
 - Informal links between schools
 - Subject Leader Networks
 - The Tommy Flowers SCITT
 - Denbigh Computing Hub and Enigma Maths Hub
 - Teaching School courses
 - PEP:mk

Peer Review

- Peer review has been used in a range of educational contexts as a strategy for enhancing self-evaluation through external reference.
- The common denominator in all models is that peers come together and spend time in each other's contexts to review practice, share expertise, recommend strategies for development and support each other to achieve continuous improvement.¹
- Trust between schools is an essential feature of the process. Participating schools will need to have the confidence to share honest self-evaluation with their peers and in turn will find that the experience builds trust between colleagues who gain respect for each other. The process is based on the premise that all schools can learn something from their peers.
- As a family of schools in Milton Keynes we bring together very different types of school and contexts which enable us to draw richness from the diversity of experience and expertise in order to build leadership capacity for further school improvement leading to greater pupil outcomes.
- The peer review process ensures that the benefits are reciprocal. Each school gains from the insights of others, contributes expertise to support their peers and takes away models of practice that influence change on their own school.
- It is likely that a school would have one peer review cycle annually and that this would be timed to be part of the annual self-evaluation cycle.

9 Appendix E: Employers, MK:U, Institute of Technology, MK College Recruitment Cycle

This cycle has been finalised following discussions in the Learning 2050 School-Business Links & Curriculum Board/Cornerstone Employers' Group and the MKSH/MK:U/SCIoT Board. Both these Boards will continue their work following the end of the Learning 2050 Project in July 2022 and so will help to oversee the implementation of the cycle. The Milton Keynes Heads of 6th Group and the School Careers Leads will also work to enable this.

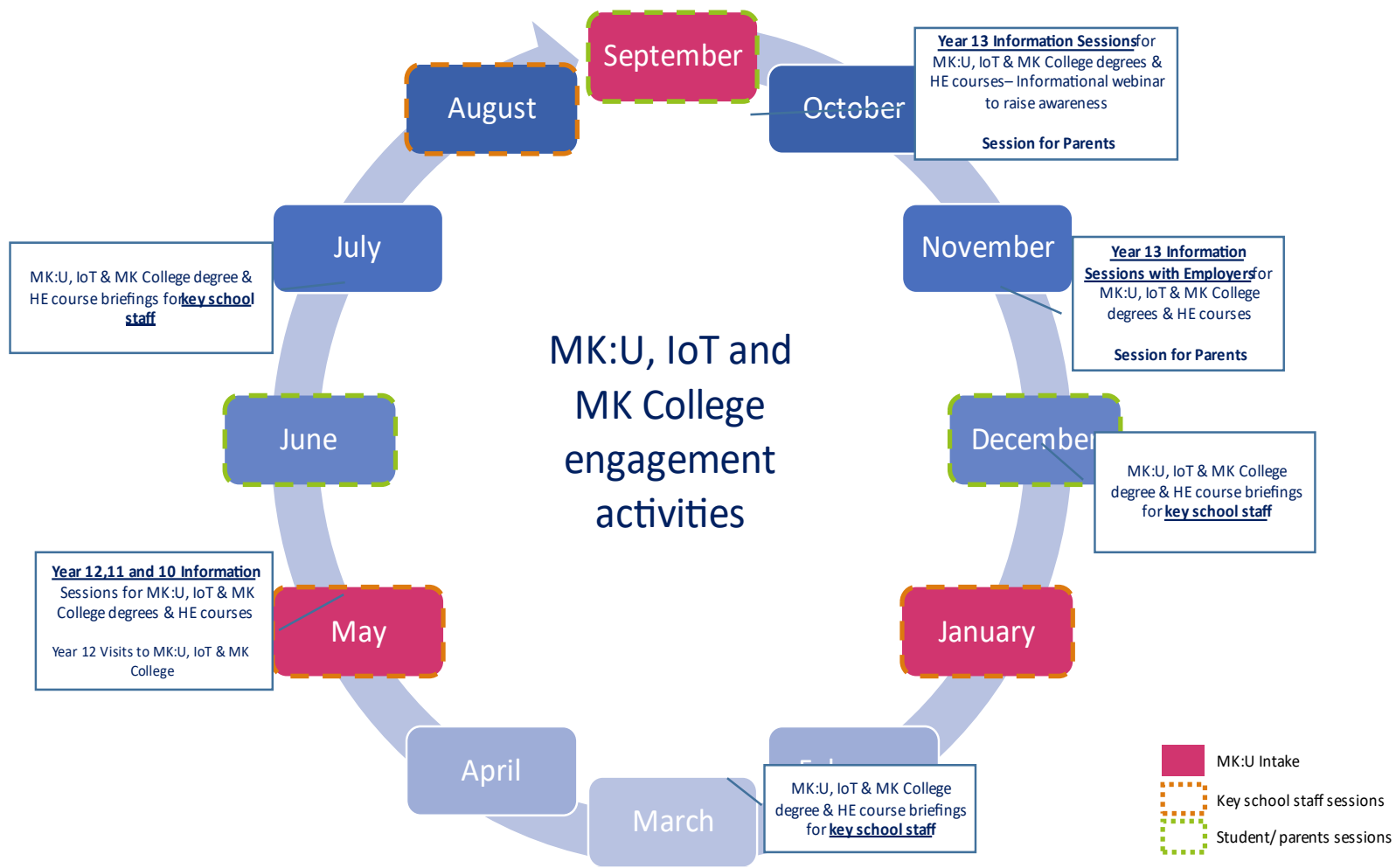
School-Employer Employment & Apprenticeships Cycle

Month	Employment/ Apprenticeships	Employment/ Apprenticeships-Schools Activities during the Year	National/Local Events
September	L2/3 Apprenticeship Briefing for key school staff involving MK College & Employers	1. "Gap Year" Degree Apprenticeship adverts to key school staff 2. Access to LMI data for key school staff 3. Access to apprenticeship vacancies locally for school students and key school staff 4. Schools to use resources such as Amazing Apprenticeships and the SEMLEP website for information 5. Careers/SEMLEP briefings to key careers staff and other key school staff 6. Websites and information to emphasise the diversity and inclusive nature of employers in MK 7. Raising awareness of key employment sectors through visits to schools, virtually or in person by employers for primary and secondary students 8. Visits to raise awareness of apprenticeships with employers locally 9. Employer involvement in STEM, Work Related Learning or Careers activities. 10. Employer involvement in curriculum projects 11. Apprenticeship briefings for parents in single schools or as a citywide initiative. 12. Participation in school Year 12 recruitment evenings if schools wish 13. Annual data collection of Key Apprenticeship Contacts in schools	
October	Degree Apprenticeship Briefing for key school staff involving HE & Employers		
November	Information session for students seeking apprenticeships on the application and assessment process		
December			
January			
February	L2/3 Apprenticeship Briefing for key school staff involving MK College & Employers (including briefing regarding Year 12 Leavers)		National Apprenticeship Week
March	Degree Apprenticeship Briefing for key school staff involving HE & Employers		MK Apprenticeship Show National Careers Week
April			
May			
June	Information session for Year 12 leavers involving MK College and Employers		
July			
August	Post KS4 and KS5 results information sessions from MK College, HE and		

Month	Employment/ Apprenticeships	Employment/ Apprenticeships-Schools Activities during the Year	National/Local Events
	Employers regarding employment and apprenticeship opportunities	14. Annual data collection of recruitment cycle dates (where these are cyclical) from CEG employers 15. Use School-Employer Teams Group as the key communication route	

School-MK:U/MK College/Institute of Technology Higher Education & Apprenticeships Recruitment Cycle

Month	Planned Session	Content
September	Year 13 Information Sessions	- Informational webinar to raise awareness - Benefits of apprenticeships - Bring apprentice currently on programme to talk about their experience - "Gap Year" HE course adverts (at times other than September) to key school staff - Myth busting
December	Year 13 & Parents information session with Employers (MK:U and MK College to invite employers looking to recruit in September)	- Showcasing available opportunities - Why do it/ why don't - Where to find opportunities - Recruitment process - Tips on how to apply - What companies are looking for in an apprentice
January	Key school staff briefing (heads of sixth form, career leaders)	- Big data (local demands, sectors, numbers) and labour market information - Application process - What we offer - Role of employer engagement
May	Key school staff briefing	- The role of apprenticeships in widening participation - Support for local school apprenticeship initiatives - Information for parents - What we offer
June	Year 12 Information session (Year 12 Visits to MK:U, IoT & MK College)	- Tour of the building - Benefits of apprenticeships - Education - what is unique - Courses available and application process - How to apply
July	Key school staff briefing	- Summary of all apprenticeship initiatives - Plan engagement activities for next year
August	Post-Results briefing	- Summary of all apprenticeship initiatives for students for September and beyond



10 Appendix F: The influence and impact of Learning 2050 for Shenley Brook End school and the 5 Dimensions Trust

Working with the Learning 2050 group has been an inspiration. It stimulated me to think of Milton Keynes as our classroom and to focus on ensuring our students are being prepared for the dynamic and changing city that is rapidly growing around them. A particular success has been aligning our vision for skills development across a range of organisations and the successful launch of our Cornerstone Employers' Group featuring key employers and organisations central to the growth of the city.

To support the opportunity and impact of their support of our curriculum we have created Connective Learning Projects (CLPs) as a framework to develop sustainable relationships and projects. These begin with an authentic stimulus to which students respond and end in a showcase with an audience. Some of these are with small groups, others with entire year groups.

So far this year we have :

- Sept 2021 - Year 12 - MKIAC, Festival of Light. Worked with an Islamic artist to create patterns that were adapted into a light show that was projected onto the train station.
- Nov/Dec 2021 - Year 12 and 13 - MKIAC, oral history. We worked with oral historians, Sikh Gudwara and Marvel and Beano artist Kevin Sutherland. Students were trained in oral history practices, we went to Sikh Gudwara in Kiln Farm to learn about some elders' migration to Milton Keynes, comic workshop with Kevin Sutherland to create comics based on migration. Students work will be shown at MK Museum in September 2022.
- Feb 2022 - Year 9 girls - NiftyLift, girls in engineering.
- March 2022 - Year 9 - John Lewis as part of the art cushion project. Members of JL set the brief and came back to judge the artwork. JL vouchers were given as prizes.
- March 2022 - Year 10 - Work experience, students worked with a wide range of employers across MK. 270 students went out, those who didn't took part in a bespoke programme in school with talks from the army, SEMLEP, Anglian Water.
- April 2022 - Year 9 - Festive Road - students made teacup costumes to wear in the MK parade.
- April/July 2022- Sustainability CLP - science, art and English. Students have learnt about and made plastics in science. English looked at persuasive writing and all students took part in a session with children's author Matt Dickinson and students then wrote a children's story. Art have illustrated English's children's story, looked at activism through artists recycling work and have worked with Aphra Shemza and MKIAC to create artwork to be displayed at MK Library in September and the Festival of Light where their work will be projected on Christ the Cornerstone Church.

CLP week - June 2022.

- Year 7, Arts Award, Artswork, Parks Trust, Adey the drummer. Students worked towards Arts Award Explore.
- Year 8 - CREST Discover, worked on Ditch the Dirt and worked with Anglian Water and Institution of Civil Engineers (ICE) to deliver talks. Also worked with a Kenyan school.
- Year 9 - Milton Keynes; Past, Present and Future. Students worked with David Locke Associates, Hallam Land Management and The Parks Trust. Students developed their understanding of MK and designed an aspect of it, students also developed their presentation skills and presented their ideas in a professional way.
- June 2022 - Years 10 and 12 selected students. Meet the Medic, workshop and talk run by NHS.
- June 2022 - Year 8 - Teen Tech, working with industry experts and MK College.
- July 2022 - Speakers for Schools, selection of year 9 and 10 girls, talk by Ann Cairns, CEO of Mastercard and 30% Club looking at women in business.

At the same time in our partner school The Hazeley Academy we have launched an online version of the CLPs known as Ambition Projects which once again has been well supported by local professionals and experts and been a popular and rewarding way of ensuring learning is relevant and engaging.

My own particular contribution has been as Arts Gold leader working with MAKE, Baa Baa Black Sheep Collective and Julie Neville from Artswork to take a group of Y13 through our first ever projects. We are really hoping to build on this so we get to the point where it is as large and powerful a group as our DofE! As with so many things in Milton Keynes – things start off slowly and small and then begin to embed and grow!

My thanks in particular go to SEMLEP who have done so much to support and develop the networks which have enabled us to work in this way.

Many thanks to all involved in Learning 2050!

Chris Holmwood

Headteacher Shenley Brook End School

Chief Education Officer 5 Dimensions Trust

11 Appendix G: The STEAM Project at St Bernadette's Catholic Primary School: School-Employer Links to Enhance the Curriculum for Children

- The Teaching of primary science is probably one of the least popular subjects on the weekly timetable. Primary teachers are rarely specialist scientists and often must dig deep and think back to their own school days to think of exciting ways to deliver an out-dated national curriculum. While we are great at the subjects we love including the past, the world around us and our creative projects, we often perceive science to be an isolated “must teach” subject.
- At St Bernadette's we have taken this on board and created our own curriculum that brings together humanities, social responsibility, technology, engineering art & design and science all under the umbrella of a curriculum entitled Our World. In doing this we feel confident that we can deliver a modern world curriculum that engages all of our children, whether they be children with SEND or greater depth learners, preparing our children for the future and embracing an exciting STEAM experience.
- We began our journey two years ago and along with the Our World curriculum, introduced ‘Smashing Science’ weeks where children engaged in fun activities involving scientific enquiry and experiment as well as having some specialist visitors into school to provide workshops and talks.
- Covid stopped play – but not totally, as our curriculum is such that we were able to provide children with enhanced learning experiences through our on-line live lesson platform and partnership with organisations offering on-line activities and live events.
- This year we have included Art and now call ourselves the STEAM team and have launched our new program called Full STEAM ahead. In addition to their Our World curriculum working book, each child has a dedicated book to log their Full STEAM ahead journey and in this they can record any additional activity that they have participated in (which goes beyond the Our World curriculum and the National Curriculum), ICT lessons and research as well as photographs and information that have been taken or collected.
- The Our World Curriculum is broken into 3 areas, focusing on one unit per term:
 - Our World - Our Responsibility
 - Our World – People and Events that shaped it
 - Our World – Learning from the past and shaping our future
- In planning the topic based curriculum we have taken into account all of the national curriculum areas that we must cover per year group and combined them into a thematic approach intertwining this teaching with fantastic STEAM opportunities. We encourage the class teachers to “think outside the box” when planning and look at how the coverage relates to the wider curriculum and areas of world, national and local interest.

- Each teaching activity is related to a specific NC area but I have highlighted where STEAM can permeate the curricular area. For example....classification, climate, deforestation and a practical D&T activity where the children get to use tools and materials to create tribal homes.
- In Year 5, the areas where activities can be included and developed within STEAM are highlighted and we encourage the teachers to engage with our partners in industry to bring real examples of STEAM to us – e.g. using Anglian Water or bringing in designers and carpenters who could help the children to understand about the practical application of STEAM as well as employment in these fields.
- How do we make this happen?
 - As one of the STEAM leaders I can access a wealth of opportunity that is becoming increasingly available and even more so since lockdown moved us into online territory. Many of these opportunities have been offered through mail shots, STEM websites and links we have forged with our wonderful parents, friends and relations of staff.
 - We have access to online links and hubs
 - We have delivered STEAM using on-site and off-site visits as well as using some fantastic remote learning opportunities
 - Through STEM.org.uk the STEM ambassadors program sent an engineer from Network Rail to run the “leaves on the line” project. The lady happened to be a parent of ours!
 - The TESLA owners club have visited us twice allowing all our children to see TESLA cars in action and learn about alternatives to fuel and the future of transport.
 - Businesses have freed staff to deliver STEAM learning experiences these include REPL who provided an online “supply chain” business opportunity for our Year 6 children and Unilever, based in Bedford, who during lockdown gave our Year 4 children a fantastic afternoon watching their scientists conduct experiments.
 - Local businesses who have started to offer STEAM experiences include Niftylift who have invited us to attend their STEM Innovates festival at Middleton Hall on Friday - even paying for our transport.
 - Cranfield University provided a 5-week online learning program to our Year 5 and 6 children at the end of the summer term. We were delighted to be told that the portfolio of work that we had submitted had won the top prize of a digital weather station.
 - We have made a successful application to commence the Coding Success LEGO Programme with 60 pupils this academic year, with full training and resources provided for the children to build an earthquake simulator and a robot rescue vehicle.
 - Many of these opportunities have come from our parents who have voluntarily (pre-lockdown) come into school to offer experiences. These included a space theme for year 5, linked to their curricular area and a web design course offered to our Key Stage 2 DP girls to develop their interest in careers in technology.
 - Our parents also engaged with us during the summer term to help deliver our STEM careers fair. We had a good response of around 40 parents/members of the community who were interviewed by our children about their STEM related career. Many of these parents have expressed an interest in coming

into school, when restrictions permit, to deliver an in-person, hands-on learning experience. Primary Futures also provided opportunities for pupils to interview a range of inspiring people from a wide range of ethnic groups working within STEM careers. We also had the opportunity to address gender bias within careers through the resources shared.

- We work collaboratively in school and use our individual talents and interests to go above and beyond the NC requirements.
 - Mrs Bond, our Eco-lead has worked tirelessly with the staff and children towards our green flag award, which we gained in July. In order to achieve this we had to prove our commitment to going green and gather evidence of the activities we put in place for our children to be advocates for our planet. Our allotments have been successful as have our many re-cycling projects and our mission to be an Eco school continues to move forward.
 - Amongst our staff we also have a D&T specialist who offered an engineering club last term and a computer expert who ran a coding club. Both of these classes were part of our (free) St Bernadette's University which runs as part of our after school enrichment program.
 - For our children, not only do we offer the after-school enrichment activities and additional on-line STEAM related activities, we also run regular STEAM related competitions that are open to all children who wish to take part.
- We have made a good start with our STEAM program with in-house, on-line and in-person lessons and guests. The Our World curriculum makes learning more interesting, relevant and exciting. Our Smashing Science weeks have been a 'blast'. There has been a high uptake to the STEAM-related online work on our Google Classroom platform thus allowing our children to independently gain scientific enquiry and reporting skills. All of this has shown a positive movement in our science data and children excitedly talking about STEAM through our pupil voice surveys. We want to keep striving to be a school of the future and building a firm foundation for our children, who for many are likely to be following a STEAM career in the future.

But...

- We're not all experts in the field of STEAM yet are all expected to deliver. Training doesn't come cheap and is often more related to the National Curriculum areas rather than the STEAM approach that we would like to take. We are often left stretching our imaginations and resources as to how to deliver a hands-on and stimulating STEAM curriculum
- We would benefit from having a 'corporate sponsorship' or partnership with local industries who would be willing to support our school with real world STEAM experiences and resources.
- We would benefit from having a database of local industry employers and employees who we could go to for advice or to find out what or if they are offering opportunities to schools.
- We are on the road to doing great things with our children, many who are disadvantaged and vulnerable and we want to continue to do this in the years ahead.

**For further details on the
Milton Keynes Strategy for 2050**

Please see

<https://www.mkfutures2050.com/>